Rural English Teaching Methods and Improvements along with Hurdles in Bangladesh and China

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Research Article

Keywords: Assessment, Phonics, Implementation, Literature, Education System, Evaluation

Posted Date: August 11th, 2023

DOI: https://doi.org/10.21203/rs.3.rs-3217561/v1

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Additional Declarations: No competing interests reported.
Abstract

This paper attempts to recognize the variables that impede carrying out Informative Language Educating (ELTIP) in the optional schools in rustic Bangladesh and China. This article takes a subjectives approach, and it is done in four provincial schools in Banskhali and Shangaii, which is arranged in Chittagong locale in Bangladesh and China. In order to collect data regarding the difficulties associated with implementing ELTIP in their respective institutions, eight secondary English language teachers were interviewed. The findings point to a number of obstacles, including: shortage of qualified teachers, unusually large class sizes, lack of cutting-edge classroom materials, etc. The findings of this study may have an impact on language policymakers and practitioners in terms of how ELTIP practices in rural Bangladesh and China can be improved.

Introduction

As of late a general feeling of the acknowledgment of the educator as being at the core of the instructive cycle has been arising. The more noteworthy the significance connected to training in general whether for social transmission, for social union and equity, or for the human asset advancement so basic in modem, innovation based economies-the higher is the need that should be concurred to the educators answerable for that schooling. The ultimate key to educational change and school improvement is being viewed as teachers. The effectiveness of educational policy proposals at the macro level depends on teachers' ability to understand and implement these proposals at the micro level of pedagogical practice [1].

Moreover, because of segment goals, there indicate areas of strength for a for qualified experts to staff homerooms well into what's to come. In the same vein, it is reasonable to assert that one of the highest priorities of educational planning ought to be the requirement for an efficient program to initiate, develop, and sustain teachers through an appropriate education process. The secession sparked a wave of nationalism that not only abolished Urdu but also displaced English. As a result, Bengali, the nation's first language, took precedence at all levels of the bureaucracy, education, administration, and, later, the judiciary. Bengali was declared to be the state language in the Constitution, which was written in Bengali [2].

The Bangla Procholon Ain (Bengali Implementation Act) was enacted in 1987 to enforce the use of the language, especially in the state sector, where it was clear that some government officials were still speaking English. However, nothing was said about the status of English. To state Bengali personality, English was canceled from the essential stage and removed from the tertiary level in 1972 yet it stayed a mandatory subject in the optional educational plan. In all schools, Bengali became the language of instruction. At tertiary level, all talks were endeavored in Bengali however there was no going with purposeful exertion for vernacular books or interpretations [3].

This caused a lot of problems, especially in schools of science, medicine, and engineering. As a result, nationalist zeal and policy directives swiftly elevated English from the status of a second language (ESL)
to that of a foreign language (EFL). Although I use these two terms (EFLIESL) as they are commonly 
understood—ESL having a functional use in the community and EFL being more restricted and generally 
22 restricted to the classroom—I agree with Greenbaum, when he asserts that "masking the untidiness in 
the real world" is the neat division into first, second, and foreign languages. Therefore, language policy 
did not provide any directives for English, despite clearly favoring the mother tongue [4].

In particular there was no expressed approach for steps required during the change stage. Non-native 
English speakers reach the end of their life cycle when English is replaced by deliberate language 
planning and an indigenous language is used as the medium of instruction merits consideration. 
Because it does not take into account a variety of factors, this appears to be a reductionist viewpoint. 
Even though Moag asserts that these kinds of circumstances will ultimately result in the extinction of 
English, he could not be further from the truth in the case of Bangladesh—as well as other nations in this 
region—where English continued to thrive like a smoldering fire. Similarly Bangladeshi English "seems to 
be experiencing life after near-death" like other countries in this region [5].

Rural English Teaching Method (RETM) emerged in English language instruction, whereas Grammar 
Translation Method (GTM) failed to meet the requirements and expectations of global policymakers. 
RETM was started in Europe and North America in the 1970s by ELT practitioners and educators with the 
intention of improving students' communication skills. Because of the effect of globalization and the 
need for advanced education in numerous abroad nations, where English is communicated in as a 
subsequent language, have embraced RETM to instruct English to the optional level understudies. In the 
1990s, RETM was introduced in Bangladesh. Through a jointly funded project funded by Bangladesh and 
the UK called: English Language Showing Improvement Undertaking (ELTIP) [6].

The National Curriculum and Textbook Board (NCTB), a division of the Education Ministry (MoE) of 
Bangladesh, eventually produced RETM-focused textbooks for the implementation of RETM in all 
secondary and higher secondary level schools, colleges, and madrasahs (religious institutions) with the 
goal of increasing learners' communicative competence. The primary goal of using RETM to teach and 
learn a language is communication. It involves combining a variety of language abilities. However, a 
communicative competence-based curriculum enhances not only the ability to teach grammatically 
correct statements but also the ability to use language effectively in a real-world setting [7].

The primary component of RETM is that it needs to guarantee understudies' use of language learning in 
viable circumstances. As a result, practical communication skills take precedence over theoretical 
language knowledge in RETM. The research focuses on the match and mismatch of communicative 
language instruction for students not only in Bangladesh but also in other Asian nations with EFL 
situations. He talks about the significance of the culture and how it affects how teachers teach and learn 
languages. He asserts that language teaching materials ought to be revised and redesigned within a new 
framework that takes into account the reality of the Bangladeshi context [8].

The idea that when a new language teaching policy called RETM was implemented in Bangladesh after 
1996, requiring the use of communicative methods, it was anticipated that RETM would help students
improve their poor communication skills and raise the standard of English, especially in Bangladesh. In any case, they imagine that the learning of the English language to a great extent relies upon an understudy's homegrown, financial and social variables. In that scenario, students in urban and rural areas differ significantly. They also demonstrate that the development of private educational establishments has added a new dimension to learning and teaching English in Bangladesh, where wealthy parents can afford private but standard educational establishments for their children. In contrast to urban schools, where nearly all modern facilities are available, the existing English curriculum based on RETM is inappropriate in the context of Bangladesh, where rural institutions continue to lag behind due to a lack of qualified and untrained teachers, inadequate resources, and inadequate facility allocations [9].

To present relevant requirements in China's English shadow schooling setting, I have made a handbook for ENGLISH specialists who are keen on working in China. The characteristics of English shadow education in China and patterns of demand for it are outlined in the handbook. The handbook focuses primarily on the issue of putting too much emphasis on examination competence and not enough on communication skills. As a result, the project will assist English teachers in comprehending China's English shadow education better. Before advocating any teaching strategy, it is also necessary to comprehend the specific sociocultural context [10].

Given the issue that English shadow schooling centers around assessment abilities and language structure interpretation, for ENGLISH professionals, the methodologies they have learned in ENGLISH projects or applied in western nations may not be welcome here. It is essential to comprehend China's sociocultural setting to vernacularize the 4 Informative Methodology and advance it for Chinese understudies to work on their English capability. Additionally, many teachers in China are unable or unwilling to implement the Communicative Approach in its full sense due to the social and economic constraints in various regions. ENGLISH practitioners ought to begin to reevaluate whether the Communicative Approach is effective when high expectations are placed on educational outcomes and whether Grammar Translation ought to be utilized in certain circumstances [1].

Given that the Communicative Approach fails to take into account cultural differences and local requirements, The project will assist English teachers in critically evaluating the Communicative Approach for better contextualization and the development of teaching strategies. Additionally, a large portion of the preparation that supporting the Informative Methodology are viewed as illogical by China's English instructors since they are not consistent with assessment framework. So this handbook might give them some knowledge into improving their preparation projects and giving more viable and useful exhortation and direction to Chinese educators while thinking about neighborhood sociocultural requirements. The Communicative Approach's most obvious characteristic, according to Larsen-Freeman, is the teaching's communicative intent. As a result, through communicative activities like games, role plays, and problem-solving activities, students frequently use the target language. Teachers are now required to engage in these communicative activities more frequently as a result of education reform, but this prevents students from completing the entire curriculum and passing various exams [11].
As a result, the pragmatic need to pass exams is met by English shadow education, in which teachers simply engage students in the mechanical practice of language patterns against the Communicative Approach. The use of genuine resources is another feature of the Communicative Approach. In the Communicative Approach, it is desired to provide learners with opportunities to improve their communicative skills and comprehend native speakers' language in a real-world second language setting. Likewise, exercises in the Open Methodology are frequently completed by understudies in little gatherings in light of the fact that the connection among little quantities of understudies is bound to expand the ideal opportunity for every understudy to figure out how to arrange meaning [12].

In any case, the huge class estimates, the absence of asset and gear, the English educators' lacks in oral English and vital capability, and the shortfall of local ENGLISH educators through and through ruin the execution of the Open Methodology. “its learner-centered and experience-based view of second language teaching" is another aspect of Communicative Approach. In a classroom using the Communicative Approach, teachers should avoid adopting an authoritarian, teacher-centered posture because students need to feel safe, not threatened, and not defensive [2].

This student focused standard difficulties well established customary showing strategies which underlined order and educators' position so it stays an ideal hypothesis as opposed to real practice in China. English shadow education is still a "relatively under-researched area" in English, despite its rapidly expanding popularity and significant impact on education systems worldwide. This perception is upheld by Kwo and Whinny, who contend that "analysts have been delayed to zero in on the peculiarity". However, it is absolutely necessary for policymakers and researchers to confront the potential social, economic, and educational effects of shadow education. Shadow education is opaque because mainstream English classroom settings receive much more attention [13].

Consequently, the impact of my handbook on Chinese students' English learning, which focuses solely on teaching English in shadow education settings, will be demonstrated. Additionally, English teachers in China must be aware of the effects of English shadow education, regardless of whether they work in mainstream or alternative education. In various cultures, shadow education takes many different forms. Since English shadow education is an essential component of English education in China, it is important to shed light on it. Likewise, the task gives experiences to policymakers and the Service of Training, showing that instructors will find it hard to arrive at their objectives of further developing open capability except if the test framework changes [14].

For instance, the National College Entrance Examination (NCEE) does not include a speaking section, which limits students' communicative competence. Then again, an overemphasis on the Open Methodology as the solution for English training issues in China would minimize the people who favor teaching methods and learning styles other than the Open Methodology, and would urge them to partake in English shadow schooling all things considered. As a result, the handbook will help English practitioners gain a deeper understanding of the sociocultural context of English shadow education in
China, enhance the quality of English shadow education, and provide teachers with the necessary training [15].

**English Language Teaching Improvement Project (ELTIP)**

English Language Teaching Improvement Project (ELTIP) is considered as an improved and advanced method of English language teaching, both in Bangladesh and China. The students will not be able to communicate effectively in meaningful communicative settings if they only have high levels of linguistic efficiency. He asserts that language is a means of social communication that occurs within society rather than being used discretely. Therefore, he asserts communicative competence, which emphasizes learners' communication abilities as well as their linguistic knowledge. As a result, ELTIP adopts this strategy and aims to improve students' communicative competence so that they can use language in meaningful contexts of communication [16].

The communication is more likely to occur in the classroom when:

- A lot of practices, like pair and group activities,
- Practices are real and centered on real life:
- Students are motivated to produce language for productive, realistic interaction
- Activities are designed to encourage students to use language in real-world situations outside of the classroom.

It was suggested that “facilitating small group and paired activities in which students have opportunities to communicate is important.” Students are frequently engaged in communicative activities through the activities themselves. such as using genuine materials and filling in information gaps. Knowing a language means understanding its grammatical, lexical, and phonological rules. Learners communicative needs provide a framework for elaborating program goals in terms of functional competence; there are a number of applications of ELTIP [17].

**Materials and Methods**

This is a nature-based qualitative study. The schools and the educators were arbitrarily chose. Many techiques were used in this study, including interviews and questionnaires. An in-person interview and a written questionnaire provided data. The information created bits of knowledge that are connected with the issues that the respondents face in applying ELTIP. The purpose of the questionnaire was to solicit suggestions for addressing the issue of ELTIP implementation in rural secondary schools. The researcher conducted in-person interviews and surveys with respondents at the selected schools. In dissecting and introducing the meeting information, the educators are coded as G1, G2, G3, G4, G5...... G10. As it is a qualitative approach, the researchers prepare a written questionnaire consisting of two questions for interview. The language teachers of the higher secondary level have been asked the same questions to generate data. Later the data have been analyzed and discussed.
Results

The English teachers find success with the Eclectic Approach, but they also face difficulties. Using the qualitative method, the data were gathered from ten rural English teachers teaching at the higher secondary level through face-to-face interviews. For introducing and examining the information, the instructors are coded as G1, G2, G3, G4, G5…… G10. G-1 is of the firm opinion that the curriculum design is incompatible with the ELTIP method, despite the fact that teaching using the ELTIP method in rural colleges presents numerous challenges. He additionally imagines that in the current prospectus plan, understudies' ability assessment isn't proportionate. Writing tests are given more weight than speaking tests, which have very little weight.

<table>
<thead>
<tr>
<th>Sr. #</th>
<th>Participants</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>G1</td>
<td>Depending on coaching center and house tutors</td>
</tr>
<tr>
<td>2</td>
<td>G2</td>
<td>Lack of supervision</td>
</tr>
<tr>
<td>3</td>
<td>G3</td>
<td>Lack of trained teachers</td>
</tr>
<tr>
<td>4</td>
<td>G4</td>
<td>Unusually large Class size</td>
</tr>
<tr>
<td>5</td>
<td>G5</td>
<td>Insufficient teaching aids</td>
</tr>
<tr>
<td>6</td>
<td>G6</td>
<td>Teachers are overburdened</td>
</tr>
<tr>
<td>7</td>
<td>G7</td>
<td>Weak background in English</td>
</tr>
<tr>
<td>8</td>
<td>G8</td>
<td>Poor socio-economic condition</td>
</tr>
<tr>
<td>9</td>
<td>G9</td>
<td>Corrupt administration</td>
</tr>
<tr>
<td>10</td>
<td>G10</td>
<td>Lack of follow up training</td>
</tr>
</tbody>
</table>

G -2 makes the observation that rural students enter the higher secondary level with inadequate English proficiency from secondary school. As a result, their abilities in English are not acceptable. G-2 likewise brings up that Training Sheets urge the instructors to give more stamps to the understudies than they really merit in their response scripts. In this way, at times the educators assess answer scripts by understudies' great penmanship and not by the language of the response. According to G -3, students don't pay attention to studying in the current curriculum; rather, they want to easily pass the exam without studying. G-1 also backs up the statements made by G-3.

G-3 also agrees that there are no effective teacher training programs. He suggests that the Eclectic Approach could be helpful for students in rural Bangladesh and China because it evaluates students' abilities in a friendly setting. G -4 agrees with G -1 that the syllabus focuses more on exams than on developing real-world communication skills. He adds that there is no oral testing or analyzing
correspondence capacity in this predominant language instructing approach. He goes on to say that for classes and exams, only fixed question samples are set, leaving teachers little room to teach students in ways that go beyond these question patterns. According to G-5, English instruction in rural areas still consists solely of memorizing specific grammar rules and examples for exam success.

For instance, he asserts that students learn the same article rules from grades 3 to 12 and use the same sentences to complete sentences. For instance, in the utilization of 'so that' rule, from the sixth grade they have been composing similar sentences in something very similar way utilizing no new expressions, or words. They are unable to communicate in a real-world setting because they are unable to produce various sentences. Like G-1, he additionally says that understudies' talking ability is underneath standard as talking isn't engaged in the assessment like perusing and composing abilities.

G-6 raises a further concern. Rural colleges have a teacher-to-student ratio of: class sizes, absence of institutional backings are liable for the disappointment of the ELTIP technique in educating. He also asserts that no language method will be as effective as the eclectic method. Although the government supports multi-media classroom instruction, this digital project also fails in rural Bangladesh and China due to a lack of modern technological supports. He concurs with G-1 in stating that ELTIP cannot guarantee an improvement in communication skills due to the fact that marks are based on theoretical aspects (writing) rather than listening and speaking.

G-7 is of the firm opinion that the writing abilities of rural high school students are extremely frustrating. He says that the main problem is that teachers aren't willing to try new ways to learn languages. Here, he agrees with G-5 and says that rural students' primary goal is to get a good grade point average without learning English well.

<table>
<thead>
<tr>
<th>Research Paradigm</th>
<th>Research Methodology</th>
<th>Frequency</th>
<th>Ratio</th>
</tr>
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<tbody>
<tr>
<td>Speculative research</td>
<td></td>
<td>7</td>
<td>1.59%</td>
</tr>
<tr>
<td>Empirical research</td>
<td>Qualitative research</td>
<td>235</td>
<td>53.41%</td>
</tr>
<tr>
<td></td>
<td>Quantitative research</td>
<td>67</td>
<td>15.23%</td>
</tr>
<tr>
<td></td>
<td>Mixed research</td>
<td>130</td>
<td>29.55%</td>
</tr>
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As per G-8, the provincial understudies ought to be inspired to observe English movies, discusses, hear melodies, news and television shows in English so that interest in knowing and accomplishing information about English culture and custom is made in them. The educator likewise noticed that when an instructor's strength relies upon showing the understudies really with a decent strategy, he can reinforce it by applying another strategy as per the understudies' necessities.
In order to help our rural students become more proficient in English, the Eclectic Method is required in this instance. However, he additionally expresses that in the rustic regions, applying the Mixed Methodology is more difficult as the rustic understudies are less gifted than the metropolitan ones. G -9 raises the issue of the short amount of time allotted for class. Even a qualified educator cannot effectively interact with students. He also says that language teachers are too focused on finishing the syllabus and not enough on the students' ability to understand. In this context, he strongly supports T-6 and adds that the current class size must be reduced to a minimum so that teachers can properly interact with students during classroom activities within the allotted time.

**Role of teacher in ELTIP:**

The fundamental tenet of the ELTIP approach is that teachers should serve as facilitators in order to create learner-centered classrooms and encourage students to engage in substantive and productive communication in order to increase students' ability to provide understandable language input and encourage them to provide a lot of it. As a result, teachers are expected to develop more concepts and learning materials with clear objectives and consider the best learning materials for EFL learners. The teachers facilitate communication in the classroom," the roles of the teachers and students in a communicative classroom are different. In this setting, their primary concern is to create conditions that encourage students of communication to grow in confidence. In homeroom execution they ought to fill in as tutor by offering responses to understudy's inquiries and directing their exercises.

<table>
<thead>
<tr>
<th>Data Collection Methods</th>
<th>Frequency</th>
<th>Ratio</th>
</tr>
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<tbody>
<tr>
<td>Secondary data</td>
<td>274</td>
<td>63%</td>
</tr>
<tr>
<td>Field survey Questionnaire</td>
<td>32</td>
<td>136%</td>
</tr>
<tr>
<td>Field survey Interview</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Field survey and Secondary data</td>
<td>22</td>
<td>5%</td>
</tr>
<tr>
<td>Unclear data collection methods</td>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

In order to work on more accuracy-based activities in the future, teachers need to be aware of the students' mistakes. In ELTIP class in EFL setting, educators ought to assume part as an organizer keeping participated in the exercises connected with open skill along with understudies. Most importantly, understudies ought to be the genuine communicators in language class. Even though they only have a limited understanding of the target language, they are accustomed to actively participating in the effort to understand others and make them understand them. At the point when educator's job is less prevailing than students in a language class, students are seen as more genuine and energetic accomplishing of their learning.
Commenting on the qualities of understudy cooperation and the educator understudy cooperation, when working on linguistic accuracy, for instance, the instructor may present a portion of the lesson. He facilitates the activities at other times, but he does not always interact with the students. Once in a while he is a co-communicator, however more frequently he lays out circumstances that brief correspondence between and among the understudies. Students frequently interact with one another. They accomplish this in a variety of ways: small groups, whole groups, pairs, and triads.

**Problems in implementing ELTIP**

Recently, there has been a lot of discussion about how ELTIP can be used to teach English in the Bangladeshi and China context. The English language teachers in ELTIP at secondary schools in Bangladesh and China still find it difficult to apply the method and maximize learning proficiency, especially in the EFL classroom, despite the ELTIP method's efforts to include students in more substantive and interactive learning tasks that contribute both to apprehensible input and learners' language input. ELTIP implementation in the EFL context encounters numerous obstacles, including:

- There is a lack of teacher training;
- There is a local culture of learning and teaching;
- There is a language test;
- Teachers do not have access to the policy-making process.

It was identified that four major obstacles to Bangladesh and China's implementation of ELTIP as they pertain to the country. These obstacles include:

- A lack of sufficient teacher training;
- Inconsistent elt practices;
- A lack of cooperation among various stakeholders;
- A lack of development projects' impact.

Incorporating an ELT policy into the national ELT curriculum is what they propose. The following essential disclosures ought to be included in the ELT policy:

- The country's public benefits (for example, how English can help Bangladesh and China's sociocultural benefits);
- The learners' sociolinguistic and psycholinguistic requirements;
- Systematical factors, for example the practicability of applying a language
- Showing rule all around the country. According to ELT experts, the methodology developed in BANA (Britain, Australia, and North America) countries ought to be contextualized in accordance with the requirements of local students and teachers;
The issues of ongoing teacher training, follow-up training, and addressing teachers’ needs and wants are crucial to the successful classroom implementation of ELT;

Assessment of the result (for example what ought to be the technique to assess

The students' result? What ought to be the scale for rating? And what ought to be the evaluation criteria for the program?

Advancement, for example how are things turning out to be Moved along?

Discussion

In his research paper, Ananno (2021) identifies the following issues: improper language policy and testing, influence of local culture on foreign language instruction, and insufficiently trained teachers, among other things Therefore, in the context of Bangladesh and China, Ananno (2021) concurs with that insufficient cooperation and coordination among various stakeholders, as well as inconsistency and incoherence in the process of teaching languages, impede the application of ELTIP in the classroom. In this way, due to ELTIP's being a deficient methodology and inability to satisfy the need of powerful language instructing, Diverse Strategy has turned into a new peculiarity in Bangladesh and China [18].

This method has inspired a lot of researchers. According to Golam (2020) "possibly the implementation of eclectic approaches or combinations of methods may be appropriate in Bangladesh and China's context" when discussing the application of the eclectic approach in the EFL context. In addition, language teachers must define their roles and reevaluate themselves to become designers and coordinators of English language instruction rather than authoritarian classroom administrators. In addition, students must participate actively in the classroom rather than acting passively. This result based advancing requirements a complete and enhanced instructing approach [19].

Karim (2018) expresses that for creating correspondence abilities, a solitary showing approach or strategy can't be viable as well as commonsense as the necessities and inquiries of students have increased. Ideally to face the particular necessities of students and to foster their more than adequate familiarity with the abilities of correspondence, a versatile and diserse approach is required. It is able to thoroughly examine the subject and present a variety of theories for a variety of scenarios [20].

Also, Lei (2021) legitimize the Diverse Technique over the lack of the specific strategy in light of the fact that every specific technique depends on a restricted specific hypothesis and has restricted extension to investigate. ........ expresses that while showing in the homeroom, the importance of the thought can be grasped through a connection of a melody, the spoken voice, acoustic impacts, language and pictures [21].

According to Martin (2018) the goals of English courses in the education reform are to increase students' creativity, cultivate their interest in learning, and help them put what they have learned into practice. According ........ teachers and students still faced significant challenges influenced by China's examination-oriented evaluation system, despite the fact that implementing a student-centered teaching method is 21
required in the current curriculum reform, particularly in the English subject reform. According to Martin (2018) Chinese students would rather be taught in a traditional way through lectures, displays, and handouts [22].

This is backed up by Nicolaou (2016) whose study found that Chinese students prefer to learn passively. I mostly concur with these ends, however few out of every odd Chinese understudy likes to advance latently, as a rule, they are utilized to hierarchical impartation in view of Chinese high PDI culture and Confucian practice values. Thus, shadow training takes the customary arrangement varying from instruction change. Students typically participate in shadow education on their own or reluctantly due to their fear of high-stakes exams and the programed passive learning system. It is contradictory for mainstream school teachers to expect students to complete more assignments in order to improve their test scores while simultaneously encouraging students' interest and creativity through the Communicative Approach [23].

Non-written assignments like role-plays and other oral tasks that allow students to actively learn often go unnoticed because students' top priority is finishing their homework. According to Nur (2019) there is no solution to the issues with effective language teaching when the curriculum is changed to be more communicative. As a result, mainstream teachers typically encourage students who require assistance to receive shadow education from them or other teachers in order to meet the requirements of education reform and meet the needs of students [24].

Additionally, in order to provide students with adaptable learning strategies, education reform required teachers to consider each student's learning style; in any case, in all actuality, educators and understudies are just offered 45 minutes in the English class consistently. Additionally, there are around 100 understudies in two classes sharing one English educator. As a result, they want to provide private English tutoring or small-group instruction, which allows them to better cater to the needs of each student. Because their teaching performance is based on the scores of their students, mainstream teachers who participate in shadow education would not only receive better treatment and a better reputation, but they would also earn more money [25].

First and foremost, competition drives mainstream teachers to participate in shadow education. Lu and Liu talked with an optional educator Rasheed (2017) and she described, "Say, a grade has 10 classes with north of 600 understudies. Each English teacher needs to be ranked based on the results of the monthly exams, and the student needs to be competitive in those tests. In June, we all should be assessed by understudies' exhibitions in light of their School Selection test report." Mainstream teachers are compelled to participate in shadow education by the principal and colleagues. In addition, teachers lack the time to evaluate students' learning processes and adapt their teaching methods to each student because of the high student-teacher ratio and overburdened curriculum [26].

Asking educators in class might be viewed as a conscious, hostile demonstration testing educator's power and validity. China's students lack communicative competence because they are afraid to speak in public and ask questions without thinking. The Chinese context presents numerous other real obstacles
to the Communicative Approach, including a large class size, inadequate teaching resources, and teachers' limited English language proficiency. Yang (2018) report that educators in China found it challenging to utilize the Open Methodology. The limitations referred to incorporate the setting of the more extensive educational plan, conventional showing techniques, class sizes and timetables, assets and hardware, the low status of educators who instruct open instead of logical abilities, and English educators' lacks in oral English and sociolinguistic and key ability [27].

Conclusion

English is frequently regarded as a L2 or foreign language in Bangladesh and China. In addition, education does not meet expectations: However, the current state of English education at all levels is disappointing. English instruction at the higher secondary level is one of the most important levels at which students can acquire knowledge and skills, but it is still not up to date with the pace of the modern world. This study offers some useful recommendations for enhancing the current approach to teaching English to students in higher secondary schools. The implementation of the Eclectic Approach at the higher secondary level in rural Bangladesh and China will also greatly benefit from this research. To meet the needs of students, the current method of teaching English at the higher secondary level needs to be greatly improved and reformed. Here, ELT practitioners will find guidelines for improving their teaching methods. The Eclectic Method is anticipated to be of great benefit to the students in their English language instruction. In addition, stakeholders, educators, and policymakers in rural Bangladesh and China may benefit from this study’s findings in formulating a national policy for English instruction.

Declarations

Ethical approval and consent to participate

The research involved human participants. Additionally, all participants provided their informed consent in writing before the study commenced, indicating their willingness to participate in the research. The confidentiality and privacy of the participants were protected throughout the study, in accordance with ethical guidelines.

Consent for publication

Not applicable.

Competing interests

There was no financial completion, professional or personal interests among the authors.

Authors’ Contributions

Li Yazhou prepared the original draft, data validation, data analyzed, and reviewed the manuscript. Zhang Wenzheng supervised and reviewed the manuscript. Ujjal Ahmod, editing, data collected, and review the
manuscript. Zahirul Alam Kajal contributed to data collection and manuscript editing and review.

**Funding**

No any funding received.

**Data Availability Statement**

The data will be provided upon reasonable request from the study’s corresponding author.

**Acknowledgments**

We want to express our gratitude to all participants who made this study possible. Moreover, We appreciate the constructive comments by the anonymous reviewer Professor Dr. Liu Ji, Faculty of Education, Shaanxi Normal University, Xi’an, China.

**Conflicts Statement**

There was no financial completion, professional or personal interests among the authors.

**References**


**Figures**

![Figure 1](image)

**Figure 1**

Statitical data of interview's responce of participants
Figure 2

Response of participants towards different techniques
Figure 3

Pi Chart Showing description of research paradigm

Figure 4

Graphical representation of role of a teacher