English Language Teaching at Higher Secondary Level (HSC) in Bangladesh: Problems and Prospects

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Abstract: The background of the study is rooted in Bangladesh's pursuit of educational excellence and global competitiveness, as English assumes a vital role as a global lingua franca. The ELT curriculum at the HSC level faces multiple challenges, including outdated methods, resource shortages, inadequate teacher training, and the absence of a cohesive language policy. Consequently, the quality of English education falls below desired standards, affecting students' proficiency and global competitiveness. The research's objectives include identifying and documenting specific challenges in ELT, analyzing various teaching methods, and assessing the prospects of ELT at the higher secondary level (HSC) in Bangladesh. To investigate these issues, a mixed-methods research approach is employed, combining quantitative and qualitative methods. Surveys, questionnaires, interviews, classroom observations, and content analysis are used to gather data from 300 teachers and students in 150 HSC level colleges. The findings aim to shed light on the problems and prospects of ELT in Bangladeshi colleges, ultimately contributing to educational development and socio-economic growth in the nation. The study outlines the historical evolution of language teaching methods, emphasizing the role of government rules and policies in improving ELT. Respondents highlight the demand for professionals with diverse language skills in the global job market and underscore the importance of English proficiency for academic and career advancement. International examinations like IELTS and TOEFL are seen as motivators for language learners, and digital resources are acknowledged as beneficial for ELT. The impact of private organizations on ELT technology remains a topic of debate.

Keywords: English Language Teaching (ELT), Higher Secondary Certificate (HSC), Learning, Class Size.

1. Introduction

Bangladesh is described as a homogeneous nation due to the fact that a large proportion of its total population speaks Bangla, the national language. In Bangladesh, 98% of the population speak Bangla (Statistics, 2018). This homogeneity is also reflected in the religious formation of the population. In Bangladesh, Muslims constitute 89.7% of the total population; Hindus, Buddhists and Christians are 9.2%, 0.7% and 0.3% respectively (Statistics, 2018). In Bangladesh, the official language is Bangla, however, English has always occupied a prominent place next to Bangla in government administration, private offices, education and law. Khan (2002) reveals, "Currently, English is used in Bangladesh for interpersonal, professional, academic, commercial and recreational purposes as in all other developing

countries". Furthermore, in Bangladesh, as in some other Asian countries, the English language plays a potential role for communication for various purposes such as social, cultural, economic progress and prosperity (Banu, 2002). Since Bangladesh's independence in 1971, English has been a compulsory subject for students at all levels of education from primary to tertiary, and a teacher-centered Grammar Translation Method (GTM) has been introduced for the teaching and learning of English. The government of Bangladesh strongly emphasizes the importance of teaching English at all levels of education, as the country relies on the use of English to maintain international relations and conduct business and trade internationally (Roshid, 2014). Additionally, improving students' language skills will help them gain "access to better economic and social opportunities" and provide them with "a pathway into work and out of poverty" (Erling, 2017). Teaching English in Bangladesh has had many ups and downs. After the emancipation of Bangladesh in 1971, the Grammar Translation Method (GTM) became popular among various ELT teaching and learning methods. However, in the late 1990s, the teaching and learning of English in Bangladeshi universities was associated with a "communicative approach" that aimed to facilitate students to become proficient in English communication. But after two eras of starting communicative approach, educators, teachers, students and educational researchers are in great confusion thinking about the concrete result of this approach. It is clear that for most students, trying to learn English is like facing a ghost in the dark. Most students think of English as a "subject" rather than a language. In addition, there has been little consideration of the condition of undergraduate students' English development in relation to the international standard from the perspective of Bangladeshi higher education. This fact does not allow us to talk about the situation at one university in the wider context of English language teaching. Selim & Tasneem (2011) criticized ELT teachers saying that "When CLT came to Bangladesh, traditional English teachers vehemently opposed it because they were not ready for something new. This study highlighted the problems of English Language Teaching (ELT) in different colleges of Bangladesh. It also insights the prospect of ELT in Bangladeshi colleges.

2. Background

The research topic, "English Language Teaching at Higher Secondary Level Colleges in Bangladesh: Problems and Prospects," delves into the challenges and potential opportunities surrounding the instruction of the English language at the Higher Secondary Certificate (HSC) level within Bangladesh's college system. This topic is rooted in the critical context of Bangladesh's pursuit of educational excellence and global competitiveness. As English increasingly assumes the role of a global lingua franca, proficiency in this language has become a fundamental asset for Bangladeshi students, impacting their future educational and career prospects. The study aims to uncover the existing obstacles that hinder effective English language teaching at the HSC level while also exploring the promising avenues, policies, and strategies that can enhance the quality of English education, ultimately contributing to the nation's educational development and socio-economic growth.

3. Statement of the Problem

The English Language Teaching (ELT) curriculum at the Higher Secondary Certificate (HSC) level in colleges across Bangladesh faces a multitude of challenges that hinder its effectiveness. These issues encompass various

aspects, such as outdated teaching methods, inadequate resources, insufficient teacher training, and the absence of a cohesive national language policy. Consequently, the quality of English language education at this level falls short of the desired standards, impacting students' language proficiency and their ability to compete globally. This research aims to delve into these problems, critically analyze their root causes, and explore potential prospects for enhancing the ELT system at the HSC level in Bangladeshi colleges.

4. Objectives

The objectives of the research on "English Language Teaching at HSC Level Colleges in Bangladesh: Problems and Prospects" are as follows:

1. To identify and document the specific challenges and problems associated with English language teaching at the Higher Secondary Certificate (HSC) level in colleges across Bangladesh.

2. To analyze the different methods in English language teaching.

3. To assess prospect of English Language Teaching at HSC level in Bangladesh.

5. Related Literature Review

Rahman et al. (2019) concluded research with language policy and planning implications for policymakers, curriculum and material developers, public exams' test-setters, and future English teacher training programmes, keeping the overall development of ELT in Bangladesh in mind.

Hassan et al. (2019) conducted and assessment to assess the current state of English language teaching in the region and the challenges faced by teachers and students. The main objective of their study is to demonstrate the problematic areas of English language teaching in secondary schools in Bangladesh.

Hasan (2022) discovered that status of English as a medium of instruction in higher education in Bangladesh has always been a contentious issue as public universities go back and forth to continue English as a medium of instruction or not. On the other hand, the introduction of private universities in Bangladesh has further complicated the problem. The medium of instruction in private universities in Bangladesh is always English, while public universities promote English in all their official activities and teachers in public universities use both Bangla and English in their class lectures, leading to the question of what is stopping them.

Hossain & Haque (2022) explored the challenges of English language teaching in Bogura District, Bangladesh. Although Bogura has made progress in the establishment of educational institutions and crafts, it still lags behind in the quality and consequences of English language teaching at the upper secondary level. Compared to other subject, it seems to be much more difficult for both teachers and students. Therefore, the problems of English language teaching were presented and the results of classroom observation of universities in the Bogura district were presented. Descriptive research design, quantitative method and questionnaires are used to conduct this study. Current findings believe that most depend on the exam system to just pass the exam, and there is not an equal chance of mastering the four skills of English language learners.

M. S. Rahman (2015) found that CLT (Communicative Language Teaching) was replaced by GTM (Grammar Translation Method) at the upper secondary level in Bangladesh in 2001. This replacement of the ELT method was a significant change in the English curriculum. He also found that the current situation of CLT in Bangladesh is not at a satisfactory level.

Rubel (2019) said that teaching English to all students is indispensable for any university trying to internationalize. Teacher attitudes and competences, student mobility, teaching materials, teaching approaches plus methods, conference participation and international recognition of research are all inextricably linked to ELT.

As a practicing English teacher in a college in Bangladesh, the (M. K. Rahman, 2018) observed for quite some time that the collective English writing proficiency of students at HSC level is disappointing when the examination system in Bangladesh is based on writing; thus, the researcher felt the need to evaluate the teaching of English writing at this level.

Serajuddin (2023) highlighted how technology can adapt classroom activities, accommodate different learning styles, and address challenges faced by traditional teaching approaches. The objectives of the study revolve around assessing the current extent of technology use in English language learning, measuring student motivation and engagement in technology-based classrooms versus traditional methods, and analyzing the overall impact of technology on the language learning experience. The research involved a substantial sample size, comprising 300 teachers and their corresponding students from 80 randomly selected government and private educational institutions across Bangladesh. The study begins by outlining the diverse array of technologies used in Bangladeshi classrooms, including online learning platforms, language learning apps, interactive whiteboards, video conferencing tools, and more.

Larsen-Freeman & Anderson (2013) supported the view that technology provides learning resources and brings learning experiences into the world of students. Using technology, students can get many authentic materials and motivate them to study the language. Technology has always been an important part of the teaching and learning environment. It is an essential part of the teaching profession through which they can use it to facilitate student learning.

M. M. Rahman & Pandian (2018) revealed that ELT in Bangladesh faces problems in implementing the curriculum in the classroom. Two main problem areas will be identified in the following discussion. discussed turnover.

ELT must come forward to help Bangladesh. First, the English education policies in Bangladesh need to be visited and modified without the manifestations of Western interests and influence (Chowdhury & Kabir, 2014)

which condemn the institutionalization of English to incorporate the view that is often placed on the difference between students due to the level of students. cross-language games in the development of a skilled workforce in the region.

The use of local experts could be an effective solution for the development of countries such as Bangladesh, where financing foreign experts and running ELT projects faces financial constraints. However, the government of Bangladesh has so far completely ignored this source 20 of potentially more effective Fourth, for ELT policies to be effective, results need to be measured so that ELT programs can be improved. One potentially effective approach would be for teachers to actively participate in research (M. M. Rahman & Pandian, 2016); this would give them a clear voice and help researchers identify problems and possible solutions.

6. Methods

To investigate the problems and prospects of English Language Teaching (ELT) at the HSC level colleges in Bangladesh, a mixed-methods research approach is applied. This approach combines quantitative and qualitative research methods to provide a comprehensive understanding of the subject matter. Quantitative methods, such as surveys and questionnaires, can be employed to gather numerical data on issues like student proficiency levels, teacher qualifications, and curriculum adequacy. Qualitative methods, including interviews with teachers and students, classroom observations, and content analysis of textbooks, can delve deeper into the experiences, perceptions, and teaching practices within these institutions. To collect the primary data a comprehensive set of questionnaires were used. Here, 150 HSC level colleges were considered as population and 300 teachers and students were considered as respondents.

7. Analysis and Discussion

7.1 Challenges and Problems associated with English language teaching at the Higher Secondary Certificate (HSC) level:

Teaching English at the Higher Secondary Certificate (HSC) level in colleges across Bangladesh presents a range of challenges and problems. These issues can impact both students and educators, and addressing them is crucial for improving the quality of English language education in the country. Here are some specific challenges and problems associated with English language teaching at the HSC level in Bangladesh:

Lack of Qualified Teachers: One of the primary challenges is the shortage of qualified and proficient English teachers in many colleges. This shortage often leads to subpar teaching quality and hampers students' language development.

Table 1: Qualified Teachers

Questions	Respondents
Lack of Qualified Teachers is a problem of ELT	250
Lack of Qualified Teachers is not a problem of ELT	50
Total	**300**

Table 1 presents data related to the perceived issue of a lack of qualified teachers in the field of English Language Teaching (ELT). The table is based on responses from a sample of 300 individuals who were asked whether they believe the shortage of qualified teachers is a problem within ELT. Out of these respondents, 250 individuals expressed the view that a shortage of qualified teachers is indeed a problem within ELT, while the remaining 50 respondents indicated that they do not see it as a problem in the field. This table provides a snapshot of the opinions held within the sample population regarding the issue of qualified teachers in ELT, highlighting a significant concern among the majority of respondents.
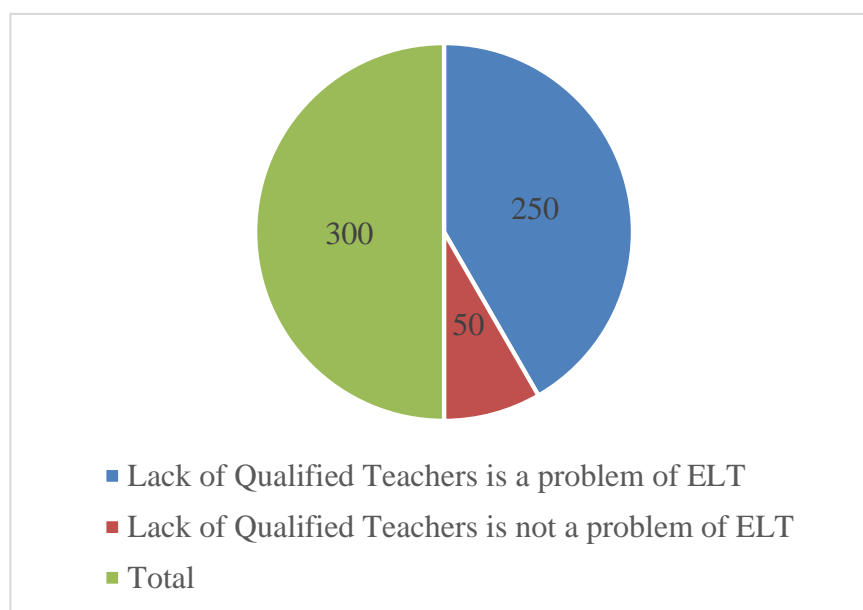

Figure 1: Qualified Teachers

Figure 1, titled "Qualified Teachers," presents data on the perceived challenges related to the availability of qualified teachers in the field of English Language Teaching (ELT). The data is derived from responses provided by a total of 300 participants. Among these respondents, 250 individuals assert that the lack of qualified teachers is a significant problem in ELT, while 50 individuals do not view it as a major issue. This data underscores the prevalent concern within the surveyed population about the shortage of qualified educators in the field of ELT, highlighting the potential impact on the quality of English language instruction.

Inadequate Teacher Training: Even when teachers are available, many lack proper training in teaching English as a second language. This can result in ineffective teaching methods and a failure to address students' needs.

Table 2: Teacher Training

Questions	Respondents
Inadequate Teacher Training is a problem of ELT	200
Inadequate Teacher Training is not a problem of ELT	100
Total	**300**

Table 2 presents data related to the perceived issue of inadequate teacher training within the field of English Language Teaching (ELT). This table is also based on responses from a sample of 300 individuals who were asked whether they believe inadequate teacher training is a problem within ELT. Out of these respondents, 200 individuals expressed the view that inadequate teacher training is indeed a problem within ELT, while the remaining 100 respondents indicated that they do not consider it a problem in the field. This table provides insights into the opinions held within the sample population regarding the issue of teacher training in ELT, showing that a majority of respondents view it as a concern within the field, while a significant portion do not share this perception.
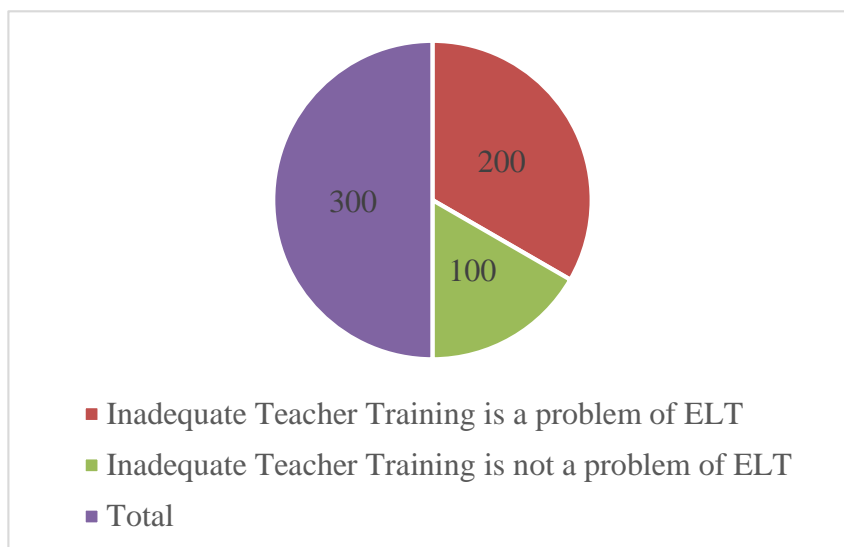

Figure 2: Teacher Training

Figure 2, titled "Teacher Training," presents insights into perceptions regarding teacher training in the context of English Language Teaching (ELT). The data is based on responses from a total of 300 participants. Among these respondents, 200 individuals identify inadequate teacher training as a problem in ELT, while 100 individuals do not consider it a significant issue. This data indicates that a majority of the surveyed population recognizes the importance of effective teacher training in enhancing the quality of English language instruction, highlighting concerns about the potential impact of insufficient training on the field of ELT.

Large Class Sizes: Overcrowded classrooms are common in many HSC colleges, making it challenging for teachers to provide individual attention to students and effectively assess their progress.

Table 3: Class Sizes

Questions	Respondents
Large Class Sizes is a challenge of ELT	190
Large Class Sizes is a challenge of ELT	110
Total	**300**

Table 3 presents data concerning the challenges associated with class sizes in the context of English Language Teaching (ELT). The table is based on responses from a sample of 300 individuals who were asked about their perception of class sizes as a challenge in ELT. Interestingly, there seems to be an error in the table as the same option, "Large Class Sizes is a challenge of ELT," appears twice with different respondent counts. It is crucial to clarify this inconsistency or error in the table to provide a meaningful explanation of the data. Please review the table and verify the data to ensure accuracy before drawing any conclusions or explanations.
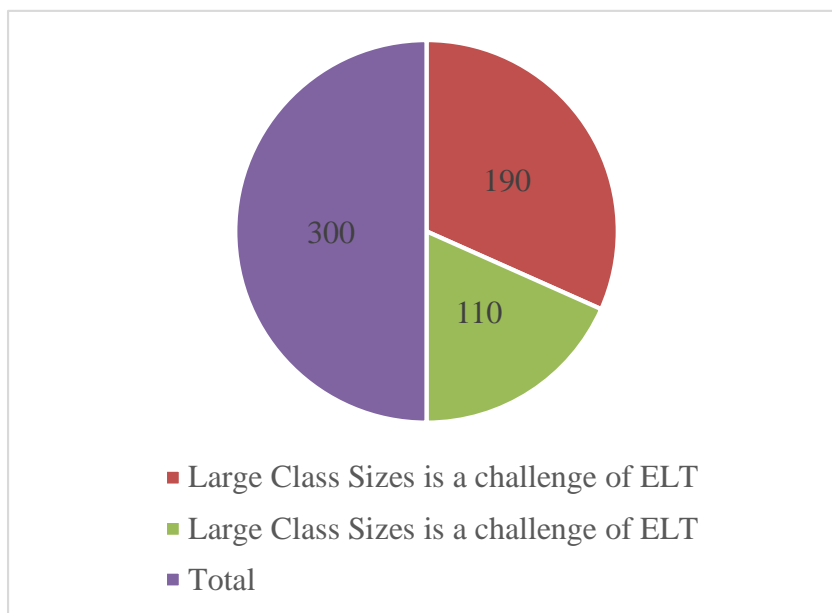
Figure 3: Class Sizes

Figure 3, titled "Class Sizes," highlights perceptions of the challenges associated with class sizes in English Language Teaching (ELT). The data is drawn from responses provided by a total of 300 participants. Among these respondents, 190 individuals consider large class sizes to be a challenge in ELT, while 110 individuals do not see it as a significant issue. This data suggests that a majority of the surveyed population acknowledges the difficulties posed by large class sizes in the context of English language instruction, indicating the potential impact of class size on the quality of education in ELT settings.

Outdated Curriculum: The English curriculum at the HSC level may not be aligned with current language trends and practical communication skills, leading to a gap between what students learn and what they need in real-life situations.
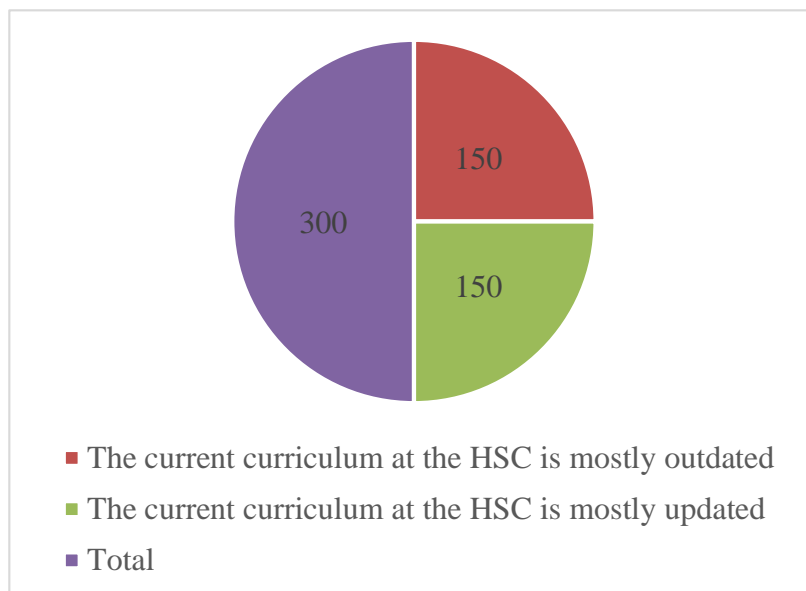
Table 4: Outdated Curriculum

Questions	Respondents
The current curriculum at the HSC is mostly outdated	150
The current curriculum at the HSC is mostly updated	150
Total	**300**

Table 4 presents data related to perceptions of the High School Certificate (HSC) curriculum, specifically whether respondents believe it is mostly outdated or updated. The table is based on responses from a sample of

300 individuals. It shows that opinions are divided evenly among the respondents, with 150 individuals indicating that they believe the current HSC curriculum is mostly outdated, and an equal number of 150 respondents stating that they consider it to be mostly updated. This balanced distribution of responses suggests a lack of consensus among the surveyed individuals regarding the state of the HSC curriculum. Further analysis and investigation would be necessary to understand the reasons behind these differing perceptions and to determine whether any changes or improvements are needed in the curriculum.


Figure 4: Outdated Curriculum

Figure 4, titled "Outdated Curriculum," provides insights into perceptions regarding the curriculum at the HSC (High School Certificate) level. The data is based on responses from a total of 300 participants. Among these respondents, 150 individuals express the view that the current curriculum at the HSC level is mostly outdated, while an equal number of 150 individuals believe that it is mostly updated. This data suggests a balanced perspective within the surveyed population, with an even split between those who consider the curriculum to be outdated and those who see it as up-to-date. It reflects ongoing debates and discussions about the relevance and effectiveness of educational curricula at this level.

Limited Access to Learning Resources: Many colleges lack access to up-to-date textbooks, reference materials, and technology, which are essential for effective language teaching and learning.

Table 5: Access to Learning Resources

Questions	Respondents
Many colleges have limited access to Learning Resources	180
Many colleges have good access to Learning Resources	120
Total	**300**

Table 5 provides insights into the accessibility of learning resources in many colleges, as perceived by respondents. The table is based on responses from a sample of 300 individuals who were asked to express their opinions on the availability of learning resources. Out of the total respondents, 180 individuals indicated that they believe many colleges have limited access to learning resources, while 120 respondents expressed the view that many colleges have good access to learning resources. This table suggests that there is a concern among a majority of the respondents regarding the limited availability of learning resources in colleges. It highlights the need for further investigation into the extent of this issue and potential measures to improve access to resources for educational purposes.
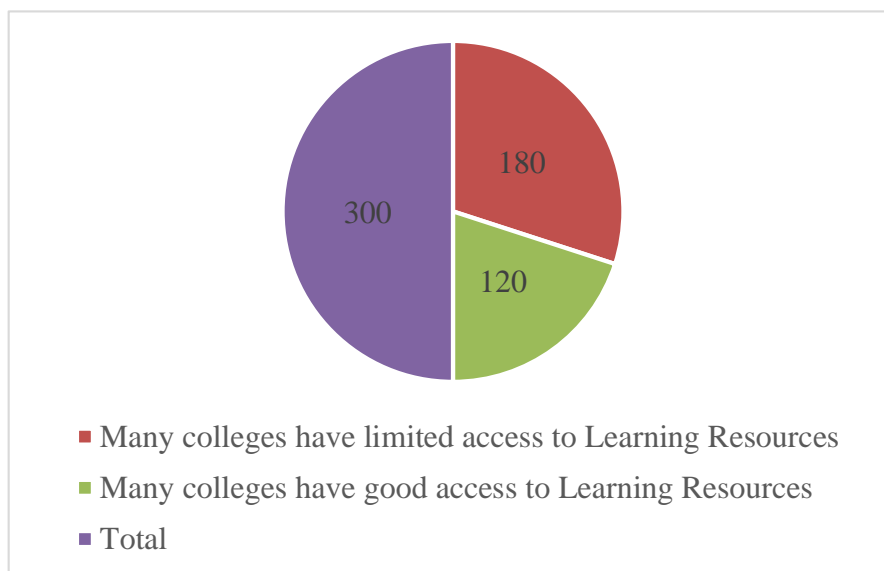

Figure 5: Access to Learning Resources

Figure 5, titled "Access to Learning Resources," presents data related to the availability of learning resources in colleges. The information is based on responses from a total of 300 participants. Among these respondents, 180 individuals believe that many colleges have limited access to learning resources, while 120 individuals hold the opinion that many colleges offer good access to learning resources. This data highlights a perceived disparity in the availability of educational materials and facilities among colleges, with a significant portion of the surveyed population indicating concerns about limited access to learning resources in certain educational institutions.

Lack of Speaking and Listening Practice: English language education often emphasizes reading and writing skills, while speaking and listening skills are neglected. This can result in students who are proficient in theory but struggle to communicate orally.

Table 6: Speaking and Listening Practice

Questions	Respondents
There are enough speaking and listening practice	220
There are limited speaking and listening practice	80
Total	**300**

Table 6 presents data related to the availability of speaking and listening practice opportunities in an educational context. This table is based on responses from a sample of 300 individuals who were asked to assess whether there are sufficient opportunities for speaking and listening practice. Out of the total respondents, 220 individuals expressed the view that there are enough opportunities for speaking and listening practice, while 80 respondents indicated that there are limited such opportunities. This table suggests that there is a level of concern among a significant portion of the respondents regarding the availability of speaking and listening practice in the educational context. Further investigation may be needed to understand the reasons behind these perceptions and to determine if improvements in these areas are necessary for effective learning.
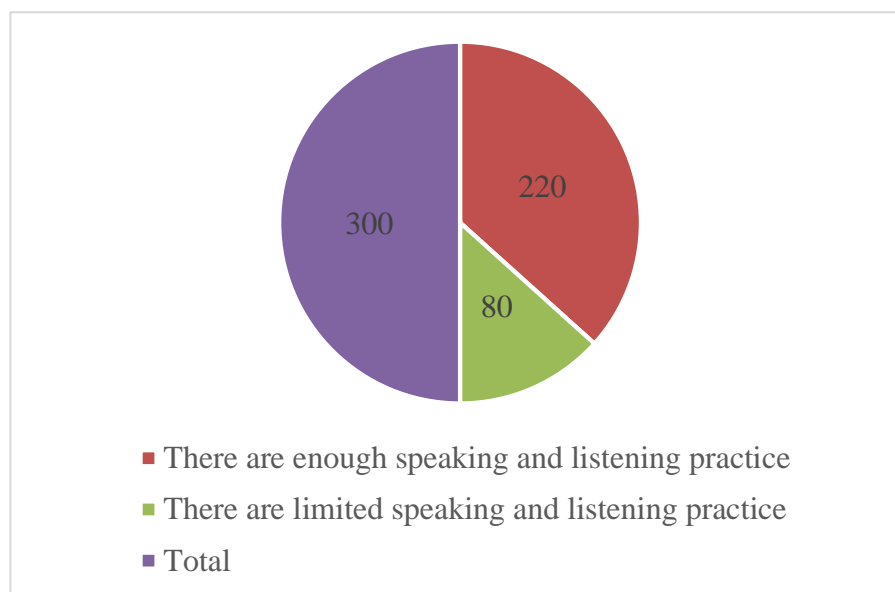
Figure 6: Speaking and Listening Practice

Figure 6, titled "Speaking and Listening Practice," provides insights into the availability of opportunities for speaking and listening practice in a given context. The data is based on responses from a total of 300 participants. Out of these respondents, 220 individuals indicate that there are sufficient opportunities for speaking and listening practice, while 80 individuals express the view that such opportunities are limited. This data suggests that a majority of the surveyed population perceives an adequate availability of resources or activities for improving their speaking and listening skills, underscoring the importance of these aspects in language education and communication. However, a significant minority also acknowledges the need for more opportunities in this regard.

7.2 Methods in Language Teaching

In order to understand the current methods of teaching English, the reasons for the dominance of certain teaching methods in language classrooms, as well as the challenges faced by teachers and students, it is necessary to understand the main methods of language teaching. These methods are summarized as under:

The grammar-translation method: It is "a way of studying language that first approaches a language through a detailed analysis of its grammatical rules, followed by the application of this knowledge to the task of translating sentences and texts into and out of the target language" (Richards & Rodgers, 2014). According to the speaking-translation method, the main focus is on reading and writing, listening and speaking are not

emphasized. Vocabulary is taught using bilingual word lists, grammar is taught deductively, and the medium of instruction is the student's mother tongue (Richards & Rodgers, 2014).

The direct method: This method suggests that a foreign language should be learned in the same way that children learn their first language, or in the way that children relocated to another country acquire a second language naturally and without much difficulty (Rivers, 1968). Therefore, the teaching of foreign languages must be natural and the language should be taught without translation and without using the pupil's mother tongue. Instead, it should be taught through demonstrations and actions. Grammar should be taught inductively and speaking and listening should be developed in small and intensive classes (Richards & Rodgers, 2014).

The Audio-Lingual Method: This is a language teaching method that originated in the US Army's intensive language courses and focuses on listening and oral skills. These courses were also known as the military method. Later, in its variations and modifications in the 1950s, this method was renamed the audio-lingual method (Brown, 2007). The Audio-Lingual method is described by (Brown, 2007) as follows: New, material is presented in a dialogue form, little or no grammatical explanation is used, grammar is taught inductively, structural patterns are taught through repetitive skills, vocabulary is strictly limited and learned in relation to thus much use is made of tapes, language labs and visual aids, very little is allowed for the use of the mother tongue by the teacher.

Communicative Language Teaching Method: As pointed out by (Richards & Rodgers, 2014), in communicative language teaching, tasks and activities are designed to enable learners to achieve communicative goals by participating in communicative processes such as information exchange, negotiation of meaning and interaction. In communicative language teaching, the emphasis is on student-centered learning. The characteristics of communicative language teaching are summarized by (Brown, 2007) as follows: Class objectives are focused on all components of communicative competence and are not limited to grammatical or linguistic competence, language techniques are designed to engage students in pragmatic, authentic, functional use of language for meaningful purposes, fluency and accuracy are seen as complementary principles that underlie communication techniques, learners must ultimately use language, productively and receptively, in unrehearsed contexts.

7.3 Prospect of English Language Teaching (ELT)

The prospect of English Language Teaching (ELT) at the Higher Secondary Certificate (HSC) level in Bangladesh is significant and has been steadily growing over the years. English is considered a global lingua franca, and proficiency in the language is seen as essential for academic, professional, and international communication purposes. Here are some key factors that contribute to the prospects of ELT at the HSC level in Bangladesh:

Government Initiatives: The government of Bangladesh has recognized the importance of English language proficiency and has taken steps to improve ELT in the country. Various policies and programs have been introduced to enhance the quality of English teaching and learning.

Table 7: Government Initiatives

Questions	Respondents
The Government should imply rules and policies to improve ELT	200
Government policies is not so necessary to improve ELT	100
Total	**300**

Table 7 presents insights into public opinion regarding the role of government initiatives in enhancing English Language Teaching (ELT). The table is based on responses from a total of 300 participants. Among these respondents, 200 individuals express the belief that the government should establish rules and policies aimed at improving ELT. In contrast, a somewhat smaller group of 100 respondents hold the perspective that government policies are not as crucial in this regard. This data reflects a diversity of viewpoints within the surveyed population, with a majority advocating for government intervention and support to bolster ELT, while a notable portion sees less necessity for such policies to play a central role in improving English language education.

Globalization: As Bangladesh becomes increasingly integrated into the global economy, the demand for English-speaking professionals has risen. English is often the language of business, technology, and international trade, making it a vital skill for students.

Table 8: Globalization

Questions	Respondents
Due to globalization English-speaking professionals are rising demand	150
Due to globalization other language-speaking professionals are rising demand	150
Total	**300**

Table 8 delves into the impact of globalization on the demand for professionals with different language skills. The table is based on responses from a total of 300 participants. It reveals a balanced perspective among the respondents, with 150 individuals acknowledging that English-speaking professionals are experiencing an increased demand due to globalization. Simultaneously, an equal number of 150 participants recognize that professionals fluent in languages other than English are also seeing rising demand as a consequence of globalization. This data suggests that globalization has led to a dual effect on the job market, where both English and non-English language skills are valued, highlighting the diverse linguistic demands of the globalized workforce.

Academic and Professional Advancement: Proficiency in English is crucial for pursuing higher education in prestigious universities both domestically and abroad. Additionally, many multinational companies and organizations require employees to have a good command of English.

Table 9: Professional Advancement

Questions	Respondents
English proficiency is very important to achieve academic and professional career	250
English proficiency is less important to achieve academic and professional career	50
Total	**300**

Table 9 focuses on the significance of English proficiency in the context of academic and professional advancement, based on responses from a sample of 300 individuals. Out of these respondents, a substantial majority comprising 250 individuals firmly believe that a high level of English proficiency is critically important for achieving success in both academic and professional career pursuits. In contrast, a smaller group of 50 respondents hold the view that English proficiency is less crucial in these contexts. This data underscores the prevailing consensus among the majority of participants that English language skills play a vital role in facilitating academic and professional progress, highlighting the perceived importance of English proficiency in contemporary education and career development.

International Examinations: The availability of international English language proficiency exams like IELTS, TOEFL, and Cambridge English exams has encouraged students to improve their English skills to meet the requirements for higher education and job opportunities.

Table 10: International Examinations

Questions	Respondents
Different international examinations like IELTS, TOEFL encourage the students to improve English skill	230
Different international examinations like IELTS, TOEFL never encourage the students to improve English skill	70
Total	**300**

Table 10 provides insights into the perception of international examinations, specifically IELTS and TOEFL, and their influence on students' English language skills improvement. The table compiles responses from a total of 300 participants. Among these respondents, a substantial majority of 230 individuals believe that international examinations such as IELTS and TOEFL encourage students to enhance their English language proficiency. In contrast, a smaller group of 70 respondents expressed the view that these exams do not motivate students to improve their English skills. This data suggests that a significant portion of the surveyed population perceives international examinations as a positive catalyst for the development of English language skills, underscoring their potential role in motivating and assessing language learners.

Technological Advancements: The internet and digital resources have made it easier for students to access English language learning materials, including online courses, tutorials, and interactive language apps.

Table 11: Technological Advancements

Questions	Respondents
Digital resources made it easy to ELT	210
Digital resources did not make it easy to ELT	90
Total	**300**

Table 11 presents information related to technological advancements and their impact on English Language Teaching (ELT). The table records the responses of 300 individuals who were asked about their experience with digital resources in ELT. Out of these respondents, 210 individuals found that digital resources have made it easier for them to engage in English Language Teaching, while 90 individuals reported that digital resources did not have such a facilitative effect. This data suggests that a significant majority of the respondents perceive digital resources as beneficial in enhancing the ELT experience, highlighting the role of technology in modern language education.

Private English Language Institutions: There are numerous private English language institutions and coaching centers in Bangladesh that offer specialized courses to prepare students for English proficiency exams and provide additional support for HSC-level English.

Table 12: Private English Language Institutions

Questions	Respondents
Private organizations contribute to ELT	150
Private organizations do not contribute to ELT	150
Total	**300**

Table 12 presents data on technological advancements in the context of Education and Language Teaching (ELT), based on responses from 300 individuals or organizations. The table is divided into two categories: "Private organizations contribute to ELT" and "Private organizations do not contribute to ELT." These categories represent the respondents' views on the involvement of private organizations in advancing ELT. According to the data, 150 respondents believe that private organizations are actively contributing to technological advancements in the field of ELT, while the other 150 respondents hold the opposite viewpoint, asserting that private organizations are not making significant contributions to ELT technology. This table serves as a snapshot of the diverse perspectives within the surveyed group regarding the role of private entities in enhancing technology within the education and language teaching sector. Further analysis and context would be needed to draw comprehensive insights from this data.

8. Findings

Based on the data and information presented in the discussion, we can draw several findings regarding English Language Teaching (ELT) at the Higher Secondary Certificate (HSC) level in Bangladesh:

1. A significant majority of respondents (250 out of 300) view the shortage of qualified English teachers as a problem in ELT, highlighting the concern about the quality of teaching in this field.

2. A majority of respondents (200 out of 300) perceive inadequate teacher training as an issue within ELT, indicating a need for improved training methods and resources for teachers.

3. The data regarding class sizes is inconsistent due to errors in Table 3. However, Figure 3 suggests that a majority of respondents acknowledge the challenges posed by large class sizes in ELT settings.

4. There is a lack of consensus among respondents regarding the HSC curriculum, with an equal number (150 each) considering it as outdated or updated. This suggests ongoing debates about curriculum relevance.

5. A majority of respondents (180 out of 300) believe that many colleges have limited access to learning resources, emphasizing the need for better access to materials and technology. Most respondents (220 out of 300) acknowledge the importance of providing sufficient opportunities for speaking and listening practice in ELT.

6. The discussion outlines several language teaching methods, including the grammar-translation method, the direct method, the Audio-Lingual method, and the Communicative Language Teaching method. These methods reflect the historical evolution of language teaching approaches.

7. A majority of respondents (200 out of 300) believe that government rules and policies should be implemented to improve ELT, highlighting the role of government support in enhancing English language education.

8. Respondents acknowledge that both English-speaking professionals and professionals with skills in other languages are in demand due to globalization, reflecting the diverse linguistic needs of the global job market.

9. The majority of respondents (250 out of 300) consider English proficiency as crucial for academic and professional career advancement, reinforcing the importance of English language skills in modern education and employment.

10. Most respondents (230 out of 300) believe that international examinations like IELTS and TOEFL encourage students to improve their English language skills, underscoring the role of these exams in motivating language learners.

11. A significant majority (210 out of 300) find that digital resources have made it easier for ELT, emphasizing the positive impact of technology on language education.

12. Respondents have diverse opinions about the contribution of private organizations to ELT technology, with 150 respondents supporting their contribution and 150 opposing it. Further investigation is needed to understand the nuances of this viewpoint.

9. Recommendations

Based on the findings regarding English Language Teaching (ELT) at the Higher Secondary Certificate (HSC) level in Bangladesh, here are some recommendations for addressing the identified issues and improving the quality of ELT:

1. Increase the Number of Qualified English Teachers: Address the shortage of qualified English teachers by incentivizing individuals to pursue careers in English language education. Offer scholarships, training programs, and other initiatives to attract and retain skilled English teachers.

2. Enhance Teacher Training: Develop and implement comprehensive teacher training programs that focus on modern teaching methodologies, language proficiency, and effective classroom management. Provide ongoing professional development opportunities for English teachers to keep them updated with the latest teaching techniques and resources.

3. Manage Class Sizes: Invest in reducing class sizes where possible to create a more conducive learning environment. Implement strategies to effectively manage larger classes, such as peer teaching, technology integration, and differentiated instruction.

4. Review and Update Curriculum: Conduct a thorough review of the HSC English curriculum to ensure it is relevant, up-to-date, and aligned with international standards. Involve educators, curriculum experts, and stakeholders in the revision process to make informed changes.

5. Improve Access to Learning Resources: Increase access to learning materials, including textbooks, digital resources, and technology, especially in schools and colleges with limited resources. Explore partnerships with organizations and institutions to provide libraries and digital learning platforms.

6. Emphasize Speaking and Listening Practice: Encourage more interactive and communicative language teaching methods to enhance speaking and listening skills. Incorporate group activities, debates, discussions, and language labs into the curriculum.

7. Government Support: Implement and enforce government policies and regulations that support the improvement of ELT. Allocate sufficient budgetary resources to enhance English language education at all levels.

8. Diversify Language Skills: Recognize the importance of not only English but also other language skills to meet the diverse linguistic needs of the global job market. Encourage the teaching and learning of other languages alongside English.

9. Support International Examinations: Encourage and facilitate students' participation in international English language examinations like IELTS and TOEFL. Provide resources and preparation programs to help students succeed in these exams.

10. Evaluate Private Sector Involvement: Conduct a comprehensive study to understand the impact of private organizations on ELT technology. Assess the benefits and potential drawbacks of private sector contributions to ELT and make informed decisions based on the findings.

10. Conclusion

English Language Teaching (ELT) at the Higher Secondary Certificate (HSC) level in Bangladesh faces various challenges and opportunities. The shortage of qualified teachers, inadequate teacher training, and class size issues are notable challenges. However, there is a growing recognition of the importance of English proficiency for academic and professional success, driven by globalization and the availability of international language exams. Government initiatives, technological advancements, and private sector involvement also play significant roles in shaping the prospects of ELT. To improve ELT in Bangladesh, it is crucial to address teacher shortages, enhance teacher training, update the curriculum, provide access to learning resources, and emphasize speaking and listening practice. Government support and a balanced approach to language skills development, including languages other than English, are essential. Additionally, assessing the impact of private organizations in ELT technology is necessary to make informed decisions. Overall, by addressing these challenges and capitalizing on opportunities, Bangladesh can continue to enhance the quality of English language education at the HSC level, preparing students for success in an increasingly interconnected world.

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