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Transforming English Language Teaching (ELT) in Bangladeshi Primary Schools: Challenges and Strategic Solutions

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Abstract: English occupies a critical role within the national education system of Bangladesh, spanning Grades I through XII. The primary education sector, which includes students from Grades I to V, is designed to lay a foundational understanding of English literacy. This study aims to identify the challenges, recent advancements, and strategies for improving English language teaching at the primary level in Bangladesh. Adopting a qualitative research methodology, this study draws on semi-structured interviews with four Bangladeshi teachers to explore their perspectives on effective English teaching practices in primary schools. The qualitative data were analyzed through thematic coding to identify prevailing patterns. The findings reveal several significant challenges to effective English teaching and learning, including students' lack of engagement in English classes, resistance to learning a foreign language, limited vocabulary proficiency, insufficient development of the four language skills, and suboptimal class sizes. Consequently, this study contributes valuable insights by addressing current challenges and offering actionable recommendations for enhancing English language instruction in primary education in Bangladesh.

Keywords: *Effective teaching; Primary education; Challenges; Strategies; Teachers perspectives*

Introduction

Since Bangladesh's independence in 1971, various Education Commissions have emphasized the organization, instruction, and acquisition of the English language. English has consistently held a prominent position in both school and college curricula (Milon, 2016; Al Nahar et al., 2024). As English assumes increasing importance in the globalized world, its teaching in Bangladesh has become crucial for sustaining economic growth and cultivating a highly skilled workforce (Milon et al., 2023). However, despite its global relevance, English has yet to permeate daily communication in a significant way beyond academic contexts. Within educational settings, English is often perceived as a utilitarian subject, resulting in limited success in making it a non-intimidating field of study for students (Milon et al., 2018a, 2018b). Historically, English instruction in Bangladesh was dominated by the Grammar Translation Method (GTM) until its replacement by Communicative Language Teaching (CLT) in 2001 (Milon, 2016). This pedagogical shift led to substantial changes in the English curriculum at the

primary education level (Ahmed, 2012; Milon & Ali, 2023). However, despite initial experimentation, the long-term implementation of CLT has faced significant challenges, including inadequate change management, inexperienced teachers, insufficient infrastructure, lack of appropriate resources, and unsatisfactory classroom practices (Milon, 2016; Alam et al., 2018; Al Nahar et al., 2024). Consequently, the English proficiency of students, particularly at the primary level, remains unsatisfactory due to several foundational issues. The state of English teaching and learning in Bangladesh is further complicated by the examination-oriented nature of the syllabus and curriculum, which impedes genuine language acquisition (Milon et al., 2024).

Moreover, Bangladesh lacks a coherent language teaching policy across primary, secondary, and tertiary education levels. As a result, classroom activities often lack clarity, practicality, and effectiveness, leading to a waste of time and resources (Golam & Kusakabe, 2018). Milon (2016) highlights several systemic issues in primary schools nationwide, including a shortage of teachers, questionable recruitment practices, and insufficient attention to teacher training. Effective language acquisition demands equal emphasis on the four essential skills: listening, speaking, reading, and writing (Ahmed, 2012; Alam et al., 2021). Schools should systematically incorporate listening activities such as English video games, documentaries, and films. In English classes and during school hours, both teachers and students should exclusively use English. Reading materials should extend beyond textbooks to include engaging reference materials and publications in English (Ahmed, 2012). In terms of writing proficiency, students should begin by practicing their writing skills through tasks that reflect real-life scenarios and challenges they encounter daily (Ahmed, 2012).

Milon et al. (2024) argue that policymakers, curriculum developers, public examination administrators, and teacher trainers must devise appropriate policies and effective strategies to ensure the successful teaching of English. To train English learners effectively, they must be engaged in real-life activities, with curriculum goals and assessment methods closely aligned. The ultimate objective is to foster and sustain an environment conducive to the use of English. In line with these observations, this study seeks to explore the current challenges in implementing pragmatic English teaching at the primary level in Bangladesh and to propose potential solutions and future directions for improvement, building on the findings of previous research.

2 Literature Review

The rapid advance of globalization has heightened the demand for global citizens proficient in a lingua franca, prompting significant changes and innovations in the field of English instruction (Ahmed, 2012; Alam et al., 2022b; Milon & Ali, 2023; Barman, 2020). Like many other countries, Bangladesh has implemented Communicative Language Teaching (CLT) alongside various enhancements in English instruction across its educational system, from primary to higher secondary levels (Ahmed, 2012; Milon & Ali, 2023; Barman, 2020). Over the past few decades, English has maintained a prestigious social standing within the Bengali context, playing a crucial role in administration, mass communication, and intellectual pursuits, as well as being indispensable in all facets of international relations (Alam et al., 2022b; Hasan et al., 2019).

Despite these efforts, the outcomes of English instruction have been less than satisfactory, as students have struggled to achieve balanced proficiency across the four essential language skills (Barman, 2020). Ahmed (2012) and Nur (2018) identify several critical factors contributing to the deteriorating

performance in English at the primary school level in Bangladesh. These include, but are not limited to, inadequacies in syllabus and curriculum design, poor infrastructure, insufficient logistical support, inadequate teacher training, low levels of learner motivation, limited public awareness, a shortage of skilled English teachers, and the absence of an environment conducive to consistent practice of the four language skills (Ahmed, 2012; Alam et al., 2021, 2022a; Nur, 2018).

In a study by Songbatumis (2017), the challenges faced by English teachers in the classroom were explored, with a focus on identifying potential solutions from the teachers' perspectives. The study highlighted issues related to both students and teachers, as well as school infrastructure. Student-related challenges included inadequate vocabulary, poor focus, lack of self-discipline, boredom, and difficulties in speaking. Teacher-related obstacles encompassed insufficient training and professional development, language barriers, inadequate expertise in teaching techniques, and limited familiarity with information technology. The study also underscored issues tied to school facilities, such as insufficient resources, inadequate facilities, and time constraints. The authors proposed several viable solutions, including changing attitudes, enhancing resources and facilities, implementing suitable materials and teaching methodologies, utilizing existing resources more effectively, providing motivational feedback, and encouraging teacher self-reflection.

In another case study, Straková (2015) examined the state of English instruction in Slovak elementary schools, identifying the lack of adequately prepared teachers and limited teacher proficiency in the English language as the primary obstacles to successful English teaching. Addressing the current shortcomings of CLT in Bangladeshi primary education, Barman (2020) suggested practical solutions such as revising the allocation of marks, improving infrastructure for English classrooms, providing comprehensive teacher training, and making English mandatory in ELT classes. Hence, this study aims to build upon these findings by exploring the following research questions:
a) What challenges do teachers face in delivering effective English instruction in primary schools in Bangladesh?
b) What strategies can be employed to overcome these challenges and ensure successful English teaching in the classroom?
c) What recommendations can be made to enhance teachers' instructional proficiency and improve students' English language skills?

3 Methodology of the Study

3.1 Research Design

This study adopts a qualitative research design to explore the current state of English language education in primary schools in Bangladesh. The qualitative approach is particularly well-suited for conducting in-depth analyses, enabling researchers to thoroughly investigate complex phenomena, such as educational practices and reforms. Such an approach is beneficial for examining multifaceted issues in education, allowing for a comprehensive understanding of the subject matter (Milon, 2020). By analyzing social behaviors, beliefs, attitudes, and perceptions, qualitative research provides unique insights into the experiences of individuals and communities (Alam et al., 2022b; Milon et al., 2017; Milon et al., 2024; McMillan & Schumacher, 2001). Data for this study were collected using an open-ended questionnaire, designed to capture the current conditions at a specific point in time (Cohen et al., 2002). The research aims to gain a deeper understanding of the attitudes and perspectives of primary school teachers regarding English Language Teaching (ELT) in Bangladesh. The subsequent

data analysis incorporates participants' views on Communicative Language Teaching (CLT), offering valuable insights that can inform the broader field of education.

3.2 Participants and Selection Criteria

The study involved four English language teachers from four elementary schools in Bangladesh, selected through purposive sampling. The participants included two males and two females, all of whom were previously known to the researchers. The selection criteria focused on individuals who had attended Communicative Language Teaching (CLT) workshops and possessed the necessary knowledge and skills for effective CLT implementation. According to Morrison (2000), selecting respondents from close geographical proximity is important for research involving qualitative methods. This study employed convenience sampling, a subtype of purposive sampling, which considers practical constraints such as time, accessibility, and participant availability (Merriam & Tisdell, 2015). This approach was chosen to foster strong researcher-participant relationships, which are crucial for qualitative research. Purposive sampling facilitated a detailed investigation by including participants with specialized knowledge and experience in CLT. To ensure confidentiality, pseudonyms (T1, T2, T3, and T4) were assigned to the participants. The table below summarizes the demographic characteristics of the participants.

Table 1

The Demographic Information of Four Respondents

Name(pseudonym)	Gender	Highest Degree	Designation	Years of Teaching Experience
T1	Male	MA	Headmaster	20
T2	Female	MA	Assistant Teacher	8
T3	Male	MA	Assistant Teacher	6
T4	Female	MA	Headmaster	15

3.3 Data Collection Procedures

This qualitative study utilized in-depth interviews as the primary method of data collection. Semi-structured interviews were chosen for their flexibility, allowing researchers to explore topics in depth while maintaining a structured inquiry framework (Kvale & Brinkmann, 2009). The interviews were conducted face-to-face in January 2024 and recorded in audio format to ensure accuracy and thorough documentation. Subsequently, the transcriptions were reviewed by the participants to enhance the validity and reliability of the data (Denscombe, 2010). An open-ended questionnaire was designed to gather information on the challenges faced by teachers in delivering effective instruction, strategies to address these challenges, methods to improve teaching abilities, and students' English performance. Prior to full-scale data collection, a pilot study was conducted to evaluate the appropriateness, accuracy, and feasibility of the questionnaire items (Oppenheim, 1992; Wilson & McLean, 1994). The pilot study aimed to ensure that the questions effectively addressed the research topics. No significant issues were identified, and the questionnaire was finalized for use in the study. Data collection spanned four weeks, providing ample time for a thorough examination of the implementation of Communicative Language Teaching (CLT) at the elementary level.

3.4 Data Analysis

The data analysis for this study employed qualitative analytical methods to explore the themes and conditions associated with the challenges and potential solutions in English language teaching. The analysis began with the examination of data from the open-ended questionnaires, which facilitated the identification of recurring themes and issues related to effective teaching. The researchers first coded the data to determine the frequencies and occurrences of responses within the identified themes (Cohen et al., 2007). This process involved manually organizing the narrative data according to the specific conditions or themes relevant to the study. The qualitative analysis focused on extracting meaningful patterns and insights from the participants' responses. The study included four primary school teachers from Bangladesh, each with teaching experience ranging from 6 to 20 years. All participants held a Master's degree and taught classes with more than 60 students. Data collection occurred over 12 days, with each teacher observed for three consecutive days to assess the implementation of Communicative Language Teaching (CLT). Each observation session lasted 40 minutes.

3.5 Ethical Considerations

The study adhered to rigorous ethical standards throughout the data collection process. Prior authorization was secured before commencing the research. Participants were provided with a consent form detailing their voluntary involvement and confirming their agreement to participate. Each participant willingly shared their views on English Language Teaching (ELT). Interviews were scheduled at mutually convenient times, and participants were thoroughly informed about the study's aims and objectives. To address potential language barriers, interviews were conducted in Bangla, ensuring clarity and accuracy in communication (Milon et al., 2023). Participants were made aware of their right to withdraw from the study at any time. The researchers were available to address any questions or concerns, thereby upholding the ethical integrity of the research.

4 Results of the Study

The primary objective of this study was to investigate the challenges and potential solutions related to the implementation of effective English teaching in elementary schools in Bangladesh. The findings, derived from the analysis of the data, are presented in the following sections.

Issues Pertaining to Effective English Instruction in Primary Schools

Delivering effective English instruction is a complex task influenced by several interrelated factors, including teachers' pedagogical expertise, subject matter knowledge, classroom management skills, instructional planning, use of teaching aids and strategies, and the ability to engage students in the learning process. The data collected from the selected teachers, through open-ended questions, highlighted various obstacles to effective teaching. Three main themes emerged from the analysis of the challenges faced in English teaching: issues at the student level, teacher level, and classroom/school level. The following sections detail the frequency and occurrences of responses under each theme, as outlined by Cohen et al. (2007).

Challenges at the Student and Pedagogical Levels

The results reveal that the primary obstacles faced by English teachers at the student level include students' reluctance or apprehension towards learning English as a second language, deficiencies in

vocabulary development due to inadequate proficiency in the four language skills (speaking, listening, reading, and writing), shyness in speaking English, inconsistent class attendance, and a tendency to memorize lessons solely for passing exams. At the pedagogical level, teachers consistently reported challenges in effectively engaging students in English classes. Additional difficulties include the short duration of class periods, the heavy workload of teachers, and the challenge of helping students comprehend English due to their very low proficiency levels. The perspectives of the teachers, as derived from the collected data, are presented below.

During my English lectures, I observe that a significant number of students display inattentiveness. Their limited proficiency in English often leads to reluctance or apprehension towards acquiring English as a second language. (T1)

Engaging students proves challenging due to their reluctance or apprehension towards studying English as a foreign language. Consequently, a substantial portion of students remains unfocused during class. (T2)

My observations during English lessons reveal that students possess limited knowledge of vocabulary and exhibit insufficient engagement with grammar. Many students rely on memorization to perform better in tests rather than genuinely understanding the material. (T3)

I face several difficulties in English class, such as students occasionally failing to bring their recommended textbooks. Additionally, students are often hesitant to communicate in English, and not all students demonstrate consistent levels of attentiveness. Furthermore, the one-hour class period is often inadequate for effective instruction. (T4)

Challenges at the Classroom Level

Teachers identified several significant challenges at the classroom and school levels that impede effective English instruction. These challenges include large class sizes, inadequate seating arrangements, insufficient teaching aids, an unsuitable classroom environment for effective instruction and group work, and administrative constraints. The following statements reflect teachers' experiences regarding the difficulties they face in the classroom while teaching English:

Managing a classroom with over 60 students is challenging and adversely affects my teaching effectiveness. (T3)

Providing effective English instruction is impractical in a classroom with such a large student population. Moreover, we lack essential teaching aids and equipment, such as tape recorders or multimedia tools like microphones, which are necessary for enhancing listening skills. These resources are not provided by the school administration, despite the large class sizes of 50 or more students. (T4)

Challenges in Achieving Effective English Teaching in Primary Schools in Bangladesh: Path Forward

In addressing the obstacles to effective English teaching in primary schools in Bangladesh, teachers were asked to propose strategies for improving the effectiveness of English classes. Analysis of their responses revealed three major themes: effective teaching practices, institutional support for effective teaching, and motivational support from teachers. The findings are summarized below.

Effective Teaching Practice

The frequencies of the teachers' responses suggest that, to implement effective teaching practice, teachers should clearly explain the lesson and actively engage students in various class activities, such as group work, pair work, question-and-answer sessions, presentations, and brainstorming. Additionally, teachers need to allocate sufficient time for students to develop English proficiency,

manage the classroom efficiently to create a conducive learning environment, employ innovative teaching methods, and integrate their native language, Bengali, into their instruction to improve students' understanding of English. The teachers' perspectives, as derived from the analysis of the open-ended questionnaire, are as follows:

To address the issues, I strive to enhance the clarity of my teachings and involve students in various activities such as exercises, illustrations, group or pair work, presentations, and debates to promote greater attentiveness among the students. (T4)

The number of students should be manageable, and each student must be given adequate time. (T2*)*

In my English class, I effectively manage the classroom and ensure that students are seated appropriately to create a conducive learning environment. I believe that a supportive and positive classroom atmosphere is crucial for effective teaching. (T3)

Support Provided by Institutions to Facilitate Successful Teaching

Responses from teachers regarding institutional support for effective teaching highlight several key areas: reducing class sizes, providing teaching aids and equipment, extending the duration of English classes, enabling the use of multimedia projectors, increasing the number of English teachers, and arranging appropriate seating. The teachers' perspectives on institutional support are presented below for a clearer understanding:

First and foremost, I believe it is essential to ensure that students are fully engaged in their lessons. To facilitate successful teaching, I need teaching aids and equipment such as multimedia projectors, photographs, and tape recorders. Support from the school administration in providing these resources will help address the challenges faced in our teaching and learning activities. (T1)

Teacher-Provided Motivational Support

The primary points under the theme of motivational support from teachers include providing individualized attention to students with limited English proficiency, encouraging students to overcome their fear of learning English, recommending extensive reading and practice at home for thorough preparation, and avoiding excessive pressure related to exams. Teachers' opinions based on the findings are as follows:

My goal is to motivate students to overcome their apprehension towards acquiring English language skills and to help them recognize the importance of English in our daily lives. (T2)

Enhancing the English Teaching Proficiency of Teachers: A Guide

The findings provide several useful recommendations on how to enhance teachers' English teaching abilities and improve students' English learning outcomes. Two key themes investigated in the study were teachers' preparation and teaching activities, and institutional efforts aimed at enhancing teachers' teaching skills, which are crucial for boosting English instructors' teaching abilities. The following section presents the frequency of the main points of the topics obtained from the qualitative data titled 'How to enhance teachers' English teaching practice'.

Preparation and Instructional Activities of Teachers

The frequencies of replies about instructors' preparation and teaching activities revealed important indicators that might be regarded as opportunities for enhancing the effectiveness of English instruction. The primary areas of successful teaching include thorough preparation of teachers, utilization of teaching aids and lesson plans, implementation of various teaching techniques,

establishment of a positive teaching environment, appropriate use of Language Acquisition Devices (LAD) in accordance with the teaching environment, sharing of new knowledge and ideas, provision of feedback, and promotion of the use of the target language (English). Moreover, several educators affirm that when acquiring new knowledge via training, seminars, or workshops, they have the opportunity to exchange their new information, ideas, and provide feedback to one another in order to enhance their teaching expertise and proficiency. Below is a representative perspective from a teacher that elucidates the essence of teacher preparation and the teaching activities that teachers should adhere to in order to achieve effective teaching:

An adept teacher has the potential to be a very effective teacher. To enhance teachers' own proficiency, they should employ lesson plans, teaching aids, and maximize the use of the target language (English) in their classes. (T2)

Measures Implemented by Institutions to Enhance the Teaching Proficiency of Teachers

In order to enhance teachers' teaching skills, institutions must implement effective measures. The study identifies several key areas that warrant attention. These include expanding training opportunities for English teachers, implementing changes in the English curriculum that focus on four language skills to improve teaching skills, offering opportunities to use and operate multi-media projectors, regularly monitoring English classes, increasing salaries and other facilities for teachers' well-being, appointing subject-specific (English) teachers, and organizing workshops to provide knowledge on effective English teaching. The next section presents the perspectives of instructors on institutional measures that are crucial for enhancing the effectiveness of English teaching.

I firmly believe that all English teachers must undergo training, as there are no other options available to enhance their teaching proficiencies. Access to comprehensive in-service training in English teaching enables teachers to enhance their teaching skills and deliver instruction effectively, therefore potentially improving students' performance in English. (T3)

Modifications need to be implemented in the curriculum to improve teaching methodology. Despite the existence of speaking and listening tests, they do not receive any credit, so written tests or memorized information are assigned greater importance. Thus, it is imperative to develop the curriculums for classes four (iv) to five (v) in a manner that guarantees equitable treatment to all four English language skills. However, despite the instructors' expected fluency in English, they often rely on their native language (Bangla) in the classroom due to the pupils' relatively low level of English comprehension in this context. The lecturers should present lectures in a more accessible form of English to facilitate easy comprehension for the learners and motivate them to communicate in English, even if they make errors in the process. Further enhancement of training arrangements for English instructors is necessary. (T2)

Schools should offer training opportunities to enhance instructors' pedagogical abilities. For successful instruction, a conducive teaching environment and consistent monitoring are crucial. School administration should consider these concerns in order to enhance teachers' pedagogical abilities. (T4)

It is imperative to increase our allocated rights, such as compensation and other amenities, as they undeniably impact our motivation, satisfaction, and job engagement. In due course, the deserving students will pursue a career in teaching. (T1)

Strategies for Enhancing Students' English Proficiency

The teachers were asked to provide methods for enhancing the English proficiency of students. The following suggestions emerged from the analysis of responses obtained through an open-ended

questionnaire. Upon careful examination of the responses, it is evident that teachers can implement several measures to enhance students' English proficiency. These measures include mandating students to engage in extensive reading of their textbooks, acquiring English grammar accurately, expanding their English vocabulary, cultivating the four fundamental English language skills (speaking, listening, reading, and writing), and promoting the use of the target language (English) in the classroom. Furthermore, instructors believe that regularly administering tests and assigning homework can help improve students' English proficiency. Conversely, a significant number of teachers suggest that students should be discouraged from merely memorizing English textbook material to achieve high marks. The following excerpts reflect a selection of teachers' opinions that accurately represent the study's findings:

In order to enhance their academic performance, the pupils must improve their language proficiency, refine their writing and reading abilities, and be motivated to avoid excessive focus on numerical study objectives. (T1)

Students should prioritize their textbook and actively engage with its contents. Additionally, English teachers should encourage and provide opportunities for students to use the target language, namely English, during English class. (T3)

Optimal English performance requires students to enhance their vocabulary and have a comprehensive understanding of English grammar and word meanings. (T2)

5 Discussion

This section presents the key findings of the investigation. The research reveals several difficulties encountered by English teachers in the teaching process. A significant challenge is engaging students effectively during English lessons. Potential causes for the failure to engage pupils include their reluctance or apprehension towards learning English as a second language. English learning anxiety can arise from students' insufficient vocabulary and proficiency in the four fundamental English skills: speaking, listening, reading, and writing. Oktavia et al. (2022) suggest that students' unfamiliarity with English vocabulary is due to English not being their primary language.

Effective instruction relies on factors such as class size, instructional materials, classroom organization, and atmosphere. These findings align with other research identifying similar challenges faced by teachers, such as large class sizes or overcrowded classrooms (Emery, 2012), difficulty in encouraging students to express opinions in English (Fatiloro, 2015), lack of resources (Songbatumis, 2017; Ajibola, 2010; Fatiloro, 2015; Garton et al., 2011), inadequate practice of the four language skills (Songbatumis, 2017; Milon, 2016), low-level content or attention (Khajloo, 2013), and classroom management issues (Songbatumis, 2017; Milon et al., 2024). Excessive student numbers disrupt classroom seating arrangements, leading to challenges such as immobile desks and chairs, close-packed rows, limited space for movement, thin walls between classrooms, and noise disturbances (Baker & Westrup, 2000; Yasmin et al., 2024). Additionally, challenges such as inadequate classroom conditions, restricted class duration, heavy teacher workloads, administrative constraints, students' reluctance to speak English, inconsistent attendance, and the tendency to memorize English lessons solely for exam purposes (Alam et al., 2024) further hinder successful teaching.

To address these difficulties, teachers recommended several strategies. Active involvement of students in various classroom activities, such as group work, pair work, question-answer sessions, brainstorming, and other interactive methods, is suggested. Teachers should provide careful attention to students, especially those with limited English proficiency, and motivate them to overcome their

apprehension of the language. Teachers are advised to use innovative teaching approaches, such as Communicative Language Teaching (CLT) methods, rather than relying solely on lecture or grammar-translation methods. Incorporating diverse teaching activities, such as group work and presentations, is also recommended. These findings are supported by other research suggesting that a variety of teaching methods can help address challenges in English language teaching (Fatiloro, 2015). Additionally, effective teaching involves using appropriate classroom management techniques (Alam et al., 2024; Milon, 2016) and teaching aids or resources (Songbatumis, 2017). Providing adequate teaching facilities, such as space, books, and resources, is crucial (Songbatumis, 2017; Milon, 2016). Consequently, the study's results may have policy implications for enhancing teaching efficacy and students' academic achievement.

The research offers recommendations for improving teachers' English teaching abilities and students' English performance. Implementing efficient teaching strategies and ensuring that teaching activities are both effective and enjoyable are essential. Teachers should be encouraged and supported to participate in training, seminars, and workshops to adapt to contemporary pedagogical practices. This will enable them to share new knowledge and receive constructive feedback. Furthermore, teachers' commitment to their profession is influenced by salary, incentives, well-being, and living conditions (Milon, 206; Page & Page, 1982). The study suggests that increasing teachers' salaries and providing additional amenities could enhance teaching effectiveness and, consequently, students' English proficiency.

6 Limitations of the study

Despite efforts to ensure the reliability and validity of the study, several limitations are acknowledged. The investigation was confined to four instructors from four schools administered by the Chattogram City Corporation in Chattogram Division, excluding schools in rural areas. The study utilized only open-ended questionnaires for data collection, which may limit the scope of insights into the complexities of English teaching environments. Alternative data collection methods could offer a more comprehensive understanding of these dynamics. The research focused on three specific areas: the challenges faced in English language instruction, future directions for effective teaching, and strategies for improving both teachers' teaching abilities and students' English proficiency. The study did not consider other relevant factors, such as the characteristics of effective English instructors, the impact of instruction quality, variations in students' English performance across different levels (e.g., school, class, and individual levels), and predictors of students' English performance.

7 Policy Implications of the Study

The findings of this study suggest several policy implications for improving English instruction. To facilitate successful teaching and enhance students' academic performance, it is essential to promote the use of participation-based Communicative Language Teaching (CLT) approaches alongside traditional lecture-based General Teaching (GT) methods. Additionally, integrating teaching aids such as photos, charts, mood cards, and multimedia projectors into English lessons can significantly enhance the effectiveness and appeal of teaching-learning activities.

Moreover, teachers should focus on developing the four core language skills—listening, speaking, reading, and writing—by employing well-structured lesson plans and consistently assigning homework. Professional development opportunities, such as workshops, seminars, and symposiums,

should be organized at both school and government levels to improve English teachers' effectiveness and proficiency.

Furthermore, school authorities need to address critical classroom elements, including class size, seating arrangements, and overall classroom environment, to create a conducive learning atmosphere. Employing interactive teaching techniques like group work, pair work, question-answer sessions, presentations, and brainstorming can help overcome teaching challenges. It is also crucial for teachers to give special attention to students with limited English proficiency and to incorporate their home language, Bengali, into instructional methods to improve their understanding of English.

In addition, extending the class duration beyond the standard 45-minute period is necessary, as it is currently insufficient for effective instruction. Schools should also consider increasing the number of English teachers to reduce the burden on individual educators. To further enhance teaching quality, educational administrators should modify the English curriculum to emphasize all four language skills, promote the use of English in instructional activities, and ensure that teachers with relevant English backgrounds are appointed.

Providing adequate Language Acquisition Devices (LAD) tailored to the teaching environment and regularly monitoring teachers' activities will also contribute to improved teaching outcomes. Finally, the motivation and engagement of teachers are significantly influenced by their salaries and additional financial incentives. Therefore, authorities must prioritize these aspects to enhance job satisfaction and teaching efficacy. Implementing these measures is expected to boost the effectiveness and efficiency of English instruction, leading to improved academic achievement among students.

8 Conclusion

This study aimed to investigate the challenges associated with effective English instruction and propose strategies to address these difficulties. It highlights several key findings essential for improving the quality of English education in primary schools in Bangladesh. Teaching is inherently a skillful endeavor, yet making it effective poses significant challenges, as evidenced by the obstacles teachers face in their teaching and learning activities. The study also offers recommendations designed to enhance teachers' instructional efficacy. Simply providing students with an English textbook is inadequate for improving their proficiency. To increase the appeal and effectiveness of teaching, educators should utilize a variety of instructional tools and adopt the Communicative Language Teaching (CLT) approach. Teachers' expertise, thorough preparation, and effective classroom management are vital for successful teaching, which in turn significantly improves students' English proficiency.

Effective teaching is a crucial school-based factor influencing student progress, and evaluating teacher effectiveness is essential to identify potential indicators or predictors of successful teaching. The findings of this study hold significant policy implications and can enhance the quality of English instruction. They provide valuable insights for researchers, educators, head teachers, policymakers, and English teachers. This knowledge should be integrated into teaching practices and future educational policies to improve instructional quality. Additionally, future research should explore other aspects of successful teaching to further enhance instructional quality. The conclusions drawn from such studies will be beneficial for teachers seeking to refine their practice and improve their teaching effectiveness.

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