Influence of Extracurricular Teaching on Bangladeshi English Language Learning (ELL)

Feroza Yasmin, PhD
Associate Professor, Department of Linguistics
University of Dhaka
Corresponding Email: yferoza@yahoo.com

ABSTRACT
The practice of extracurricular teaching, that is, the teaching outside formal educational institutions, is a well established phenomenon in the education system of Bangladesh. Extracurricular teaching can be offered for any subject, including second/foreign language. This paper discusses the role of extracurricular teaching in English language learning in Bangladeshi context. Moreover, it reports on a qualitative study to explore the impact of extracurricular teaching on success while learning a second/foreign language. The paper ends with the interpretations of the dataset which reveal that due to interest learners join extracurricular teaching. Therefore, it is students’ interest which has the most significant role than extracurricular teaching in achieving the success in second language learning.

Keywords: Extracurricular teaching, English language learning, learners’ interest, Bangladesh

1. Introduction
In the present world, the demand for second/foreign language learning has highly increased. The concept of globalisation has enhanced the importance of language learning. At present proficiency in a second language is considered an effective skill of a person. Hence, almost all over the world second/foreign language learning has been included in the education programme. This is also the fact in Bangladesh.
English language learning in Bangladeshi schools and colleges is obligatory. Currently, students have to learn English as a compulsory subject from Grade 1 to Grade 12. Although English is being taught for twelve years in schools and colleges, these institutions cannot offer a standard language teaching environment for their learners. In fact, state schools and colleges are experiencing a number of basic problems while teaching English language such as large class size, inadequate teaching hours, lack of teaching and learning materials, and insufficiently trained teachers (see Selim & Mahboob, 2001; Yasmin, 2005). As a result of these problems, neither the students nor their parents are satisfied with the facilities and the quality of teaching provided by state schools and colleges. In response to this dissatisfaction, in recent years the tendency of attending extracurricular teaching, that is, teaching outside the formal learning contexts such as schools and colleges, has sharply increased. Therefore, it is worth to explore the influence of extracurricular teaching on learning. Since English language learning is an important area in Bangladeshi education, this particular area has been selected for this research.

The aim of this paper is to present an analytical discussion on the role of extracurricular teaching in Bangladeshi English language learning and to examine its role in achieving language learning success. To achieve this aim, different extracurricular teaching approaches in Bangladeshi English Language Teaching (ELT) is discussed. Then the qualitative data and their interpretations are presented to show the influence of extracurricular teaching on second/foreign language learning.
2. Literature Review of Extracurricular Teaching

Through a close observation, it can be mentioned that mainly three types of extracurricular teaching are in existence in Bangladeshi ELT: coaching teaching, individual private teaching and teaching at the British Council. It is important to mention that because of these teaching processes, especially the coaching teaching and private teaching, English Language Teaching (ELT)/English Language Learning (ELL) in schools and colleges is receiving insufficient attention and this is the most alarming issue about the extracurricular teaching. Students as well as the teachers are neglecting the teaching in the state institutions. At this point, LoCastro’s (1996) warning is worth recalling. With regard to Japanese ELT, LoCastro (1996) has warned that because of the evening and week-end catch-up classes, a circumstance may occur “where a high proportion of the learners in a class in a public school may be present only to meet the legal requirements of attendance, whereas the lessons are seen as irrelevant and deficient” (LoCastro 1996, p. 51). This is the reality which ELT in Bangladeshi state schools and colleges are encountering and it is likely that private schools and colleges are also suffering due to these two teaching practices. However, Lamb (2002) has assessed extracurricular teaching positively. In this regard, he has mentioned that attending the extracurricular tuition only “reflects a will to learn—either from the students themselves or their parents” (Lamb 2002, p.41). In this section a discussion will be presented on coaching teaching, individual private teaching and the British Council’s teaching.

2.1 Coaching Teaching

Coaching teaching is offered by the coaching centres. The coaching centres usually organise private afternoon language classes, offering two types of courses for ELT: (i) English
certificate courses for different age groups and (ii) courses for school and college students, in order to teach the English subject, following the national curriculum. The lessons take place at different times during the week and at weekends and are organised into different shifts. Students choose the time and day according to their convenience. The majority of the teachers in these centres are themselves students who are doing their first or second degree. Though coaching centres cost money and require extra time and effort, the undeniable fact is that students and their parents are very interested in attending them (Yasmin, 2005).

Despite the vast popularity of these centres, educators and even general people are concerned about the quality of the coaching centre’s teaching. In this regard, Tasmin (1999, p. 125) has raised an important question: “Are they really helping the students of our country by giving them a clear understanding of their subject or are they only making them dependent on memorized answer for good marks in the examination?”

In the light of above-mentioned reality, a question could be asked: Why are these coaching centres so popular? Several factors can be mentioned. First, coaching centres provide the facilities for optimal learning which are lacking in state schools and colleges (e.g. a small class size and sufficient time for English lesson). Secondly, attending a coaching centre is cheaper than taking lessons from a private tutor who comes to the student’s home. Another attractive feature is that students can communicate with their fellow students and this ultimately helps them to develop their confidence. Fourthly, these centres are very serious about homework and assessment; quite often students’ performance is assessed. Fifthly, teachers try to use English as the medium of instruction and students are also encouraged to use it. A sixth reason is that the teachers of these centres create and maintain rapport with their students.
Students are encouraged to tell the teachers’ about their individual problems. The seventh reason is the social prestige which favours the mushrooming growth of these centres. When parents enrol their children in a coaching centre it indicates their financial status and it also accords them a higher status in the society. So, there is competition among the parents to send their children to these centres. Sometimes students attend more than one centre. Finally, a psychological factor can be mentioned. There is a general belief among people that ‘compared to state schools and colleges, coaching centres teach English in a better way’, although there is no research evidence to support this. This general belief creates pressure on the middle and working class parents to send their children to these centres (Yasmin, 2005).

2.2 Private Teaching

Similar to coaching centres, there is another trend in existence in Bangladeshi ELT, that is, private teaching, popularly known as ‘tutoring’. Private teaching is offered by an individual English teacher. Although private teaching is an old trend of ELT in this country, during recent years it has been experiencing a change; it has become highly commercial and expensive. Two types of private teaching can be found: group-teaching and individual-teaching. In group-teaching, the teacher teaches the English subject to a group of students. Most of the time, the classes take place at the teacher’s residence. In contrast, individual-teaching is one-to-one teaching. This type of teaching usually takes place at the students’ house. Experienced and professional English teachers who already have a regular job in a state or private educational institution are mainly involved in private teaching. From the student’s standpoint, individual-teaching is more expensive than group-teaching. On the other hand, from the teacher’s viewpoint group-teaching is more profitable financially (Yasmin, 2005).
Considering the teachers’ conditions, a socio-economic factor can be identified behind the high growth of private teaching. For a long period of time, schoolteachers’ economic conditions were very poor in Bangladeshi society and private teaching was a source of extra income for them (The British Council, 1977). This situation remains unchanged, although teachers have a respectable position in society. It is easy to assume that schoolteachers have started to develop an interest in private teaching, especially in private group-teaching to improve their socio-economic condition. Over the years, college teachers have also become involved in this process. In private teaching, the teacher often teaches the same students who attend her/his class in school or college and because of the lucrative nature of private teaching, English teachers do not complete the English syllabus in the classroom; they intentionally teach part of the syllabus and keep part of it to teach through private teaching. This can be the main criticism against private teaching.

It could be noted that small class-sizes and longer class time are common features of coaching teaching and private group-teaching. However, there is a significant difference between these two teaching processes in terms of the quality of teachers. Generally, the teachers who are involved in private teaching are more qualified than the teachers of the coaching centres (Yasmin, 2005).

It is worth mentioning that there is little difference between private group-teaching and the coaching centre’s teaching in terms of tuition fee. In this connection, it could be claimed that as a reaction to the coaching centres’ dramatic growth and popularity, private group-teaching is being expanded.
2.3 Bangladeshi ELT and the British Council Teaching Centre

In 1984, the British Council Teaching Centre was established in Dhaka, the capital of Bangladesh (http://www.bcbangladesh.org/bangladesh/english/dtoweb.htm). In 1997 this centre also used to offer classes in Chittagong, another city of Bangladesh; however, currently the centre has been offering the classes only in Dhaka city at three different places: Fuller Road, Gulshan and Uttara. This centre offers different types of English language certificate courses for young and adult Bangladeshis. The focus of these courses is on language skill development; therefore, a balanced treatment of the four skills of English (listening, speaking, reading and writing) has received the main attention. Students of the state sector who are conscious about their English proficiency and economically sound, are the main candidates for enrolling in this centre, although the centre does not teach the syllabus which has been designed by the National Curriculum and Textbook Board. The attractive feature of this centre is that teachers are native English speakers and they use modern language teaching aids and materials. However, these courses are very expensive and beyond the reach of the majority of people. Currently, the British Council offers a number of courses for different levels of learners. A brief summary of main English courses, offered by the British Council in Bangladesh is given below:

Table 1: British Council’s English Language Courses

| THE COURSES                      | PARTICIPANTS                                           | AIM                               | LENGTH OF LESSON | DURATION | COST (TAKA) |
|----------------------------------|-------------------------------------------------------|-----------------------------------|------------------|----------|-------------|
| English for children and teenagers; 4 courses are offered under this title: Preschool English, Primary English, | Young Bangladeshi learners who are from 5-17 years old | To help Bangladeshi young English language learners to get a good command in the English language | 4 hours in a week | 32 hours | 17,990/-   |
| Junior English and Senior English | Any adult Bangladeshi who is the complete beginner or wants to achieve expertise in English language use | To help adult Bangladeshis to develop a confidence in English language use to get the most of learners’ social life and career prospects | 4 hours in a week | 32 hours | 17,990/- (9,995/- for IELTS Premier course) |
|----------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------|---------|----------------------------------------|
| English for the work place; 4 courses of this title are: English skills, English for work, Spoken English, English for IELTS, IELTS Premier | People who need English for job or need to improve English for work place | To develop professional communication in the English language effectively and confidently | 4 hours in a week | 32 hours | 17,990/- (9,995/- for IELTS Premier course) |
| English for university students; 3 courses are included in this title: English for IELTS, IELTS Premier, and English skills | Students of universities/Tertiary level students | To improve English in order to make the most of students’ educational opportunities; special attention is given on IELTS | 4 hours in a week | 32 hours | 17,990/- (9,995/- for IELTS Premier course) |
| English for companies; according to the need of the organisations, different English courses are tailored under this title | The employees of different organisations | To fulfill the need of different companies according to their requirement | Length of lesson is fixed according to the need of the company | Duration also depends on the need and demand of companies | On the basis of total number of participants the course fee is determined |

Source: [link] and the information from British Council Bangladesh through personal contact

Table 1 shows five main English language courses of the British Council in Bangladesh; under these five courses several courses have been offered (see
http://www.britishcouncil.org.bd/en for detailed information). Regarding these five courses it is important to mention that the participants need to take a placement test before enrolling in any of these five courses. Among these five courses ‘English for children and teenagers’ is closely related to primary, secondary and higher-secondary students of Bangladesh. As mentioned in Table 1, there are four courses, offered under the course entitled ‘English for children and teenagers’: *Preschool English* for 5-6 years old, *Primary English* for 7-11 years old, *Junior English* for 12-14 years old and *Senior English* for 15-17 years old. Moreover, the British Council offers professional teachers training course for English language teachers who have little or no experience of teaching English as a foreign language; this course is known as Certificate in English Language Teaching to Adults (CELTA) (http://www.britishcouncil.org.bd/en/teach/celta) and course fee for CELTA is taka 1,75,000/- (source: Information from British Council Bangladesh through personal contact).

To sum up this section it can be mentioned that regarding the teaching staff, coaching teaching and ELT at the British Council involve with a number of people. On the other hand, individual’s private teaching involves with a particular individual. Moreover, coaching teaching and ELT at the British Council have an institutional approach but individual private teaching does not have this approach. Another significant difference can be found among these three types of teaching. The teachers at the British Council have the training to teach a second/foreign language; however, most of the teachers, involved with individual’s private teaching and coaching teaching do not have such training.
3. Methodology

3.1 Research Question

In order to investigate language learning success, a qualitative research study was conducted in Bangladesh. To explore the issue of extracurricular teaching the following question inspired this research:

- What is the role of extracurricular teaching in English language learning in Bangladeshi context?

The data of this qualitative research indicates a positive influence of extracurricular tuition in second/foreign language learning.

3.2 Participants

A sample of 32 Bangladeshi students who were successfully learning the English language and were studying at secondary level (in Grade 9 and in Grade 12) were selected for this study. These students were selected from six educational institutions (four schools and two colleges). Table 2 presents some basic information of these 32 students.

Table 2: Basic information of the participants

| GRADE | MALE | FEMALE | SOCIO-ECONOMIC STATUS |
|-------|------|--------|-----------------------|
| 9th   | 08   | 08     | MIDDLE CLASS          |
| 12th  | 08   | 08     | MIDDLE CLASS          |

Following qualitative sampling procedure these 32 participants were selected. Various types of sampling technique can be found in qualitative research. In this regard, Merriam (1998) has indicated six types of qualitative sampling techniques. Among these six, four types of sampling
techniques were used to select the participants of this study. These four are: unique sampling, maximum variation sampling, snowball sampling and theoretical sampling. Unique sampling highlights the unique case(s) of the research area. Maximum variation sampling explores the wide range of variety of the area of interest. Snowball sampling is used to get other potential participants. Theoretical sampling is a continuous process to develop theory which is the aim of grounded theory approach. In theoretical sampling, data collection, data coding and data analysis go simultaneously. Moreover, here the researcher take the decision for further data collection to generate the theory as it emerges from the data (Merriam, 1998).

3.3 Data Collection

Interview technique was used to collect the data. Interview is a very important source for collecting qualitative data. The semi-structured interview technique, that is the technique of interviewing people to know their understanding of a particular phenomenon, is used for the present study. In semi-structured interview, predetermined questions are used; however, according to the need a researcher can change question wording and can provide explanations. In addition to this, the researcher has the freedom to avoid particular questions if the questions are not appropriate with a particular participant; at the same time s/he can include new questions according to the demand of the situation (Robson, 2002). While conducting semi-structured interview the participants were asked the questions from an ‘interview-guide’. In order to gather detailed descriptions all of the interviews were conducted in the participants’ first language, that is, ‘Bangla’.

3.4 Data Analysis

At the beginning of the data analysis, the dataset was transcribed and translated into English. Afterwards, according
to the principles of the *grounded theory* approach the data was analysed. Grounded theory is an approach of doing qualitative research which is used to discover the theory from empirical data; therefore, the theory can have a root in real life of the social world rather than having only the abstract form of understanding (Robson, 2002). During the analysis three steps were followed to ensure the reliability of the analysis. The first reliability check was undertaken by the author. After completion of *axial coding analysis* that is the analysis to interconnect the identified categories or themes, I left the dataset for three months. In this connection, it is worth noting that in grounded theory three types of coding are used for analysing the dataset: open coding, axial coding and selective coding (Strauss and Corbin: 1998). Open coding is used to identify the categories or themes in the data; as mentioned earlier, the aim of axial coding is to find the connection between the categories; the focal point of selective coding is to establish the main category/categories (Robson, 2002). After three months I recoded a chunk of the dataset. Afterwards I compared the newly coded and originally coded categories. The match between the coded categories was not different. Secondly, I requested another Bangladeshi who was non-expert on the topic and a quantitative-oriented researcher to recode a chunk of the dataset. Thirdly, I asked a Saudi researcher to recode the data and this researcher was an expert on the topic and had the proficiency in qualitative research approach. It was a great relief to find a satisfactory match between my coded categories and their coded categories.

**4. Results and Discussion**

The dataset of this study reveals that 20 out of 32 students were enrolled in extracurricular learning. This high rate (63%) is clear indicator of the influential role of extracurricular teaching in Bangladeshi ELT/ELL. Students’ previous history of the
extracurricular tuition shows that two students had also attended the British Council courses (one student had attended only one course and the duration of this course was 2 months and 15 days; the other student had attended three courses and the duration of each course was either 2 or 3 months). Moreover, two students of the 12th grade had attended the extracurricular tuition when they were in Grade 10 (one had attended for 1 year and 3 months and the other had attended for 1 year and 6 months). Seven students did not attend any extracurricular teaching (in one student’s interview this issue did not arise). One student, out of these 7, however, had a private tutor who used English as the medium of instruction to teach the science subjects.

4.1 Facilities of Extracurricular Teaching

The data shows that the length of a lesson as part of extracurricular teaching varied from 45 minutes to 90 minutes; and the classes consisted of 4 to 30 students. In this connection it is worth mentioning that in formal settings (schools and colleges), the length of a lesson varies from 35 to 45 minutes and 42 to 250 students attend an English class (Yasmin, 2007). Therefore, it can be highlighted that compared to formal settings, extracurricular teaching arranges small classes and offers more time for their students.

Apart from these two factors (length of lesson and class-size), in order to overcome the anxiety of English learning, students were sometimes introduced to English native speakers or to the students of English medium schools. The following statement of MZN (initial of the student’s name; to ensure participants’ confidentiality, initials have been used instead of their full names) shows what a coaching centre can offer for English language learning:
for example, the teacher at our coaching centre often invites foreigners and [teachers] asks us to attend the classes of these foreigners; [s/he] asks us to communicate with the foreigners. S/he invites British or American or Canadian foreigners. As a result, we can understand the differences between languages of different countries and the variety of the English language becomes clear to us. We can understand the difference between the ‘Englishes’ of different persons. In this situation, English [learning] becomes very interesting. … Sometimes members of the British Council are presented to us or they [the staff of the coaching centre] invite the students of the English medium stream and for a while they [the staff of the coaching centre] ask us to hold a conversation with them. …

4.2 Students’ Attitude Towards ELT: Formal Teaching Versus Extracurricular Teaching

An important finding of this research is that if the students needed any help about their English learning or faced any difficulties with their English lessons, they did not go to their English teachers who taught them at school/college because they were aware of the fact that with such a large number of students it was not possible for the teachers to meet individual student needs. Moreover, they also observed that their teachers were busy with their own work. The following conversation, taken from MAR’s interview, indicates the inadequate support received from a teacher who taught at Grade 9:

I: … When you face a problem, do you ask your teacher?
MAR: I ask but—actually, there are many students. The teacher can’t give us any time properly. And if we ask anything—actually, what can s/he do [within the limited time]? Will s/he give the lecture or discuss our problem?
I: I see.
MAR: It isn’t always possible [for the teacher to help].

The following interview conversation with PS reveals that the situation is the same at Grade 12:
I: When you have any problems with your English lesson do you go to your teachers for help? …
PS: No, I don’t go for this.
I: Why? Why don’t you go?

PS: Teachers are so busy. Apart from this with teachers— actually, it is the business; it is their business. Teachers are not there when we need them. Perhaps they also have problems. The college doesn’t have enough English teachers. So each of the teachers has to take many classes; basically which should be taken by three or four teachers. So, teachers are always seem so tired. For this reason I don’t feel any interest to disturb them.

So where did the students turn for help? According to the dataset, when students faced difficulties with their English lessons they got direct support and help from their private teacher or coaching centre teacher. The following interview conversation with MZN reveals the support received from extracurricular tuition:

I: What helps you to learn the English language so successfully?
MZN: My teachers; my teachers who used to teach me at the preliminary stage.
I: Preliminary stage— do you mean the primary level?
MZN: Actually, the English language, we— by preliminary level I mean when we faced real English. And in Bengali medium [institutions] we face real English when we start the sixth grade. …
I: Earlier you said that the teachers of your preliminary levels played a role in the success of your English learning. By this do you mean the teachers in your sixth grade?
MZN: Yeah, since the sixth grade. Actually, I will give 40% credit to my school teachers and I will give 60% credit to my teachers at the coaching centre.

Although this student gave 40% credit to his/her school teachers, it is important to remember the Bangladeshi context. In this country, teacher-student relationship is not friendly and there is no system to evaluate the teaching of a teacher but students are evaluated by the teachers. Therefore, it is very difficult for a student to give any negative information about
their teachers. It is my understanding that due to this reason this student gave 40% credit to school teachers and could not give more than 60% credit to the teachers of the coaching centre. The following interview conversation with the same student will support this view:

[MZN:] … although students say schoolteachers are good; however, in fact the main learning of the students take place with the help of a private teacher and they [students] are more dependent on it [private teaching]. …

4.3 Teachers’ Attitudes Towards Extracurricular ELT

The dataset of this research project further reveals English teachers’ high positive attitude towards extracurricular tuition. The data of this study indicates that the English teachers who were involved in extracurricular teaching were prepared to spend time on their students’ English learning. Moreover, these teachers created the opportunity for their students to speak English and the students were encouraged to practise their spoken English. Furthermore, the dataset also highlights that these teachers were serious about their students’ homework and assessments, and they regularly arranged tests for their students.

4.4 Language Learning Success: Extracurricular Tuition or Motivation?

As mentioned earlier, many students of this study were attending extracurricular tuition: twenty students (63%) out of 32 students were attending private teaching or coaching centres’ teaching. On the basis of the data I would like to claim that for English language learning students received active support and help from the teachers involved in extracurricular tuition rather than from their schoolteachers or college teachers. The following interview extract highlights this issue and at the same time it shows student’s satisfaction with the private teaching:
MZN’s statement clearly shows the superior conditions offered by extracurricular tuition. The high rate (63%) of the successful learner sample in my study attending extracurricular tuition might explain some of their success but I do agree with Lamb (2002) that private tuition is not an essential criterion for the success in L2 learning even in adverse conditions. There were seven students who achieved success without attending any extracurricular tuition. In fact, I also agree with Lamb (2002) that joining extracurricular teaching indicates students’ and their parents’ interest to learn. Moreover, attending extracurricular tuition helps to build students’ confidence. It is worth mentioning that in order to explore the success in English learning, all of the 32 students were asked about the reasons of their success in English learning. It is interesting to note that although the attendance of extracurricular tuition was high, only four students related extracurricular tuition to success. This may suggest that the participants themselves were not at all convinced about the supreme role of extracurricular tuition in their success.

4.5 Gender and Grade Based Analysis

Earlier I have mentioned that the data of my study was collected from six different educational institutions. Among these six institutions three were for girls and three were for boys. A gender-based analysis shows (see Table 3) that the rate of attending extracurricular tuition was higher amongst female students. This finding indicates that girls had a high level of positive attitude towards learning than boys.

The grade-based analysis (see Table 3) highlights that the rate of attendance of the extracurricular tuition was higher in Grade 9 than in Grade 12. The 9th grade students are pre-intermediate learners and the 12th grade students are intermediate learners and it is quite natural that compared to intermediate learners, pre-intermediate learners might need
more additional help and practice for their language learning. This could be a reason for the higher rate of the 9\textsuperscript{th} grade students’ attendance. The following table represents a summary of gender and grade based analysis.

Table 3: Attending the extracurricular tuition: Gender-based and grade-based responses

| GENDER-BASED DISTRIBUTION | GRADE-BASED DISTRIBUTION |
|---------------------------|--------------------------|
| MALE                      | GRADE 9                  |
| FEMALE                    | GRADE 12                 |
| 9 (45%)                   | 12 (60%)                 |
| 11(55%)                   | 8 (40%)                  |

5. Conclusion

The dataset presented in this article clearly shows the influence of extracurricular tuition on Bangladeshi English language teaching and learning. It is important to note that although the extracurricular tuition did offer comparatively better facilities for English learning, the analysis indicates that it is not the only reason for the success. In fact, it is the learners’ individual desire which motivate them to attend the extracurricular tuition. In order to support this claim I would like to recall that there were seven students who did not attended any type of extracurricular teaching but achieved success in English learning.

However, the need for coaching and private teaching may be the realities in Bangladeshi ELT in order to deal with a large number of language learners. Therefore, intensive research needs to be undertaken to identify the problems and prospects of these sectors and how they can reach their richest potential, which ultimately may contribute positively in the improvement of Bangladeshi ELT.
References

Lamb, M. (2002). Explaining successful language learning in difficult circumstances. *Prospect, 17*(2), 35-52.

LoCastro, V. (1996). English language education in Japan. In H. Coleman (Ed.), *Society and the language classroom* (pp. 40-58). Cambridge: Cambridge University Press.

Merriam, S. B. (1998). *Qualitative research and case study applications in education: Revised and expanded from case study research in education*. San Francisco: Jossey-Bass Publishers.

Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers* (2nd ed.). Oxford: Blackwell Publishers.

Selim, A., & Mahboob, T. S. (2001). ELT and English language teachers of Bangladesh: A profile. In F. Alam, N. Zaman & T. Ahmed (Eds.), *Revisioning English in Bangaldesh* (pp. 141-151). Dhaka: The University Press Limited.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. California: SAGE Publications.

Tasmin, S. (1999). Teaching and learning English in Bangladesh: A study at selected coaching centres in Dhaka city. In T. Hunter (Ed.), *International conference ELTIP Bangladesh* (pp. 123-132). Dhaka: British Council.

The British Council (1977). *Education profile Bangladesh*. Dacca: The British Council.

The British Council Bangladesh (2001). *The British council teaching centre*. Retrieved December 30, 2001, from http://www.bcbangladesh.org/bangladesh/english/dtoweb.htm

The British Council Bangladesh (2017). British council Bangladesh. Retrieved June 15, 2017, from http://www.britishcouncil.org.bd/en

The British Council Bangladesh (2017). Cambridge CELTA. Retrieved June 15, 2017, from (http://www.britishcouncil.org.bd/en/teach/celta)

Yasmin, F. (2005). *Predictors of language learning success in Bangladeshi secondary educational institutions*. Unpublished Doctoral Dissertation. The University of Nottingham, Nottingham.

Yasmin, F. (2007). English language teaching in Bangladesh: Secondary education. *Teachers’ world*, 30-31, 139-150.