

Motivational Role of Teachers on EFL Learners for Developing English Oral Presentation Performance: A Study on Tertiary Level Learners in Bangladesh

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Abstract

The study investigated the motivational role of teachers for developing English oral Presentation performance of the tertiary-level ESL learners in Bangladesh. The data was obtained from forty-six learners from the departments of English in three Bangladeshi private and public universities. The quantitative research was based on an independent t-test, and the survey of a self-developed five-point Likert scale questionnaire. The results were analysed using the Statistical Package for Social Science (SPSS). The independent t-test was statistically significant. Therefore, we rejected the null hypothesis. The independent t-test and the survey results demonstrated a significant positive effect of teachers' motivational role for developing their English oral presentation performance of the tertiary-level ESL learners in Bangladesh. The findings advocated for further research regarding what motivational methods and techniques can be used to develop English oral presentation performance of the tertiary-level ESL learners in Bangladesh.

Keywords: *Motivation, teachers' motivational role, oral presentation skill, academic performance, EFL learners*

1. Introduction

Since British colonialisation (1858-1947), English has been taught in Bangladesh. Even after colonialism, the status or importance of learning English has not decreased as the English language has appeared as a global language or lingua franca meantime. Nowadays, having a good command of English in oral presentation skills is necessary for getting jobs at home and abroad. In Bangladesh, English is taught as a compulsory subject at almost all levels of education, but unfortunately, most learners do not get the privilege to expose their spoken English skills (Harun, Islam, & Rahman, 2016). In Bangladesh, classrooms are mainly focused on examination-related preparation in the pre-tertiary level educational system. In addition, most of the assessments have been done as a form of written examination. In tertiary level education in Bangladesh, both public and private universities introduced English oral presentation as an integral part of academic activity. Almost all courses include a presentation section that could be graded for the final assessment. However, students' previous educational background pushes them into a big trouble to perform better in this section. In Bangladesh, in pre-tertiary level education, communication skills are disregarded and do not prepare the student at all for English oral presentation. After introducing Communicative Language Teaching (CLT) at pre-tertiary level education where English is a compulsory subject, but listening and speaking skills are overlooked; they are neither formally taught nor tested (Maniruzzaman, 2008). Though English texts include all language skill areas, the teachers are unwilling to engage the learners in oral communication due to the scarcity of resources and technical support (Khan, 2007). In addition, teachers are not well-trained in how to apply CLT methods in the classroom. As a result, when the tertiary learners come across oral presentation as a part of their academic activity, some take it seriously as far as grades or marks are concerned, the rests are still unwilling to take it seriously. As

a fresher, they are not aware of the English language's necessity in their future academic and professional life (Harun, Islam, & Rahman, 2016).

However, Bangladeshi learners already have some basic knowledge about English grammar, vocabulary, and sentence structure from their previous level of studies, but what prevents them the most from doing an oral presentation before an audience is their anxiety about being judged by others. In this regard, motivation can play a pivotal role to overcome shyness, phobia, and anxiety. The more the learner's psychological constraints can be reduced in their oral presentation, the better they will perform. In English language teaching, teachers' motivation of learners proves useful for EFL learners. The purpose of the study is to assess if there is any impact on teachers' motivation in developing EL learners' oral English presentation performance in English.

The study focuses on the following research questions:

a) Does the teachers' motivational role-play have a significant effect on EL learners' English oral presentation performance?

(b) Is there any significant difference in oral presentation test scores of the students between those who got a teacher's motivation before their English oral presentation performance and those who did not get a teachers' motivation before their English oral presentation performance?

2. Literature Review

A bulk of research has been done on achievement motivation, but very little has been conducted on how teacher motivation influences EFL learners' oral presentation performance. In addition, the instructional literature on learners' oral presentation skills is very fragmented (Grez, Valcke, and Rozeen, 2009). However, the research on teachers' motivation for students' performance has some striking similarities and dissimilarities. Many

research works are based on Maslow's hierarchy of need, a motivational theory, associated with the evolvment and personal goal achievement (Pardee, 1990; Kennedy and Marry, 2020). A few research works based on Matthews and Holmes' (1982) motivational model consist of four key elements: self-concept of ability, attitude toward the principal, principal's expectations, and future utility (Kennedy and Marry, 2020).

Some other research works linked teachers' efficacy with teachers' motivation as a correlation (Dornyeir, 2001; Grez, Valcke, and Rozeen, 2009). In this regard, the research works found that teachers' efficacy positively influences the learners' performance (Huber, Fruth, AvilaJohn, & López-Ramírez, 2016). Some other works emphasised the teacher-student relationship as a way to motivate learners' performance (Little & Kobak, 2003; O'Connor & McCartney, 2007).

However, the results of some research works support a strong similarity with the above discussion. For example, Deci & Ryan (1985) found that students who have very cordial, friendly, positive interactions with teachers are more motivated in the academic area than those who do not have such a relationship with teachers. Saul (2005) also found the vital importance of the student-teacher relationship for their success.

However, in Bangladesh, only a few research works have been conducted on teachers' motivation for the EFL learners (Rahman, 2005; Moriam, 2008). To develop learners' English oral presentation skills, Harun, Islam, & Rahman (2016) tried to find some challenges that hamper learners' English presentation skill development. They mainly

focused on the external reasons as the obstacles which impede learners' oral presentation performance. In this regard, they made a comparative study with Brook's and Wilson's (2014) study. Both studies found that before entering their higher education, both Bangladeshi and Japanese learners hardly get any scope to practice public speaking or speaking in front of the class for presentations as part of final grading. In addition, their insufficient knowledge about the techniques and strategies of the oral and formal presentations made them shy and anxious and lowered their confidence level. Furthermore, their 'lack of experience and exposure mainly affected their psychological state', and they have been suffering from the fear of presenting in front of others (Harun, Islam, & Rahman, 2016, p. 151).

Though we find that there are some research works on Bangladeshi students' English oral presentation performance, I didn't find any research work which analyses teachers' motivational role in developing Bangladeshi EFL learners' English oral presentation at the tertiary level following Maslow's (1943) hierarchy needs theory. We know that learners' needs differ from area to area and region to region. Though many research works are available on teachers' motivational role on learners, it may not solely be appropriate for our Bangladeshi tertiary level EFL learners to develop their English oral presentation. Moreover, some effective motivational roles in one country or one area may not be applicable for Bangladeshi EFL students' English oral presentation performance. In this regard, we need to explore what sort of teachers' motivational role is appropriate or more effective for Bangladeshi tertiary level EFL learners to develop their English oral presentation. Therefore, there is a strong research gap in this area. This research work mainly

follows Maslow's (1943) hierarchy needs theory and tries to explore teachers' motivational role in the deficiency needs and the growth needs of Bangladeshi EFL learners to develop their English oral presentation. Furthermore, most of the research in Bangladesh emphasised external factors to address the issue, but those are time-consuming. In many aspects, it is not possible to overcome these external factors (e.g., pre-tertiary level education system, teaching methodology, syllabus and curriculum design, efficient teachers at school and college levels) immediately. Therefore, if we focus on the psychological aspects of the learners and try to motivate them to speak more or do more oral presentations, they will start improving soon.

3. Methodology

The study was an experimental research between two groups (target group and control group) where the researcher manipulates a variable, and the research was conducted in a controlled environment. In addition, the research was followed by a casual-comparative design. The study methodology is elaborately discussed below:

Setting

The research setting included three tertiary level universities in Bangladesh, one public university, and two private universities. All the universities are located in the Cumilla district. All of the universities are located in rural areas away from the downtown.

Participants

The participants were selected from different departments in the three universities in Bangladesh. In Bangladesh, most of the departments at the tertiary level have a basic English

language course in their first year of the undergraduate level. Furthermore, English oral presentation needs to be done as a part of their academic activity. The researcher collected data from forty-six students. For the questionnaire survey, twenty-six students from two different universities and different levels (e.g., freshmen-2, sophomore- 7, junior-7, senior- 9, graduate-2) took part. For the independent t-test, twenty students from a sophomore class had been selected as a 'treatment group' and 'control group'.

Sampling technique

Regarding sampling, simple random sampling and purposive sampling have been done. The researcher selects a sub-set of the population from the larger set as a representative of all populations. Twenty-six EFL students from three universities in Bangladesh have been randomly chosen to expect as the representative of larger data set for the questionnaire survey. For the Independent t-test, ten students are randomly chosen for the treatment group and ten students are randomly chosen from the total number of students in three universities (N= 1000).

Quantitative Analysis

For quantitative data analysis, both descriptive statistics and inferential statistics were used. The quantitative data were analysed using the Statistical Package for Social Sciences (SPSS version 28.0). Descriptive statistics were used to analyse the survey data from the learners. However, the questionnaire items were designed following a five-point Likert Scale ranging from 'strongly agree' (5) to 'strongly disagree' (1).

In addition, for inferential statistics, an independent t-test was conducted to test the following research hypothesis question:

Is there any significant difference in oral presentation test scores of the students between those who got a teacher's motivation before their English oral presentation performance and those who did not get a teacher's motivation before their English oral presentation performance?

The independent t-test was conducted to determine if the treatment and control groups differ in their presentation scores for English oral presentation performance. The researcher arranged an oral presentation session with the topic, "the person who inspired me most" for the twenty students (treatment group and control group). Before their oral presentation, the treatment group students went through a five-minute motivational counselling by one of the teachers and the control group students did not receive anything. Three teachers scored the English oral presentation performance of the twenty sophomore EFL students from one of the three universities. The total points of the presentation were 10. Then the three teachers' individual scores for a particular student were averaged to get his/her final score. The independent t-test was conducted, setting an alpha of .05. The null hypothesis was that the presentation test scores mean between the treatment group (who got the teacher's motivation before their English oral presentation performance) and the control group (who did not get teachers' motivation before their English oral presentation performance) are equal. And the alternative hypothesis was that the test scores mean between the target group and the control group are not equal. Here, the independent variables

are the treatment and control groups, and the dependent variable is the test scores. The researcher tried to determine whether the research was statistically significant or not.

4. Results and Discussions

Descriptive Statistics

The quantitative data had been analysed using the Statistical Package for Social Sciences (SPSS version 28.0), and all the items were designed following a five-point Likert Scale ranging from 'strongly agree' to 'strongly disagree'. The response of the participants rated in the following way:

Strongly Disagree =1; Disagree =2; Not sure=3; Agree=4; Strongly Agree=5

Table 1

Descriptive Statistics Results

	N	26	26	26	26
	Valid	26	26	26	26
	Missing	0	0	0	0
	Mean	Medium	Standard Deviation	Minimum	Maximum
I think teachers' motivation plays a significant role in developing my English oral presentation performance.	4.3077	4.000	.88405	1.00	5.00

I think teachers' rapport (teacher-student relationship) impacts my English oral presentation performance.	<i>4.0769</i>	<i>4.000</i>	<i>.79614</i>	<i>3.00</i>	<i>5.00</i>
I think teachers' methods and techniques in the classroom are more important than teachers' motivation to develop my English oral presentation performance.	<i>4.1154</i>	<i>4.000</i>	<i>1.03255</i>	<i>1.00</i>	<i>5.00</i>
I think my background knowledge impacts my English oral presentation performance.	<i>3.8846</i>	<i>4.000</i>	<i>.71144</i>	<i>2.00</i>	<i>5.00</i>
I think teachers' personalities and interactions influence me tremendously in my English oral presentation performance.	<i>4.1154</i>	<i>4.000</i>	<i>.95192</i>	<i>1.00</i>	<i>5.00</i>
I think socio-cultural factors	<i>3.3462</i>	<i>3.000</i>	<i>.89184</i>	<i>2.00</i>	<i>5.00</i>

affect my English oral presentation performance more than teachers' motivation.					
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Note: Table 1 depicts the descriptive statistic result of the students' survey. The table shows that all the students have submitted their responses. In the survey questions, teachers' role in motivation has been analysed from two sides: one part of the questionnaire (Q 1, Q 2, and Q 3) covers Maslow's (1943) several motivational hierarchy needs, such as teachers' motivation which covers the deficiency needs of the Bangladeshi tertiary level EFL learners, and teachers' rapport and personality which covers the growth needs of the Bangladeshi tertiary level EFL learners. The other part of the questionnaire (Q 3, Q 4, Q 5) wants to explore whether teachers' motivational role can overcome the external factors in developing Bangladeshi tertiary level EFL learners' English oral presentation.

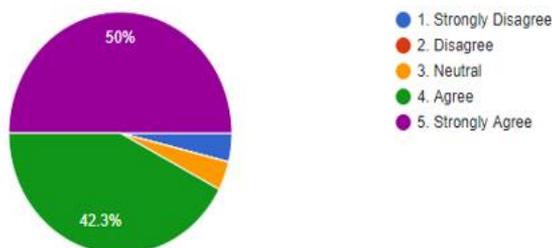
The survey found that the average mean is 3.974. The average mean of first category exploration (Q 1, Q 2, and Q 3) is 4.16, indicating that most of the students believe that teachers' direct and indirect motivation had a strong positive impact on their English oral presentation. Here, teachers' indirect motivations are teachers' rapport, teachers' personality and interaction, which is mentioned in Maslow's (1943) hierarchy of needs as love, belonging, and relationship). Regarding the second category of the exploration (Q 3, Q 4, Q 5) of whether teachers' motivational role can overcome the external factors in developing Bangladeshi tertiary level EFL learners' English oral presentation, we find the average mean is 3.78, indicating that students are between "not sure" and "agree", but a little bit close to "agree." Therefore, the overall survey result demonstrates that teachers' motivational role enormously

helps Bangladeshi tertiary level EFL learners fulfil their deficiency needs and growth needs to develop their English oral presentation performance, but it is not sufficient to overcome the external factors in developing their English oral presentation. In addition, the location of mean relatively to median and mode suggests that the values are not normally distributed and may be positively skewed.

The pie chart result analysis of the individual questions is given below:

Figure 1

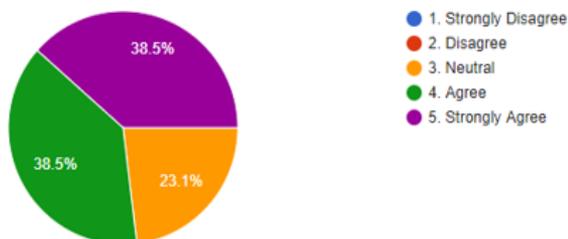
Pie Chart Result for Students' Response to the Question "I think teachers' motivation plays a significant role in developing my English oral presentation performance"



Note: The pie chart demonstrates that the majority of the respondents (92.3%) thought that teachers' motivation plays a key role in developing English oral presentation performance. However, a small number of respondents (4%) were neutral about the statement, and the rest (3.7%) strongly disagreed with the statement.

Figure 2

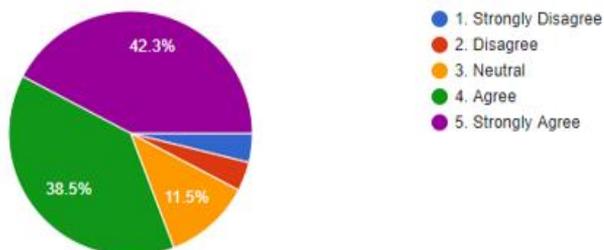
Pie Chart Result for Students' Response to the Question "I think teachers' rapport (teacher-student relationship) impacts my English oral presentation performance."



Note: The pie chart depicts that many respondents (77%) were positive about their opinion that teachers' rapport plays a significant role in their English oral presentation performance. However, rest of the respondents (23.1%) were neutral about it.

Figure 3

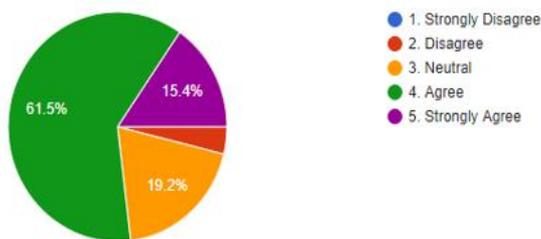
Pie Chart Result for Students' Response to the Question "I think teachers' methods and techniques in the classroom are more important than teachers' motivation to develop my English oral presentation performance."



Note: The pie chart exhibits that most of the respondents (80.8%) believed that teachers' methods and techniques in the classroom are more important than teachers' motivation to develop oral presentation performance. A small number of respondents (11.5%) were neutral with the statement and a very small number of respondents (7.7%) disagreed with the statement.

Figure 4

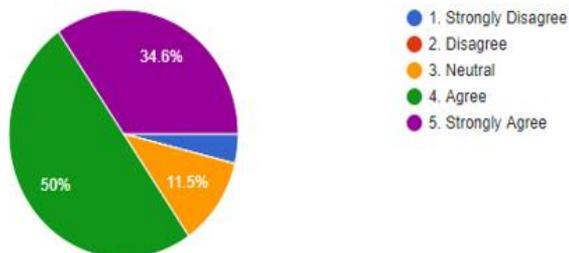
Pie Chart Result for Students' Response to the Question "I think my background knowledge impacts my English oral presentation performance."



Note: The pie chart shows that a large number of respondents (61.5%) opined that their background knowledge impacts their English oral presentation performance. However, a significant number of respondents (19.2%) were neutral with the statement. The rest of the respondents (19.3%) disagreed with the statement.

Figure 5

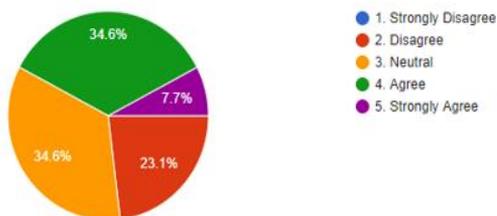
Pie Chart Result for Students' Response to the Question "I think teachers' personalities and interactions influence me tremendously in my English oral presentation performance."



Note: The pie chart delineates that most of the respondents (84.6%) believed that teachers' personalities and interactions influence them in developing their English oral presentation performance. A minor number of respondents disagreed with the statement.

Figure 6

Pie Chart Result for Students' Response to the Question "I think socio-cultural factors affect my English oral presentation performance."



Note: The pie chart represents that the same number of respondents (34.6%) either agreed with the statement or were neutral. However, 23.1% of respondents disagreed with the statement.

Inferential Statistics

To find out the answer to the second research question, we conducted an independent sample t-test based on the following hypothesis:

Is there any significant difference in oral presentation test scores of the students who got the teacher's motivation before their English oral presentation performance and those who did not get the teacher's motivation before their English oral presentation performance?

Treatment Group:

$$\begin{aligned}n_1 &= 10 \\ \bar{Y}_1 &= 6.80 \\ S_1^2 &= .824\end{aligned}$$

Control Group:

$$\begin{aligned}n_2 &= 10 \\ \bar{Y}_2 &= 6.60 \\ S_2^2 &= .174\end{aligned}$$

Table 3
Independent t-test Result

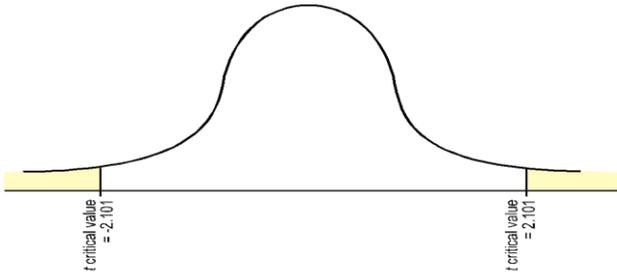
		Levene's Test for Equality of Variances				Significance		Mean Difference	95% Confidence Interval of the Difference			
		F	Sig.	t	df	One-Sided p	Two-Sided p		Differe nce	Lower	Upper	
								Value				Equal variances assumed
		Equal variances not assumed			2.280	17.618	.018		.035	.64000	.04924	1.23076

Note: The table depicts the Independent t-test result (Levene’s Test for Equality of Variances) where the two-sided p-value is .035, and the alpha level is .05 (95% confidence level).

An independent t-test was conducted to determine if the treatment group and control group differ in test scores for an oral presentation performance. The test was conducted setting an alpha of .05. The null hypothesis is that the grade means are equal, and the alternative hypothesis is that the grade means are not equal. As it is a two-tailed, non-directory independent t-test, the critical values are + 2.101, - 2.101, and the t is 2.280. The effect size, $d=.62$. Using Cohen’s (1988) guidelines, this is interpreted as a moderate effect. The assumptions were met as both the treatment group and the control group are independent. Here the dependent variable is interval or ratio in scale, and the independent variable is nominal or ordinal in scale. The population distribution for the outcome (i.e., dependent variable) is normally distributed for each group, and the homogeneity of variance is met.

Figure 8

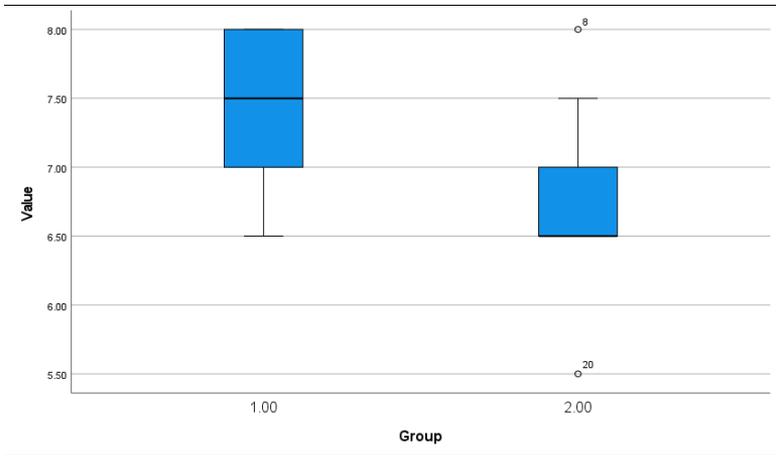
Critical Value For Two-Tailed, Non-directory Independent T-test.



Note: The figure depicts the critical value. As the independent t-test is two-tailed, so the critical value is +2.202, and -2.101.

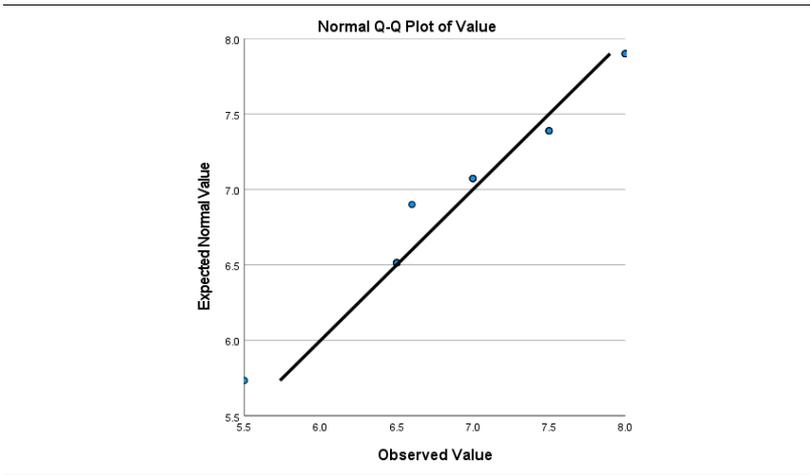
The assumption of normality is tested and not met for both the treatment group and control group. For the treatment group, the review of the Shapiro-Wilk test for normality (SW=.878, df=10, p=.124), skewness (-.342, SE=.687,), kurtosis (-1.227, SE=1.334) boxplot with no outliers, and Q-Q plot have suggested that the values are not normally distributed. A similar result was found for the control group. The review of the Shapiro-Wilk test for normality (SW=.871, df=10, p=.103), skewness (-.386, SE=.687,), kurtosis (1.340, SE=1.334). In addition, boxplots with no outliers, and Q-Q plots have suggested that the values are not normally distributed.

Figure 9
Boxplot Results of the Variables



Note: The boxplots demonstrate the distance between Q3 and the highest value and the distance between Q1 and the lowest value are not the same which indicates that values are not normally distributed. In the first category, we do not find any outliers, but the second category has.

Figure 10
Q-Q Plot Results



Note: The Q-Q plot shows that all the points do not fall on the Q-Q line, so we can say that the variables are not normally distributed.

Levene's test supported the assumption ($F = .001$, $p = .972$). However, $p < .05$, indicates that the test was statically significant. We reject the Null Hypothesis. There is enough evidence to support the claim that the treatment group have a different mean in grade than the control group. Overall, the findings of the independent t-test aligned with the survey results.

5.Limitation

The study was limited to a particular region (Cumilla). The researcher thinks that the data would have been more representative if they were collected from the various universities in Bangladesh. However, another limitation is the sample size. To get the normal distribution of sample means, the sample size should be greater than 30. However, in the study, the sample size was below 30 for both descriptive analysis and inferential statistical analysis. So, the test of normality has not been met.

6.Conclusion

The study investigated the relationship between teachers' motivation and learners' English oral presentation performance. The findings demonstrate the importance of teachers' motivation for developing learners' English oral presentation performance as well as significant enhancement in the presentation test scores. Therefore, we can say that there is strong evidence to accept that teachers' motivation impacts the development of learners' English oral presentation performance. However, in Bangladesh, the tertiary level learners need to develop their English oral presentation performance because they will enter their professional life after completing their undergraduate level. Therefore, it is crucial to have a good command of English oral presentation for getting a good job or pursuing higher education abroad. This work will help include teachers' motivation as an essential teaching method and technique to address the psychological aspects of the learners to develop their English oral presentation performance. However, further research can be done on which motivational tasks are more applicable for developing their English oral presentation performance.

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Appendix 1: Questionnaire for the students

1. I think teachers' motivation plays a significant role in developing my English oral presentation.
2. I think teachers' rapport (teacher-student relationship) impacts my English oral presentation performance. .
3. I think teachers' methods and techniques in the classroom are more important than teachers' motivation to develop my English oral presentation performance.
4. I think my background knowledge impacts my EL presentation skill.
5. I think teachers' personalities and interactions influence me tremendously in my English oral presentation performance.
6. I think socio-cultural factors affect my English oral presentation performance more than teachers' motivation.

Appendix 2: t- Distribution Chart for Critical Value/ Critical Region

Percentage Points of the *t* Distribution

<i>v</i>	$\alpha_1 = .10$.05	.025	.01	.005	.0025	.001	.0005
	$\alpha_2 = .20$.10	.050	.02	.010	.0050	.002	.0010
1	3.078	6.314	12.706	31.821	63.657	127.32	318.31	636.62
2	1.886	2.920	4.303	6.965	9.925	14.089	22.327	31.598
3	1.638	2.353	3.182	4.541	5.841	7.453	10.214	12.924
4	1.533	2.132	2.776	3.747	4.604	5.598	7.173	8.610
5	1.476	2.015	2.571	3.365	4.032	4.773	5.893	6.869
6	1.440	1.943	2.447	3.143	3.707	4.317	5.208	5.959
7	1.415	1.895	2.305	2.998	3.499	4.029	4.785	5.408
8	1.397	1.860	2.306	2.896	3.355	3.833	4.501	5.041
9	1.383	1.833	2.262	2.821	3.250	3.690	4.297	4.781
10	1.372	1.812	2.228	2.764	3.169	3.581	4.144	4.587
11	1.363	1.796	2.201	2.718	3.106	3.497	4.025	4.437
12	1.356	1.782	2.179	2.681	3.055	3.428	3.930	4.318
13	1.350	1.771	2.160	2.650	3.012	3.372	3.852	4.221
14	1.345	1.761	2.145	2.624	2.977	3.326	3.787	4.140
15	1.341	1.753	2.131	2.602	2.947	3.286	3.733	4.073
16	1.337	1.746	2.120	2.583	2.921	3.252	3.686	4.015
17	1.333	1.740	2.110	2.567	2.898	3.222	3.646	3.965
18	1.330	1.733	2.101	2.552	2.878	3.197	3.610	3.922
19	1.328	1.729	2.093	2.539	2.861	3.174	3.579	3.883
20	1.325	1.725	2.086	2.528	2.845	3.153	3.552	3.850
21	1.323	1.721	2.080	2.518	2.831	3.135	3.527	3.819
22	1.321	1.717	2.074	2.508	2.819	3.119	3.505	3.792

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Mohammed Ansarul Alam is Professor of the Institute of Modern Languages, University of Dhaka. He obtained his Masters and PhD from Japan as MEXT scholar and the Japan Foundation scholar respectively. Professor Alam also pursued research in Japan as a Hakuho Foundation Fellow. He has published around 20 research articles/book chapters in renowned national and international journals/books including Japan, Vietnam, and India. Dr. Alam is also the founder President of the Japanese Language Teachers' Association of Bangladesh (JALTAB).

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Md. Ahmedul Azam has been working as Lecturer in the Department of Education, Prime University, Dhaka. He is currently enrolled as Graduate Student in International Education Development Program, Hiroshima University, Japan. His research involves teacher educators, professional development, and comparative education in developing countries, Japanese language and culture.

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His research interests include sociolinguistics, linguistic minority and identities, EFL syllabus design and materials development, socio-psychological study of EFL, individual differences in language learning, and EAP/ESP.

Sayedur Rahman

Professor Dr. Sayedur Rahman is the Founder and President of TESOL Society of Bangladesh (an IATEFL and TESOL International associate organization). He is a seasoned academician with over two decades of experience in teaching, research, syllabus and curriculum design, and leadership development at all levels of Bangladeshi education. He was also a member of the Institute's BA in Foreign Language Curriculum Design Committee. He established the first MA in TESOL program at BRAC University, where he also served as Academic Advisor for the BRAC Institute of Languages (BIL). He has also published widely in the fields of SLA and sociolinguistics, and has worked on various ELT projects with the Open University, UK, UNICEF, Dhaka Ahsania Mission (DAM), UNDP, Save the Children Bangladesh, British Council and English in Action (EIA). He is also a certified Master Trainer under University Grants Commission (UGC), Bangladesh, and the British Council Bangladesh.

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