



## Bangladesh's national education policy for English teaching: Policy direction and gaps over the last decade

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### ABSTRACT

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This study aims to demonstrate the perceived differences between the direction and the gaps in the execution of Bangladesh's National Education Policy (NEP) for English Teachers. It specifically examines the changing requirements of English teachers over the past decade by enhancing their proficiency and teaching methodologies. In this study, we show that communicative language teaching (CLT) approaches significantly modify the existing structure of educational policy in Bangladesh. The present study is grounded in the constructivist research paradigm and utilized a qualitative case study approach from diverse sources. The data was gathered via document analysis, classroom observations, and interviews with six secondary school English teachers from a pool of educators representing four schools in different areas of Bangladesh. The data was analyzed using theme analysis via NVivo 11 software. The findings indicate several areas where the objectives of Bangladesh's NEP could be better aligned with their practical execution. These areas include reforming elementary and secondary schools and restructuring school leadership, teacher education, teacher status, and classroom pedagogy. Furthermore, this study is a valuable contribution toward advancing a more robust and efficient education policy at the national level, which can effectively improve the standard of education for all to provide quality teaching.

**Contribution/Originality:** This study contributes to the understanding of Bangladesh's National Education Policy for English teaching by investigating policy direction and identifying significant gaps over the past decade. It highlights discrepancies between policy intention and implantation, offering insights for future policy refinement to enhance mainstream English courses for English teachers.

## 1. INTRODUCTION

The development and execution of policies are crucial measures in effecting change within a particular segment of society, as exemplified by Bangladesh's National Education Policy (2010) which was formulated to enhance the standard of education provided in Bangladesh and broaden the reach of educational prospects to encompass all residents of Bangladesh (Roy, Huq, & Rob, 2020). However, Bangladesh's national education policy has significantly impacted the pedagogical landscape, specifically regarding English language instruction, within the context of educational reform and the implementation of international standards (Chowdhury & Sarkar, 2018). According to the Ministry of Education Bangladesh (MoEB) (2022) this policy aims to address the changing requirements of

English instructors over the past decade by enhancing their proficiency and teaching methodologies and trying significant modifications to the pre-existing structure of the educational system. The objective is to prioritize the essential elements of the nation's fight for autonomy, the yearnings of the populace, the propagation of scientific understanding, and the comprehensive advancement of the country (Ministry of Education Bangladesh (MoEB), 2022).

This study thoroughly examines the policy's direction, implementation, and effects, evaluating the coherence between its objectives and actual classroom effects. Investing significant educational resources is imperative for reducing poverty and enhancing a country's developmental status. The Education Commission of Bangladesh was initially chaired by Dr. Kudrat-i-Khuda, who proposed several pragmatic suggestions for the education sector. The execution of these suggestions, however, was impeded due to the military coup that transpired in 1975 (Ministry of Education Bangladesh (MoEB), 2022). A committee was appointed in 2009 by the government of the People's Republic of Bangladesh, consisting of the late National Professor Kabir Chowdhury and Dr. KaziKhalikuzzaman Ahmed as nominees (Ghoshal, 2020). The committee was tasked with composing a written document to identify inconsistencies in policy implementation by comparing the intended objectives with the actual outcomes to enhance the discussion on the effectiveness of educational policies in English language instruction in Bangladesh (Ghoshal, 2020; Viennet & Pont, 2017). The individuals in question were assigned to formulate the National Economic Plan for 2010, as delineated in the report generated by the Ministry of Economic Affairs and Business (Ministry of Education Bangladesh (MoEB), 2022).

Presently in effect in Bangladesh, the National Education Policy (2010) serves as a foundational policy structure to enhance the availability and caliber of education considered critical for the country's progress (Ministry of Education Bangladesh (MoEB), 2022; Nur, 2019). As Mensah (2019) mentioned, it is imperative to allocate resources to education and implement policies that prioritize education to mitigate poverty and enhance the welfare of individuals. The Ministry of Education (Ministry of Education Bangladesh (MoEB), 2022) assumed responsibility for overseeing the entire situation and was held responsible for its aspects. However, Anwaruddin (2015) showed that the ultimate policy was shaped through the involvement of diverse stakeholders, such as educators, legislators, parents, learners, and teachers. The National Education Policy (2010) formulated more than ten years ago, is under scrutiny by several Bangladeshi entities that are deliberating on the most productive approach to revising the policy and the assessment system, which places significant emphasis on written examinations and conflicts with the curriculum's communicative objectives. This mismatch of priorities compels instructors and students to prioritize exam-oriented learning above the development of authentic communication skills (Al Amin & Greenwood, 2018). In the last ten years, Bangladesh's education policy has undergone multiple reforms and implementations intending to enhance the accessibility and quality of education nationwide (Rouf, 2021). Even with the endeavors mentioned above, there have been notable deficiencies and inadequacies in the policy trajectories and execution procedures that have impeded the intended results and objectives of the educational system (Ullah & Khan, 2023). There is a need for a comprehensive and sustainable approach to teacher preparation that includes ongoing professional development and hands-on assistance in the classroom. Furthermore, it is essential to ensure that the curriculum and evaluation methods are harmonized in order to encourage the development of communicative skills rather than relying only on memory (Islam, 2018). Ultimately, it is crucial to enact specific measures that assist schoolchildren from socio-economically disadvantaged households to address and narrow the disparity in English education. A thorough analysis and comprehension of these limitations are imperative to effectively tackle the obstacles encountered by the education industry in Bangladesh, and especially English teachers (Arif, 2019). This study aims to make a valuable contribution toward advancing a more robust and efficient education policy at the national level, which can effectively improve the standard of education and cater to the expanding population of Bangladesh.

The inconsistencies were discerned through a comparative analysis between the proposed and existing applications in instruction (Byers, Imms, & Hartnell-Young, 2018). Although the NEP for English teachers in

Bangladesh established a forward-thinking structure to improve English education a decade ago, substantial deficiencies have been identified in its execution, teacher preparation, allocation of resources, and adjustment to technological and cultural environments (Arif, 2019). Bangladesh's National Instruction Policy was implemented in 2010 to improve the country's educational system, focusing on improving the quality of English instruction to reach international standards (Nur & Islam, 2018). However, Nur and Islam (2018) also mention that this policy recognized English's pivotal role in global communication, higher education, and employment opportunities, proposing a comprehensive strategy to improve English teaching methodologies and teacher competencies.

This section presents the most noteworthy research findings and illustrative quotations from the National Education Policy (2010) and the participants, especially English teachers (Major, Warwick, Rasmussen, Ludvigsen, & Cook, 2018). The fundamental research questions that formed the foundation of this investigation are:

1. What is the primary policy direction of the National Education Policy (2010) recommended for English teachers?
2. What strategies should be employed to address the identified implementation gaps?

## 2. LITERATURE REVIEW

The literature review in this study pertains to a comprehensive and systematic examination and elucidation of previously published scholarly literature and other relevant materials related to a specific research problem or field of inquiry (Bibri & Krogstie, 2017). However, this study synthesizes findings from various studies to highlight the critical issues in the direction and gaps of Bangladesh's NEP for English Teachers. It cannot be emphasized enough the importance of having a high level of competence in English in the context of globalization and economic growth (Kedzierski, 2018). English is widely acknowledged in Bangladesh as an essential means of communication, gaining access to information, and achieving socio-economic progress. As a result, the NEP of Bangladesh includes English as an essential element of the curriculum (Mousumi & Kusakabe, 2021). However, Nur and Islam (2018) mentioned in their work that the NEP, established in 2010, sought to comprehensively address the nation's educational requirements. English was designated as a compulsory subject starting at every level, with the aim of promoting multilingual competency among students. The policy prioritized communicative language teaching (CLT) as the preferred pedagogical technique, with the goal of transitioning from memorization-based learning to more engaging and student-focused approaches by good English teachers (Thamarana, 2015). It underscores the need for a more nuanced, resource-sensitive, and adaptable approach to policy execution to bridge the gap between policy objectives and actual outcomes in relation to English teaching (Pendakur, 2023). As per the findings of Mogale and Modipane (2021) a significant proportion of individuals believe that implementing numerous measures is imperative for the efficacy of educational policy. The South African government formulated the Progression Policy to promote higher retention rates among school-going children and discourage them from discontinuing their education prematurely.

According to Arif (2019) & Ahmad, Ifthekar, and Akash (2012) the national averages for 2015 and 2016 were negatively impacted by the subpar performance of 12th-grade students. However, Mbewe, Kamchedzera, and Kunkwenzu (2021) showed that private secondary schools in Malawi need to adhere fully to the National Special Needs Education Policy Guidelines, similar to developing countries such as Bangladesh. Channa, Manan, and David (2021) highlighted a significant gap between policy aspirations and on-ground implementation, particularly in the training and development of English teachers. They also identified a continuous professional development program for teachers as a critical barrier to achieving the policy's direction (p. 305). However, Mbewe et al. (2021) state that the problem must be adequately addressed due to a lack of resources and no specific policy for English teachers, which created a massive gap in national policy in the last decade compared to other developing countries. According to Benson (2020) inclusive education is mandated by law in Jordan. The existing educational policies need more guidance regarding a suitable strategy for this execution. In an analysis by Rouf (2021) of recent research findings,

implementing inclusive education has encountered obstacles due to insufficient financial resources and negative attitudes among educators toward students with disabilities. Furthermore, [Rahman and Pandian \(2018\)](#) pointed out that the NEP's ambitious goals for English teachers were partly hindered by insufficient resources, including teaching materials and infrastructure, particularly in rural and underprivileged areas. This disparity has led to uneven policy implementation outcomes across different regions of Bangladesh.

Adopting communicative language teaching (CLT) as a core teaching methodology is a vital aspect of the NEP aimed at enhancing English proficiency among students. [Hardman and A-Rahman \(2014\)](#) surveyed primary school teachers in Malaysia to investigate how they implemented CLT approaches in line with the recently adopted curriculum standards due to the need for generating purposeful and meaningful interactions (p. 260- 272). Several studies have revealed a notable discrepancy between policies' intended goals and classroom conditions. However, [Kaharuddin \(2018\)](#) observed that many teachers needed more training in CLT approaches, leading to a persistent dependence on conventional grammar translation procedures. Furthermore, [Islam \(2018\)](#) mentioned in his dissertation that most English teachers in Bangladesh need to be adequately prepared and trained to implement CLT effectively to overcome sporadic and inconsistent classroom activities. [Lee \(2018\)](#) conducted a longitudinal study and found that English proficiency among teachers has not reached anticipated standards, suggesting a discrepancy between policy goals and instructors' actual skills. This has raised questions about the efficacy of teacher recruitment, training, and evaluation processes under the current policy framework. In addition, rural schools have significant limitations in resources, such as a lack of competent teachers, educational materials, and adequate infrastructure, which makes teachers uninterested in working in rural areas ([Faisal & Ali, 2021](#)). Furthermore, [Tri and Moskovsky \(2023\)](#) discovered in their subsequent inquiry that Vietnamese was still being utilized in classrooms despite the Vietnamese government's directive to employ only English in educational settings (p. 14).

An additional significant issue brought to light by scholars ([Rahnuma, 2021](#)) is the absence of explicit protocols within the NEP regarding incorporating technology into English teaching. The failure to include this aspect has constrained teachers' capacity to captivate students via inventive pedagogical approaches within the framework of swiftly progressing digital learning environments. However, [Adhikary \(2019\)](#) are cited in the present text, and the issue has been attributed to various factors such as corruption, stagnant policies, inadequate resources, ineffective leadership, and political volatility, which could create many gaps. However, this national policy is designed to impact student outcomes, which has been mixed. While there has been some improvement in English language proficiency among students, assessments by [Mukeredzi \(2021\)](#) suggested that the improvements are not uniform and are more pronounced in urban, well-resourced schools than their rural counterparts. According to [Rouf \(2021\)](#) the financing gap between policy formulation and implementation could be reduced through collaboration between policymakers and implementers in a policy's design, implementation, and evaluation (p. 230). However, [Ashraf, Turner, and Laar \(2021\)](#) found that Pakistan's national education strategy must account for regional variations as it was producing unsatisfactory outcomes, slightly related to Bangladesh's context. This observation aligns with prior discourse on the subject matter (p. 14). [Alam and Goyal \(2023\)](#) state that the NEP lacks consideration for Bangladesh's varied linguistic and cultural backgrounds, impacting the pertinence and efficiency of English teachers in various areas. The one-size-fits-all approach has been criticized for not addressing the linguistic reality of Bangladeshi students. The proficiency of teachers greatly influences the effectiveness of any educational approach. [Al Amin and Greenwood \(2018\)](#) suggest that the professional development programs for English teachers in Bangladesh need to be improved. They also suggest that the CLT techniques in English language instruction for elementary school students in Bangladesh yield unsatisfactory results. As per the reference on page 139, it is postulated that inadequacy in using learner-centered approaches in educational environments is the underlying reason for this predicament, and there is no positive guideline in the policy. However, [Chowdhury and Kabir \(2014\)](#) have identified concerns regarding curricular orientation and classroom practice. These include the predominant

use of teacher-centered pedagogy, inadequate emphasis on the development of target language (TL) skills, English instruction that is primarily knowledge-based, insufficient opportunities for TL practice, and ineffective utilization of non-alignment as a teaching strategy. According to [Smith and Gillespie \(2023\)](#) current training programs are often brief and do not provide long-term assistance. Furthermore, the training material often needs to correspond with the actual conditions that instructors face in their classrooms. The authors also observed that educators generally possess limited interpersonal abilities (p. 47–52). The feedback mechanism for policy evaluation and teacher feedback is another area where the NEP falls short. A structured and continuous evaluation of policy effect is necessary for the policy's capacity to adjust and develop in accordance with empirical data and teacher feedback ([Goldhaber, 2019](#)). As mentioned earlier, existing studies involved an analysis of the execution of diverse educational policy mandates across different settings, but more research needs to be conducted to investigate the disparities between Bangladesh's officially stated education policy and its present execution.

### 3. METHODOLOGY

#### 3.1. Research Approach

The present study is grounded in the constructivist research paradigm and utilizes a case study approach from diverse sources. According to [Yazan \(2015\)](#) scholars commonly employ case studies as a research methodology (p, 134). The plan is to engage in this activity to attain a more comprehensive understanding of a particular subject. A case study helps describe a mechanism from the participants' perspectives and experiences in real-life circumstances ([Shaoan, McNamara, & Lafferty, 2023](#)). It also ensures that the subject is not explored through a single lens but rather a variety of lenses that reveal and understand different aspects of the phenomenon ([Muganga, Leah, Namanyane, & Shaoan, 2021](#)). A qualitative methodology was employed during this inquiry, facilitating extensive data gathering on the [National Education Policy \(2010\)](#) regulations and their implementation process. [Baskarada \(2014\)](#) noted that qualitative researchers face the daunting task of upholding the rigor and credibility of their investigations, which are considered the most challenging aspects of qualitative research (p. 2). Several factors contributed to the enhancement of the rigor of the research. These include the maintenance of a case study database, the implementation of diverse techniques for gathering information from multiple sources, the integration of self-reflection to mitigate bias, and the extended presence of the researcher at various educational institutions ([Baskarada, 2014; Berger, 2013](#)).

#### 3.2. Participants

The purposive sampling process was employed to select six secondary English language teachers from a pool of teachers representing four schools in different areas.

**Table 1.** Demographical information of the teachers.

Teacher	Age	Gender	Instruction experience (Years)
T1	37	M	11
T2	30	M	7
T3	32	F	23
T4	40	F	22
T5	58	F	25
T6	41	M	20

Note: T = Teacher, M = Male, F = Female.

he selected teachers were observed during their individual classrooms' instructional sessions and were subjected to personal inquiries. The present study was initiated to comprehend the procedural aspects of implementing the policy. By utilizing targeted sampling techniques, individuals possessing substantial information about the subject matter under investigation could be easily located.



The study aimed to educate instructors on English teaching. It was accompanied by a guarantee that their data would remain confidential and not be disclosed to any external entities. According to Stake (2006) a case study can be founded on a range of four to ten different incidents. According to Ambler (2016) a unique identifier should be assigned to every participant, denoted by a letter of the alphabet (T1–T6 in this study), as indicated on page 278. This measure was implemented to guarantee the anonymity of the participants. Table 1 displays the complete enumeration of available educators. The utilization of diverse sources to substantiate the dependability and authenticity of this research is a reassuring finding. Triangulation in data analysis can enhance the credibility of research outcomes by providing a comprehensive and precise depiction of the subject under investigation. This research collected data from six primary teachers, three specializing in instruction for educators and one specializing in developing a curriculum to enhance the comprehensive understanding of educational establishments in Bangladesh. By utilizing informants with varied perspectives and experience, a more detailed comprehension of the obstacles and possibilities that academic institutions in the nation face can be obtained. Aggregating information from various origins is an essential step in the data collection process; however, more is needed to ensure the integrity of the data. The reliability and validity of study results can be influenced by various supplementary factors, including but not limited to the caliber of the data gathered, the authenticity of the research tools utilized, and the meticulousness of the data analysis process. In scrutinizing the results, conducting a comprehensive assessment of these variables was imperative.

### 3.3. Data Collection Procedure

A semi-structured school and classroom observation guide and an interview outline were devised to facilitate direct, non-participant classroom observations and face-to-face interactions with teachers and other sources. After a comprehensive examination of the National Education Policy (2010) various educational materials were created, such as classroom observation guides, interview schedules, and other educational resources. A study by Creswell (2018) employed a tripartite data collection approach, encompassing document analysis, classroom observation, and in-person interviews. However, Merriam (1988) posited that most articles were initially intended for something other than research methods, such as observation and interviewing, which could present difficulties in their application (p. 104). At the outset of the data collection phase, a comprehensive analysis of the National Education Policy (2010) document was conducted to identify the policy objectives with the highest priority. Initially, the inquiry encompassed classroom observations, site visits to the school, and consultations with English language educators. Subsequently, requests for feedback were made regarding teachers' names being anonymous ST, TK, and SR.

### 3.4. Data Analysis

Data was collected using observation guides throughout the school and classroom observations, which were digitized through scanning. A high-quality voice recorder was used to capture the interviews verbatim. The study employed NVivo11 Pro, qualitative data analysis software, for data analysis. The conceptual framework for the analysis was based on the theme analysis method developed by Braun and Clarke (2006) which is widely used in qualitative research (p. 77–101). The methodology employed in the data review process involved an iterative approach to understanding the emerging themes comprehensively.

## 4. RESULTS AND FINDINGS

### 4.1. Primary and Secondary School Reform with a Focus on English

The National Education Policy (2010) advocated for significant modifications to be implemented in primary and secondary education, particularly emphasizing the pedagogy of English teaching. The participants engaged in a discussion centered on a transition toward hands-on learning through real-life projects, an increase in financial

resources dedicated to science, technology, engineering, and mathematics fields, and a stronger focus on gaining practical skills in language acquisition (Hosman & Jacobs, 2018). One participant expressed a significant focus on imparting practical competencies to students, such as speaking and writing, which can enhance their employability prospects.

The evolving nature of the education system in response to the challenges of the contemporary era is a topic of considerable interest (Pre-Primary Curriculum Bangladesh, 2015). A crucial recommendation for novel avenues in public policy pertained to restructuring the nation's educational framework. According to Zein, Sukyadi, Hamied, and Lengkanawati (2020) this endeavor aims to enhance the scope of primary and secondary education to encompass grades 1 to 8 and classes 9 to 12 to teach in English. They also underscored the significance of primary education as a fundamental approach to ensuring universal education and a competent workforce. According to the Ministry of Education and Business (Ministry of Education Bangladesh (MoEB), 2022) primary education serves as the foundation for cultivating a proficient citizenry and promoting the participation of the entire populace (p. 11). The statement originates from a literary work published in 2022 titled Ministry of Education and Basic Education (MoEB). However, the proposed modifications to primary and secondary education outlined in the plan have yet to be implemented across these tiers.

Figure 1 illustrates the typical structure of secondary education in Bangladesh.

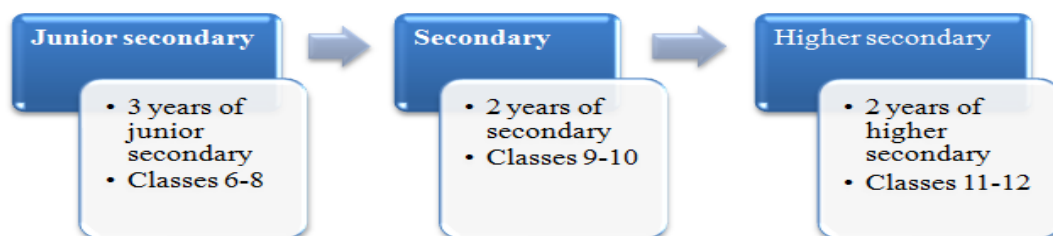


Figure 1. Typical organizational structure in secondary education in Bangladesh.

Source: Rouf (2021).

The government of Bangladesh deserves recognition for prioritizing scientific education and recognizing its potential to contribute significantly to the country's overall economic development (Karim et al., 2019). Nonetheless, it is crucial to consider the unique preferences and inclinations of the students. Many students may dislike a particular subject (Karle, Engelmann, & Peitz, 2022) and in this case, it may be prudent to reassess the current pedagogical approach and explore alternative strategies to enhance the appeal and applicability of scientific education to their daily routine (Zein et al., 2020).

Notwithstanding, acquiring valuable skills and employment opportunities may be facilitated by pursuing both general and vocational subjects within the educational curriculum (Agrawal & Agrawal, 2017). Achieving a balance between broadening the reach of scientific education and imparting highly sought-after proficiencies in the labor market is paramount (Pre-Primary Curriculum Bangladesh, 2015). The ultimate goal is to provide students with a comprehensive education that prepares them for various career paths and equips them with the requisite knowledge and competencies to excel in their respective fields (Uddin, 2021). Attaining this objective ought to be the paramount aim of the educational system for English teaching.

#### 4.2. Effective Educational Management

In order to attain the objectives of the National Education Policy (2010) it is imperative for every educational institution, ranging from elementary schools to higher education, to maintain a dynamic education administration. The successful implementation of the National Education Policy (2010) and the provision of adequate education to children can be ensured by education administrators (Ministry of Education Bangladesh (MoEB), 2022). This study

entails the establishment of a National Education Commission, an autonomous body responsible for harmonizing all educational bodies in Bangladesh, including the Ministry of Education. Effective education management is instrumental in identifying and addressing the gaps in policy direction, ensuring that the objectives of English teaching align with the broader educational goals and societal needs (Chowdhury & Sarkar, 2018). The private sector English Teacher Selection Commission recruits and hires proficient instructors for all private institutions of primary education, madrasas, secondary education, and universities (Ministry of Education Bangladesh (MoEB), 2022). The proposition entails the creation of a novel position designated as the Chief Education Inspector. This individual would assume responsibility for preserving the high quality of secondary education. Establishing a National Education Commission, a Teacher Selection Commission for private institutions, or a position for a Chief Education Inspector are still to be determined (Chowdhury & Sarkar, 2018). The *Pre-Primary Curriculum Bangladesh (2015)* also states that an appointment for a Chief Education Inspector remains to be determined. Regarding the Education Policy, individuals in positions of power have encountered difficulties formulating a logical Education Act due to their perceived inability to do so. The Education Policy would lead to concrete measures and a comprehensive, integrated plan (Pedro, Subosa, Rivas, & Valverde, 2019). The task involves carefully considering all legal statutes, regulations, protocols, and mandates relevant to education. It necessitates meticulously adhering to the legislative framework governing education and ensuring its proper execution (Ministry of Education Bangladesh (MoEB), 2022). Moreover, it facilitates a systematic evaluation mechanism to assess the impact of the policy, fostering an adaptive and responsive educational framework that continuously evolves to meet emerging challenges and opportunities in English language teaching (Shayery et al., 2022).

#### 4.3. Obtaining an Excellent Education

NEP's primary objective is to enhance the quality of education provided to students. Ensuring adherence to policy necessitates that educational institutions maintain the highest possible standards in their administration, faculty, and facilities. According to projections, the teacher-to-student ratio in secondary schools is expected to reach 1:30 by 2018, and the academic institutions and universities that should support the implementation of *National Education Policy (2010)*. Searching for educational institutions with robust curricula, competent educators, and measurable student achievement is advisable. The evaluation of policy directions and the identification of gaps directly influence the quality of English education, impacting students' ability to achieve linguistic competence, a key indicator of educational excellence (O'Leary & Cui, 2018).

Addressing these gaps is fundamental to enhancing the overall educational landscape, ensuring that learners in Bangladesh are equipped with the necessary English language skills to thrive academically and in global contexts (Hamid, 2020). It is recommended that students actively participate in classroom discussions by posing questions, engaging with the material, and seeking clarification when necessary should acquire curricular objectives, subjects, and competencies (Ministry of Education Bangladesh (MoEB), 2022). However, Jain, George, and Maltarich (2009) mention engaging in academic inquiry, conducting thorough research, and leveraging additional sources to enhance understanding. However, (Chowdhury & Sarkar, 2018) state that students and teachers identify extracurricular activities that are academically oriented. For example, students could engage in athletic activities, cultural events, and volunteer work within the community. Experience augments one's leadership abilities, personal growth, and academic pursuits. Developing positive relationships with teachers can be beneficial for students' academic and professional development, and enhance learning outcomes by leveraging their expertise (Mukeredzi, 2021). He also added that knowledge and skills could be acquired by employing technological tools. To acquire knowledge, leverage technical resources such as applications, web-based courses, electronic repositories, and investigative instruments, and these resources could facilitate the process of resolving issues and acquiring knowledge. The *National Education Policy (2010)* prioritizes the development of critical thinking and problem-solving skills. It suggests a method of critical thinking that involves identifying a problem, examining it in detail, and finding a



solution (Ministry of Education Bangladesh (MoEB), 2022). However, National Education Policy (2010) also showed that skills acquisition could be facilitated through debates, projects, and presentations. It should be revised and modified to meet current needs and circumstances through monitoring the execution of the Ministry of Education Bangladesh (MoEB) (2022).

Pursuing continuous improvement is a fundamental aspect of personal and professional development. One practical approach to improving academic performance and enriching one's educational experience is establishing ambitious objectives, being receptive to constructive feedback, and striving for continual growth (Rahman & Pandian, 2018). It is considered essential for educators to possess a fundamental understanding of special education. Notwithstanding, the customary number of students in a particular cohort has exceeded 60 in recent years, resulting in a substantial escalation of the ratio of students to teachers in these instructional settings (Hightower et al., 2011). A significant segment of social studies educators needs better comprehension of their subject matter.

**Table 2.** Teachers' educational qualifications.

Teacher	Qualification	Degree obtained
T1	B.Ed.	General
T2	MA	Islamic study
T3	BA	General
T4	MBA	Business administration
T5	BSc	Chemistry
T6	BA, MA	Economics

From the data presented in Table 2, a significant proportion of English language instructors lack the relevant qualifications. Conversely, a considerable number of graduates who hold relevant degrees in English exhibit disinclination toward pursuing a career in teaching. According to T1, the teaching profession possesses distinctive characteristics that set it apart from other occupations. The individual commented:

*"If I become a judge, I would have much more power than I do now. If I became a magistrate officer, I would have the power to do things. If I get a job with a big company, I'll get a lot of money."*

Likewise, the proposal prioritizes infrastructure development, focusing on laboratories, libraries, and human resource management systems, which are crucial components of any educational institution. The data collected through monitoring these educational institutions indicates that certain institutions must improve critical faculty members and infrastructure.

Furthermore, another proposition suggested implementing a dependable monitoring system across all tiers of education, ranging from primary to postgraduate levels. Secondary school organizations need a comprehensive and rigorous quality assurance system (Backhausen et al., 2016). Many public schools and institutions nationwide must offer high-quality teachers to implement perfect English teaching (Hamid, 2020). Additionally, the plan places an essential value on the range of fundamental instruction in higher educational institutions.

Even so, the educational establishments in Bangladesh need to improve in both the monetary means and spatial capacity necessary to carry out good research. Contrary to the perspective of specific individuals, educational institutions do not receive adequate backing.

#### 4.4. Quality Teachers: Consistent Hiring and Ongoing Education

According to the National Education Policy (2010), implemented in the same year, teachers play a crucial role in ensuring that children receive a sufficient education. As per the guidelines set forth by the Ministry of Education Bangladesh (MoEB) (2022) providing a high-quality education necessitates the presence of qualified and certified teachers. They possess the exclusive capacity to guarantee that the country is equipped with proficient personnel essential for success. Based on the research findings, the existing standards for teacher training are deemed inadequate.

Consistently recruiting highly educated English teachers following the policy is directly linked to the quality of teaching and learning experiences, which are crucial for students' language development and academic achievements (Roy et al., 2020). The policy's emphasis on continuous education and professional growth for English instructors is essential for upholding teaching quality, adjusting to changing pedagogical practices, and improving English language teaching where deficiencies are found (Nur, 2019). Our country's current teacher training methods are deemed obsolete, ineffective, reliant on certification, lacking practical skills, and centered on rote memorization. As per the reference cited, the traditional approach to examining or analyzing something could be more feasible in achieving the outcomes (Ministry of Education Bangladesh (MoEB), 2022). Thus, the suggested approach necessitates that all relevant stakeholders undertake requisite measures to augment the caliber of teacher training. The adequacy of training for educators hailing from the United States and other countries depends on the educators' specific professional development needs. Educators with varying levels of proficiency can acquire instruction on pedagogy.

It was expected that the information would be disclosed to the public. Training on the contrary, neophyte instructors in Bangladesh must be furnished with fundamental guidance. As mentioned above, the six designated educators tasked with instructing English as an additional language needed to improve prior expertise in the field.

However, another participant, T2, commented:

*"After 7, 8, or 9 years of teaching, then go to take B.Ed. Training or continuing professional development course. But still, I'm stuck in the old way of teaching. So, when we get back, we do not put it into action. We need to strike while the iron is still hot. Well, when it has not turned into a rock".*

Likewise, the regulation stipulates that educators in private schools are not provided with any form of fundamental instruction. Teacher education is provided and overseen by various public and private organizations. The quality of teacher education needs to be improved, and the constrained resources of numerous institutions render it unfeasible for them to meet the needs for teacher education (Osamwonyi, 2016). Furthermore, the current frameworks established for the Continuing Professional Development (CPD) of educators prioritize training while disregarding other forms of CPD.

Another participant, T3, stated: *"What we claim in the name of CPD is nothing more than training. As a result, as a teacher, I believe that education is the first and most important phase in society. There are numerous alternative options; training is not "the way," but it is one of them. Consequently, it is a farce in the name of CPD, and it is not CPD at all, it is a waste of time."*

Furthermore, the inquiry regarding educators' criteria for continuing professional development still needs to be raised. The individuals were provided justifications to assume responsibility for their education and development. Individuals are not compelled to engage in any particular action. Authorities and foreign experts frequently make educational decisions without prior consultation with teachers. The teacher education programs comprise disparate projects that need coherence, even though the National Education Policy (2010) gives teachers the most weight for their teaching skills and subject-specific information. Most training programs' primary objective is to enhance educators' pedagogical proficiency. However, two participants, T2 and T4, agree that teachers who know more than one language should be able to get training in speaking.

#### 4.5. Self-Respect and Mobility to Teacher's Responsibility

The policy's directives inherently acknowledge that empowering teachers with autonomy and respect enhances their professional identity and motivation, which are crucial for fulfilling their educational responsibilities effectively (Nur & Islam, 2018). As per the regulations, it is mandatory to always display appropriate reverence toward one's educators. The credibility of the education system may deteriorate if instructors are not held to rigorous standards. Teachers are often subjected to high expectations regarding their academic qualifications and professional experience. According to the Ministry of Education Bangladesh (MoEB) (2022) "The appropriate

designation of educators at all levels, ranging from elementary to tertiary education, is a topic of significance. On the other hand, intellectually capable students may only be reluctant to choose a teaching profession if they are unsure about the availability of job prospects in the future. By fostering an environment where teachers feel valued and have opportunities for professional growth, the policy indirectly enhances their sense of self-respect, motivating them to commit to their role with more dedication (Rahman & Pandian, 2018).

According to the study's findings, it is recommended that teachers be provided with a distinct pay scale. "To enhance the monetary benefits of educators across various tiers, a distinct remuneration framework will be implemented for each tier" (p. 67). The remuneration of individuals will be commensurate with the level of esteem they have garnered and their contributions toward the nation's advancement. Individuals must assume responsibility for their conduct (Pepra-Mensah, Adjei, & Agyei, 2017). In addition, the policy stipulates that instructors working in private schools must no longer be subjected to unjust treatment. Both public and private educational institutions must cease discriminatory practices toward their personnel, encompassing educators, law enforcement officials, and other staff members. The government intends to progressively increase the wages and other benefits provided to educators working in private schools until they are on par with those provided to educators working in public schools.

The success of this endeavor will be contingent upon the financial resources available and the caliber of the current faculty members concerning their pedagogical and learning aptitude Ministry of Education Bangladesh (MoEB), 2022). If educators secure employment with the government, they receive remuneration proportional to that of other government employees. The compensation provided by the government to educators employed in non-governmental schools enrolled in the Master Pay Scale Order (MPO) program needs to be revised to fulfill their basic wage requirements (Rahman & Pandian, 2018). Teachers employed at schools that do not partake in the MPO program do not receive remuneration from the government. The potential exists for the MPO to adversely affect educators' well-being.

In response to the disrespect shown to non-MPO teachers, T5 emphasized:

*"In my opinion, non-MPO teachers are subject to unfavorable treatment concerning their self-respect. Rarely do they engage in free work. The current status of their relationship is highly unfavorable."*

On the other hand, SR<sub>3</sub> mentioned experiencing significant dissatisfaction and irrational anger in response to current affairs. Educators are responsible for recognizing that the professionalism they display will significantly influence their credibility within their profession. As per the guidelines outlined in the National Education Policy (2010) teachers must demonstrate considerable commitment to students' academic development under their tutelage. Despite this, T6 stated:

*"Teachers do not seem to care enough. So many teachers I have seen think of their job as a job, but teaching is more than just a job. It's a calling fight with me."*

Contrary to being perceived solely as an occupation, specific individuals regard teaching as a vocation or a calling. It is accurate to assert that teaching embodies a profession, a calling, and its inherent nature. Furthermore, the policy's impact on mobility, interpreted as the opportunity for teachers to advance in their careers through continuous learning and achievement, aligns with the responsibility of educators to stay engaged and evolve their teaching methodologies, ensuring sustained educational effectiveness and personal career satisfaction (Rahnuma, 2021).

#### 4.6. The Utilization of Interactive Teaching Methods in the Classroom

Teachers should use academic research to develop effective teaching methods in different situations. Educators should engage in scholarly inquiry to devise pedagogical approaches appropriate for particular contexts. To promote the implementation of pedagogical strategies that prioritize learners and foster collaboration within classroom environments, it is recommended to incentivize students to engage in cooperative endeavors, such as

working in pairs or groups (Chowdhury & Sarkar, 2018). This could enable the acquisition of fundamental competencies among all individuals involved in the learning process. The data from classroom observation indicated that English language learners exhibited a passive demeanor during instructional sessions, with instructors assuming a dominant role in directing classroom activities. Throughout most educational sessions, the instructors predominantly engaged in monologues without involving the students in language-based activities. Collaborative assignments were occasionally assigned to students; however, the level of oversight provided by instructors during these tasks needed to be improved.

However, T6 commented:

*"We have not been able to change the long-held practice of putting ourselves, as teachers, in charge of the class. It is what we usually do. Learners have also got used to this way of life."*

According to ST<sub>3</sub>:

*"We say that students will learn and that teachers will help them and act as mentors, but we have been unable to do that in our classes. So far, teachers have been in charge of the whole lesson."*

However, stakeholders can develop tactics by identifying holes in the current policy framework to guarantee that interactive approaches are routinely implemented in the English teaching curriculum (Hamid, 2020). The policy's emphasis on interactive teaching methods aligns with modern educational paradigms that stress student-centered learning environments, ultimately leading to more profound and long-lasting language fluency in learners.

#### 4.7. Addressing Urgent Issues

The National Education Policy (2010) identified several crucial concerns within Bangladesh's education system. A considerable body of evidence suggests that a notable proportion of individuals who have completed tertiary education face unemployment. In light of the severe circumstances, academic institutions must foster the proficiencies that employers highly value in their graduates (Mgaiwa, 2021). Developing practical skills alongside theoretical knowledge is crucial within one's academic field.

T<sub>2</sub> suggests that:

*"Guidebooks, notebooks, individual tutoring, coaching centers, etc., are some of the things that make it hard to get a good education. All of these will be stopped by taking action."*

Furthermore, educators were directed to cease providing personalized teaching and extra classes beyond the educational establishment and to forbid the utilization of instructional manuals. The use of supplementary materials such as guidebooks, notebooks, private tutoring, coaching centers, and similar resources is acknowledged as a hindrance to developing a superior education system. Action will be taken to end the abovementioned measures (Ministry of Education Bangladesh (MoEB), 2022).

Regrettably, these components continue to function inefficiently when implemented in practical applications.

T<sub>3</sub> noted that:

*"It is irrefutable that many educators and learners are becoming excessively involved in political affairs. The detrimental effects of this phenomenon are widespread, with particular implications for the realm of education where it poses a significant obstacle to effective learning."*

As per the education policy, ceasing all partisan political activities within educational institutions is crucial. Nonetheless, the complete execution of this regulation is yet to be finalized.

## 5. DISCUSSION

The present investigation has identified several disparities between policy objectives and their practical implementation. Regarding the proposed modifications to the framework, the relevant stakeholders needed help formulating a comprehensive strategy for extending primary and secondary education to encompass grades 1–8 and

9–12. According to a [Rahman and Pandian \(2018\)](#) substantial financial resources are required to invest in tangible and intangible assets to implement these modifications effectively.

The comprehension of the situation in Bangladesh is challenging because a significant proportion of the Statistical Subdivisions (approximately 98%) are not accessible to the general public. In Bangladesh, there is a notable disparity in the amount of time students allocate to arts and business studies compared to science, professional, and technical education ([Unterhalter, Ross, & Alam, 2003](#)). Consequently, there is a need for more scientific and technological expertise. Over time, this may impede the nation's progress, causing Bangladesh to lag behind in scientific and technological advancements.

The lack of a national learning commission for appointing instructors for non-public educational institutions and a Chief Education Inspector position has resulted in inadequate coordination among different agencies and a dearth of oversight mechanisms ([Rahman & Pandian, 2018](#)). The centralization of education administration and institutions in Bangladesh is a notable observation. Furthermore, the absence of formal endorsement through legislation of the [National Education Policy \(2010\)](#) implies that its implementation is optional. As a result, various governmental entities exercise discretion in implementing specific policy components while disregarding others. Furthermore, the absence of a dedicated governing body to oversee the execution of the directive, as mentioned above by the government, has resulted in a scenario where the allocation of responsibility could be more straightforward and accountability is dispersed.

The lack of proficiency and formal education in teaching English as a second language among the six teachers in this study rendered them incapable of providing adequate instruction to their students. It is a fact that possessing a degree in a specific field is not a prerequisite for individuals seeking employment as English language instructors in secondary schools ([Kaharuddin, 2018](#)). The high school English instructors may need more formal qualifications and training for this position. The educators responsible for preparing English language courses need more expertise to facilitate student-centered instruction. While the policy has set a foundational framework for improving English teaching through modern pedagogical approaches, its implementation had varied levels of success across different educational contexts in Bangladesh ([Chowdhury & Sarkar, 2018](#)).

The decision to adopt a teacher-centered teaching method was influenced by several factors, including the traditional pedagogical beliefs held by instructors, their perceived lack of commitment and motivation, and the adverse effects of an inadequate testing system ([Islam, 2018](#)). Paying attention to detail within the classroom has contributed to the deterioration of the issue. In contemporary Bangladesh, a considerable number of intellectually gifted individuals exhibit a lack of inclination toward pursuing a vocation in education ([Alam & Goyal, 2023](#)). This phenomenon can be attributed to the societal values prioritizing economic prosperity over other pursuits, resulting in educators' relatively low social status. As per the findings by [Saha \(2014\)](#), it can be inferred that the stakeholders in Bangladesh still need to successfully uphold the prescribed standards of education quality as outlined in the [National Education Policy \(2010\)](#). It highlights a significant concern in the country's education sector. The absence of a comprehensive oversight system directly impacts teachers' daily routines in the classroom and their prospects for professional development ([Rahnuma, 2021](#)). The task faced by the University Grants Commission (UGC) in upholding the standard of education across numerous distinct private establishments is significant. However, [Hossain and Tisdell \(2005\)](#) noted that the matter under consideration pertains to whether greater weight should be placed on the quantity or caliber of educational establishments. Education quality is impacted by insufficient infrastructure and research facilities and an absence of financial resources.

Based on the findings of the 43rd annual report published by the UGC, a considerable percentage of academic institutions in Bangladesh (65%) abstained from conducting any research ([Xu, Shonchoy, & Fujii, 2022](#)). As a result of the inadequacy of our study in addressing vernacular challenges, our reliance on international experts increased. Many recent college graduates require assistance finding employment due to employers' perception that they lack essential skills for the current labor market. Although the policy's emphasis on developing teachers and promoting



interactive teaching methods is praiseworthy, additional examination is required to assess its effectiveness and influence on student outcomes. Identifying and rectifying deficiencies, specifically in resource distribution, in educator development and curriculum adjustment are imperative to accomplish the policy's goals.

According to [Mousumi and Kusakabe \(2021\)](#) many people in neighboring countries of Bangladesh are securing lucrative job opportunities in the private sector. These people are native to Bangladesh. According to the material (p. 16), the present situation may be linked to a lack of people with the necessary skills. Several issues might be attributed to Bangladeshi institutions' lack of international acknowledgment of different rankings. In addition, academic research indicates that teacher training programs in Bangladesh do not produce educators who are adequately prepared, and they lack the necessary skills for effective classroom teaching ([Anwaruddin, 2015; Yadav, 2011](#)).

The issue of inadequate attention to teacher training in Bangladesh is attributed to the perception that teaching does not necessitate extensive planning. Despite lacking formal training, educators may occasionally instruct according to their notions and backgrounds. According to [Rouf \(2021\)](#) teachers tend to adopt a teacher-centered approach, which they might have acquired during their language learning process through the use of the Grammar-Translation Strategy (GTS). Regrettably, educators' professional development opportunities are similarly underappreciated in Bangladesh.

The limited career advancement prospects available to educators have significant implications for their personal and professional development, the academic progress of their students, and the broader societal landscape. Over time, [Lim, Ra, Chin, and Wang \(2020\)](#) showed that the proficiency of educators could deteriorate, resulting in a lack of familiarity with contemporary advancements in their respective fields and optimal pedagogical approaches for imparting knowledge to students in the classroom. The individuals in question persist in repeatedly discussing and revisiting the knowledge they acquired during their academic pursuits.

No explicit information has been communicated regarding the remuneration structure for educators. Non-MPO educators frequently need help maintaining a comfortable living standard due to their comparatively meager remuneration. Educators must cultivate the upcoming cohorts that will ultimately mold the nation's future. The present inquiry pertains to the correlation between the subjective well-being of educators and their efficacy in facilitating learning within an educational setting.

The contention is that it is not feasible to expect educators to consistently exhibit optimal levels of instructional proficiency when confronted with deprivation, defamation, and incapacity to sustain them. Notably, in Bangladesh, there is a significant discourse surrounding the reverence for teachers and their perceived role as influential cultural figures. Individuals frequently employ rhetorical strategies when discussing education and those who teach it, irrespective of their political affiliations. Regrettably, disregard for the dignity of educators is a common occurrence. Despite its widespread nature, more substantial efforts must be made to address this issue ([Mamun-ur-Rashid & Rhman, 2017](#)).

It is essential to recognize that people of all ages will only respect education and teachers when they can uphold the highest standards of professionalism. Policy and implementation gaps highlight the need for collaboration across several levels, including educational philosophy, policy development, planning, goal setting, and supervision. An ongoing feedback loop that includes educators, policymakers, and learners is crucial for refining and adapting the policy to effectively achieve its objectives in changing educational environments ([Roy et al., 2020](#)). Several scholarly publications have recognized the existence of inconsistencies between policies and practices in Bangladesh ([Farooqui, 2014](#)). Nevertheless, according to the findings of [Hardman and A-Rahman \(2014\)](#) in Malaysia (260, 272), [Mogale and Modipane \(2021\)](#) in South Africa, [Tri and Moskovsky \(2023\)](#) in Vietnam (14), and [Ahmad et al. \(2012\)](#) in Pakistan (240), comparable inconsistencies between policy and implementation were seen in other countries. Several scholarly references, such as [Ashraf et al. \(2021\); Benson \(2020\)](#) and [Mbewe et al. \(2021\)](#) have noted that there is occasionally a discrepancy between policy instructions and their implementation.

### 5.1. Implications

Bangladesh's National Education Policy for English Teaching recognizes the language's pivotal role in global communication and economic prospects and has endeavored to enhance English proficiency over the last ten years. The policy's emphasis on early initiation, curriculum reform, and improved teacher training has resulted in advancements in instructional materials and teaching approaches. Nevertheless, inequalities persist, specifically in education between urban and rural environments. Rural regions frequently encounter a scarcity of adequately equipped instructional personnel and resources, resulting in less-than-ideal academic achievements than their urban counterparts (Sullivan, Perry, & McConney, 2013). The implications of these disparities for educational equity and social mobility are profound. Students residing in underprivileged regions encounter reduced opportunities for employment in both domestic and global labor markets as a result of their inadequate command of the English language, thereby contributing to the continuation of socioeconomic disparities. The inadequacy of the policy to rectify these disparities indicates that focused interventions are required to bridge the educational divide. These interventions could include increased funding for rural education. Novel assessment approaches that emphasize communicative competence and the integration of technology are imperative to confront these concerns to harness the potential of English education as a driver for societal fairness and bolster nations' global competitiveness.

## 6. CONCLUSION

The study's key findings indicate that many NEP mandates still need to be implemented, although ten years have elapsed since its commencement. The proposed alterations to the primary and secondary educational frameworks should be addressed, and many students are inclined to avoid science and vocational and technical instruction. The execution of policy suggestions, such as the formation of a national education commission accountable for the appointment of instructors in private educational establishments and the inception of the role of a Chief Education Inspector, has yet to be accomplished via administrative modifications (Rouf, 2021). Currently, there is no existing legislation regarding education. Furthermore, the caliber of education is hindered by various factors, including an elevated teacher-to-student ratio, inadequate educational qualifications of instructors, insufficient infrastructure and funding, and a need for more innovative research and assessment (Mbewe et al., 2021).

The lack of adequate teacher education across the country, in addition to the shortage of training programs and restricted availability of continuous professional development opportunities for teachers who are currently practicing, are not aligned with the tenets of the education policy (Rouf, 2021). There needs to be a clearly defined remuneration framework for educators, as those who serve as instructors in private educational establishments are remunerated insufficiently. The lack of motivation and dedication that educators demonstrate toward classroom pedagogy is detrimental to their professional demeanor. Pedagogical approaches prioritizing the teacher must be aligned with current policy trends. Furthermore, the participation of instructors in mentoring and individualized instruction, unmonitored political associations, and dependence on instructional manuals need to be consistent with the directives outlined in the policy. The significance of policy implementation surpasses that of policy formation.

The *National Education Policy (2010)* is an initiative undertaken by the present government and is a praiseworthy endeavor. Specific pivotal policy directions have yet to be effectively implemented due to inadequate political resolve, implementation capacities, and oversight. The challenges encountered during the implementation of the *National Education Policy (2010)* in Bangladesh are akin to those experienced during the commission of other policy initiatives. The present endeavors to execute the policy are insufficient, and the implementation mechanism still needs to be established. Although policy formulations may reflect the good intentions of policymakers on a larger scale, there needs to be a micro-level implementation mechanism to maintain these intentions.

### 6.1. Suggestions

It is imperative to improve teacher training, especially in rural regions, and use evaluation systems focusing on communication skills. By using technology-based solutions, such as digital learning platforms, it is possible to narrow the education gap between urban and rural students. This would ensure that all students have equal opportunities to receive high-quality English education and promote increased social mobility.

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