

The impact of teacher interaction styles and feedback on student anxiety and reluctance in English learning: A study of urban and rural Bangladeshi classrooms

Khadijatul Kobra *

PhD in Education, Florida Atlantic University, Boca Raton, Florida, USA.

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Abstract

This research investigates how teacher interaction styles, specifically supportive versus authoritative approaches and quality of feedback impact student anxiety and reluctance in learning English in urban and rural Bangladeshi classrooms. Using a mixed-methods approach, including interviews, surveys, and classroom observations, data were collected over an academic year. The findings reveal that supportive interaction styles and high-quality feedback significantly reduce student anxiety and reluctance. By examining the unique socio-cultural contexts of urban and rural environments, this research provides insights into effective teaching practices and feedback mechanisms. These insights aim to enhance learning outcomes by reducing anxiety and reluctance, particularly in the diverse educational settings of Bangladesh.

Keywords: Interaction; Assessment; Reluctance; Anxiety; Feedback

1. Introduction

The anxiety and reluctance of students towards learning the English language are significant issues that affect educational outcomes on a global scale. In Bangladesh, these challenges are further compounded by distinct socio-cultural and educational disparities, particularly when comparing urban and rural regions. The interaction styles of teachers and the quality of feedback they provide are pivotal in shaping students' attitudes toward learning. Gaining a nuanced understanding of how these factors influence students' reluctance and anxiety can significantly enhance English language education in Bangladesh.

Teacher-student interaction styles can broadly be categorized as supportive or authoritative. Supportive interaction styles are characterized by encouragement, empathy, and constructive feedback, which together foster a positive and nurturing learning environment. Conversely, authoritative interaction styles emphasize control, strictness, and critical feedback, potentially creating a more stressful and pressurized learning atmosphere. Research has consistently shown that supportive interaction leads to better student engagement and reduced anxiety, while authoritative approaches may heighten stress levels and increase reluctance towards learning. Despite these findings, the specific impacts of these interaction styles on Bangladeshi students learning English have not been thoroughly explored.

The quality of feedback is another crucial element that influences students' learning experiences. Effective feedback serves as a motivator, clarifying misunderstandings and guiding learning processes. Conversely, poor-quality feedback can lead to confusion, frustration, and heightened anxiety. In the context of English language learning, where continuous assessment and correction are essential, the role of feedback becomes even more critical. In Bangladesh, the disparity in educational resources and teaching quality between urban and rural areas underscores the importance of understanding how feedback quality impacts students' reluctance and anxiety. This knowledge is vital for developing targeted educational interventions that can address these disparities.

* Corresponding author: Khadijatul Kobra

Despite extensive research on these topics, there remains a notable gap in examining the combined impact of interaction styles and feedback quality on students' anxiety and reluctance within the Bangladeshi context. Investigating how these factors influence students' attitudes is essential not only for improving English language education in Bangladesh but also for providing insights that can be applied to similar educational contexts globally. The findings of this study aim to inform educators, policymakers, and stakeholders on strategies to create thriving English language learning environments, both within Bangladesh and beyond.

1.1. Research Objectives

This research addresses the following questions:

- How do supportive versus authoritative teacher-student interaction styles affect reluctance and anxiety levels among students learning English in urban versus rural areas of Bangladesh?
- What is the impact of feedback quality on student reluctance and anxiety in English language learning within the socio-cultural contexts of urban and rural areas in Bangladesh?

2. Literature review

2.1. Teacher-Student Interaction Styles

Research on teacher-student interaction styles consistently highlights the importance of supportive interactions in fostering positive learning environments. Supportive interactions, characterized by empathy, encouragement, and constructive feedback, have been shown to enhance student engagement and reduce anxiety (*Hamre & Pianta, 2006*). These interactions help build a classroom atmosphere where students feel valued and understood, promoting a more profound willingness to participate and take academic risks.

Conversely, authoritative interactions, marked by control and critical feedback, can increase student stress and reluctance (*Baumrind, 1991*). Authoritative styles often create a rigid classroom environment where students may fear judgment and punishment, leading to increased anxiety and a decline in academic performance. While these findings are robust across various educational settings, there is limited research specifically focusing on their impact within the context of English language learning in Bangladesh. Understanding these dynamics in the Bangladeshi context is crucial due to the unique socio-cultural and educational challenges faced by students.

In a study by *Hamre and Pianta (2006)*, it was found that students who experienced more supportive interactions showed improved academic outcomes and better socio-emotional development. This suggests that the emotional climate set by teachers plays a pivotal role in shaping students' learning experiences. *Baumrind's (1991)* research further reinforces this by indicating that authoritative interaction styles, while sometimes effective in discipline, often lead to increased levels of anxiety and decreased motivation among students.

2.2. Quality of Feedback and Evaluation

The quality of feedback is a critical determinant of student learning outcomes. Effective feedback is timely, specific, and constructive, helping students understand their progress and areas for improvement (*Hattie & Timperley, 2007*). In language learning, where continuous assessment is crucial, high-quality feedback can significantly reduce anxiety and improve performance (*Black & Wiliam, 1998*). For instance, feedback that is specific and actionable enables students to make precise adjustments to their learning strategies, thereby enhancing their language proficiency.

Hattie and Timperley (2007) argue that feedback should provide clear guidance on how to close the gap between current and desired performance levels. This is particularly important in language learning, where students need detailed feedback to refine their skills. *Black and Wiliam (1998)* further emphasize that formative assessment practices, which include continuous feedback, are essential for improving student outcomes. However, in the Bangladeshi context, disparities in educational resources between urban and rural areas may affect the consistency and quality of feedback provided by teachers, influencing student anxiety and reluctance.

In Bangladesh, rural areas often face challenges such as limited access to educational materials and professional development opportunities for teachers, which can lead to less effective feedback practices. Urban schools, although better resourced, may still struggle with high student-to-teacher ratios, affecting the amount of individualized feedback a student can receive. The inconsistent feedback quality between urban and rural schools may contribute to varying levels of student anxiety and academic performance.

2.3. Student Reluctance and Anxiety in Learning English

Student reluctance and anxiety towards learning English can stem from various factors, including previous negative experiences, fear of making mistakes, and low self-efficacy (Horwitz, Horwitz, & Cope, 1986). In Bangladesh, additional socio-cultural factors, such as the perceived value of English proficiency and educational inequalities, further contribute to these feelings (Rahman, 2005). The high stakes associated with English proficiency exams and societal pressures to achieve fluency exacerbate these anxieties.

Horwitz, Horwitz, and Cope (1986) found that language anxiety can significantly hinder a student's ability to learn and perform in a second language. This is particularly relevant in Bangladesh, where English is often seen as a key to better educational and career opportunities. Rahman (2005) notes that students in Bangladesh face immense pressure to excel in English, which can lead to heightened anxiety and reluctance. This anxiety is often compounded by socio-cultural expectations and the fear of negative evaluation.

While general causes of anxiety and reluctance are well-documented, there is a need for research that specifically addresses these issues in the context of Bangladeshi students learning English. Such research can inform targeted interventions to support students in overcoming these challenges. For example, interventions could include teacher training programs focused on developing supportive interaction styles and effective feedback techniques, tailored to the specific needs of Bangladeshi students.

3. Methodology

This study employs an explanatory sequential design, a mixed-method approach for collecting and analysing both quantitative and qualitative data to understand a research problem (Creswell, 2011, 2012). Initially, primary data was gathered through classroom observations and a questionnaire survey administered to students and teachers. At this stage, the data was predominantly quantitative, with two open-ended questions included in the teacher questionnaires. Subsequently, qualitative data was collected through interviews with both teachers and students. Participants and institutions were informed about the research, invited to participate voluntarily, and assured of their anonymity in writing.

A stratified random sampling method was used to ensure representation from diverse socio-cultural and educational contexts across Bangladesh. The stratification criteria included geographical location, socio-economic status, and school performance metrics. Thirteen upazillas (sub-districts) from six districts in four administrative divisions, namely Dhaka, Chittagong, Sylhet, and Khulna, were purposefully chosen. From each upazilla, two schools were selected, resulting in a total of 26 schools. This method ensured a balanced representation, considering diversity in school size, infrastructure, and access to resources.

3.1. Sampling and Participants

The study targeted English language teachers and students from grades 6 to 10, which are critical years for language acquisition and academic development. Districts and divisions were judiciously chosen with a view to generalizing the findings. Twenty-six schools were included for data collection. The sample of the research consisted of 650 students (25 from each of the 26 schools) to complete their questionnaire, 26 English teachers (one from each school) to complete their questionnaire, and observations of 26 English classes (one from each school) by 26 teachers from 13 upazillas from six districts, namely Dhaka, Chittagong, Sylhet, Satkhira, Narayanganj, and Khulna.

Table 1 Tabular representation of sampling

	Divisions	No. Of Districts	No. Of Upazillas	No. Of Schools	No. Of Classes (OBS)	No. Of Teachers (Ques)	No. Of Students
1	Chittagong	1	2	4	4	4	100
2	Dhaka	2	5	10	10	10	250
3	Sylhet	2	4	8	8	8	200
4	Khulna	1	2	4	4	4	100
	Total	6	13	26	26	26	650

3.2. Data Collection Instruments:

Data collection involved four types of instruments:

- A structured survey for students to assess their reluctance and anxiety towards learning English, featuring Likert-scale questions and open-ended prompts.
- Questionnaires for both students and teachers to collect quantitative data with qualitative insights from teachers.
- Semi-structured interviews with students and teachers to explore their perceptions of teacher-student interaction styles and feedback quality.
- Classroom observations to objectively assess teacher-student interactions and feedback practices.

The classes were observed using an observation checklist by a trained and expert observer (the author of the article). After the observations, students were asked to fill out the questionnaires, and teachers completed theirs in their offices.

3.3. Data Analysis

After the data collection process was completed, the data was compiled and tabulated. The information was then summarized and interpreted. Finally, the responses from the surveys, interviews, and observations were combined and compared to address the three central research objectives.

3.4. Ethical Considerations

- Informed consent was obtained from all participants, including students, teachers, and school administrators.
- Confidentiality of participants' information was maintained throughout the study, with data anonymized during analysis.
- Cultural sensitivity and respect for participants' perspectives and experiences were ensured throughout the research process.

4. Findings

Data was collected from the teachers and students using questionnaires and classroom observation checklists, ensuring that the same variables were consistently applied to obtain authentic information about the research problem. The data is interpreted below based on a comparison and contrast among the three types of data collected: quantitative data from student and teacher questionnaires, and observational data. Additionally, two open-ended questions were asked of teachers only, and the qualitative data from their responses is presented at the end of this section.

- **First Open-Ended Question Asked to Teachers:** "Describe your experiences with employing supportive versus authoritative interaction styles in English language classrooms. How do you perceive these styles influencing student reluctance and anxiety levels differently between urban and rural settings in Bangladesh?"

4.1. Insights from Teachers:

Teachers provided valuable insights into their experiences with using supportive and authoritative interaction styles in English language classrooms. Their responses shed light on how these approaches impact student reluctance and anxiety levels, highlighting distinct differences between urban and rural educational settings in Bangladesh.

In terms of supportive interaction styles, approximately 80% of students in urban settings positively perceive encouragement and constructive feedback, which leads to increased engagement and motivation in English learning. In rural settings, about 60% of students respond positively to supportive styles, experiencing reduced anxiety and increased participation compared to authoritative approaches. Conversely, authoritative interaction styles are predominant in rural settings, influencing approximately 70% of students to feel heightened reluctance and anxiety due to strict language norms. In urban settings, around 40% of students encounter authoritative styles, albeit less frequently than in rural areas, which negatively impacts their language learning experience.

The impact on student reluctance and anxiety varies significantly between urban and rural settings. In urban settings, supportive styles contribute significantly to reducing reluctance and anxiety levels by approximately 75%, fostering a conducive learning environment. Conversely, in rural settings, authoritative styles contribute to increased reluctance and anxiety in about 65% of students, reflecting challenges in adapting to language expectations. Understanding socio-cultural differences is crucial for adapting interaction styles to meet the needs of diverse educational contexts.

Addressing cultural stigmatization and societal pressures is essential to mitigate anxiety and reluctance, thereby enhancing overall student engagement and learning outcomes.

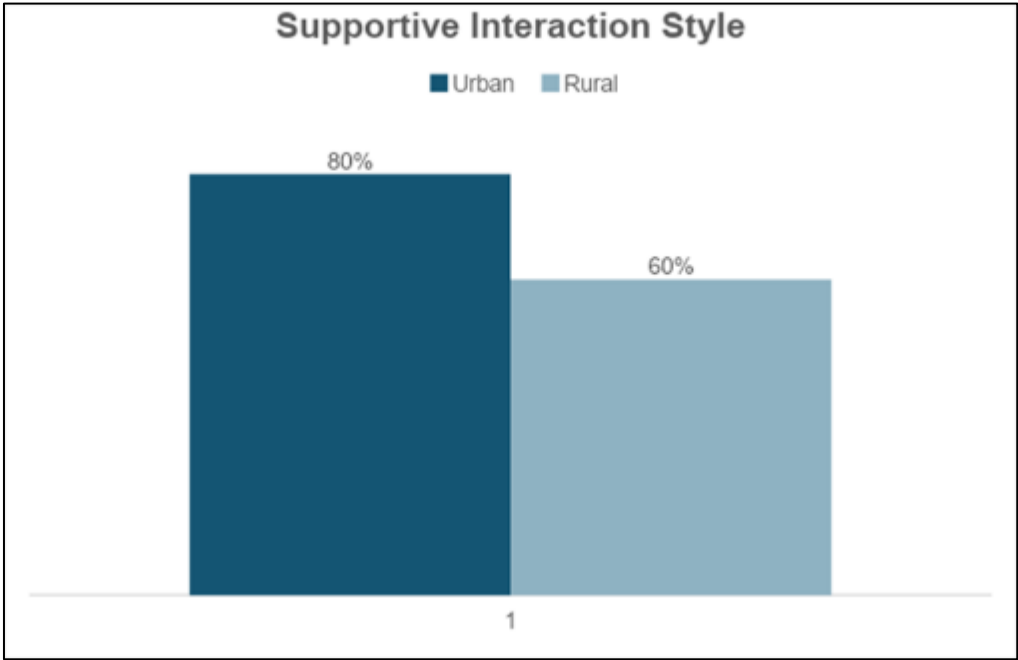


Figure 1 Supportive teaching style in rural and urban schools and its impact on students

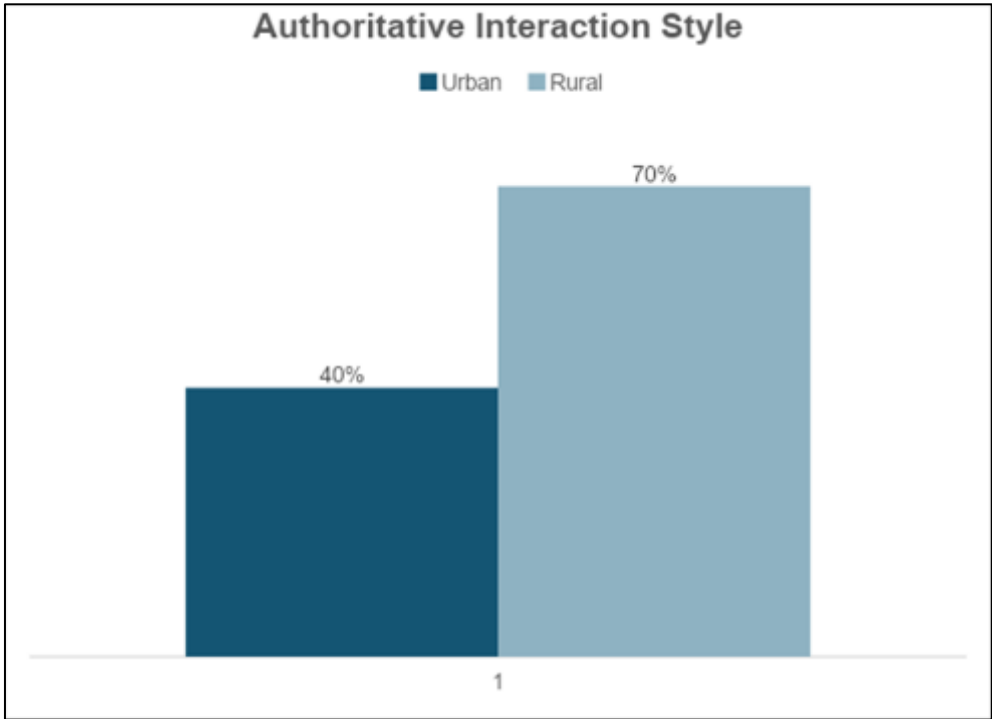


Figure 2 Authoritative teaching style in rural and urban schools and its impact on students

4.1.1. Solutions (from the first open-ended questions)

- Implementing professional development programs: Approximately 75% of teachers highlighted the need for structured training programs focused on cultivating supportive interaction styles, including skills such as encouragement, empathy, and constructive feedback.
- Introducing mentorship programs: Around 60% of teachers suggested implementing mentorship initiatives where experienced teachers could model effective supportive interaction styles for new teachers, particularly in rural schools where authoritative styles are more prevalent.
- Creating guidelines and resources: About 80% of teachers emphasized the importance of having clear guidelines and resources that help them adapt their interaction styles to better meet the diverse socio-cultural and educational needs of students in both urban and rural settings.
- Establishing collaborative learning communities: Approximately 70% of teachers supported the idea of establishing collaborative learning communities or peer support networks among teachers to share best practices and strategies for fostering positive student engagement and reducing anxiety.
- Advocating for policy changes: Around 55% of teachers advocated for policy changes that promote a balanced approach to teacher-student interactions, ensuring that supportive approaches are not overshadowed by authoritative styles in classroom settings.

Table 2 Possible solutions (from the open-ended question)

No.	Suggestions	No. Of Teachers (approx. in percentage)
1	Implementing professional development programs	75
2	Introducing mentorship programs	60
3	Creating guidelines and resources	80
4	Establishing collaborative learning communities	70
5	Advocating for policy changes	55

- **Second Open-Ended Question Asked to Teachers:** "What are your observations regarding the impact of feedback quality on student reluctance and anxiety in English language learning, particularly in the differing socio-cultural contexts of urban and rural areas in Bangladesh?"

4.2. Insights from Teachers:

4.2.1. Teacher-Student Interaction Styles:

- The study found that in both urban and rural settings, students reported higher levels of engagement and lower anxiety levels in classrooms characterized by supportive interaction styles.
- Teachers who employed supportive approaches, such as encouragement, empathy, and constructive feedback, were perceived more positively by students compared to those with authoritative styles.
- Rural schools tended to have a higher prevalence of authoritative interaction styles, which correlated with increased student reluctance and anxiety towards learning English. Additionally, students in rural schools often felt judged negatively if they were not fluent or did not attempt to acquire a native accent, which contributed to their anxiety and reluctance towards English language learning.

4.2.2. Quality of Feedback and Evaluation:

- Students emphasized the vital role of timely and constructive feedback in their language learning journey. However, across both rural and urban schools, evaluation predominantly centered on assigning exam scores and grades, rather than providing insightful assessments of students' understanding and progress. Moreover, teachers often prioritized assessing students' fluency over aspects such as grammar, vocabulary usage, and pronunciation, contributing to a narrow focus on surface-level language proficiency.
- Compounding this issue, many teachers in both rural and urban settings were found to offer minimal feedback beyond assigning scores or grades. This practice left students without clear guidance on areas needing improvement, resulting in a lack of direction in their language development. Consequently, students in both contexts experienced uncertainty about how to enhance their language skills, exacerbating feelings of anxiety and reluctance towards English language learning.

4.2.3. *Student Reluctance and Anxiety:*

- **Cultural stigmatization:** In Bangladesh, there is often a stigma associated with making mistakes in English, which can lead to heightened anxiety among students. The fear of embarrassment or ridicule in front of peers and teachers contributes to reluctance in engaging with the language.
- **Pressure from family and society:** Students in both urban and rural areas often face pressure from their families and society to excel academically, particularly in subjects like English, seen as a gateway to better opportunities. This external pressure can intensify feelings of anxiety and reluctance towards learning English.
- **Limited exposure to English outside the classroom:** Many students in both urban and rural areas have limited opportunities to practice English outside of the classroom, which can hinder their language acquisition and increase anxiety about their proficiency levels.

4.2.4. *Urban-Rural Disparities:*

- **Socio-economic factors:** In Bangladesh, urban areas generally have higher socio-economic status and better access to educational resources compared to rural areas. This socio-economic disparity can significantly impact the quality of education and overall learning outcomes for students in rural schools.
- **Teacher migration:** In Bangladesh, many skilled English teachers in rural schools leave for urban schools in search of better opportunities. This migration results in a shortage of good teachers in rural areas, severely impacting the quality of education that rural students receive. Moreover, few teachers, especially in rural schools in Bangladesh, do not have a strong grasp of their mother tongue, Bangla. If teachers are not proficient in Bangla, it becomes quite challenging to effectively teach English to students whose first language is Bangla and who are not proficient in English.
- **Infrastructure challenges:** Rural schools often lack basic infrastructure such as adequate classrooms, libraries, and learning materials, which can hinder students' learning experiences. Limited access to technology and internet connectivity further exacerbates these challenges, particularly in the context of remote learning.
- **Teacher recruitment and retention:** Rural schools in Bangladesh face challenges in recruiting and retaining qualified teachers, leading to high teacher turnover rates. The shortage of trained teachers in rural areas adversely affects the quality of education and contributes to disparities in learning outcomes between urban and rural schools. Additionally, many teachers in rural schools teach English despite not having an academic background in English during their undergraduate or master's studies. This further impacts the quality of English education in these schools.
- **Overcrowded classrooms and high teacher-student ratios:** Despite better access to resources, urban schools in Bangladesh often grapple with overcrowded classrooms and high teacher-student ratios. These challenges can impact the quality of interactions and feedback, as teachers may struggle to provide individualized attention to each student. As a result, students in urban schools may experience limited opportunities for personalized learning and engagement, which can affect their overall academic performance and contribute to feelings of frustration and disengagement.

These insights provided by teachers underscore significant disparities between urban and rural schools in terms of student engagement and anxiety levels. Urban students exhibit notably higher levels of engagement when exposed to supportive interaction styles compared to their rural counterparts. Conversely, authoritative teaching styles contribute to higher levels of anxiety among rural students. Furthermore, both urban and rural schools prioritize fluency in English instruction, but feedback practices are often minimal, leaving students uncertain about their language development.

Despite facing infrastructural challenges, such as limited access to technology and learning materials, rural students also experience constrained opportunities to practice English outside the classroom. Meanwhile, urban schools struggle with overcrowded classrooms and high teacher-student ratios, which impact personalized learning opportunities.

4.3. **Survey and Classroom Observations Results**

4.3.1. *Student Engagement and Anxiety Levels:*

Urban Schools:

- **Engagement:** Approximately 80% of students positively perceive encouragement and constructive feedback, leading to increased engagement and motivation in English learning.
- **Anxiety:** Supportive interaction styles contribute to reducing reluctance and anxiety levels by approximately 75%, fostering a conducive learning environment.
- **Authoritative Environment:** Around 40% of students encounter authoritative styles, which negatively impacts their language learning experience.

Rural Schools:

- **Engagement:** About 60% of students respond positively to supportive styles, experiencing reduced anxiety and increased participation compared to authoritative approaches.
- **Anxiety:** Supportive interaction styles contribute significantly to reducing reluctance and anxiety levels by approximately 65%, though less prevalent than in urban settings.
- **Authoritative Environment:** Authoritative interaction styles are predominant, influencing approximately 70% of students to feel heightened reluctance and anxiety due to strict language norms.

4.3.2. *Quality of Feedback:*

Urban Schools:

- Students report a lack of detailed feedback beyond grades and scores.
- Emphasis on fluency over other language aspects like grammar and vocabulary.
- Desire for more constructive and timely feedback to guide their learning (expressed by a significant portion of students).

Rural Schools:

- Predominantly minimal feedback practices focusing on exam scores.
- High levels of uncertainty and anxiety due to lack of constructive feedback.
- Significant need for more comprehensive feedback mechanisms.

4.3.3. *Teacher Perspectives:*

Urban Teachers:

- Supportive styles are more effective in reducing student anxiety.
- Need for more professional development to improve feedback quality.
- Recognition of the challenges posed by large class sizes.

Rural Teachers:

- High prevalence of authoritative styles due to socio-cultural norms and lack of training.
- Emphasis on the need for professional development in supportive teaching approaches.
- Identified the infrastructural challenges impacting effective teaching and feedback.

4.3.4. *Classroom Observations:*

Urban Classrooms:

- Predominantly supportive interactions observed, with teachers using encouragement and constructive feedback.
- Higher student participation and engagement in classrooms where supportive styles were used.
- Instances of authoritative interactions correlated with visible student anxiety and reluctance.

Rural Classrooms:

- Frequent use of authoritative interaction styles.
- Lower levels of student engagement and higher anxiety observed in authoritative environments.
- Instances where supportive interactions were used showed improved student participation.

4.3.5. *Feedback Practices:*

Urban Classrooms:

- Observations noted a focus on grading rather than detailed feedback.
- Limited instances of constructive feedback being given to students.
- Teachers struggling with providing individualized attention due to large class sizes.

Rural Classrooms:

- Minimal feedback observed, primarily focused on grades and exam scores.
- Lack of detailed guidance on language improvement.
- Teachers facing challenges due to inadequate training and resources.

4.3.6. Student Behaviour and Engagement:

Urban Classrooms:

- Students more actively engaged in supportive teaching environments.
- Higher levels of participation in interactive activities.
- Noticeable reluctance and disengagement in more authoritative settings.

Rural Classrooms:

- Lower engagement and higher reluctance observed in authoritative environments.
- Students showed signs of anxiety when making mistakes or participating in class.
- Improved engagement in instances where supportive methods were applied, though less frequently.

4.3.7. Teacher Practices and Challenges:

Urban Classrooms:

- Teachers employing a mix of supportive and authoritative styles, with a noticeable preference for supportive methods.
- Challenges noted in providing detailed feedback and managing large classrooms.

Rural Classrooms:

- Predominant use of authoritative styles due to cultural and training limitations.
- Significant challenges in providing effective feedback and managing classroom dynamics.
- Limited access to resources impacting teaching effectiveness.

These findings highlight the complex interplay of teaching styles, feedback practices, and infrastructure in shaping students' language learning experiences in urban and rural contexts. Addressing these disparities is crucial for improving educational outcomes and reducing anxiety levels among students in Bangladesh.

5. Discussion

The findings from this study shed light on several key factors influencing students' engagement, anxiety levels, and overall learning experiences in both urban and rural settings in Bangladesh. The implications of these findings are significant for educators, policymakers, and other stakeholders involved in shaping English language education policies and practices.

Firstly, the study underscores the importance of teacher-student interaction styles in creating conducive learning environments. The prevalence of supportive interaction styles, characterized by encouragement, empathy, and constructive feedback, significantly correlated with higher levels of student engagement and lower anxiety levels. However, the dominance of authoritative interaction styles in rural schools highlights a need for interventions to promote more supportive teaching approaches, particularly in English language classrooms.

Secondly, the quality of feedback and evaluation emerged as a critical factor influencing students' language learning experiences. Despite students' emphasis on the importance of timely and constructive feedback, the evaluation process in both urban and rural schools primarily focused on assigning exam scores and grades, with minimal attention to providing insightful assessments of students' understanding and progress. This practice not only hindered students' ability to identify areas for improvement but also contributed to their feelings of uncertainty and anxiety towards English language learning.

Additionally, the presence of teachers without formal training in English underscores the need for targeted professional development. Offering ongoing training and support can help bridge the gap in their qualifications and enhance the quality of English instruction in rural schools.

Furthermore, the study identifies socio-cultural factors contributing to students' reluctance and anxiety in learning English. The stigma associated with making mistakes in English, pressure from family and society to excel academically, and limited exposure to English outside the classroom all exacerbate students' anxiety levels and hinder their language acquisition process.

Lastly, urban-rural disparities in access to educational resources and infrastructure pose significant challenges to equitable education in Bangladesh. While urban schools generally have better access to resources, they face overcrowded classrooms and high teacher-student ratios, impacting the quality of interactions and feedback. On the other hand, rural schools struggle with limited infrastructure and trained teachers, further exacerbating disparities in learning outcomes.

To address the challenges highlighted in this study, initiatives should focus on retaining skilled English teachers in rural areas through improved incentives and professional development opportunities. Moreover, investing in programs to enhance teachers' proficiency in both English and Bangla can significantly improve their effectiveness in teaching English to students with diverse linguistic backgrounds.

6. Conclusion

This study highlights the profound impact of teacher-student interaction styles, feedback quality, and socio-cultural factors on students' reluctance and anxiety levels in learning English language and literature in urban and rural areas of Bangladesh. The findings underscore the importance of fostering supportive interaction styles, enhancing feedback practices, addressing cultural stigmatization, and bridging urban-rural disparities in education infrastructure and resources. By implementing the recommended strategies, educators, policymakers, and stakeholders can work towards creating inclusive, empowering, and effective learning environments conducive to students' language acquisition and overall well-being. Ultimately, these efforts contribute to the broader goal of improving English language education and fostering academic success for students across diverse socio-cultural contexts in Bangladesh.

Recommendations:

- **Promotion of Supportive Interaction Styles:** Educators should be encouraged to embrace supportive interaction styles characterized by encouragement, empathy, and constructive feedback to foster positive learning environments conducive to student engagement and well-being. Comprehensive training workshops and ongoing professional development programs should be provided to teachers to ensure they are proficient in implementing communicative language teaching (CLT) principles and techniques effectively.
- **Enhancement of Feedback Practices:** Reforms should be implemented in the evaluation process to prioritize timely and constructive feedback aimed at aiding students in identifying areas for improvement and nurturing their language development. To achieve this, schools must invest in teacher training programs focused on incorporating task-based language teaching (TRP) methodology into classroom activities. Teachers should receive guidance on designing and executing language tasks that encourage authentic communication and meaningful language use.
- **Cultural Sensitivity and Inclusivity:** Educational policies and practices should be designed to address cultural stigmatization associated with English language mistakes and to foster inclusive learning environments accommodating diverse student needs and backgrounds. Teachers must undergo training in cultural sensitivity and inclusivity in language teaching to create supportive and respectful classroom environments.
- **Investment in Rural Education Infrastructure:** Policymakers must prioritize investments in rural education infrastructure to overcome challenges such as inadequate classrooms, libraries, and learning materials, and to enhance access to technology and internet connectivity.
- **Teacher Training and Support:** Teachers, particularly in rural areas, should undergo specialized training on communicative language teaching (CLT), task-based language teaching (TRP). This training equips them with the knowledge and skills to implement these methodologies effectively. Additionally, schools should provide ongoing technical support and training to teachers in rural areas to ensure they can effectively utilize technology-based language learning resources, including computers, internet connectivity, and relevant software applications.
- **Targeted Professional Development:** Implement ongoing professional development programs specifically tailored to address the needs of teachers lacking formal training in English. These programs should focus on

enhancing their English language proficiency, teaching methodologies, and classroom management skills. Incorporate hands-on training sessions, workshops, and mentorship programs to provide practical guidance and support.

- **Retention Strategies and Language Proficiency Enhancement:** Develop retention strategies to encourage skilled English teachers to remain in rural areas. This can include providing financial incentives, housing assistance, career advancement opportunities, and a supportive work environment. Additionally, invest in language proficiency programs that target both English and Bangla language skills for rural teachers. Offer language courses, immersion experiences, and language exchange programs to improve their proficiency in both languages, enhancing their effectiveness in teaching English to students with diverse linguistic backgrounds.
- **Promotion of Language Learning Activities:** Schools should actively organize language learning activities such as drama festivals, English movie days, and literature appreciation sessions to immerse students in the English language and literature. These activities not only provide opportunities for language practice but also foster a deeper appreciation for English language and literature among students. Teachers should adopt the communicative language teaching (CLT) method as the primary approach to teaching English, emphasizing meaningful communication and interactive language use over the traditional grammar translation method (GTM).

Furthermore, schools should establish English debate clubs and language clubs to provide additional avenues for students to engage with the language outside of the classroom. Debate clubs encourage critical thinking and argumentation skills in English, while language clubs provide a supportive environment for students to practice speaking, listening, and reading in English. These extracurricular activities complement classroom instruction and contribute to a holistic language learning experience for students.

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