

The Chaotic English Language Policy and Planning in Bangladesh: Areas of Apprehension

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ABSTRACT

This article describes and explains the policies related to the use and teaching of English in Education Policy and Planning (LPP) in Bangladesh. From Independence, the nation faced a problem in selecting a consistent English language policy; the selections that were made resulted in poor English language teaching in the country. A historical timeline of the English-in-Education policy is presented and discussed in this article to identify the inconsistencies in the language policy. Although a number of challenges since achieving Independence have been addressed, in the past two decades the problem of selecting a suitable education policy for English as a subject has become more critical with the introduction of Communicative Language Teaching (CLT) as a method of English language teaching. Therefore, the present article critically examines Bangladesh's current language in education policy through the framework of Kaplan and Baldauf (2003). This paper is entirely based on secondary sources and entails analysis of the extant literature. From data obtained from articles and manuscripts, this article sketches the problem from historical accounts, empirical studies and experts' points of view.

Keywords: Language Policy and Planning (LPP), English Language Teaching (ELT), Communicative Language Teaching (CLT), Bangladesh

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INTRODUCTION

Due to the absence of local expertise and a lack of funding for research, Bangladesh has not received much attention in language-in-education policy research (Hamid & Erling, 2016). English language education policy and planning in Bangladesh has