

Researching English as a Language for International Development (ELFID) in Bangladesh and Beyond

Elizabeth J. Erling¹

Professor

University of Education Upper Austria

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My starting point

My interest in the relationship between English language learning and economic development began in 2008 when, as part of my role as a lecturer in English language teaching and international education at the Open University, UK (OU), I started working on the large-scale English language teaching project in Bangladesh: English in Action (EIA).² This project, which was to run from 2008-2017, was funded with £50 million from the UK Department of International Development. It was devised in consultation with the Government of Bangladesh and implemented by BMB Mott MacDonald (now Cambridge Education), the Open University UK, BBC Media Action, FIVBD (Friends in Village Development Bangladesh) and UCEP (Underprivileged Children's Educational Programs) Bangladesh. During the first phase of the project, I was a member of the team that the OU was leading, which was charged with enhancing English language learning through the professional development of teachers, through technology-based interventions in government primary and secondary schools. The OU also led the project research, monitoring and evaluation team, of which I was a member (for more on the project see Eyres, McCormick, & Power, 2018).

EIA was based on the assumption that an improvement in English language teaching in Bangladesh would result in the

¹elizabetherling@gmail.com

²<https://www.eiabd.com/>

economic development of the country. The project slogan was “Changing learning, changing lives”³ and its stated aims were to enable:

25 million Bangladeshi adults and school children to improve their English language skills that will help them access better economic and social opportunities. ... English in Action is about equipping the poorest people with language skills that will help them find jobs, engage in entrepreneurial activities and improve their standard of living <https://www.eiabd.com/about-eia.html> (2018).



Figure 1: The EIA project logo: Changing learning, changing lives

It was this experience of working in Bangladesh, of visiting village schools and trying to support sustainable (English) language education change at scale that brought so vividly to my attention how English language teaching is given such great prominence in education, and positioned as an important means of economic development, both at the individual and national level. Given the lack of accessible roads to a number of schools we were visiting, and the number of other visibly pressing development issues that communities were facing, I began to critically reflect on the potential of English language learning for eradicating poverty. Was English what these communities needed? Would better English really result in a better life?

³<https://www.facebook.com/EnglishInActionBangladesh/>

I thus started to explore the relationship between English language learning and economic development through various research projects which have applied a sociolinguistic lens to this relationship, and I have continued this reflection in my work far beyond the EIA project. For example, I have worked on teaching and research projects in Sub-Saharan Africa in which I have continued to note how in policy documents for development and education, English language skills are positioned as key outcomes of education and important means of economic development, both at the individual and national level (Erling et al., 2024; Reilly et al., 2024). I started to notice that such associations are often assumed, and that even when there is a lack of evidence to substantiate these connections, they persist. I thus began to grapple with the question of why ideologies of English as a language of economic development persist in the formation of language education policies and practice despite the weakness of the evidence indicating this relationship.

Introduction

Given the extensive use of English in a range of domains in global economic markets, along with its near ubiquitous presence in school curricula international, English language education has been an important focus of a number of international development projects. In such projects, English language learning can be positioned as a means for both individuals and nations to develop their cultural, economic and social capital.



Figure 2: Better English, Better Life (photo by Quirin Gerstenecker, used with permission)

The broad message emerging from this hand-made sign is that there is an assumed relationship between learning English and achieving a better life, both in terms of economic and other sociocultural gains. This particular photo was taken in China, which is not a context where my work has focused on, although it has been the focus of other sociolinguistic research (Bolton & Graddol, 2012; Wang et al., 2015). Images and messages like this can be found in any number of contexts globally. The idea that learning English can afford people a better life, through better jobs, higher incomes and higher life quality, is widespread and perpetuated through various means (the media, policy, educational practices) across the globe. This notion of English is central to the choice to fund a national initiative to strengthen English language teaching across an entire country, or within the choice of English as a medium of instruction in a country where English is only one of the languages regularly used by its citizens.

In the subsequent discussion, I will elucidate the emergence of the concept of English as a language for international development (ELFID) through research conducted in Bangladesh. At the inception of the EIA project, my contention centered on the observation that language planning initiatives, buoyed by development aid, often lean heavily on the ideologies of “English as a language of international development” (Erling, 2017; Seargeant & Erling, 2011). This reliance, I argued, tends to prioritize such ideologies over robust research evidence and a comprehensive understanding of the intricate language policy landscape. Consequently, I advocated for a more nuanced exploration of the intricate relationship between language learning and economic development. I stressed the importance of an urgent departure from simplistic assumptions reminiscent of what Kachru coined as “the alchemy of English.” This metaphorical notion, equating knowing English to possessing Aladdin’s lamp, implies an ability to unlock linguistic gates to international business, technology, science, and travel (Kachru, 1986:1). I aim to demonstrate, throughout this

exploration, how English Language Teaching (ELT) research in Bangladesh can not only contribute to but also shape the broader field of ELT on an international scale. By critically examining and redefining these prevailing narratives, we can pave the way for a more informed and globally relevant discourse in English language education.

The research in Bangladesh that spawned the idea of ELFID

Spurred on by my experience of EIA, I went on to collaborate with Sayeedur Rahman and Qumrul Hasan Chowdhury, along with Philip Seargeant and Mike Solly from the Open University, on two British Council-funded English Language Teaching Research Awards that investigated ideologies of English in Bangladesh. The first investigated perceptions and expectations of English learning amongst people in two rural communities in Bangladesh while the second – building on the first – explored the role of English in the experience of migrants from Bangladesh working in the Middle East. In both of these projects, we found that participants seemed to be influenced by what I have come to conceptualize as ELFID, i.e. ideologies of ‘English as a language for international development’ (ELFID) (Erling et al., 2024; Erling & Seargeant, 2013; Seargeant & Erling, 2011). In the following, I will briefly describe the projects’ aims and procedures (for details on this, see the related publications, e.g., Chowdhury & Erling, 2021a; Erling et al., 2019; Erling et al., 2012, 2014, 2015; Seargeant et al., 2017).

The initial project, conducted in 2011, sought to develop a systematic understanding of ideologies surrounding English and development in specific rural areas of Bangladesh. Employing an ethnographically-based methodology, our team, comprising Qumrul Hasan Chowdhury and Sayeedur Rahman, conducted five-day field visits to two rural areas. These visits involved semi-structured interviews with 28 participants, representing diverse professions, ages, educational backgrounds, religions, genders, and social classes. Additionally, field notes documented the geo-economic, sociocultural, and linguistic features of the local communities. The interview schedule flexibly covered topics exploring participants’ perspectives on the importance of general education, learning

English, the role of English and general education in individual and community development, and issues of language and cultural identity. The interview were conducted on Bengali, and data were transcribed, translated, and analyzed using qualitative content analysis.

The initial research unveiled a strong connection between English skills and the potential for gainful economic migration. This discovery prompted a subsequent project, with the same research team, aimed at exploring the perceived needs of English for Bangladeshi migrant workers. Conducted in a rural village with a high tendency for economic migration to the Middle East, this research involved 27 interviews where participants with migration experiences reflected on the role of language in their migration journeys. As in the previous project, interviews were conducted in Bangla, transcribed, translated, and analyzed to gain insight into participants' experiences, perceived needs, attitudes toward language's role in migration, and broader ideological patterns related to the positioning of different languages within society.

English as Language of International Development (ELFID)

The concept of English as a language of international development (ELFID) revolves around the entrenched belief that learning English expedites economic and human development for individuals and communities. This is an ideology, defined by language policy scholars as a shared set of attitudes and beliefs about language and language behavior (Hall & Cunningham, 2020; Tollefson, 2007; Woolard & Schieffelin, 1994). Ideologies are not necessarily grounded in evidence but become normalized as 'common-sense,' influencing behaviors and practices deemed legitimate. These ideologies are acquired, mediated, and propagated through socialization into cultural groups.

The research projects mentioned earlier revealed how ideologies of English as a language of education, economic development, and social mobility underpin pivotal decisions in individuals' lives, influence choices related to national-level language-in-education policies, and shape classroom practices.

Coined as ELFID, this term encapsulates the intrinsic value attributed to English and the unquestioned assumption that English is essential for “development.” I like to align myself with more holistic perspectives of development that proposes that it should be perceived and evaluated not only in terms of economic gain but with regard to the freedom for all people to do and be what they have reason to value (Sen, 1999). However, the context of projects such as EIA are strongly influenced by instrumentalist perspectives of development, which rely on human capital theory – or the idea that positive change is usually attributed to increases in human skills, knowledge and experience (McCowan & Unterhalter, 2015; Maksud Ali et al., 2023; Tikly & Barrett, 2011). I chose to use the term ‘international development’ as a nod towards practices commonly undertaken by development funders like the World Bank, who commonly use classifications to rank countries internationally according to descriptions such as developed country, developing country and least developed country. In line with this, our findings highlighted perceptions of “development” linked to scientific and technical progress, increased international trade, and the perpetuation of wealth.

In the following exploration, I will briefly unpick the key assumptions of ELFID, illustrating how they intersect and mutually reinforce each other. Drawing examples from our research projects in Bangladesh, these assumptions collectively foster a commonly held belief that English language learning inherently leads to economic prosperity for individuals and development for nations. English and technology function as fundamental mediators and symbols of globalization, alongside education, structuring the concept of successful participation in a contemporary, globalized society, while linguistic diversity is perceived as an obstacle to this success. Unpacking these assumptions is crucial to uncover any misconceptions and understand the interconnected ways in which they fuel each other. Although these aspects overlap, each will be discussed individually below.

Four key assumptions underlying “English as a language for development” (ELFID)

Erling and Seargeant (2013) identified four key assumptions underpinning the concept of ELFID, which I have further developed in follow-up work (Erling et al., 2024) (see Figure 3):

1. English is a (if not *the*) global language
2. English learning and use equate with being educated and, therefore, learning through English is the most appropriate means of learning the language
3. English language learning is a requirement for access to employment and technology
4. English is a language of wealth and status

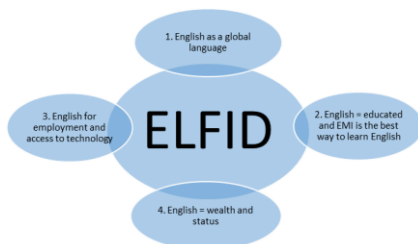


Figure 3: The four key assumptions of ELFID

1. English is a (if not the) global language

The idea that the English language is intricately tied to development stems from the ascendancy of English as a global language. A substantial body of academic literature delves into the myriad domains where English functions as an international language and lingua franca across diverse geographical and functional contexts, encompassing business, science and technology, academia, media, tourism, as well as development organizations and other NGOs (Seargeant, 2012; Seargeant & Swann, 2012). The

assertion that English has become the global language is often characterized as a ‘done deal’ or a ‘mainstream feature of the 21st century’ (Graddol, 2006: 22). This perspective is so deeply ingrained in contemporary thinking that it has evolved into a commonplace notion seldom explicitly stated. Consequently, English has transformed into a ‘basic skill’ in global education, alongside literacy in the national language (and, perhaps, the mother tongue) (Graddol 2006: 72). An individual or nation lacking access to this ‘basic skill’ can reasonably be perceived as disadvantaged, necessitating support to acquire it. Consequently, individuals, nations, and development agencies actively seek to broaden access to English. In our study, we discovered participants reinforcing this belief:

English is a must. You have to know English... If you know English, you need not know any other languages... (Badol, Project 2)

It is frequently reported that approximately three-quarters of English users worldwide are non-native speakers of the language (Crystal, 2003). This implies that the majority of English interactions occur in settings where the language serves as a means of communication among individuals from diverse first language backgrounds, transcending linguistic and cultural boundaries as a lingua franca (Seidlhofer, 2011). Due to this shift in English usage, where speakers from countries with English as a dominant language are not always involved, the language is commonly and universally perceived as one not exclusively tied to a particular country or culture (e.g., the UK, the USA, etc.). The value of the English language has increased owing to its international utility, facilitating access to information and participation in global markets. English is sometimes regarded as the language of intercultural communication, presenting opportunities for establishing human connections across linguistic and national borders (Erling, 2017). This was also noted amongst our participants. A man who worked in an international hospital in Saudi Arabia recounted the value of English for communicating with staff and patients:

I worked in a hospital which was run by people from Europe and the USA. So, I had to speak in English.

There were very few Arab staff in that hospital. I mostly spoke in English. Use of Arabic was very limited... For communicating with the Arabs, I used Arabic. But there were more international patients in that hospital than the Saudis. So, I had to speak in English only with them. (Kalam, Project 2)

However, English has also been criticized for being a divider and contributor to social injustice (Erling, 2017; Piller, 2016), particularly when spending on English language education is prioritized over basic literacy education (Bruthiaux, 2002). Since it is often the privileged elite who already have access to English, the choice to use it as a lingua franca or as a medium of instruction is induced with socioeconomic inequalities from the start (Piller, 2016: 169). These inequalities are then reproduced in access to English language learning, which takes time, investment, and access to quality materials and teaching, all things which are often out of reach for those with fewer resources (cf. Chowdhury & Erling, 2021b).

In many post-colonial ‘developing nations’, like Ghana, the use of English as a lingua franca is deemed essential for fostering social cohesion and advancing nationalist objectives (Erling et al., 2024). In contrast, Bangladesh took a different approach after gaining independence, actively promoting Bangla and downplaying the significance of English (Imam, 2005). The marginalized status of English underwent a transformation in the 1990s, aligning with privatization efforts and the government’s aspiration to participate in the globalized and technologically advanced world economy (Hossain & Tollefson, 2007).

2. English = educated and EMI is the best way to learn English

One of the ways in which the global spread of English is most obvious is in how it has been ensconced in many of the language education policies of the world. English has become a key requirement of a large number – perhaps most – of the world’s

national curriculum around the world.⁴ English is often a required subject in school curricula, being introduced at ever earlier levels of formal school (Enever, 2016). Also in many developing country contexts, English is taught in national school systems as a vital element in the skill-set necessary for successful participation in 21st century society. Exams in the language are frequently a required part of school leaving exams, also necessary for entrance into some types of tertiary education. For example, in Bangladesh, English is one of the core school subjects, taught to every child enrolled in school from the first year of primary school until the end of secondary school, with a successful exam in English being required for entry into higher education. While there has been widespread recognition of the value of teaching through children's "home language", particularly in the early years of schooling (Benson, 2004; Hornberger, 2002), English is increasingly used as a medium of content instruction, both in part and in full and various levels of education (primary, secondary and tertiary) (Dearden, 2014). This widespread use of English in education contributes to assumptions that English language knowledge indexes education in general.

Sociolinguistic research has explored how people in various societies equate competence in the English language with being educated (Erling et al., 2016; Tembe & Norton, 2011). Contributing to this perception is the fact that many countries use English as a medium of instruction (EMI) in school, and the language is often required for entry into higher education. However, even in the lower levels of schooling, students' intellectual abilities may be categorized in relation to their competence in English, although their opportunities to learn the language have been limited. Sociolinguistic research carried out in multilingual South Africa, for example, shows how English language proficiency is often conflated with intelligence while use of other, local languages can be constructed as undesirable for use in the context of formal schooling (Erling et al., 2017; McKinney, 2017). Learners may be tested through the medium

⁴ While I have attempted to find exact figures about the number of countries in which English is a required part of the curriculum, I could not find any reliable data.

of English and thus the language can be unfairly used to stream, or divide learners according to their results (Rea-Dickins et al., 2013).

Researchers in low and middle income contexts who explore the relationship between English language proficiency and education in general have pointed to what has been called ‘a fuzzy boundary’ between being educated and knowing English (Shamim, 2011:301). This is both because low proficiency in English often collates with experience of poor educational quality in general (Erling, 2014), and because English language skills are acquired at higher levels of schooling, which means that those with better English also tend to have experience of more and higher quality levels of schooling (Aslam et al., 2010; Fasih et al., 2012).

For some, the need for English to access knowledge might be based on misconceptions. In our research, for example, we found that among participants with limited literacy, there were many who identified English as a necessity in their daily lives as farmers, fishermen, or rickshaw drivers in a rural setting. For instance, participants noted the need for English to read instructions about using pesticides on his crops, to understand doses use and instructions on medicine packages, or prices on products sold at the market (Erling et al., 2012). However, offering essential information in Bangla could potentially reduce the dependence on English for accessing basic information, and other informants have told us that much information like instructions for medication is commonly offered in Bangla. So it could be that many of the participants we spoke to did not necessarily need English for this, but rather for further access to literacy and numeracy in general. This finding suggests the need for further research into the needs for and uses of literacy in rural Bangladesh – in English and local languages (Street et al., 2006). But it also hints at a need for stronger demands from communities and schools for schools to provide access to solid foundations in literacy and numeracy, as this might address more immediate needs for many (and also improve the likelihood of successful additional language learning).

Although the relationship between English and education may be, in part at least, based on misconceptions, the fact that

children's English competence can have a significant impact on their success in school, their access to further education and their social standing drives parents who can afford it to enroll their children in English language classes outside the formal education system. Further aspect of the overall picture is the long history of failure of English language education in contexts like Bangladesh and beyond and of low achievement despite a relatively large investment of resources (Hamid & Baldauf, 2008). Thus private English language teaching tends to be perceived as offering a higher quality of teaching (or at least of exam preparation) (Hamid et al., 2013; Sah, 2020). This practice has become commonplace in many countries, including Bangladesh, though such extra tuition tends to be beyond the financial reach of the rural poor (Hamid et al., 2009). Such disadvantage is often used as an argument for implementing English language courses from an early age for all children. While extending access to quality language education is in itself a worthy endeavor, English language education initiatives are unfortunately sometimes pursued at the expense of education through the local language (Bunce et al., 2016). Moreover, the high cost of providing quality English language education in contexts where there is little local use might extend beyond its usefulness. Providing low-quality English language education may then have the reverse effect of lowering the quality and impact of education in general, as well as consuming much of the well-needed resources for education.

3. English language learning is a requirement for access to employment and technology

The third fundamental assumption of ELFID posits that English is a prerequisite for employment and technological access. The widespread belief is that English is indispensable for employment across all formal sectors. Consequently, an individual or nation lacking this perceived "basic skill" is considered to be at an economic disadvantage, leading individuals, nations, and development agencies to strive for increased English accessibility (Erling, 2017). However, the relationship between English and employment is complex, influenced by intervening variables such as work domains, situational contexts, and the relative statuses of other languages (Seargeant et al., 2017). Recent research suggests that

being multilingual, in addition to English, enhances the likelihood of formal sector employment while reducing the likelihood of informal sector employment (Arcand & Grin, 2013; Atitsogbui et al., 2022). In our research with people who had worked in the Middle East, they noted the value of Arabic and other languages for employment, economic gain and getting by. As one participant notes, “if you don’t know [Arabic], then how will you work?” (Liton, Project 2). Having proficiency in the local language was also considered beneficial for handling the specific conditions of one’s employment. This advantage was frequently discussed not in terms of the positive outcomes the language could bring but rather in terms of its utility in navigating challenging situations. For example, being able to explain his circumstances in Arabic can be beneficial:

If the Police asks you something, and you can reply in good Arabic, then there will be no problem. But if you fail to answer that as you don’t know Arabic very well, then you will be in trouble. ... (Liton, Project 2)

The importance of English for employment is intertwined with the assumption that English access is essential for use of technology. Graddol (2006, p. 72) observed at the turn of the 21st century that both information and communications technologies and English had become “generic skills needed to acquire new knowledge and specialist skills in the future.” This, in turn, is seen as facilitating access to education. Consequently, a lack of access to such technologies, stemming from either technical infrastructure deficiencies or an absence of English language proficiency, can be considered a significant disadvantage in terms of both employment and education. English is perceived as crucial for accessing digital information and the internet, given that the majority of online content is in English, although this proportion has been decreasing (W3Techs, 2022). Furthermore, advancements in translation applications and artificial intelligence mean that most digital resources can be instantaneously translated into numerous languages, and social media platforms worldwide thrive in a variety of languages.

In our research in rural Bangladesh, we also uncovered assumptions that English was required for use of mobile phones (Erling et al., 2012). This notion is presumably fueled by the fact that earlier mobile phone technology could only support the use of Roman script and not Arabic or Bangla scripts. Thus, many mobile phone users of simple devices send text messages by transliterating languages like Arabic or Bangla into Roman. For example, the following message would be conveyed in traditional Bangla script as follows:

GLv#b eB#qi †`vKvb
 ^..t@

However, in the absence of technologies to support the use of Bangla script, the message could be transliterated into Roman script in a text message in the following way:

ekhane boiyer dokan ache

This conflation of Roman script with “English” contributes to the perception that English is necessary for access to technology. In such cases, however, skills in transliteration, national language literacy, and access to and ability to use the latest technology are equally important for managing communications through technology, though these skills are not often recognized as being as vital.

4. English = wealth and status

A fourth assumption contributing to the ideologies of ELFID is the perception that English is synonymous with wealth and status. The assumption suggests that English language skills automatically grant access to higher income levels and, consequently, elevated societal standing. In previous research (Erling, 2017), I explored the relationship between English language proficiency and economic value. When assumptions are made about this relationship, evidence is not commonly drawn on. Until recently, there have been only a few rigorous studies exploring a potential relationship between

English language skills and economic gain for individuals and societies. When such studies exist (Azam et al., 2013), the detailed findings of these studies are rarely mentioned and the complex array of social and economic factors that influence individual and group outcomes are often not discussed. This omission of detail limits the possibilities of such research to provide an appropriate information base on which language planning decisions can be made. My meta-analysis and critical evaluation of studies on the relationship between English and economic development in South Asia showed that while English skills may broaden opportunities for individuals, they also seem to perpetuate entrenched inequalities within societies (Erling, 2017). Structural complexities and global disparities persist, and proficiency in English does not necessarily empower individuals to overcome these challenges (Erling et al., 2018). Similar findings in exchanges in English between Western experts and non-Western migrants were found, where unequal power dynamics contribute to communicative difficulties (Guido, 2012; Infante et al., 2008). This underscores the limited value of English in the face of structural inequalities (Tupas, 2015). Therefore, the overall benefits of English language education may be limited for individuals lacking sufficient political and economic power or stability, necessitating ongoing efforts to develop literacy and numeracy in local and national languages.

An associated aspect of this assumption is the view that linguistic diversity hinders development, a notion often propagated through economic research. Piller (2016: 166) recounts the influence of research by two US political scientists, Taylor and Hudson (1972), frequently cited to support this correlation. When linguistic diversity is perceived as a hindrance, a single language, notably English, is deemed a catalyst for economic development and social cohesion. However, challenging this belief, scholars like Arcand and Grin (2013) have found that widespread English proficiency does not necessarily correlate with higher levels of economic development, as measured by GDP. Instead, societal multilingualism or the utilization of local languages is associated with increased income per capita in these contexts. This pattern is evident in Ghana, where individuals speaking multiple languages are more likely to earn higher incomes

(Atitsogbui et al., 2022). Our research participants echoed similar sentiments, emphasizing the importance of learning the host country's language, the additional advantage of knowing English, and the extra benefit of knowing languages spoken by other migrants (e.g., Hindi or Urdu) (Chowdhury & Erling, 2021b). However, our findings suggest that the ability of Bangladeshi migrant workers to leverage their language skills for economic influence depends significantly on factors beyond their control, including unfair employment practices.

Our research studies revealed that even when workers possess higher levels of education and an impressive array of language skills, this doesn't necessarily translate into wealth and social status in the context of migration. Many confront severe challenges and significant physical, social, and psychological costs, including exploitative salary and benefit practices, strenuous labor, cramped and austere living conditions, health issues, isolation, concerns for family back home, vulnerability, intense culture shock, and instances of physical abuse by employers. Additionally, our research hinted at social stigma faced by female migrant workers in Bangladesh, aligning with findings in other studies (Bélanger & Rahman, 2013). Therefore, understanding the value of language skills in economic gain necessitates consideration of macro-structural factors, such as global inequality, as well as individual socio-emotional factors.

Conclusion

When EIA was being planned and designed in Bangladesh in the late 2000s, scant published research existed on the role of English in the country, although notable exceptions like Banu and Sussex (2001) were present. Fast forward nearly two decades, and the landscape has transformed significantly (cf. Sultana, Roshid, et al., 2021; Sultana, Kabir, et al., 2023). A wealth of research now critically examines ELT practices, language policies, and ideologies of English in Bangladesh. Our findings from the research described above underscore the prevalence of local ideologies depicting English as a language of economic development. These robust beliefs are rooted in the conviction that English is a global language,

serving as a catalyst for economic progress, especially on a global scale, such as in the context of working abroad. These beliefs perpetuate the dominant role of English in the educational system and the upsurge of private English-medium educational contexts (Hamid & Erling, 2016; Jahan & Hamid, 2019). These beliefs also play a role in driving people to migrate and gain economic benefit in migration contexts, using their languages to access employment and technology. However, our research demonstrates that, while English language skills can open up individual opportunities, they tend to perpetuate embedded inequalities, raising questions about their contribution to societal well-being. In contexts marked by inadequate political and economic stability, the impact of English language education may be particularly limited. This insight highlights the ongoing and substantial imperative to develop literacy and numeracy in local and national languages in Bangladesh and beyond. Armed with this nuanced understanding of the multifaceted value of English, I am optimistic that the next generation of TESOL research in Bangladesh can make substantial contributions to holistic development, education, and social justice. By delving deeper into these complexities, we can shape a more informed and equitable trajectory for English language education, fostering a positive impact on diverse aspects of individual and societal growth.

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