**Teaching English language in Secondary Schools of Bangladesh**

LANGUAGE learning nowadays has become a skill for the global people, especially if it is English language. People of different cultures and countries learn foreign language for different reasons. In fact, their effort to learn the language is to cater the everyday need of sharing global interests, Of course, it is not as easy to learn a foreign language as mother tongue. The learners have to undergo and undertake a great effort to master over a foreign language. They have to practice the language for meaningful purposes.

We are living in a time when anything is possible. One can go anywhere in the world, do anything, experience all that life can offer him. His dreams can be a reality if he wants. But he must be able to communicate his dreams to the rest of the world.

Only five per cent of the world population are native English speakers. But for international relations it is the only language used across the globe as it is the lingua franca of the world.

All the countries in south Asia including Thailand, Malaysia, Singapore and Vietnam have progressed tremendously in language learning during the last two decades. All these countries have adapted English as their second language although they have their own languages.

English has been learned and taught in Bangladesh for decades aiming to communicate, share and collaborate and to accommodate with the global context for economic and human resource development. Learning English language for communication development is neither easy nor difficult rather it depends upon practice in different situational contexts.  We need to set up a guideline and methodology that must be followed in the classroom for the language learning. Language class demands interaction for meaningful purposes.  Students need to put in certain situations so that they can respond and make practices of the language. We need to hold the students’ attention making the class interesting and encouraging. Making mistakes is a part of learning. There might be a lot of mistakes in their practice session on any situational contexts but they should be inspired and they will be corrected at one stage if they continue.  Of course, the language teacher does play a significant role in making the class interactive and vibrant.

The Basic English learning is supposed to be taught at the secondary level. But there are some problems that have been hindering the meaningful English learning. The language teacher fails to create a positive attitude among the learners for learning. They lack training and practices of the language. The Communicative English Textbooks demand lot of meaningful practices. Things are quite different than the past traditional method of teaching learning. Language classroom now is full of different types of activities. It’s not meant for memorizing the rules in the class rather it should be learnt by doing in order to practice and apply it in real life context and situations. In fact, attending a language classroom is not only for listening a teacher’s lecture but also doing something more. It is beyond listening. English Language has become a technology nowadays. So, a language classroom is like a laboratory and workshop where learner’s ability must be tested through pair work, group work, dialogue and many other activities like talking, sharing, individual presentation and role play.

 A language class demands interaction as it is a very important tool to create an enjoyable and lively situation in the classroom. It is also equally important to help the students to overcome their fear of the linguistic difficulty through much use and practice of English language that would make them ready to learn as a more competent and enthusiastic learners.

The book- ‘English for Today’ underscores the basic need to improve four skills of the language namely, Reading, writing, speaking and listening through communicative language teaching [CLT] by the teachers.

Communicative Language teaching [CLT] is the most practiced method in English language teaching globally that has been the most reliable yardstick for lesson planning in developing the curriculum for the students in Bangladesh. The curriculum of this extensively used ELT in the book is rich in content and truly compliant to the globally standardized method of teaching English.

 One of the most common practices of English Language teaching in Bangladeshi schools classroom is to memorize the rules of grammar and the text by the students in order to pass the examinations. The teachers usually feel reluctant to allow their students to comprehend the language and to practice it for meaningful purposes. They only teach the students a kind of grammar mechanism in the classroom and go through some passages in the book rather than talk about the pictures and the activities.

So, it can be easily guessed the reality and the teachers’ ability of language teaching.  Teachers forget that there is more ESL situation in the classroom today. Teachers can engage the students making initiatives to explore the language in the classroom allowing them to use it in their real life situation. The secondary students especially need to be taught to explore the target language by sharing, pair and group works in the classroom.  A teacher of an English classroom has many things to do in this regard.  Students get less opportunity to share their ideas, creativity in the peer.  Our teachers usually follow the age old tradition of giving long lectures on the subject in the classroom. So, the students have no option to make practices or to show their talents on the language. The way of teaching has a bad impact on the students as they remain idle in the classroom.  A learner feels confident sharing something with their partners in today’s context of language learning. In individual presentation, pair work activities, learners become more motivated as they gather courage and learn it by sharing their own talents in the group. In this situation, the weaker students often get help from brighter ones and even sometimes the weaker students feel relaxed and become more confident when his contribution is honoured or valued by the group members.

It’s very important for the teacher to help the learners by monitoring the class during the pair and group work activities. He can help the learners and ensure equal participation of all in the activities by moving, sharing, listening, watching, guiding and mentoring.

 If the learners feel motivated and keep trying and practice the language in and around the classrooms, it would be easier for them to have a good command over the language.

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