

Impact of Teacher's Inefficiency in English on Students at Secondary Level of Pabna District, Bangladesh

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Abstract: *This Study examines the impact of teacher's inefficiency in English on the students at secondary level. Data shows that general student is being fallen behind than English medium students due to in low rate English efficiency. Data also shows that students cannot learn proper English language because of their teacher's low rate skill in English language. It also focuses that there are lot of things which have been happening in lieu of teacher's English inefficiency such as Communication Problem, Problem in reading English books, Competition with global education, Computer learning, Stuck in tertiary education level, Loosing overseas opportunities, Discrimination between government funded school and private funded English medium school, Getting a good result, Getting an admission in expected institution, Adverse impact on building up an efficient human resources, Lag behind regarding international affairs than English medium school, Getting a good job or expected employment in future of the student. Overall the result suggests that teachers who teach the students at secondary level have to improve their English proficiency.*

Keywords: *English, Inefficiency, Teachers, Students, Secondary level, Pabna.*

1. INTRODUCTION

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits and it is important in life because it gives people the skills and tools they need to navigate the world. Without education, people would not be able to read, write, calculate or communicate; they would also not be able to perform jobs competently, accurately and safely. Education also teaches people about the world in which they live, including information about history, philosophy and culture. Eleanor Roosevelt famously said that education is essential to good citizenship and that education is important to life because it enables people to contribute to their community and their country (available at: <https://www.reference.com/education/education-important-life-2c3b80038e953b9ff#> retrieved on 12/03/2017). It provides through storytelling, discussion, teaching, training, and research etc. Teaching is a method by which teacher teaches the student about the ideas, thoughts, beliefs, norms, values, attitudes, feelings, information sharing etc. Teaching quality or professional teacher is very important to develop a nation's education systems as well as to increase the quality of the students. The ultimate objective of professional teaching development in school is to improve the quality of learning and teaching (Kazi et. al. 2010). Professional development indicates continuous growth of various subjects such as mathematics, science, history, geography as well as English (Kolnik, 2010). Since the early 1980s, many scholars who study the teaching of English and language arts have been engaged in an extended exploration of the nature of effective instruction. Often grounding their work in socio cognitive, theory about the nature of teaching and learning (Langer, 1985a), these research have drawn from discipline ranging from anthropology (Heath, 1983), to linguistics (Cazden, 1979,1988) in their attempts they try to foster the development of higher level literacy or teaching techniques among various types of students. There are two types of teaching medium in Bangladesh such as Bangla and English. The number of English medium school is now rapidly increasing all over the country because of time needs. In this study, we investigate the

teacher's low rate of English proficiency and its impact on students at secondary education level of Pabna district in Bangladesh.

2. OBJECTIVES

The major objective of this study is to know the teacher's low rate of English proficiency and its impact on students at secondary education level of Pabna district in Bangladesh.

There are more objectives such as (a) to explore the facts which is faced by the students due to teacher's low rate of English proficiency, (b) to identify the problems which are being faced by the students due to the low rate of English proficiency of their teacher at secondary level and (c) to know the current situation of secondary school education of Pabna district

3. METHODOLOGY

Mixed method approach is used to complete this study. Mixed method means qualitative and quantitative approach is adapted to conduct this study. All general (except English medium school) secondary school is selected as a population and every students of this sector is selected as unit of analysis. Basically, secondary data is used to analysis and to make decision but in some context primary data is collected from respondents or field level.

4. LITERATURE REVIEW

It is assumed that school as 'four walls surrounding a future' Barth (1990). Teachers' work as architects, in the process of building the basis of future architects of the nation and society as well. Wenger (1998) addressed the teachers' community as the key to transformation who reflect people's lives. This is a heavy and sensitive responsibility requires the teachers to instil themselves with the quality of dedication and being resourceful (Alam and Hoque 2010; Alam et al. 2010). Guskey (2000) argued that change in beliefs and attitudes occurs subsequently in the change in practice and results from teachers observing the impact of changes in their practices on student outcomes.

Since the early 1980s, many scholars who study the teaching of English and language arts have been engaged in an extended exploration of the nature of effective instruction. Often grounding their work in socio cognitive, theory about the nature of teaching and learning (Langer, 1985a), these researchers have drawn from disciplines ranging from anthropology (Heath, 1983) to psychology (Lee & Smagorinsky, 2000), to literary theory (Scholes, 1985), to linguistics (Cazden, 1979, 1988) in their efforts to understand the nature of classroom contexts that foster the development of higher levels of literacy among diverse groups of students. A variety of studies have examined what teachers know and how that relates to the instruction that they provide (e.g., Grossman, 1990); what students are actually asked to do in English language arts classes (e.g., Freedman, Simons, Kalnin, Casareno, & the M-Class Teams, 1999); and how these activities influence what students learn (e.g., Hillocks, 1999). Other research has been explored of the nature of effective instruction (Applebee et al., 2003) which is focused on native language or secondary language like English language because most of the developed countries use English language as their medium of instruction.

At times it may seem as if English language arts have always been at the center of a curriculum designed to develop a literate and cultured populace; that the abilities to read with ease, write fluently, think deeply, and communicate effectively were always its goals. However, the field of English language arts emerged as a separate—and major—school subject only in the 1890s, following the report of the Committee of Ten on Secondary School Studies (1894). It replaced a wide variety of specialized courses dealing with various aspects of English, including rhetoric, literary history, grammar, spelling, composition, and oratory, which had in turn evolved out of, or parallel with, previous courses in Latin and Greek (Applebee, 1974). The goals of English instruction have always been diverse, involving mastery of virtually every activity connected with the use of language, but there has been a consistent emphasis on the development of high-level literacy skills (reading and writing) in the context of the extended study of literature. Until the 1970s, however, these skills were treated as rather unproblematic: Students either did or did not comprehend a text and were either able or not able to transcribe their thoughts into effective writing. A major shift in the focus of discussions about teaching and learning occurred in the last decades of the 20th century, reflecting a new interest in the cognitive and linguistic processes underlying performance. At the same time, research in language and literacy, in

parallel with changes in many other fields, moved gradually from an examination of reading and writing processes (Adams & Collins, 1979; Flower & Hayes, 1981; Shaughnessy, 1977) to the study of literacy tasks embedded in classrooms (Applebee, 1984; Durkin, 1978–1979; Dyson, 1984; Graves, 1983; Tharp & Gallimore, 1988), to the study of how the activities of reading and writing are defined by the wide range of contexts in which people participate (Brandt, 1998, 2001; Heath, 1983; Street, 1995). In contrast, more recent research has looked in great depth at individual classrooms and the differing kinds of learning that students develop depending on the emphases of their teachers (Athanases, 1998; Hillocks, 1999; Sperling & Woodlief, 1997).

For the present study, the socio-cognitive frame with which we began led us to focus on what Bereiter and Scardamalia (1987) call “high literacy”: the reading, writing, and discussion skills that allow students to participate effectively in the “disciplinary conversations” (Applebee, 1996) or “secondary discourses” (Gee, 1996) of English as a school subject—and, by extension, to do well in a wider array of tasks necessary for success in other school subjects, in life, and in work.

It is a matter of concern that why teacher are lagged behind in using English language in secondary school level? It has an assumed that every nation has a unique system of culture, communication, language, education. They are following their own style to interact, communicate, speak with others, and to learn or teach within their fellowmen.

Culture is the sum of shared attitudes, values, beliefs, worldview, traditions, customs, and behaviors. It is historically accumulated, revised, and developed by people. It is shared by members of a community in which people are bound together by a common history, religion, occupation, linguistic system, sexual-orientation, geographic location, or socioeconomic status. It is also an integration influencing and reflecting the interaction between language and thought (Brown, 2000). Nieto and Bode (2007) stated that everyone has culture. People have the ability to create and recreate ideas to affect their world in a variety of ways.

Communication requires language proficiency and cultural knowledge to understand linguistic meanings and pragmatics. Based on culture, speakers and listeners adopt co-created perceptions to predict, explain, and make sense of conversations. Furthermore, speakers shift speech styles from context to context. People present communicative skills in various ways in relation to their expected roles in society, such as in the family, classroom, workplace, and hospital. The way that speakers and listeners communicate is established by intersubjectivity (Bruner 1990), which is how people interpret others' minds in a culturally appropriate manner.

Likewise, language is a system of signs, symbols, sounds, and gestures which are infinitely creative and arbitrarily created by people. It is collectively built and culturally transmitted from generation to generation. Language is a conventionally cultural tool to connect human interactions by means of negotiation and thought exchange (Vygotsky, 1978). Everyone has an inborn ability to acquire language in which he/she is immersed (Chomsky, 1965). Nonetheless, everyone also needs opportunities to practice language by interacting with people and environment (Lindfors, 1991; Vygotsky, 1978). Language reflects the purposes and functions of conversations and written texts. Literacy begins before school age and continues throughout people's lives.

Education is usually dominated by people who hold superior sociopolitical power in society (Bruner, 1996). It has power over students' communication development and cultural cultivation. Everyone brings his/her home habits, family values, and oral traditions into classrooms. According to Heath's (1983) ethnographic study of children's manners of communication, children from white and black working-class communities encountered learning difficulties in school settings when compared to students who grew up in town. Trackton African-American students' talents of imagination, creativity, and animated social/communicative skills were not appreciated by the mainstream middle-class school values. Their vitality and curiosity toward learning were eradicated by the confusing school routines, class regulations, and time/space concepts. In Roadville white family traditions, children were accustomed to discretion in word and deed. They obeyed parents' clear instructions, kept quiet unless they were invited to express opinions, and they were taught to make stories only based on truths. Parents had low expectations of children's academic performance and provided little support toward their school work. They believed that educating children was the school teachers'

duty. The family values were quite opposite from the school culture where innovation, independent thinking, self-monitoring, and high expectation of school achievement were advocated.

A secondary school teachers today need to consider carefully the complex needs of the English language learners in their class room. As Young (1996) argues that because of English-only movement continues to “gain momentum” across the country, the “mainstreaming of non-native speakers into English-only classrooms is becoming the norm” (p-17). Therefore, all secondary school teachers today, not only those teaching English as a second language classes, ought to consider obtaining English content area traig in order to be better prepared for the day-to-day realities in their classroom (Eliane Rubinstein-Avila, 2003). As Carroll, Blake, Camalo, and Messer (1996) argues, “The expectation teachers in today’s middle and high schools will teach native speakers and writers of English is outdated” (p-25). In fact, the number of English medium school is currently higher than at other time in the history of the nation. In the developed countries like USA, in spite of worker’s low skill and English proficiency, work was plentiful on mills and factories. Thus, immigrants’ workers were slowly able to move up within the factory structure and they were able to achieve of home ownership and the chance to provide a better life and greater opportunities for their children as well as for their family (Eliane Rubinstein-Avila, 2003).

5. CONCEPTUAL FRAMEWORK

5.1. Education

Education is derived from the Latin word “*educatio*” (A breeding, a bringing up, a rearing), from the verb “*educare*” in Mid-16th Century. Generally education means the process of receiving or giving systematic instruction, especially at a school or university. Education is such thing which improves human body, mind and soul. Educational methods include storytelling, discussion, teaching, and training and action research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. It can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy. Education is commonly and formally divided into stages such as preschool or kindergarten, primary school, secondary school and then college, university or apprenticeship.

5.2. Education System in Bangladesh

Primary level education is provided under two major institutional arrangements (stream)-general and madrasa, while secondary education has three major streams: general, technical-vocational and madrasa. Higher education, likewise, has 3 streams: general (inclusive of pure and applied science, arts, business and social science), madrasa and technology education. Technology education in its turn includes agriculture, engineering, medical, textile, leather technology and ICT. Madrasahs (Arabic for educational institution), functional parallel to the three major stages, have similar core courses as in the general stream (primary, secondary and post-secondary) but have additional emphasis on religious studies(www.moedu.gov.bd). In a single view there are three main educational systems in Bangladesh, ordered by decreasing student numbers, are:

- General Education System
- Madrasah Education System
- Technical - Vocational Education System

Each of these three main systems is divided into five levels:

- Primary Level (years 1 to 5)
- Junior Level (years 6 to 8)
- Secondary Level (years 9 to 10)
- Higher Secondary Level (years 11 and 12)
- Tertiary Level

5.3. Description Of The Present Education System In Bangladesh

5.3.1. General Education

There are four levels in general education system which are discussed below:

5.3.1.1. Primary Education

The first level of education is comprised of 5 years of formal schooling (class / grades I - V). Education, at this stage, normally begins at 6+ years of age up to 11 years. Primary education is generally imparted in primary schools. Nevertheless, other types of institutions like kindergartens and junior sections attached to English medium schools are also imparting it.

5.3.1.2. Secondary Education

The secondary level of education is comprised of 7 (3+2+2) years of formal schooling. The first 3 years (grades VI-VIII) is referred to as junior secondary; the next 2 years (grades IX -X) is secondary while the last 2 years (grades XI - XII) is called higher secondary.

There is diversification of courses after three years of schooling in junior secondary level. Vocational and technical courses are offered in vocational and trade institute/schools. Moreover, there are high schools where SSC (vocational) courses have been introduced.

In secondary education, there are three streams of courses such as, Humanities, Science and Business Education, which start at class IX, where the students are free to choose their course(s) of studies. High schools are managed either by government or private individuals or organizations. Most of the privately managed secondary schools provide co-education. However, there are many single sex institutions in secondary level education.

The academic programme terminates at the end of class X when students are to appear at the public examination called S.S.C. (Secondary School Certificate). The Boards of Intermediate and Secondary Education (BISE) conduct the S.S.C. examination. There are eight such Boards at different places in Bangladesh namely: Dhaka, Rajshahi, Jessore, Comilla, Chittagong, Sylhet, Barisal and Rangpur.

The secondary education is designed to prepare the students to enter into the higher secondary stage. In higher secondary stage, the course is of two-year duration (XI - XII) which is being offered by Intermediate Colleges or by intermediate section of degree.

5.3.1.3. Tertiary Education

Tertiary education is provided in the different universities of Bangladesh. There are 73 universities in Bangladesh. Out of these, 21 universities are in the public sector, while the other 52 are in the private sector. Out of 21 public sector universities, 19 universities provide regular classroom instruction facilities and services. Bangladesh Open University (BOU) conducts non-campus distance education programmes especially in the field of teacher education and offers Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) degrees. BOU conducts 18 formal courses and 19 non-formal courses. Bangladesh National University mainly functions as an affiliating university for degree and post-graduate degree level education at different colleges and institutions in different field of studies. But in case of fine arts this university also offers Pre-Degree BFA Course (which is equivalent to HSC). After successful completion of the specified courses, it conducts final examinations and awards degree, diplomas and certificates to the successful candidates. The degrees are B.A., B.S.S., B.Sc. and B.Com.(Pass & Honors) ,BFA (Pass), M.A., M.Sc., M.S.S, M.Com. and MFA. Moreover, this university also offers LL.B., and other degrees. Bangladesh National University offers part-time training to university teachers.

5.4. Madrasah Education

The old scheme of madrasah education was introduced in 1780 with the establishment of Calcutta Madrasah. In madrasah education, one can learn Islamic religious education along with the general education as complementary to each other in the system of education. The madrasah education system has been continuing with some modifications according to the demand of the time, and many madrasahs grew up in this sub-continent. The government has been providing government grants to the teachers and employees of the non-government madrasahs like other non-government education institutions (schools and colleges). There are five levels in the madrasah education system, namely:

- Primary level or ebtedayee education: This is equivalent to primary level of general education. The first level of madrasah education is comprised of 5 years of schooling (grades I - V). It is also imparted in some of the private quami - kharizi madrasahs.
- Secondary level: The secondary level of madrasah education is comprised of 7 (5+2) years of formal schooling. It takes five years in dakhil stage (S.S.C. level) from grade VI - X while the last 2 years in alim (higher secondary) stage.
- Tertiary level of madrasah education: This level is comprised of 4 (2+2) years of formal education. The minimum requirement for admission to higher level of madrasah education is the alim (equivalent to HSC) certificates. Alim pass students are qualified to enroll in 2-year fasil education. This level of education is imparted in fasil madrasah and in fasil level of kamil madrasahs. After successful completion of fasil degree one can enroll in 2 -year's kamil level education. There are four streams of courses in kamil level education; streams are hadis, tafsir, fiqh and adab. Bangladesh Madrasah Education Board conducts these two fasil and kamil examinations and award certificates. After successful completion of the specified courses one can appear these examinations.

5.5. Technical – Vocational Education

For the students whose interest is not strictly academic may find technical-vocational programmers more interesting and more valuable for their future. Government tries to ensure that the course curriculum should be relevant to students' interest and aspirations while at the same time it should address the needs of the job market.

Vocational courses start from secondary level. The certificate courses prepare skilled workers in different vocations starting from ninth grade after completion of three years of schooling in secondary school. At this level the courses are diversified in different vocations spread over 1 to 2 years duration. Recently, 2 years duration vocational courses have been introduced at the higher secondary level in government managed vocational training institute (renamed as Technical School & College). Diploma courses prepare the diploma engineers at the polytechnic institutes. This course spread over 4 years duration after passing the secondary school certification examination. There is a technical education board called Bangladesh Technical Education Board (BTEB), which grants affiliation to the technical institutes. It conducts examinations of the students completing different courses in different vocational and technical education, and awards certificates to the successful candidates (www.moedu.gov.bd).

In this study, our main focusing point is secondary education level. We also investigate the impact of low rate of teacher's efficiency in English language.

6. DISCUSSION OF THE IMPACTS

The skilled and educated workers enter top-level jobs, while unskilled worker are neglected to repetitive, badly paid jobs with little, if any, security and opportunity for upward mobility. It is assumed that systematic challenges need to be addressed so that teachers can better support the English language in their classrooms. Teacher preparation programs have a responsibility to prepare future teachers to teach the students that they most likely will be teaching. English language provides the great chance to engage in a variety of fields and pursue a wider range of employment. After discussion, we found some variable or impact of teacher's inefficiency in English on the student.

6.1. Communication Problem

Communication is an ethnographic phenomenon which represents a particular speech community's behaviors, beliefs, attitudes, styles, actions, and conventions (Schiffrin, 1994). The dynamic concept of communication is also discussed by Bakhtin (1986). He distinguished utterance from sentence. Sentence is a unit of combined linguistic features, including semantics, phonology, morphology, and syntax. Sentence reflects the literal structure of language instead of the reality of speech discourse. Due to teachers inefficiency student cannot able to communicate with other language people. So, they are fall behind than English medium students.

6.2. Students are Lagged Behind in Regarding to Understand the Global Culture

Culture is the sum of shared attitudes, values, beliefs, worldview, traditions, customs, and behaviors. It is historically accumulated, revised, and developed by people. It is also an integration influencing and reflecting the interaction between language and thought (Brown, 2000). Nieto and Bode (2007) stated that everyone has culture. People have the ability to create and recreate ideas to affect their world in a variety of ways. It is assumed that now we are the 'global citizen'. As a global citizen we have to know the world's culture. Globalization makes us closer and interdependent with others. But student are lag behind in regarding to know foreign culture or other people culture due to insufficient knowledge of their teacher's in English language.

6.3. Adverse Impact on Building Up Efficient Human Resources

Human resources are the people who make up the workforce of an organization, business sector, or economy. "Human capital" is sometimes used synonymously with "human resources", although human capital typically refers to a more narrow view (i.e., the knowledge the individuals embody and economic growth). In the developed countries like USA, in spite of worker's low skill and English proficiency, work was plentiful on mills and factories. Thus, immigrants' workers were slowly able to move up within the factory structure and they were able to achieve of home ownership and the chance to provide a better life and greater opportunities for their children as well as for their family (Eliane Rubinstein-Avila, 2003). The skilled and educated workers enter top-level jobs, while unskilled worker are neglected to repetitive, badly paid jobs with little, if any, security and opportunity for upward mobility. It is presumed that today's student will lead the nation in future. So, if the student do not get proper and practical English language teaching they will not able to be skilled human resources. So, it is urgent to take some attempts to develop teacher's proficiency in English language to build up a skilled manpower.

6.4. Getting a Good Job or Expected Employment in Future

Profession is a paid occupation, especially one that involves prolonged training and a formal qualification. The skilled and educated workers enter top-level jobs, while unskilled worker are neglected to repetitive, badly paid jobs with little, if any, security and opportunity for upward mobility (Eliane Rubinstein-Avila, 2003). If one's wanted to get good jobs, he has to be able to communicate with others in a standard language. Now-a-days, English is used as a standard language even in profession or other jobs or occupation. But it is regret thing that our mid-level school system is backdated. English language is not used properly in this schooling sector and most of the student cannot read, write, speak or listen in proper way due to the teacher's in proficiency in English language.

6.5. Facing Problem in Computer Learning

An electronic device which is capable of receiving information (data) in a particular form and of performing a sequence of operations in accordance with a predetermined but variable set of procedural instructions (program) to produce a result in the form of information or signals. The language of computer is a particular language, used in communicating with or programming computers. This language is formulated in English. So, if a man want to create or built a program, he should have knowledge in English language. It is concerning issue tha our secondary school teachers are not fully fit with this circumstance or these types of works. That's why students cannot not learn computing or computer knowledge in proper way and finally they are lag behind than others English medium students.

6.6. Discrimination between Governments Funded School and Private Funded English Medium School

In Bangladesh the system of education is divided into three different branches. Students are free to choose anyone of them provided that they have the means. These branches are: The English Medium, The Bengali Medium, and The Religious Branch. In the English Medium system, courses are all taught in English using English books with the exception for Bengali and Arabic. English medium schools are mainly private and thus reserved for the wealthy class. Because of their family status, English medium student ignore the general school student. Most of them come to school on their own

vehicle or luxuries transportation, they use ultra-digital devices to communicate like Apple computer, Apple mobile etc. Their costume is unique from general students; they wear costly dresses, their hair style is unique. In this institution, school fees are as high as out of normal or mid-level family bearing capacity. So, it is revealed that general school students are lagging behind than English medium students in regarding some context.

6.7. Lag behind Regarding International Affairs than English Medium School

English medium school is based on English language and it's basically following the British council. This institution always be updated and their curriculum is well designed with time changes. Although this type of institution is international standard, so it teaches its students international issues as well as national affairs. The curriculum of this institution is designed concomitant with national curriculum but main focusing fields are English language oriented. They maintain international standards and keep balance with others country's school who operate their works in the same fields. But it is regret thing that the curriculum of general school is not same with this type of English medium school. So, general school students are lagging behind than English medium school students.

6.8. Getting a Good Result and Getting an Admission in Expected Institution

As Carroll, Blake, Camalo, and Messer (1996) argue, "The expectation teachers in today's middle and high schools will teach native speakers and writers of English are outdated". For this reason, most of our countrymen are not aware about the importance of learning English. Most of the cases, they think that there is benefit in learning English. So, they do not manage proper environment to learning English language due to their poorness. Most of the time, their next generation will face the same fate. In spite of this crucial factor, teacher's unawareness is one of the most importance hindrances to learn English language (Eliane Rubinstein-Avila, 2003). Most of the English teacher's educational qualification is not enough as expected at secondary education level in Bangladesh. For these reasons, student's performance at examination is poor and finally their result is so poor. Overall, due to their poor result, they do not get admission in standard institutions.

6.9. Loosing Overseas Opportunities

In the developed countries like USA, in spite of worker's low skill and English proficiency, work was plentiful on mills and factories. Thus, workers were slowly able to move up within the factory structure and they were able to achieve of home ownership and the chance to provide a better life and greater opportunities for their children as well as for their family (Eliane Rubinstein-Avila, 2003). The skilled and educated workers enter top-level jobs, while unskilled workers are neglected to repetitive, badly paid jobs with little, if any, security and opportunity for upward mobility. In Bangladesh, most of the foreign earnings are comes from overseas labor workforces from countries like UAE, Middle East countries, some European countries and all over the world. But the educational qualifications of the most of the workers who work in a foreign country are poor. For this reason, they are facing huge number of problem in foreign countries like speak to them, interact with them, communicate with appointment authority for remuneration, even get a new jobs. If English language was taught well in the secondary level it would be very helpful to get good overseas jobs.

6.10. Problem in Reading English Books

Students who are currently completing their secondary level education facing difficulties to go through all the English written books preferably those books are written in native English. Since teachers do not have enough proficiency in English, wide curriculum based books e.g. famous grammar and literary books have not been chosen by them. In addition, students due to such nature of the teacher, students are being feared to studying English books. Hence, the students fall victim to weakening their foundation in English from the very beginning of their educational life.

6.11. Generating Student's Incapacity To Compete With Global Educational Environment

Naturally, it can be assumed that there is an explicit discrepancy between the education system of developed and developing country, nevertheless due to the advent of globalization developing countries are improving regarding to changing education policy, adopting modern pedagogical system, initiating research based empirical knowledge, enhancing the quality of educational environment and so on. As a representative of developing country, Bangladesh also some extent trying to improve itself in line with global education and already has achieved some notable success

but still government funded school are following the conventional style of education system. For instance, students are not getting sufficient education regarding to English competencies what they are supposed to provide from secondary schooling system to compete with other students of the globe. Probably, numerous problems can be lied with this critical problem but general it can be said that inadequate English teacher, inappropriate methods to recruit English teacher, incompetency of the recruited English teacher and obsolete academic curriculum are the major reason behind this incapacity of the students.

6.12. Facing Difficulties in Completing Tertiary Level Education

Most of the students who have completed their secondary level from government funded or MPO School are facing difficulties carrying out their tertiary level education. As they have come from mixed background of both Bengali and English learning school preferably not possess much knowledge in English are being outwitted to adapt with fully English medium based tertiary level education. Subsequently, they have got comparatively bad result rather what they actually deserve. It is founded in research conducted by Islam and et al wherein lack of English skill has been categorized as one of the major problem for Poor Academic Achievement of University students in the country.

Table. At a Glance the Secondary Education Level of Bangladesh with Pabna District

Depiction of Secondary Level Education of Pabna District		
Total Secondary School	Total Teachers at Secondary level	Total Students at Secondary level
Jnr. school	31	270
Secondary school	265	3129
School and college	31	370
	327	3769
Madrrasah Education of Pabna District		
Total Institutions		178
Depiction of Secondary Level Education of Bangladesh		
Total Secondary School	Total Teachers at Secondary level	Total Students at Secondary level
20297	243117	9743072

Source: www.moedu.gov.bd and www.banbeis.gov.bd retrieved on 12/03/2017

English teachers in Bangladesh at secondary level					
Private		92725			
Public		2673			
Total		95398			
Average English Teacher per secondary Institution					
Jnr. School	Secondary School	School and College	Average	Total Institutions	20297
3	5	8	5	Total Teachers	95398
				Average	05
Dakhil Madrasah in Bangladesh					
Madrasah		6565			
Teacher		66801			
Dakhil Madrasah in Pabna					
Madrasah		136			
Teacher		1432			
Student		25633			
Average Teacher per Student		10.27			
English Medium School in Bangladesh					
Private		133			
Public		29			
Total		162			
English Medium School Teacher in Bangladesh					
Total Teacher		6122			
Average Teacher per School		38			
English Medium School Teacher in Bangladesh					
Total Student		125233			

7. POLICY IMPLICATION

In Bangladesh, there is lack of empirical research in overall educational field let alone at secondary level and most particularly in the area of secondary teachers' English language proficiency. Although a project for teachers' quality improvement (TQI) has been under operation for some years, there is found no research evidence on this specific field or related areas either in the Institute of Educational Research (IER), National Institute of Educational Management and Administration (NIEAM) or Bangladesh Institute of Development Studies (BIDS). This particular study contributes to the development of teachers' professionalism theory by adding to the existing body of contents in a form of literature on the subject. It takes an important step, may be pioneer, in the direction of empirical research development in Bangladesh. The researcher believes that these insights are sharpened by the realistic depiction of professional development activities to understand the complexity of their work by making the abstract and accessible (Noddings and Witherell, 1991).

Here are some policy suggestions which are exhausted from upper study. The policy recommendations are below:

- It is needed to increase the teachers collaboration
- English language related action research have to be conducted to improve teachers fluency in English language
- Have to increase the frequency of in-service training on English proficiency
- Incentive classroom observation has to be increased
- Curricular should be English focus
- Teachers should in-depth study on English literature
- Skill training on using in classroom English language
- It's time to increase the rate clinical supervision
- Teachers should do coaching on English language
- Its needed to increase the observing demonstration lessons
- Teachers have to participate in the English language study group
- Specific classroom practice on using English in class
- English books should buy for school library and teachers-students have to read it regularly
- Computer training should be mandatory for all teachers and every student should have access to use computer.
- It ought be mandatory for all candidate must know English language who want to be a teacher
- Government should take necessary initiative to develop the quality of secondary level teacher especially in English language

8. CONCLUSION

Valdes' (2001) advice pertinent here: "We must plan carefully, and we must work quickly". We as nation can no longer afford to ignore the academic literacy needs of such a larger segment of our future citizenry. As Richard Ruiz says, "The idea that one can prepare teachers for classrooms in which all students speak English is a fantasy, yet we continue developing programs as if the fantasy were true"(Gutierrez, Asato, Pacheco, Moll, Olson, Lai Horng, Ruiz, Garcia, & McCartney, 2002). This study suggests that, for the secondary schools of Bangladesh to achieve desired improvement, the emphasis on quality without improving the teachers quality system would be like building castle in the air. In Bangladesh, the opportunity for teachers' language training is scanty. It is important for the government to take positive and rapid initiative to ensure the availability of these study materials within the reach of secondary school teachers. Then only they will realize where they are and where the world is. The world is changing rapidly. The touching of globalization has taken it far more

away. By linking these knowledge-generated teachers with this global content through Internet, English journals, books, research papers etc., the Bangladesh government can make them able to prepare their mind set at global level and context. They must remember that this generation is already global fit with mentality and creativity for the contribution of satellite. It's time to prepare our teachers for building up a skilled and educated next generation.

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