

Globalization and Language Policy: The Evolution, Challenges, and Implications of English Education in Bangladesh

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This paper examines Bangladesh's English education policy within the global context, analyzing its evolution, implementation, and implications in a rapidly globalizing world. Since English is still the primary language of international trade, communication, and education, Bangladesh has worked to improve social mobility and global competitiveness by incorporating English competence into its national curriculum. The history of English instruction in Bangladesh is examined in this paper, from its colonial origins to its current position as a compulsory topic in elementary and secondary school. It critically assesses whether Bangladesh's English education strategy aligns with international trends, including the focus on technology integration in language learning and communicative language teaching (CLT). Employing a mixed-method ethnographic approach—combining in-depth interviews with key policy planners and historical document analysis—the study addresses the following central question: How has Bangladesh responded to globalization, and what role has its language policy played in this process? The research also delves into the communication disparities between rural and urban students, examining how language policies perpetuate social inequalities and shape national ideologies. Despite being seen as a means of accessing international possibilities and economic growth, systemic issues such as insufficient teacher preparation, unequal resource distribution, and enduring urban-rural imbalances impede the successful implementation of English education in Bangladesh. The study also emphasizes the difficulties that educators, learners, and policymakers confront, such as socioeconomic inequality, insufficient funding, and gaps in teacher preparation. By contrasting Bangladesh's policies with those of other non-native English-speaking nations, it sheds light on their efficacy and suggests recommendations for fostering equitable and sustainable English language education.

Keywords: English language education, Globalization, Inequalities and language ideologies