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# **PRESIDENCY UNIVERSITY**

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## *Editorial*

Welcome to Volume 3, No.1, Part: A. The Presidency University Journal's current issue consists of article on Business, English and Economics. These research based articles are disseminating information for existence and overcome in this turbulent society. In this edition total numbers of published articles are seven. Research is a tool that enriches young minds with the skills necessary to compete and succeed in a challenging world, and also with the knowledge to maintain peace and justice in the society. I wish to request the readers of the journal to be the very best ambassadors of liberality toward society free from the fetters of colors and castes, of faith, of non-communalism, of gender, and of nationality, as Khalil Gibran says "Generosity is giving more than you can, and pride is taking less than you need."

Ensuing in any environment requires the aptitude to think significantly, to analyze data, to make counsels and to converse them effectively and efficiently. The journal is primarily devoted to the extension and further development and dissemination of knowledge in the field of education for the benefit of academics as well as practicing enterprise managers as well as entrepreneurs. Let me here quote Confucius: "He who learns but does not think, is lost! He who thinks but does not learn is in great danger." I also request the readers to assist this fine university to achieve its vision and mission of continuing to be a universally documented center of excellence in the territory of higher education.

We hope that the journal will be one of the best choices for researchers, academicians, entrepreneurs, business magnets, policy makers and social thinkers. All the manuscript accepted here for publication have gone through blind reviewing by two anonymous referees. Those who are involved in the process of contribution and publication of the journal, we want to thank them.

Warm regards.

Professor Muhammad Mahboob Ali, PhD  
Vice Chancellor  
And Chief Editor, Presidency University Journal

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# **SOCIO-ECONOMIC BACKGROUND AND PERFORMANCE OF THE STUDENTS AT PRESIDENCY UNIVERSITY IN BANGLADESH**

Anwar Hossain<sup>1</sup>  
Annesha Zeheen<sup>2</sup>  
Md. Aminul Islam<sup>3</sup>

**Abstract:** *The study seeks to consider socio-economic background of the students enrolled at PU with a view to assessing individual performances and improvements. The assessment covers comparative achievements of different school of PU namely Business, Engineering and Liberal Arts and Social Science. Since performances of the students depend on the University curricula and quality of the faculties and also on parent/ guardian's income level, gender, religion, accommodation arrangement, past academic background and socio-economic and cultural status, the paper tries to statistically evaluate comparative importance of factors behind their performances. The analysis attempted to collect data through population survey (SIMS), but had to rely on random sample survey as required data were not available in SIMS, and regressions were run to evaluate comparative importance of the factors. The results showed that parents' income and father's education level have influence on academic performance of a student. Past academic track records of the students plays an important role in University achievements. Business School seems to be performing better than other schools. Further, the results recommend choice of career preferences of the students, opportunities and alternative options for better job opportunities. As most students were found to prefer job and Business students like it in banks/financial institutions and Engineering students in construction and telecommunications industries, the University may be recommended to take appropriate policy package.*

Keywords: academic achievement, socio-economic background, Bangladesh  
JEL Codes: J01, J24, C13

## **INTRODUCTION AND BACKGROUND**

Bangladesh is the seventh largest nation in the world with a population of about 148 million. It has enormous potential for rapid development in the new world economy. The people of the country are ambitious, hard working, extremely conscious of democratic norms and the value of education, especially higher education. Unfortunately it is one of the poorest countries of the world. Poverty is the main impediment of pursuing quality education in this country. It also causes malnutrition, diseases, living in an abject condition and illiteracy of the mass people.

Historically Bangladesh has been beset with sluggish economy with reinforcing vicious circle of poverty. Despite initial poor conditions, war devastation and

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vulnerability of natural disaster, Bangladesh's achievements in macro-economic management and social development in recent years have been impressive. National poverty (poverty incidence), which stood at 92 percent of 75 million people in 1970, fell to 59 percent in 1980 and further to 49.8 percent in 1990 and 41.4 percent in 2004 when population doubled. Proportion of population below extreme poverty line (2122 kcal) came down to 31.5% in 2010 and is expected to be 29% by 2015. In Bangladesh, per capita income increased by 36 percent during the nineties. Social indicators also show improvement in the country. Infant mortality has been reduced from 92 per 1,000 live births in 1991 to 45 per 1,000 live births in 2009. The human development index in 1995 was 452, which rose to 543 in 2007. In terms of human development, the net enrolment rate in primary education increased from 60.5 percent in 1991 to 95.6 percent in 2010. Gender parity in primary and secondary education has been achieved. The country aims at ensuring access for all children to primary education. (MoF, 2012).

Bangladesh believes human development especially improvement in educational status as an engine of development. Since education is one of the fundamental rights of every citizen, the government is committed to bring about qualitative improvements such as enhancement of education quality, de-politicization of educational institutions, and ensuring a higher salary scale for teachers. Keeping in mind that education is one of the main strategies for poverty reduction and socio-economic development; steps have been taken to create equal access for all at all stages of learning and improving the value of schooling. (MoF 2009, 2010, 2011).

With the improvement in poverty situation of Bangladesh, the quality of education and number of educational institutions have gone up. At present, there are 18770 secondary schools, 1822 higher secondary colleges, 1470 general colleges, 9376 madrasa, 171 polytechnic institutes, 64 government technical schools and colleges, 31 public universities, 51 private universities and variety of other educational institutions in Bangladesh. Out of 292,000 university students about 133,000 students attend private universities. (MoF 2010).

Presidency University (PU), established in 2003 with the aim of imparting high quality education through teaching and research, is one of the prominent universities of Bangladesh. The emphasis of PU is on creating an institution dedicated to excellence in teaching, research, training, community services and thereby leading to character building at the grass-root level. One of the main objectives is to develop human resources capable of leading the nation and also of undertaking responsibilities for the socio-economic development of the country. The university shall also do everything possible to protect Bangladesh's social and cultural heritage and project the same everywhere. Presidency University has three schools containing four departments with a strong emphasis on research-based education. Currently more than 1,500 students are enrolled. The number of faculty members teaching at the university is nearly 100. In 2008, it opened a new branch in nearby Banani, Dhaka to cater to the growing number of students.

Despite all these developments, the education sector of Bangladesh needs further qualitative improvement. For this we need to clearly understand factors of good academic performances of the students at all levels, which determines whether a student can pursue

higher education and whether a student will be able to contribute to the society or not. But such an analysis is beyond the capacity of the present researchers. Thereby, we have decided to find the factors behind students' performance in terms of their CGPA at Presidency University.

## **LITERATURE REVIEW**

Haverman and Wolf (1995) found that children attainment depends on the social investment in children; the parental investment in children; and the choices that children make, given the investments in and opportunities available to them. But in Bangladesh this kind of choice is limited to a section of urban students. However, Haverman and Wolf in their paper reviews different researches since 1970s and find some common determinants of children performance, the most commons are those related to human capital of parents. The human capital of the mother is usually more closely related to the attainment of the child than is of the father. The income level of the family is positively associated with the education attainment of the child. Growing up in a family in which the mother chooses to work appears to have a modest adverse effect on education attainment due to loss of childcare time, though have some other positive effects. The children of a one-parent family or experiencing divorce are negatively related to the level of schooling attained. The number of siblings, religiousness, schooling, and the presence of books at home are found to have large and significant effect on children performance.

According to Acemoglu and Pischke (2001) family income explains difference in the enrollment rates of children in a four-year college. These effects are different between rich and poor family.

Woessmann (2004) concludes in his study that family background has strong and similar effects on both Europe and the USA. He also estimates the model using a QR approach where he concludes that there is weak evidence of variation in the family background influence.

Pedrosa, Dachs, Maia, Andrade and Carvalho presented a paper at an international conference in 2006 on a similar issue. The main result found by them was that students coming from disadvantaged backgrounds, in both educational and socioeconomic aspects, have a higher relative performance than their complementary group. This can be considered as a phenomenon which the authors named "educational resilience".

Guimarães and Sampaio published a paper in Education Economics in 2011 on family background and students' achievement on a university entrance exam. This paper describes Brazilian experience and considers personal characteristics such as age, gender, race, religion, family income, parents' education and family size, school attended, tutoring classes, among others. Using least squares and QR, the authors found that family background and study environment are key determinants of student performance. Parental particularly mothers' schooling impacts positively. Important other variables are family income and students' personal characteristics. The analysis of private and public tutoring classes shows that students that had extra private tutoring classes increased their scores significantly. Private tutoring and better schooling reflect parents' income position. Their quantile estimates concentrated on father schooling and family income. Apart from

estimating comparative importance of different factors, the study highlighted how the Brazilian educational system, which is similar to several other developing countries, is designed in a way that inequality tends to persist across generations.

In Bangladesh the relationship between family background and student performance is not expected to be different from other countries. Since the country is poor than other countries where this type of researches were conducted we need to estimate the relative importance of the determinant. We do not find any research on this issue. However, depending on these theoretical and empirical findings, we set up our empirical model and estimate it to data on Grade Point Average scores at a private university namely Presidency University in Bangladesh.

### **DETERMINANTS OF STUDENTS' PERFORMANCE**

Most of the researches conducted around the globe generally found that students' performance depends on their family background and on personal background. However, the word 'family background' has been used by different researches with diverse meanings in dissimilar contexts. Nevertheless, the family background generally includes income of the parents and education level of father and mother. Income is important as a poor parent cannot afford to send his/her child to a good school where tuition fees are higher, and cannot afford good books, food and undisturbed study time. Furthermore, a child may have to work with parents to supplement income. Number of siblings with age structure may be another factor of income. A family which has grown up children can earn to help parents; while with minor children can create an economic pressure on father/mother. It should be noted that a student coming from rural areas have weaker educational background than an urban ones. In Bangladesh some districts are more advanced in education and children of their inhabitants have a knack for formal schooling; while there are different scenarios in other districts. Religion may affect student's particularly girls' ability and attitude towards education.

Out of personal background, gender is the most important determinant to pursue higher education. Generally female students are more vulnerable and have less access to formal knowledge. Past records of their educational achievements (especially SSC and HSC) show their aptitude level and knowledge base. It can be assumed that a good student at secondary and/or higher secondary level can perform better at the undergraduate and graduate level. Age may also be considered as another determinant as younger male or female student can work harder than older students.



## THE DATA AND SOURCES

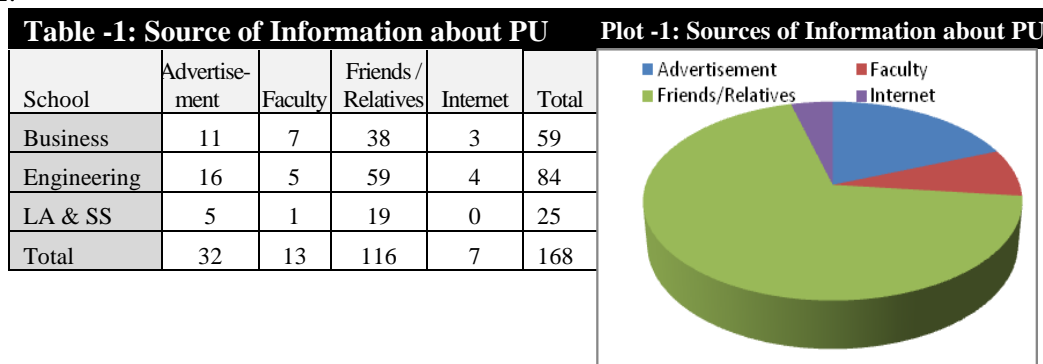
Though the coverage of Students Information Management Service (SIMS) of Presidency University is quite extensive, it could not provide us with all the information we need. Therefore a set of questionnaire was prepared and distributed randomly to the students, of which 170 filled-in questionnaires were returned. It may be mentioned that while distributing questionnaire we did not noted who was a student of Business or Engineering or Liberal Arts and Social Science (LA & SS) School. After receiving the filled-in questionnaire we found, 60 students from Business School and 85 students from Engineering School and 25 students from LA &SS School responded to our questionnaire.

Total number of students at PU is about 1200. Allowing 7% margin errors, 95 percent confidence level and 50 percent response distribution, sample size may be calculated at 169. Against the required sample size of 169, our number of respondents was 170 – which are considered to be acceptable.

## ANALYSIS OF DATA

Following results may be seen from the data collected:

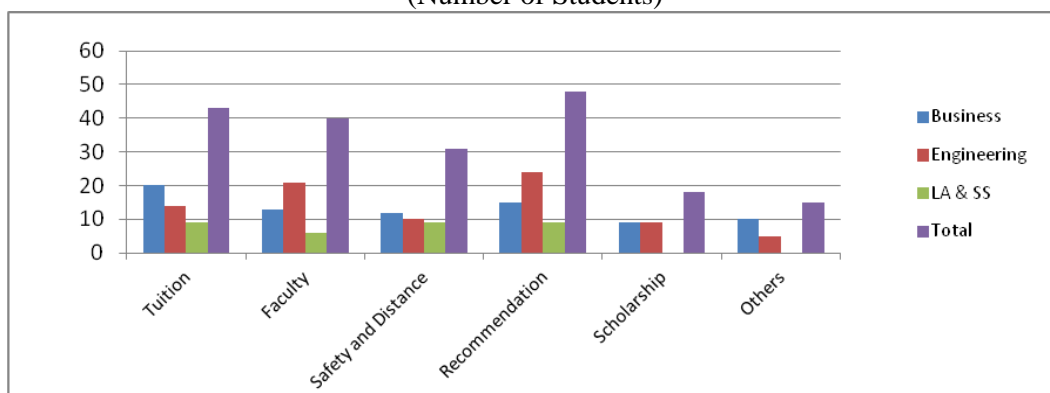
1. PU's public relation seems to be weak, and it could not sufficiently attract students through advertisements published in dailies of the country. In fact most of the students that are enrolled in the University could know about it from friends and relatives. Following Table-1 and Plot-1 shows comparative importance of different sources of information.
- 2.



3. About 95 percent students of Presidency University, before enrolling at the University level courses, studied under national curricula (SSC and HSC) in Bangla, while about 4 percent students studied O-level and A-level under EDEXCEL in English medium. Only 1 percent student came from madrasas or received diploma.
4. Number of female students accounts for only about 23 percent of total. Most of the women studies Business under Business School (10%) and English under LA & SS School (9%). Only about 3 percent of the total students go to Engineering School.

5. Average age of PU students is 24.98 years with median of 23 and mode of 21 years. Standard deviation was calculated at 6.20. Younger students, with average age of 21.8 years and standard deviation of 2.2, go to LA & SS School. Average age of Business School students is 25.8 years but they have the highest standard deviation of 7.6. While mean age of Engineering Students is 25.4 years with lower standard deviation of 5.7.
6. PU could not attract many of the non-Muslim students. PU is dominated by Muslim students who account for 89 percent of the total students. LA & SS has 1 percent, Engineering 3 percent and Business 6.5 non-Muslim student, of which most of them are Hindus.
7. Students came from different districts of the country and no concentration of district is discernible.
8. Of the total, 55 percent students went to secondary and higher secondary schools/colleges that are located in urban areas. Remaining students got schooling from rural institutions.
9. About 45 percent students resides in either 'mess' or with relatives/friends. Remaining students live with their parents.
10. About 22 percent students reported that tuitions fees have attracted them to come to Presidency University, 21 percent students favored faculty qualifications and experiences, and 25 percent students were advised by their family members or knowledgeable persons to study at this University. Some students were however attracted by short distance from their respective residences and safety as it is located near the diplomatic zone. A few considered scholarship policy pursued by the University. Following Plot-2 and Table-2 demonstrate reasons for getting admitted into PU.

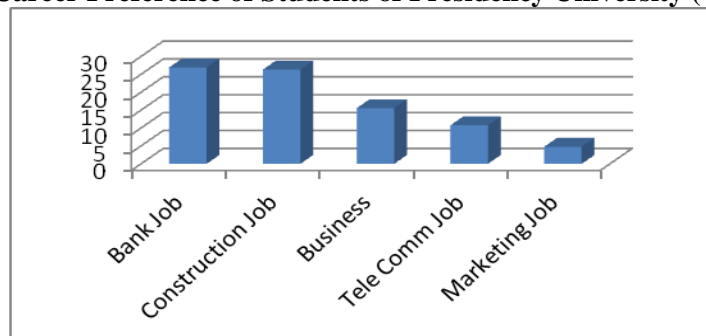
**Plot – 2: Major Factors Behind Choosing PU**  
(Number of Students)



School	Tuition	Faculty	Library	Computer /internet	Safety	Distance	Recommendation	Curriculum	Scholarship	Others	Total
Business	20	13	1	2	2	10	15	6	9	1	79
Engineering	14	21	3	2	5	5	24	0	9	0	83
LA & SS	9	6	0	0	5	4	9	0	0	0	33
Total	43	40	4	4	12	19	48	6	18	1	195

11. Though PU students, after graduation, prefer employment, about 16 percent of them plan to run their own businesses. Job in banks and financial institutions are most favored – around 27 percent. Because of the recent flourishing construction and development of land and buildings business about 26 percent students want to work there. Telecommunication sector attracts 11 percent students. Marketing job is the least preferred – only 5 percent.

**Plot-3: Career Preference of Students of Presidency University (% of total)**



## THE MODEL

Since the country's main economic goal is to alleviate poverty and ensure growth, education is considered as a vehicle to our goal and engine of development. It is true that education helps alleviation of poverty, but it is also true that because of the abject poverty in Bangladesh children are unable to get standard education. We need to clearly understand the inter-relationship between education and poverty. Thereby this study seeks to consider socio-economic background of the students with a view to assessing individual educational performances. Since we are unable to establish this relation in the country at a large, we attempted establishment of the relation for the students who are enrolled at Presidency University.

In this paper we are particularly interested in estimating the relationship between family background variables and students' achievement on PU exam scores. Thus, we may estimate three similar equations, one each for Azimur Rahman School of Engineering, Moazzam Hossain School of Business and Samsul Alamin School of Liberal Arts and Social Science in the following manner:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \dots + \varepsilon \dots \dots (1)$$

where  $Y$  is the cumulative grade point average of a student from one of those three schools and  $X_s$  are family background variables, and  $\varepsilon$  is an error term. The parameters of interest are represented by the  $X_s$ . More specifically,

$X_1$ = Family income level (Thousand Taka)

$X_2$ = Mother's education level,

$X_3$ = Father's education level,

$X_4$ = Gender,

$X_5$ = Age,

$X_6$ = Past academic background (SSC, HSC or equivalent results in terms of GPA),

$X_7$ = Religion,

$X_8$ = Secondary and Higher Secondary school/college location (Urban, Rural),

$X_9$ = Number of dependents on parents' family income,

$X_{10}$ = Accommodation in family (or otherwise)

Our general assumptions are as following. A student, whose family income is higher, could go to better school/colleges, afford tutors, buy different kinds of books and receive other facilities. Thereby family income should have positive effects on their academic performances. Number of parents' dependents may affect a student; more the dependents, lower will be per head income and houses will be crowded deteriorating environment for study of individual children. Students from school and colleges located in small town/rural areas may not perform better than that from urban areas. Education level of parents of the students should be positively related to better academic performances. Female students face many constraints while male student may have to supplement income for the family. It is difficult to have a priori knowledge of gender performances. Academic performance also depends on religious background because of many socio-cultural factors. Age has been considered by many as a factor, some believe that matured students can better perform while some other contents that younger the student better the performance. Obviously, a student with better past academic achievements can do better at the university level.

## ESTIMATION OF THE MODEL

(1) **M. H. School of Business:** We ran a regression using equation (1) for students of M.H Business School, and found that most of the explanatory variables could not pass t-tests. In this situation we worked with possible alternatives by dropping some explanatory variables. The best result is reported below:

### Regression Results: M. H. School of Business

CGPA =	0.4498	+ .0077 Age	+ 0.3141 Educated Father	+ 0.0052 Income	+ 0.3089 Past Results
t-statistics	0.9566	4.04***	1.93*	2.62**	2.87***
Adjusted R <sup>2</sup>	= 0.3408	F-statistics	= 8.63***	Sample =	60

\*= 5%, \*\* = 1% and \*\*\*= less than 1% Significance level

The result shows that level of father's education, parents' income, past results and age are important in determining performances as measured by CGPA in Presidency University. All of them exerted positive influence. Among the variables past result and education of father turned out to be the most influential. The coefficients of all of the variables are statistically significant as measured by t-tests. Nonetheless, the coefficient for mother's education was very low and did not pass the t-test, possibly because most of the mothers were not academically influential. It seems that business studies are a matter of studying hard, because more matured students are doing better than younger class fellows.

**(2) A. R. School of Engineering:**

Academic performance of the students at the Engineering School is influenced by the past results of the student, income of the family and father's education status as found by the regression result reported below. The age, religion, mother's education level, gender and other variables did not show any statistical relationship with CGPA achieved in the Presidency University. Though adjusted R<sup>2</sup> is lower compared to the result found for Business School, F-statistics is highly significant.

**Regression Results: A. R. School of Engineering**

		+ 0.239317 Educated	+ 0.004524	+ 0.451725 Past
CGPA =	1.010265	Father	Income	Results
t-statistics	1.97	1.74**	1.48*	3.48***
Adjusted R <sup>2</sup>	= 0.1476	F-statistics = 5.79***	Sample =	84

\*= 10%, \*\* = less than 10% and \*\*\*= less than 1% Significance level

**(3) School of Liberal Arts and Social Sciences**

All of the respondents of our sample survey in LA & SS School were students of English Language Department. The Department is dominated by the younger and female students. Most of them claimed that they went to school/college located in small towns. Accordingly, our regression results shows that age, female, rural and past results could statistically explain performances of the students measured by CGPA achieved at PU. Adjusted R<sup>2</sup> stood at 0.375 and F-statistics was 4.44 with significance level of 1 percent.

**Regression Results: School of Liberal Arts and Social Sciences**

		+ 0.071626	+ 0.301641	+ 0.327676	+ 0.406069
CGPA =	-0.281049	Age	Female	Rural	Past Results
t-statistics	-0.28	2.09*	2.16*	2.11*	3.48***
Adjusted R <sup>2</sup>	= 0.3746	F-statistics = 4.44**	Sample =	24	

\*= 5%, \*\* = 1% and \*\*\*= less than 1% Significance level

## **FINDINGS AND CONCLUSIONS**

- Most important variable for all the schools turned out to be past result variable. That indicates that better students are doing well in this University. We should not be contented with this result as it may show that teaching at this University has no contribution to better performances of the students.
- Coefficient of past results is highest for Engineering School; which may mean that the students are doing well because they are meritorious and have good academic track records, not because of the teaching they are getting at the Engineering School.
- Coefficient of past records for Business School may indicate that teaching in this school is better and it is helping to their good performances rather than depending on the past academic track records.
- Matured students are performing better than younger students as depicted in the value of the coefficient for age in all the Schools of the University.
- Though parents' education particularly mothers' education is supposed to influence positively to the performances of the children, our results only support that fathers' education do have some influence.
- Parents' income levels exert sufficient influence for Business and Engineering Schools and have almost no effect on the students of English Department. This may indicate that study in the Department is less expensive or that some of the students can earn to support their studies.
- It is interesting to note that students came from small towns are doing better in English Department. This may mean that students from urban areas with English Medium background are not interested to study at this University.

## **RECOMMENDATIONS**

Following our research results it may be recommended that public relation of the University should be improved and more female students especially with English medium background should be attracted. Number of non-muslim students. Our data further show that 45 percent of the students have accommodation problem, either residing with friends and relatives or in so called mess. University may consider any plan for better accommodation.

Considering our regression results we may recommend that the University should adopt policy initiatives to attract students from rural origin. Good academic track records should be considered as the most important issue at the time of admission. It seems that Business School is performing the best. Engineering School is fortunate to have students with better academic career; some innovations in teaching and making the studies more interactive, attractive and student-friendly would help them improving their performances. A plan to attract more female would further improve performances of students of English department.

It is true that income level and socio-economic and cultural background of the parents/guardians are important especially in a poor country; University authority may not overstress these issues at the time of admission of the students.

As most of the business students prefer job in banks and financial institutions, engineering students prefer job in construction and telecommunication industries, the University syllabus should emphasize courses in those areas. Job fairs may be arranged inviting employers from the above mentioned industries.

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<p><b>Questionnaire on a Study on Students' Performance and Their Socio-Economic Background</b></p>
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1. Name and ID:	
2. Semester:	3. Department:
4. Latest CGPA at PU:	5. Age:
6. Gender (a) Female, (b) Male	7. Religion (a) Islam (b) Others
8. Home District:	9. Location of your School at SSC or equivalent level : (a) Urban, (b) small town (c) Rural
10. Location of your college at HSC or equivalent level: (a) Urban, (b)small town (c) Rural	11. Did you pass (a) SSC/HSC, (b) O-level/A-level, (c) Madrasa qualifications (d) others
12. SSC (or equivalent) GPA: _____ out of: __	13. HSC (or equivalent) GPA ____out of: __
14. Number of dependents on your parents:	15. What is your serial number as a son/daughter of your parents? (a) First, (b) second, (c) third, (d) fourth (e) _____
16. Father's Education: (a) Primary, (b) Secondary, (c) University.	17. Mother's Education: (a) Primary, (b) Secondary, (c) University.
18. Family Income on (a) yearly, (b) monthly basis	19. Economic status of your family: (a) Poor, (b) lower middle class (c) mid-middle class, (d) higher middle class, (e) rich
20. Accommodation as a PU student: (a) Family, (b) Mess, (c) relative/friends	21. Factors you considered before choosing PU: (a) Tuition fee (b) Faculty (c) Library, (d) Computer/internet, (e) located in safe zone, (f) Distance from your house, (g)recommendation of knowledgeable persons, (g) curriculum, (h) scholarship program, (i) other
22. How you got information about PU: (a) Advertisement, (b) Faculty (c) friends/relatives, (d) internet	23. What is your career preference? (a) Business, (b) job in banks/others, (c) job in marketing business, (d) job in construction business, (e) job in telecommunications, (f) other



# WASHINGTON CONSENSUS DEVELOPMENT THESIS: THE CASE OF BANGLADESH

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## Abstract

This article uses the seemingly unrelated estimation method to estimate the reduced-form of a simultaneous system of two equations to examine the export-led growth hypothesis for Bangladesh over 1982–2010. Estimation results reveal the unidirectional dynamic causality from real GDP to real exports. Additionally the empirical results suggest that capital formulation contributes to real GDP growth and population seems to negatively affect exports. As to the policy implications, the empirical results suggest that Bangladeshi policy makers should consider incorporating some aspects of import-subsidized development strategy in their outward-looking economic development process to increase the capital formulation and to develop the human resources to improve the social welfare of the populace. This policy recommendation is based on the findings that the dynamic causality between Bangladeshi GDP growth and exports is unidirectional and how real terms of trade, capital, population and the real foreign output affect them.

**Key Words:** Export-led development hypothesis; Bangladesh; Simultaneous two equations system; seemingly unrelated estimation method; ELG hypothesis.

**JEL classification codes:** C22; F36; G14

## Introduction

The most recent technological advances in telecommunications, internet capabilities, transportation and computerization in production have facilitated rapid accelerations in world trade and travel, the flow of goods and services, and the movement of financial assets between different nations. With new developments that seem to shrink the world, international economies have become as intertwined as a cobweb. The neoclassical export-led development strategy, advocated by the Bretton Woods Institutions, and the recent birth of the World Trade Organization (WTO) have caused the volume of international trade to increase exponentially. This unprecedented mobility of capital due to advances in communication technologies and new international investment opportunities has been an impetus for nations around the world to develop their economies and to drastically improve the social welfare of their populace.

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Paradoxically, increases in the mobility of international capital, with its fluid nature, are often the cause of financial crises with international dimensions. This often causes large sudden reductions in the volume of international trade and investment flows and disrupts economic activities, causing monetary crises in many nations. The international contagion of the 1997 Asian financial crisis, the US subprime mortgage debacle and the potential impact of the current European sovereign debt crisis are a few illustrative examples.

Moreover, in the current economic climate, not all economic relationships between two nations are alike. These bilateral relationships depend on the degree of development, natural resources, and infrastructures and so on of the countries involved. Usually advanced economies with fully developed infrastructures can weather certain crises or sustain contagions of crises from other countries better, while the less developed countries usually suffer severely from crises.

Conventionally, the vector error correction modeling approach outlined in Toda and Phillips (1993) and the augmented level VAR modeling with integrated and cointegrated processes (of arbitrary orders), separately introduced by Toda and Yamamoto (1995) and Dolado and Lütkepohl (1996), are models of choice for testing the neoclassical export-led growth hypothesis. Ideally and if the availability of the data and their suitability allow, these models usually include the following variables as their arguments: (i) real gross domestic product, real exports, real terms of trade – export unit value divided by import unit value, capital stock, labor input and some measure of foreign output. The measure of foreign output is included to control for export growth not influenced by the price competitiveness or productivity of the economy under consideration, but by growth in the rest of the world.

As characterized by the US Central Intelligence Agency's World Factbook (2012), the Bangladeshi economy has grown 5-6% per year since 1996 despite political instability, poor infrastructure, corruption, insufficient power supplies, and slow implementation of economic reforms. Bangladesh remains a poor, overpopulated, and inefficiently-governed nation. Although more than half of GDP is generated through the service sector, 45% of Bangladeshis are employed in the agriculture sector with rice as the single-most-important product. Bangladesh's growth was resilient during the 2008-09 global financial crisis and recession. Garment exports, totaling \$12.3 billion in FY09 and remittances from overseas Bangladeshis, totaling \$11 billion in FY10, accounted for almost 12% of GDP.

These aforementioned characteristics make the Bangladeshi economy a fertile ground for testing the export-led development strategy. Additionally as described in the data section, this investigation considers the Bangladeshi real GDP, real exports (EXP), real terms of trade – export unit value divided by import unit value (TOT), gross capital formation as proxy for capital (CAP), population as proxy for employment (POP), and the real GDP of advanced economies (defined by the International Monetary Fund) as proxy for foreign output shock (WOP).

However, testing for the stationarity and cointegration of the above time series, as required by the underpinning theory of the models, reveals that the Bangladeshi population series is stationary at level. Since the aforementioned two models of choice require their time series data be non-stationary and cointegrated; the population time series cannot be included in these models. However, labor and capital are two most important inputs in production processes at both microeconomic and macroeconomic levels. Intuitively, changes in the population in the long run would normally be associated with changes in employment, GDP and hence the exports of a country. Therefore, it is of special interest to investigate how the Bangladeshi population, as a proxy measure for employment, affects the real GDP and the exports of the country when empirically testing the alternative economic development hypotheses—Export-Led Growth vs. Growth-Led Exports.

To achieve the above objective, this empirical investigation uses seemingly unrelated estimation method to estimate the reduced-form of the simultaneous system of two equations for growths in Bangladeshi real GDP and exports which will be specified in the methodology and model specification section. This equation specification facilitates an empirical investigation as, among other aforementioned variables, how fluctuations in the Bangladeshi population affect the country's growths in real GDP and exports, as measured by the logarithmic real GDP and logarithmic exports. Additionally, the empirical results of this model help determine if the Bangladeshi economy is export-led growth (ELG) or growth-led exports (GLE) when the population is included as an argument of all equations in the system.

The remainder of the study is organized as follows. The following section briefly reviews the literature and some background of development theories; the next section summarizes the prominent features of the Bangladeshi economy; the section that follows discusses the data and descriptive statistics; the next section summarizes the methodology and model specification; the following section reports the empirical results; the final section provides some concluding remarks and policy implications.

## **Review of Literature**

After World War II, the world was shocked by the destruction caused by the conflict. This reaction led to the formation of the UN/Bretton Woods Institutions during 1944-45. In the twentieth century, many theoretical development strategies were articulated and applied to develop economies to assuage human suffering around the globe: the Marshall Plan for Europe, the reconstruction of Japan, the economic development plans at the UN General Assembly and Economic and Social Council, to name a few. Up to date, the articulated theoretical development strategies can be broadly classified into two categories: inward-looking and outward-looking strategies. These strategies are also referred to as import-subsidized and export-led development strategies. The theoretical foundation for the inward-looking development strategy was the Keynesian economic theory (Singer, 1998), which advocates subsidized import of capital and development of labor to industrialize the economy. Leading theorists in this school of thought were Sir Hans W. Singer and Raúl Prebisch. Therefore, the import-subsidized development strategy is better known as the Prebisch-Singer hypothesis. This hypothesis was the foundation of many development policies in Latin America in the '50s.

The neoclassical economic theory is the theoretical foundation of the export-led development strategy, which is the brainchild of the Bretton Woods Institutions. This development strategy is better known as the Washington Consensus development strategy. The ideology of and the arguments for the export-led strategy are well known and voluminous in the literature, thus they are not summarized here. However, it is important to note that the export-led development strategy advocates that all economies should concentrate on developing the export sector in their development processes. This strategy has led to exponential growth in the volume of international trade, capital mobility, and closer connections among the international economies in the last three decades. While this development strategy may be the catalyst for economic development around the world, it also creates an environment conducive to international financial crises because of dangerous contagions, such as the one demonstrated by the recent US subprime mortgage crisis and the European sovereign debt.

Over the last three decades the role of exports in stimulating economic growth has been the subject of debate among development economists. The recent phenomenal growth in output and exports of the Newly Industrializing Countries (NICs) of East Asia has further helped fuel this debate. In contrast to the economic success stories of the NICs, the relatively inwardly oriented economies in Africa and Latin America have experienced very dismal growth rates. Since trade theory does not provide definitive guidance on the causal relationship between exports and output growth, the debates are usually informed by empirical analyses that often yield ambiguous results. The main question in the export-growth debate is whether an export-led outward-oriented trade policy is preferable to an inward-oriented trade policy in stimulating economic growth. Some researchers argue that causality goes from exports to economic growth and denote this as the export-led growth (ELG) hypothesis. However, the reverse causal flow from growth to exports is described as growth-led exports (GLE). Most studies focus on developing countries (Balassa, 1978; Ram, 1987); some researchers have examined the ELG hypothesis for industrialized countries (Marin, 1992; Shan and Sun, 1998; Awokuse, 2003, 2005-a, 2005-b; Siliverstovs and Herzer, 2006; Chan and Dang, 2010).

### **The Bangladeshi Economy**

As to the economic history of Bangladesh, Lesser (1988) argues that after its independence from Pakistan, the country followed a socialist economy by nationalizing all industries, proving to be a critical blunder undertaken by the then government. Since Bangladesh followed a socialist economy by nationalizing all industries after its independence, it underwent a slow growth of producing experienced entrepreneurs, managers, administrators, engineers, and technicians. Some of the same factors that had made East Bengal a prosperous region became disadvantages during the nineteenth and twentieth centuries. As life expectancy increased, the limitations of land and the annual floods increasingly became constraints on economic growth. Traditional agricultural methods became obstacles to the modernization of agriculture. Geography severely limited the development and maintenance of a modern transportation and communications system.

The US State Department's Background Note: Bangladesh (2008) articulates that after 1975, Bangladeshi leaders began to turn their attention to developing new industrial capacity and rehabilitating its economy. The static economic model adopted by these early leaders, however—including the nationalization of much of the industrial sector—resulted in inefficiency and economic stagnation. Beginning in late 1975, the government gradually gave greater scope to private sector participation in the economy, a pattern that has continued. Many state-owned enterprises have been privatized, like banking, telecommunication, aviation, media, and jute. Inefficiency in the public sector has been rising however at a gradual pace; external resistance to developing the country's richest natural resources is mounting; and power sectors including infrastructure have all contributed to slowing economic growth.

Additionally, The US State Department's Background Note: Bangladesh (2008) posits that in the mid-1980s, there were encouraging signs of progress. Economic policies aimed at encouraging private enterprise and investment, privatizing public industries, reinstating budgetary discipline, and liberalizing the import regime were accelerated. From 1991 to 1993, the government successfully followed an enhanced structural adjustment facility (ESAF) with the International Monetary Fund (IMF) but failed to follow through on reforms in large part because of preoccupation with the government's domestic political troubles. In the late 1990s the government's economic policies became more entrenched, and some of the early gains were lost, which was highlighted by a precipitous drop in foreign direct investment in 2000 and 2001. In June 2003 the IMF approved 3-year, \$490-million plan as part of the Poverty Reduction and Growth Facility (PRGF) for Bangladesh that aimed to support the government's economic reform program up to 2006. Seventy million dollars was made available immediately. In the same vein the World Bank approved \$536 million in interest-free loans. In the year 2010 Government of India extended a line of credit worth \$ 1 billion to counterbalance China's close relationship with Bangladesh.

The aforementioned document further indicates that Bangladesh historically has run a large trade deficit, financed largely through aid receipts and remittances from workers overseas. Many new jobs - mostly for women - have been created by the country's dynamic private ready-made garment industry, which grew at double-digit rates through most of the 1990s. By the late 1990s, about 1.5 million people, mostly women, were employed in the garments sector as well as leather products specially footwear (shoe manufacturing unit). During 2001-2002, export earnings from ready-made garments reached \$3,125.00 million, representing 52% of Bangladesh's total exports. Rahman (2009) argues that Bangladesh has overtaken India in apparel exports in 2009, its exports stood at 2.66 billion US dollar, ahead of India's 2.27 billion US dollar.

The Financial Express (2010) reports that Bangladesh's textile industry (which includes knitwear and ready-made garments along with specialized textile products) is the nation's number one export earner, accounting for 80% of Bangladesh's exports of \$15.56 billion in 2009. The industry employs nearly 3.5 million workers. Current exports have doubled since 2004. Wages in Bangladesh's textile industry were the lowest in the world as of 2010. The urban garment industry has created more than one million formal sector jobs for women, contributing to the high female labor participation in Bangladesh.

As reported in the Economy section of the Wikipedia— the free encyclopedia on the economy of Bangladesh, the stock market capitalization of the Dhaka Stock Exchange in Bangladesh crossed \$10 billion in November 2007 and the \$30 billion dollar mark in 2009, and USD 50 billion in August 2010. Bangladesh seemed to have one of the best performing stock markets in the world during the recent global recession, due to relatively low correlations with developed country stock markets.

However, as Indian Times (2011) reports, the bullish capital market turned bearish during 2010, with the exchange losing 1,800 points between December 2010 and January 2011. Millions of investors have been rendered bankrupt as a result of the market crash. The crash is believed to be caused artificially to benefit a handful of players at the expense of the big players.

The Economy section of the Wikipedia—the free encyclopedia on the economy of Bangladesh further argues that Bangladesh has made significant strides in its economic sector performance since independence in 1971. Although the economy has improved vastly in the 1990s, Bangladesh still suffers in the area of foreign trade in South Asian region. Despite major impediments to growth like the inefficiency of state-owned enterprises, a rapidly growing labor force that cannot be absorbed by agriculture, inadequate power supplies, and slow implementation of economic reforms, Bangladesh has made some headway improving the climate for foreign investors and liberalizing the capital markets; for example, it has negotiated with foreign firms for oil and gas exploration, better countrywide distribution of cooking gas, and the construction of natural gas pipelines and power stations. Progress on other economic reforms has been halting because of opposition from the bureaucracy, public sector unions, and other vested interest groups.

Sattar(2012) commented that in Bangladesh higher growth will have to be export driven, particularly in manufacturers ,but more products will have to emerge in the export basket.

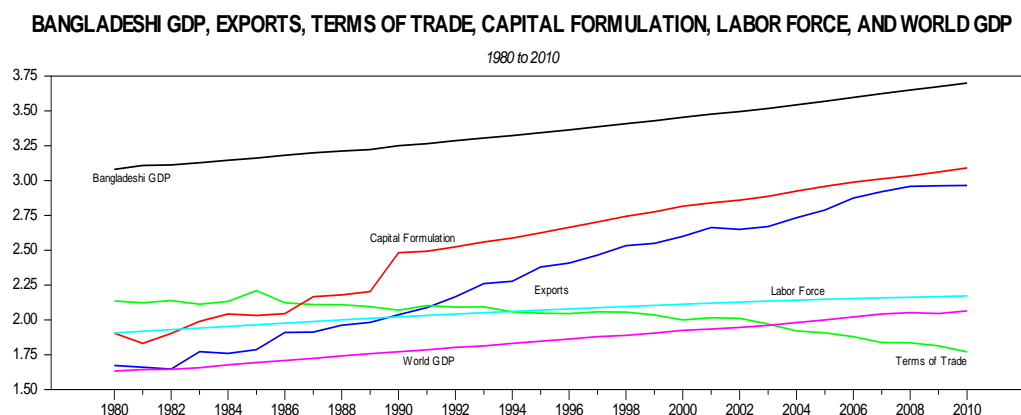
Byron(2013) argued that the government's of Bangladesh plan to issue sovereign bonds June, 2013 been pushed back to the next government due to uncertainty over the foreign currency requirement for the Padma Bridge project. The country plans its first international bond sale once a new government is elected this year or in early 2014, Bangladesh Bank Governor said recently.

According to [http://www.huffingtonpost.com/2013/07/09/bangladesh-garment-sales\\_n\\_3565843.html](http://www.huffingtonpost.com/2013/07/09/bangladesh-garment-sales_n_3565843.html) (accessed on July 09, 2013) Bangladesh's exports rose 16.3 percent in June to \$2.7 billion on the year 2013, boosted by stronger clothing sales. Duty-free access to Western markets and low wages have helped make Bangladesh the world's second-largest apparel exporter after China, with 60 percent of clothes going to Europe and 23 percent to the United States. Garment exports totaled \$21.5 billion for the financial year that ended in June 2013, up 13 percent from a year earlier, according to

Bangladesh's Export Promotion Bureau. Total exports rose 11 percent to more than \$27 billion in the fiscal year, but were nearly \$1 billion short of the target.

## The Data and Descriptive Statistics

This study uses Bangladeshi annual data on real GDP, real exports (EXP), real terms of trade–export unit value divided by import unit value (TOT), gross capital formation as proxy for capital (CAP), labor force as proxy for employment (POP), and the real GDP of world economies (defined by the International Monetary Fund) as proxy for foreign output shock (WOP). The real GDP of world economies is included to control for export growth not influenced by Bangladeshi price competitiveness or productivity, but by growth in the rest of the world. The data set covers the period 1982 - 2010. All data series, except for the terms of trade, are obtained from the IMF databases. The real terms of trade series is obtained from Index Mundi. All time-series data are expressed in natural logarithms. Figure 1 displays the behavior of the respective real GDP, real exports, real terms of trade, gross capital formation as proxy for capital, labor force, and the real GDP of world economies over the sample period.



**Figure 1**

Econometrically, the simultaneous equation system requires all time series data employed be stationary. To ascertain the stationarity of each of the time series under consideration, this study applies two standard unit root tests on the series: the augmented Dickey–Fuller (1979) and Phillip–Perron (1988) tests. The null hypothesis for both tests is that a unit root exists in the autoregressive representation of the series. The augmented Dickey-Fuller and Phillip-Person unit root test results are reported in Table 1. An analysis of the test results suggests the presence of unit roots in levels and all of the series are stationary after first differencing, except for the labor series which is stationary at level as indicated by the Phillip-Person test statistic. These findings indicate that, except for the labor time series, all other time series under consideration are stationary at the first differencing.

**Table 1: ADF and PP test results, Bangladeshi Annual Data 1982 to 2010**

Series	<u>Augmented Dickey- Fuller</u>		<u>Phillip- Person</u>	
	Level	First Differencing	Level	First Differencing
GDP	0.3957	-4.4492*	12.4792	-4.8495*
EXP	-0.3042	-6.7779*	-0.2744	-7.0108*
TOT	0.9770	-6.0441*	2.7965	-6.0570*
CAP	-0.8710	-6.6406*	-0.8878	-6.8209*
POP	-2.5256	n.a.	-9.5573*	n.a.
WOP	0.1053	-5.6219*	0.2507	-5.1164*

**Note:** \* denotes rejection of the hypothesis at the 1 percent level.

### Methodology and Model Specification

Given the aforementioned test results, to empirically assess how the labor affects the country's real GDP and exports as well as to investigate the nature of the dynamic causality between growth in GDP and exports, this study specifies and uses the seemingly unrelated estimation method to estimate the reduced-form of the simultaneous system of two equations, as specified by the following equations (1) and (2).

$$\Delta GDP_t = \alpha + \sum_{i=1}^3 \beta_i \Delta EXP_{t-i} + \sum_{j=1}^3 \gamma_j \Delta GDP_{t-j} + \delta \Delta TOT_t + \phi \Delta CAP_t + \varphi POP_t + \eta \Delta WOP_t + u_{1t} \quad (1)$$

$$\Delta EXP_t = \tilde{\alpha} + \sum_{i=1}^3 \tilde{\beta}_i \Delta EXP_{t-i} + \sum_{j=1}^3 \tilde{\gamma}_j \Delta GDP_{t-j} + \tilde{\delta} \Delta TOT_t + \tilde{\phi} \Delta CAP_t + \tilde{\varphi} POP_t + \tilde{\eta} \Delta WOP_t + u_{2t} \quad (2)$$

where  $u_{1,2t} \sim i.i.d.(0, \sigma^2)$  and  $\Delta$  denotes the first differencing of the time series.

### Empirical Results

The estimation results for the two equations (1) and (2) are summarized in Table 2. In reporting the empirical results, the overall- $F$  statistic represents the calculated  $F$ -statistics with the p-value in parentheses, testing the null hypothesis that all coefficients of the equation are equal to zero. The partial-  $F_{i,j}$ , statistic,  $i=1, 2$  and  $j= 1, 2$ , represents the calculated partial  $F_{i,j}$ -statistics with the p-value in parentheses, testing the null hypothesis that all of the coefficients of a group are equal to zero. The  $t$ -statistics are reported with “\*\*\*”, and “\*\*” indicating the 5 percent and 10 percent significant levels as evidenced by the p-values, respectively.

The empirical results of these estimations of the model specified by equations (2) and (3) are reported in Table 2. An analysis of the overall estimation results indicates that the estimation results have good predicting power as evidenced by the overall F-statistics.



**Table 2: Estimation Results-Equations (1) and (2) – Bangladeshi Annual data: 1982-2010**

<i>Equation (1)-Dependent Variable: GDP<sub>t</sub></i>				<i>Equation (2)-Dependent Variable: EXP<sub>t</sub></i>			
<i>Coefficient</i>	<i>Estimate</i>	<i>t-statistic</i>	<i>p-value</i>	<i>Coefficient</i>	<i>Estimate</i>	<i>t-statistic</i>	<i>p-value</i>
$\alpha$	-1.2118	-1.1411	0.2538	$\tilde{\alpha}$	35.7104***	1.9326	0.0533
$\beta_1$	-0.0139	-1.1054	0.2690	$\tilde{\beta}_1$	-0.4791**	-2.1946	0.0282
$\beta_2$	-0.0090	-0.7089	0.4784	$\tilde{\beta}_2$	-0.0872	-0.3964	0.6918
$\beta_3$	-0.0115	-1.1254	0.2604	$\tilde{\beta}_3$	0.4045**	2.2785	0.0227
$H_0 : \beta_1 = \beta_2 = \beta_3 = 0$ <i>Partial</i> – $F_{1,1} = 0.6951$ ; (p-value = 0.5548)				$H_0 : \tilde{\beta}_1 = \tilde{\beta}_2 = \tilde{\beta}_3 = 0$ <i>Partial</i> – $F_{2,1} = 4.5304$ ; (p-value = 0.0043)			
$\gamma_1$	0.0793	0.3602	0.7187	$\tilde{\gamma}_1$	7.7161**	2.0154	0.0439
$\gamma_2$	0.0107	0.0465	0.9629	$\tilde{\gamma}_2$	4.5467	1.1362	0.2559
$\gamma_3$	0.0217	0.1417	0.8873	$\tilde{\gamma}_3$	1.4502	0.5433	0.5869
$H_0 : \gamma_1 = \gamma_2 = \gamma_3 = 0$ <i>Partial</i> – $F_{1,2} = 0.5548$ ; (p-value = 0.9828)				$H_0 : \tilde{\gamma}_1 = \tilde{\gamma}_2 = \tilde{\gamma}_3 = 0$ <i>Partial</i> – $F_{2,2} = 1.5304$ ; (p-value = 0.2043)			
$\delta$	-0.0143	-0.8035	0.4217	$\tilde{\delta}$	-0.0131	-0.0422	0.9664
$\phi$	0.0237**	2.5029	0.0123	$\tilde{\phi}$	0.2694	1.6372	0.1016
$\varphi$	0.8442	1.3717	0.1702	$\tilde{\varphi}$	-20.9116***	-1.9530	0.0508
$\eta$	0.0463	0.6889	0.4909	$\tilde{\eta}$	1.5961	1.3641	0.1725
<i>Overall F</i> = 204.2886; (p-value = 0.0000)				<i>Overall F</i> = 8.5531; (p-value = 0.0000)			

**Notes:** The overall-F statistic represents the calculated F-statistic with the p-value in squared brackets, testing the null hypothesis that all coefficients of the equation are equal to zero. The partial-F statistic represents the calculated F-statistics with the p-value in parentheses, testing the null hypothesis that each of the coefficients of a group is equal to zero. The t-statistics are reported with “\*\*”, and “\*\*\*” indicating the 5 percent and 10 percent significant levels, respectively.

As to the Bangladeshi GDP growth, equation (1), the estimation results further reveal that the calculated overall F-statistic = 204.2889 indicates that the model fits the data well. Neither the partial F-statistics  $F_{1,1}$  nor  $F_{1,2}$  is significant at any conventional level. These findings together with associated t-statistics indicate that neither changes in the real GDP nor changes the real exports in the prior three years, collectively or individually, affect the current growth in Bangladeshi real GDP. As to the real terms of trade, gross capital formation, labor force as proxy for employment, and the real GDP of world economies, the their calculated t-statistics indicate that only capital formulation significantly contributes the growth in Bangladeshi real GDP.

In regard to the question of the dynamic causality between exports and real GDP-growth, equation (2), based on the t-statistic being -2.1946 and 2.2785, the null hypotheses that  $\tilde{\beta}_1=0$  and  $\tilde{\beta}_3=0$  should be rejected at 5 percent level of significance. These findings suggest that changes in real exports in the prior period and three years ago affect the Bangladeshi current real exports. Even though the partial F-statistic  $F_{2,2} = 1.5304$  fails to reject the null hypothesis that  $\tilde{\gamma}_1 = \tilde{\gamma}_2 = \tilde{\gamma}_3 = 0$ , as evidenced by the calculated t-statistic of 2.0154, the changes in the Bangladeshi real GDP in the prior period affects its current exports. Additionally, the empirical results reveal that while the Bangladeshi terms of trade, the capital formulation, and the real GDP of the world economies do not affect its exports, it population figure in prior period negatively affect the country's current exports.

### **Policy Recommendations and Concluding Remarks**

The seemingly unrelated estimation method is utilized to estimate the reduced-form of the simultaneous system of two equations governing the growths in real GDP and exports. This equation specification is to facilitate the inclusion of the population as a proxy measure of the labor input in the production process. The purpose of this study is to investigate the nature of the dynamic causality between the country's growths in real GDP and exports as measured by the logarithmic real GDP and logarithmic exports over 1982–2010 (where the data is available) and how real terms of trade, capital, labor force as proxy for employment and the real GDP of world economies (defined by the International Monetary Fund) as proxy for foreign output shock affect them.

As aforementioned, the Bangladeshi industrial sector has been the primary source of economic growth since the 1980s, particularly the manufacturing of electronics for export. The empirical results show that the dynamic causality between Bangladeshi export-GDP growths is unidirectional—from real GDP to exports. This finding of unidirectional causality indicates that only the growths in Bangladeshi real GDP affect exports, but changes in exports do not affect its real GDP. Additionally, the empirical results reveal that among the Bangladeshi terms of trade, the capital formulation, population, as a proxy measure for employment, and real GDP of the world economies, only the capital formulation significantly affect the country's current real GDP, and the population contributes the country's exports. Logically, these empirical findings seem to suggest that improvements in capital formulation would enhance the growth in the real

GDP and through the aforementioned unidirectional causality between growths in real GDP and exports; capital formulation would also positively contribute to exports.

Taken together, the empirical findings suggest that, even in the age of globalization where export flows among nations grow exponentially and are fluid, Bangladeshi policy makers should consider incorporating some aspects of import-subsidized development strategy in their outward-looking economic development process to increase the capital formulation and to develop the human resources to improve the social welfare of the populace. This policy recommendation is based on the findings that the dynamic causality between Bangladeshi exports-GDP growths is unidirectional and how real terms of trade, capital, employment and the real foreign output can affect them.

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# **Non-verbal communication: an effective teaching tool in English language classrooms in Bangladesh**

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## **Abstract**

Many issues have been taken into consideration in the field of English Language Teaching (ELT). Nevertheless little attention has been paid to non-verbal communication. It is thus surprising that “linguists and SLA researchers have been overwhelmingly preoccupied with verbal aspects of language” (Lazaraton, 2004, p. 80) and that “virtually no empirical studies have been conducted which systematically examine how foreign language (FL) teachers use nonverbal behaviours in ways that enhance comprehension of FL input” (Allen, 2000, p. 156). Non-verbal communication strategies have implications for teachers as well as learners. These paralinguistic cues can add an extra dimension to the classroom teaching and learning. Apart from some universal gestures, body language varies from culture to culture. In Bangladesh almost all the English teachers consciously or unconsciously use some paralinguistic expressions together with verbal communication without comprehending the greater impact of them on the students and also in their own teaching style. We think our research will help English teachers of Bangladesh to find how effective non-verbal repertoires can be in the language classes and what types of gestures and postures they can use in their classrooms to make both teaching and learning more effective.

*Keywords:* Non-verbal Communication (NVC), Body Language in Class, NVC in ELT

## **Introduction**

The human brain is the source of mankind’s potential, enabling them to learn, think and create new things. The formation and processing of knowledge in the brain are closely related to the sensory world in which all the human body is steeped. Every sort of intellectual activity – whether simple or complex, is tied to the body, senses and mind. Teachers find this very true in their professional life because teaching is such a scholarly

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profession or activity that is based on communication. Everyday teachers are responsible for sharing their knowledge with students not only via their competence in the subjects, but also via their personal communication skills where non verbal communication (NVC) is an important facet beside verbal communication (VC). For VC we only use our vocalic or articulatory organs. On the other hand, for NVC we need to use almost all the limbs of the body. This proves that neither VC nor NVC alone can ensure the absolute use of the human organs. And to be a successful teacher with all round effective communications, NVC should be used with VC in the classroom.

Miller (1988) defined NVC as:

Communication without words . . . it includes overt behaviors such as facial expressions, eyes, touching and tone of voice, as well as less obvious messages such as dress, postures and spatial distance between two or more people. (p. 3)

Hickson and Stacks (1993) said, "It includes both behavior and communication" (p. 5). According to Andersen (1999) nonverbal communication includes "all communication other than language" (p. 2). DeVito and Hecht (1990) described NVC as "all of the messages other than words that people exchange" (p. 4). They also mentioned that the verbal and nonverbal messages interact and become integrated into one communicative event. Knapp and Hall (2006) discussed several ways that nonverbal messages function in conjunction with the verbal ones. Nonverbal behavior substitutes, complements, accents, regulates, and contradicts the spoken message" (as cited in Gregersen, 2007, p. 53). Thomas and Tchudi (1998) argued "Body language is ...inextricably bound to our use of spoken languages as a way of accentuating, highlighting and amplifying what we mean" (p.133).

From the above definitions, we can find that body language is a language without spoken words and is, therefore, called NVC. How we can interpret body language depends on the situation, the culture, the relationship we have with the person as well as the gender of the other.

### **Purpose of the study**

The aim of the study is to find out to what extent Bangladeshi teachers and students are aware of the use of NVC strategies in English language classrooms and how much they use NVC. It has tried to find out the extent of discrepancy between two sets of opinion which would help the teachers focusing on students' expectations and thereby using nonverbal communication strategies in English language classes more effectively.

In Bangladeshi English language classrooms NVC can work as an incentive that will make both the teaching and learning simple and easy. But the question arises 'how effective are we to use the paralinguistic cues as teachers in the classrooms?' This paper is an attempt to find out the reality and to make the teachers accelerate the conscious use of NVC in classroom setting.

### **Sign as part of communication**

Communication is initiated as soon as the teacher crosses the threshold of the doorway and enters the room. From the moment he has positioned himself in the classroom he has begun to pave his way towards his own specific form of communication. According to

Crystal (2003) “Communication refers to the transmission and reception of information (a message) between a source and receiver using a signaling system” (p. 85). A contrast is often made by psycholinguists between verbal (VC) and non-verbal communication (NVC) to refer to the linguistic versus the non-linguistic features of communication. NVC is a major part of human communication. Human communication may take place using any of the available sensory modes (hearing, sight etc.), and the differential study of these modes as used in communicative activity, is carried on by Semiotics.

Semiotics (also known as semiotic, semiotics, semiology, semasiology, semeiology, significs) is the scientific study of the properties of signaling systems, whether natural or artificial. The term Semiotics (Greek: Semeiotikos, an interpreter of signs) was first used in English by Henry Stubbes (1670, p-75) in a very precise sense to denote the branch of medical science relating to the interpretation of signs. In the second part of the 20<sup>th</sup> century the term Semiotics came to be applied to the analysis of patterned human communication in all its sensory modes, i.e. hearing, sight, taste, touch and smell.

We seem as a species to be driven by a desire to make meanings. So, we are surely Homo-significant i.e. meaning-makers. We make meanings through our creation and interpretation of ‘signs’. Signs take the form of words, images, sounds, odours, flavours, acts or objects but such things have no intrinsic meaning and become signs only when we invest them with meaning. Anything can be a sign as long as someone interprets it as “signifying” something- referring to or standing for something other than itself.

Saussure (1983) offered a “dyadic” or two part model of the sign. He defined a sign as being composed of:

- a signifier (significant)- the form which the sign takes
- the signified (signifie)- the concept it represents

The sign is the whole that results from the association of the signifier with the signified (Saussure, 1983, 67; Saussure 1974, 67). Saussure was actually focusing on the linguistic sign (such as a word). For him, both the signifier and the signified were purely psychological. Nowadays whilst the basic “Saussurean” model is commonly adopted, it tends to be a more materialistic model. The signifier is now commonly interpreted as the material or physical form of the sign – it is something which can be seen, heard, touched, smelt or tasted. This physical form of sign is the medium of NVC.

### Types of NVC

Different studies have identified a wide variety of types of NVC. The following is a relatively simple classification taken from Darn, S. (2005):

<b>Kinesics</b>	body motions (blushes, shrugs, eye movement, foot-tapping, drumming fingers)
<b>Proxemics</b>	spatial separation (in relation both the social and physical environment)
<b>Haptics</b>	Touch
<b>Oculesics</b>	eye contact
<b>Chronemics</b>	use of time, waiting, pausing
<b>Olfactics</b>	Smell
<b>Vocalics</b>	tone of voice, timbre, volume, speed

<b>Sound Symbols</b>	grunting, mmm, er, ah, uh-huh, mumbling,
<b>Silence</b>	absence of sound (muteness, stillness, secrecy)
<b>Adornment</b>	clothing, jewellery, hairstyle
<b>Posture</b>	position of the body (characteristic or assumed)
<b>Locomotion</b>	walking, running, staggering, limping
<b>Expression</b>	frowns, grimaces, smirks, smiles, pouting

(Darn, 2005, p. 1)

Possible gestures include nodding, winking, seated posture, finger tapping, neck relaxation, leaning on objects, eye contact, and thumb twiddling (McGinley, LeFevre, & McGinley, 1975, pp. 686 – 690). Gestures can be defined as “...symbolic movements related to ongoing talk and to the expressive effort or intention” (Gullberg, 2006, p.104).

### **Importance of NVC**

**Kinesics:** It takes two very close sides as posture and gesture. Behavioral movements express self-confidence or its lack, determination or hesitation, high or low self-esteem, intimacy or estrangement, empathy or antipathy, mental agility or sluggishness, happiness or sadness, involvement or disconnection, appreciation or derision.

**Proxemics:** There are 4 types of distance namely intimate distance, social distance, public distance and personal distance of which the last one has an obvious impact on classroom performance. So, in an interactive and communicative classroom, personal distance should be maintained. It should be noted, however, that appropriate distance is determined by a myriad of variables including the situation, the nature of the relationship, the topic of conversation, and the physical constraints which are present.

**Oculesics:** It can broadcast such messages as boredom, ostracism, daydreaming, inattention, apprehension, lack of concentration, confusion, tension, curiosity, amazement, admiration and appreciation, wholehearted interest and interrelationship, absorption, supportiveness and direct intercommunion.

**Haptics:** Tactile communication can serve useful function in the classroom situation. Since teachers are considered superiors in the classroom, they often initiate touching behaviors. Teacher judgment is the best indicator. A teacher who grabs the arm or shoulder of an unruly student enters the student’s space uninvited. Aside from embarrassment, the student may develop other negative feelings toward the teacher. More positively, however, touching can also be used as reinforcement. A simple pat on the back for a job well done is a much used and usually accepted form of praise.

**Vocalics:** There is a saying that it is not what we say that counts, but how we say it. The vocal components include:

- Speed of speech – very high, fluent, measured, slow, very slow, and hesitant
- Accent – indicating localism or alienism
- High or low pitch – can denote confidence or inferiority complex
- Modulation – variations in the tone or pitch of the voice
- Rhythm – quick time, slow time, unchanging, varying



- Natural impact – in harmony with the verbal message or confusing
- Clarity – obscure resonance and voice timbre emanating from mouth
- Speech impediments – clearing the throat, coughing, and tremors – all these, medical fitness permitting, pointing to tension or uncertainty in message transmission.

Facial expressions are micro-momentary movements. All people and thus certainly teachers and students use facial expressions to form impressions of another. A cold hard stare has long been in the repertoire of teacher's weapons. Similarly, a smile can be useful tool in reinforcing desired student behaviors. A teacher can also use student's facial expressions as valuable sources of feedback. When, for example, delivering a lecture, a teacher should use student's expressions to determine whether or not to slow down, speed up, or in some other way modify his presentation. Roberts & Arefi-Afshar found that men respond to compliments with advanced performance while sitting in upright posture, which is stereotypical of men. Women, however, tend to move to a slouched position after receiving positive feedback while sitting upright (Roberts & Arefi-Afshar, 2007, pp. 714-727). Facial expressions are also a form of kinesics used to nonverbally transmit messages. According to Knapp and Hall:

The face is rich in communicative potential. It is the primary site for communication of emotional states, it reflects interpersonal attitudes; it provides nonverbal feedback on the comments of others; and some scholars say it is the primary source of information next to human speech. For these reasons, and because of the face's visibility, we pay a great deal of attention to the messages we receive from the faces of others. (Knapp and Hall, 2006, p. 260)

Chronemics includes use of time, waiting. A teacher also communicates by the extent to which he is punctual for class and by formality or informality of the way in which he schedules appointments. Teacher's use of time has nonverbal communicative value. So, advice to teacher is to learn how to wait for a response and not to always call on the first student who is ready to respond. One of the hardest things for teachers to learn is to take sufficient time between asking the question and expecting an answer. One of the more important uses of time on the part of the teacher is the use of the pause which informs the students of the content that has just preceded or will immediately follow.

Clothes and outer appearance as adornment are instrumental to message transfer. At the very first moment of the lecturer's meeting with his students, his outer appearance radiates authority, respect, benignity.

### **Impact of NVC in different classroom arrangements**

If we look at Bangladeshi classroom context, a large traditional classroom (with more than 100 students) is the common picture. Moreover, most of the classrooms cannot provide proper sound systems. In that case NVC is an effective communication tool along with VC. In some private universities and English medium schools, we can often find other classroom sitting layouts that can be called the horseshoe, chairs in a circle and nested tables in groups (Teaching English/ British Council, 2008, p. 1), which are almost

rare in public schools, colleges and universities. Here teachers can maintain one to one (teacher-student) interaction. While in a small classroom instructors should use NVC, in large ones it is a necessity for both teachers and students to make the communication smooth and easy due to space constraint. Dunn and Dunn (1978) said that teachers should try to make changes in their classroom that will be beneficial to every learning style. Some of these changes include room redesign, the development of small-group techniques etc. Redesigning the classroom involves locating dividers that can be used to arrange the room creatively, clearing the floor area, and incorporating student thoughts and ideas into the design of the classroom (as cited in Gilakjani, 2012, pp. 104 - 110).

Different students have different learning styles. Some students are visual learners while others are auditory or kinesthetic learners. Price, Dunn, and Sanders (1980) found that very young children are the most tactile/kinesthetic, that there is a gradual development of visual strengths through the elementary grades, and that only in fifth or sixth grade can most youngsters learn and retain information through the auditory sense (pp. 223 – 226). Carbo (1983), investigating the perceptual styles of readers, found that good readers prefer to learn through their visual and auditory senses, while poor readers have a stronger preference for tactile and kinesthetic learning. While we use all of our senses to take in information, we each seem to have preferences in how we learn best (pp. 486 - 494). Cuaresma, (2008) said that in order to help all students learn, we need to teach to as many of these preferences as possible (as cited in Gilakjani, 2012, pp. 104 – 110). Brown (2000) defined learning styles as the manner in which individuals perceive and process information in learning situations. He argued that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another (as cited in Gilakjani, 2012, pp. 104 – 110). Celcia-Murcia (2001) defines learning styles as the general approaches—for example, global or analytic, auditory or visual—that students use in acquiring a new language or in learning any other subject (as cited in Gilakjani, 2012, pp. 104 – 110). Learning style is sometimes defined as the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (MacKeracher, 2004, p. 71).

Reid (1999) lists some of the dimensions which have been investigated in the area of language learning: multiple intelligences, perceptual learning styles, field dependence/independence, analytic/global learning styles and reflective/impulsive learning styles (p. 301). Gardner recommends that teachers should use a wide variety of ways to deal with the subject because “genuine understanding is most likely to emerge and be apparent to others (Gardner, 1991, p. 13). In the second language classroom it is possible to motivate learners by activating multiple ways of meaning-making through the use of tasks relating to the different intelligences. Use of NVC in classrooms will help students of different learning styles understand the lessons successfully.

## **Methodology**

It is a descriptive study and mostly a quantitative research. There are two questionnaires: one for the teachers and the other for the students. Both the questionnaires consist of yes-no questions, some multiple choice questions and a few open ended questions. Except

Q.No-2 of teachers' questionnaire both the questionnaires are same. This would help to compare and contrast the opinions of two groups. (See Appendix I and Appendix II)

In the very beginning it was decided that students from all levels namely school, college and university would be interviewed. However, only 25 university students with the classroom learning experience of both schools and colleges were approached. On the other hand, the teachers were from all levels. Among 25 teachers, 60% were from school, 32% were from university and 8% were from college. Simple Random Technique was adopted as all the participants were selected randomly and they answered the questionnaires willingly. According to Kothari (1996):

Simple Random Sampling from a finite population refers to that method of sample selection, which gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample (p. 60).

### **Summary of the findings**

The responses of the participants were collected and analyzed mostly quantitatively and to some extent qualitatively to find out the major impressions on this issue. The findings are summarized briefly below:

❖ **Ratio of male and female teachers and students:**

Among the respondents the ratio of female teachers was nearly double to the ratio of male teachers. Moreover, most of the female teachers were from school. On the other hand, the ratio of male students was four times to the ratio of female students and all of them were from university.

❖ **Age level:**

The age level of the teachers who were interviewed was from 20 to 60 years. Among them 44% belonged to the 31-40 years of age level, whereas 32% of them belonged to 20-30 years of age level and the remaining 24% belonged to 41- 60. On the other hand, as the students were all from university, 84% of them belonged to 20-30 years of age level. Thus, there is a similarity of age level between most of the students and some of the school teachers which definitely shows some similarities in their opinions.

❖ **Whether non-verbal communication strategies are used in English language class:**

It is very significant that 100% student respondents stated that their teachers use non-verbal communication strategies in English language class and 88% teacher respondents agreed with this opinion. Moreover, 84% teacher respondents believe that non-verbal communication strategies are helpful in classroom management.

❖ **The most important body language types in English language classrooms in Bangladesh:**

Among various types of body languages that can be used in English language classes, in our research we have given the options of- nodding to mean yes or no, shrugging to mean don't know, scratching head, eye movements/ raised eyebrows, voice/tone/

modulation, dress-up, touching/patting somebody, pointing fingers and so on. Through our research, we found that, according to teacher respondents three most important body language that they use in their English language classrooms are-voice/tone/modulation (84%), eye movements/raising eyebrows (72%) and nodding to mean yes or no (64%). On the other hand, according to student respondents, three most important body language that their teachers use in their English language classrooms are-pointing fingers (80%), voice/tone/modulation (76%) and eye movements/raising eyebrows (72%). Thus, to both groups, voice/tone/modulation and eye movements/raising eyebrows are the mostly used non-verbal communication strategies in English language class room.

- ❖ Movement in the language class at the time of lecturing:  
All teacher and student respondents reported that the teacher moves or walks in the language class at the time of lecturing.
- ❖ When students do not understand anything/something:  
When students do not understand anything/something they express it through their body language. In our questionnaires, there were six options as-raising hands; yawning and feeling bored; scratching different parts of body; gossiping in the class and becoming quite inattentive; dropping pen or pencil or dragging benches; and even acting as if they are sick and want to leave the class. According to our research, 84% teacher and 88% student respondents stated that-students raise their hands when they do not understand anything/something. To 52% teacher respondents, students gossip and become inattentive in such cases. However, to 40% teacher respondents students yawn and feel bored when they do not understand.
- ❖ Importance of nonverbal communication strategies:  
60% student respondents and 52% teacher respondents assigned the rank 'important' for the use of nonverbal communication strategies.
- ❖ What makes a teacher a good actor:  
96% teacher respondents and 88% student respondents commented that body language together with speaking style makes a teacher a good actor who is very important to make a class attractive and spontaneous.
- ❖ Why body language is important in English language classrooms:  
As English is a foreign language in Bangladesh 60% teacher respondents and 56% student respondents commented that-use of body language in English language classroom, helps students (especially the back benchers) to understand the lecture clearly, quickly and easily. 36% student respondents and 28% teacher respondents reported that use of body language in English language classroom makes the lesson less monotonous and more attractive; as a result, students become more attentive and interested. 20% teacher respondents commented that use of body language saves time and energy which can be used in teaching and learning tasks. To 12% teacher respondents body language helps in having a good response from the students.

❖ Culturally offensive gestures:

Culturally offensive gestures in Bangladesh identified by the teacher respondents are given below according to their order of importance-

- Showing thumb (48%)
- Touching or patting somebody of opposite sex especially at university level; in school level it is positive. (40%)
- Anger in facial expression (24%)
- Eye winking during lesson and giggling abruptly without any reason (16%)
- Male teachers' random eye-contact and going close to the female students (16%)
- Male teachers' showing sign of beauty to their female students (12%)
- Grimace (12%)
- Showing left hand/finger and beating (4%)

Among 25 student respondents, only 9 mentioned some culturally offensive gestures which are given below according to their order of importance-

- Western dress up of the teacher (12%)
- Party dress up of the teacher (8%)
- Showing thumb finger (8%)
- Male teachers' attachments with girls through facial expression and touching somebody (4%)

❖ Ranking of different ways of nonverbal communication strategies:

To 44% student respondents, ways of talking of their teachers is very important while to 56%, appearance and eye movements of their teachers are important. 56% teacher respondents have also emphasized on ways of talking while to 68%, facial expression is very important. If we consider closeness or going near to someone, our research shows that to 36% teacher and 40% student respondents, it is very important.

### **Recommendations**

Under the light of the research, following recommendations are made on the use of non-verbal communication strategies in English language classrooms:

- As voice/tone/modulation and raising eyebrow/eye movements are the mostly used non-verbal communication strategies in English language classes, a language teacher should always make the utmost use of his/her voice and should always be conscious about using the positive forms of tones. So far raising eyebrow is concerned, teachers should be careful of avoiding their expression of anger. Furthermore, although moving glances randomly at the time of speaking expresses nervousness, well-practiced, planned and conscious eye movements give a teacher a more confident and spontaneous look.
- If in any English language class, the teacher ever finds any of his/her students to gossip and become quite inattentive or to yawn feeling bore or to act as if they were sick or to drop pen and pencil or to drag benches, the teacher should immediately reflect on these sorts of behavior and try to find out ways to solve it.
- As body language is associated with English language itself, a language teacher of English should master positive body languages using his/her speaking style which would make him or her a good actor/actress who will always be successful in making a class more interesting.

- Teachers specially the male ones in Bangladeshi context, should always be careful of culturally offensive gestures such as- touching or patting somebody of opposite sex at university level, random eye contact, going close and showing sign of beauty to female students, eye winking and unnecessary giggling during lesson and so on.
- As ways of talking, appearance, eye movements, facial expression and going near the students were the highly ranked non-verbal communication strategies used in English language classroom, teachers will be benefited if they brush up these qualities.
- Every language teacher should have some training on the use of non-verbal communication strategies. The training will be successful only when there will be a probation of recording and providing individual teacher feedback.

### **Conclusion**

Effective teaching and learning depend on successful communication. Words are accented and punctuated by body movements and gestures, while the face shows a myriad of expressions. Through NVC teachers and students can constantly send messages without uttering a single word to each other. It is very important to be aware of the implied meaning of the NVC: the validity and reliability of verbal messages are determined by non verbal actions. In this paper we have highlighted certain aspects of non verbal classroom communication. Yet there is certainly much more to explain in this area. We think that this paper gives details of the most important NVC techniques. If teachers can ensure the use of NVC along with verbal communication, the class will be much more communicative, interesting, and lively as well as effective.

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## Appendix I

### The result from the students' questionnaire

There were 11 questions in students' questionnaire of which 3 were open-ended questions. The findings of the questionnaire are summarized briefly below:

**Students' table: 1**

Question	Options	Scores	Percentage
Does your teacher use body language in the classroom?	Yes	25	100%
	No	0	00%

**Students' table: 2**

Question	Options	Scores	Percentage
What types of body language does your teacher use in the class? (Tick 3 most important ones)	Nodding to mean yes or no	7	28%
	Shrugging to mean you don't know	2	8%
	Scratching your head	3	12%
	Eye-movements/ raising eye-brows	18	72%
	Voice/tone/modulation	19	76%
	Dress up/Costume style/ Adornment	5	20%
	Touching/patting somebody	1	4%
	Pointing fingers	20	80%

**Students' table: 3**

Question	Options	Scores	Percentage
Does your teacher walk or move in the class at the time of lecturing?	Yes	25	100%
	No	0	00%

**Students' table: 4**

Question	Options	Scores	Percentage
Do you show any type of expression or body language if the class is good or bad?	Yes	21	84%
	No	3	12%
	Nil	1	4%



**Students' table: 5**

<b>Question</b>	<b>Options</b>	<b>Scores</b>	<b>Percentage</b>
What do you do when you do not understand anything/something?	You raise your hands	22	88%
	You yawn and feel bored	4	16%
	You scratch different parts of your body	2	8%
	You gossip in the class and become quite inattentive	3	12%
	You tend to drop pen or pencil or drag benches	1	4%
	Sometimes you act as if you are sick and want to leave the class (for example: pretend to have a headache, stomach pain, vomiting tendency etc)	1	4%

**Students' table: 6**

<b>Question</b>	<b>Options</b>	<b>Scores</b>	<b>Percentage</b>
According to the order of importance, which number will you assign for non-verbal communication?	Very important	7	28%
	Important	15	60%
	Less important	3	12%
	Not important	0	00%

**Students' table: 7**

<b>Question</b>	<b>Options</b>	<b>Scores</b>	<b>Percentage</b>
'Gestures and body language together with spoken words make the language more meaningful'-do you agree with this statement?	Yes	25	100%
	No	0	00%

**Students' table: 8**

<b>Question</b>	<b>Options</b>	<b>Scores</b>	<b>Percentage</b>
'A teacher is a good actor'-what do you think makes him/her a good actor?	Only his power of speaking	1	4%
	His style of speaking	2	8%
	His body language and his speaking style	22	88%

**Students' table: 9**

<b>Question</b>	<b>Summary of the answers</b>	<b>Scores</b>	<b>Percentage</b>
Why is maintaining body language important in the English language classroom?	It helps in quicker and easier understanding of lectures in English	14	56%
	It makes the class more interesting and spontaneous	10	40%
	It helps the back-benchers to understand the lecture	12	48%
	It makes students more attentive	9	36%
	It helps to understand more clearly and gives a speed to lecture	10	40%

1. The aim of this question was to find out are there any gestures which are culturally offensive and what those gestures are. There were 9 students who did not answer this question. To 7 students, nothing is culturally offensive. However, 9 students answered the question which is summarized below:

**Students' table: 10**

<b>Question</b>	<b>Summary of the answers</b>	<b>Scores</b>	<b>Percentage</b>
Are there any gestures that are culturally offensive for you? If so, what are they?	Touching somebody	1	4%
	Showing thumb finger	2	8%
	Western dress-up	3	12%
	Party dress-up	2	8%
	Attachment with girls through facial expression	1	4%
	Annoyance in facial expression	1	4%

2. The aim of this question was to rank different types of non-verbal communication strategies in English language classrooms according to the students and thus to compare the ranking with that of the teachers' ones. The ranking is given in the following table:

<b>Different ways of non-verbal communication strategies</b>	<b>1. Very important</b>	<b>2. Important</b>	<b>3. Less important</b>	<b>4. Not important</b>
Sounds (e.g. laughing)	32%	40%	20%	8%
Ways of talking (e.g. pauses, stress on words)	44%	28%	8%	20%
Posture (e.g. slouching)	12%	36%	32%	20%
Appearance(e.g. untidiness)	12%	56%	8%	24%
Head movements (e.g. nodding)	24%	16%	40%	20%
Hand movements (e.g.waving)	8%	28%	40%	4%
Eye movements (e.g.winking)	24%	56%	16%	4%
Facial expressions (e.g.frown/smiles)	28%	48%	20%	4%
Body contact (e.g.shaking hands)	20%	16%	24%	40%
Closeness (e.g.going near someone)	40%	12%	24%	24%

## **Appendix II**

### **The result from the teachers' questionnaire**

There were 13 questions in teachers' questionnaire of which 3 were open-ended questions. The findings of the questionnaire are summarized briefly below:

#### **Teachers' table: 1**

<b>Question</b>	<b>Options</b>	<b>Scores</b>	<b>Percentage</b>
Do you use non-verbal communication strategies in your language classroom?	Yes	22	88%
	No	3	12%

**Teachers' table: 2**

<b>Question</b>	<b>Options</b>	<b>Scores</b>	<b>Percentage</b>
Do you think that non-verbal communication is useful for classroom management?	Yes	21	84%
	No	2	8%
	Sometimes	2	8%

**Teachers' table: 3**

<b>Question</b>	<b>Options</b>	<b>Scores</b>	<b>Percentage</b>
What types of body language do you use in the class? ( Tick 3 most important ones)	Nodding to mean yes or no	16	64%
	Shrugging to mean you don't know	2	8%
	Scratching your head	1	4%
	Eye-movements/ raising eye-brows	18	72%
	Voice/tone/modulation	21	84%
	Dress up/Costume style/Adornment	3	12%
	Touching/patting somebody	8	32%
	Pointing fingers	11	44%

**Teachers' table: 4**

<b>Question</b>	<b>Options</b>	<b>Scores</b>	<b>Percentage</b>
Do you walk or move in the class at the time of lecturing?	Yes	25	100%
	No	0	00%

**Teachers' table: 5**

<b>Question</b>	<b>Options</b>	<b>Scores</b>	<b>Percentage</b>
Do you understand from the students' expressions and body language that your class is good or bad?	Yes	25	100%
	No	0	00%

**Teachers' table: 6**

<b>Question</b>	<b>Options</b>	<b>Scores</b>	<b>Percentage</b>
What do the students do when they do not understand anything/something?	They raise their hands	21	84%
	They yawn and feel bored	10	40%
	They scratch different parts of their body	4	16%
	They gossip in the class and become quite inattentive	13	52%
	They tend to drop pen or pencil or drag benches	4	16%
	Some students act as if they are sick and want to leave the class (for example: pretend to have a headache, stomach pain, vomiting tendency etc)	5	20%

**Teachers' table: 7**

<b>Question</b>	<b>Options</b>	<b>Scores</b>	<b>Percentage</b>
According to the order of importance, which number will you assign for non-verbal communication?	Very important	9	36%
	Important	13	52%
	Less important	1	4%
	Not important	2	8%

**Teachers' table: 8**

<b>Question</b>	<b>Options</b>	<b>Scores</b>	<b>Percentage</b>
'Gestures and body language together with spoken words make the language more meaningful'-do you agree with this statement?	Yes	25	100%
	No	0	00%

**Teachers' table: 9**

<b>Question</b>	<b>Options</b>	<b>Scores</b>	<b>Percentage</b>
'A teacher is a good actor'-what do you think makes him/her a good actor?	Only his power of speaking	1	4%
	His style of speaking	0	00%
	His body language and his speaking style	24	96%

**Teachers' table: 10**

<b>Question</b>	<b>Summary of the answers</b>	<b>Scores</b>	<b>Percentage</b>
Why is maintaining body language important in the English language classroom?	It helps to understand clearly, quickly and easily	15	60%
	It saves time and energy which can be used in teaching and learning tasks	5	20%
	It makes the lesson less monotonous and more attractive and enjoyable; Students become more attentive and interested.	7	28%
	It keeps the classroom disciplined as teachers can communicate effectively by using it.	4	16%
	It helps in having a good response from the students	3	12%
	Body language is associated with the English language itself	2	8%

11. The aim of this question was to find out are there any gestures which are culturally offensive and what those gestures are. There were 2 teachers who did not answer this question. Answers of the rest 23 teachers are summarized below:

**Teachers' table: 11**

<b>Question</b>	<b>Summary of the answers</b>	<b>Scores</b>	<b>Percentage</b>
Are there any gestures that are culturally offensive for you? If so, what are they?	Showing the thumb	12	48%
	Showing left hand and finger	2	4%
	Beating	2	4%
	Grimace	3	12%
	Anger in facial expression	6	24%
	Eye winking during lesson and giggling abruptly without any reason	4	16%
	Touching or patting somebody who is of opposite sex especially at university level; in school level it is okay.	10	40%
	Male teachers' showing sign of beauty to their female students	3	12%
	Male teachers' random eye contact and going close to the female students	4	16%

3. The aim of this question was to rank different types of non-verbal communication strategies in English language classrooms according to the teachers and thus to compare the ranking with that of the students' ones. The ranking is given in the following table:

<b>Different ways of non-verbal communication strategies</b>	<b>1. Very important</b>	<b>2. Important</b>	<b>3. Less important</b>	<b>4. Not important</b>
Sounds (e.g. laughing)	32%	44%	16%	8%
Ways of talking (e.g. pauses, stress on words)	56%	32%	4%	8%
Posture (e.g. slouching)	20%	24%	48%	8%
Appearance (e.g. untidiness)	24%	48%	20%	8%
Head movements (e.g. nodding)	24%	44%	24%	8%
Hand movements (e.g. waving)	32%	32%	28%	8%
Eye movements (e.g. winking)	32%	24%	28%	16%
Facial expressions (e.g. frown/smiles)	68%	32%	00%	00%
Body contact (e.g. shaking hands)	00%	40%	36%	24%
Closeness (e.g. going near someone)	36%	48%	16%	00%

# Comparative Trade performance of Bangladesh: Evaluation and Justification of “Look East Policy”

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## Abstract:

More than 85 Percent of Bangladesh’s exports go to the western countries which may seriously affect the economy of Bangladesh. The objectives are to identify the development of trade relationship with east and south Asian countries and to justify the necessity of this policy and to provide the policy strategy for relationship development with these countries. It is taken the data of export and import of Bangladesh for 9 years for the year of 1999-2000 to 2007-08 with the ‘east and south east Asian’ countries and western countries (NAFTA and EU) for analysis. The study has used financial ratios, percentage, mean, growth, covariance, hypothesis test etc. for analysis of data and drawing inferences. The average export of Bangladesh to ‘east and south east countries’ and to western (EU & NAFTA) countries are 5.84% and 86.30% percent respectively with steady growth over the period.. The imports of Bangladesh from ‘east and south east countries’ and western (EU&NAFTA) countries are 46.75% and 13.68% respectively. The growth rate of with ‘east and south east countries’ is steady and with western (EU&NAFTA) countries is steady with slight declining trend. The trade deficit with ‘east and south East Asian’ countries and the trade surplus with western countries (EU and NAFTA) are increasing over the periods. The recommendations are to be a member of ASEAN, to develop the bilateral relationship, to develop the infrastructures, to identify the new market for export, to increase the export of skilled manpower to east and south east Asian countries.

Key words: Export, Import, EU, NAFTA, ASEAN, BIMSTEC, Trade balance.

## Background

Economic diplomacy is the formulation and advancing of policies relating to production, movement or exchange of goods, services, labor and investment. Bangladesh adopted economic and foreign policy as ‘look east’ policy with the east to increase trade and investment relations with them. At present, more than 80 percent of the volume of trade of most developing countries are with the US and EU. In case of Bangladesh, its exports

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to the European Union stood at average 53 percent and to the NAFTA average 33 Percent (according to Bangladesh export statistics). It means that more than 85 Percent of Bangladesh's export go to the west. Such total dependence of export on the EU and the NAFTA is not healthy because any disruption on exports to these countries will seriously affect the economy of Bangladesh. Exports are bone of the ingredients of economic securities of a country that in turn is a part and parcel of national security. One of the aspects of national security is to avoid dangers or threat to economic security (Rashid, 2006).

Bangladesh foreign policy establishment has given Southeast and East Asia special considerations in the context of changes in regional and international situations. Bangladesh's location as bridge between South and Southeast Asia is regarded as the basis of its new policy thrust. Beginning in December in 2002 Bangladesh foreign relations have taken a new turn with bilateral visits at the highest political level between Bangladesh, and Thailand, China, Myanmar. From Bangladesh side these visits signified the emphasis on diplomatic and economic ties with the countries in East and Southeast Asia compared with traditional links with India and other countries (Hussain, 2005).

North American free trade Area (NAFTA) has four member countries- USA, Canada, Mexico, and Chile. Bangladesh has good trade relationship with these countries. Bangladesh wants to shift from this imbalance to develop robust economic ties in South East Asia, East Asia to optimize its benefits for economic development. The research aims are to analysis the comparative trade performance of Bangladesh with east and south east countries for evaluation of the effectiveness of the 'look east policy' and to evaluate the initiatives of Bangladesh to attain this policy. Finally, the strategies are recommended for attaining the goal.

### **Literature Review**

**Alom** (2005) commented that as part of its reorientation of economic and foreign policy, Bangladesh adopted 'look east' policy to engage with the countries to the east (ASEAN+3) to increase trade and investment relations with them. Geographical proximity with ASEAN entertains Bangladesh of a greater scope of mutual cooperation with these countries. These 13 nations have achieved a higher degree of economic development in the last three decades and experts believe that these countries will continue to register higher economic growth in the next three decades as well.

**Nag (2005)** depicts that the potentiality among countries of SAARC, ASEAN and the North-East Asian sub region for further trade cooperation. It also critically reviews the institutional set-up of major trade blocs in the region and emerging trends. The analysis of the existing cooperation and trade performance points out the need to develop a cooperation strategy as countries of these subregions are actively trading with each other.

**Brunner and Cali** (2006) argued that outstanding export performance of South Asian countries (India in particular) over the 1990s has prompted some observers to see in it the

roots of an export-led growth similar to that of its Southeast Asian neighbors. We employ export unit values (UVs) cum real competitiveness analysis to the manufacturing sector of four South Asian countries (with particular focus on India), in order to investigate the determinants of this apparent success. Shifts toward higher UVs relative to technology leaders serve as the most appropriate indication of underlying structural changes, and such change is manifested in technology closing-up processes among countries. According to our indices, the export competitiveness of South Asian countries (except Pakistan) seems to have slightly improved relative to its Southeast Asian comparators, but not relative to the Organization for Economic Co-operation and Development. South Asian export growth has been mainly driven by relative quantity expansion through a reduction in relative costs rather than relative quality improvement. Such expansion has been concentrated in natural-resource-intensive, standard technology-intensive (in India), and labor-intensive sectors (in Bangladesh). On the other hand, the more technology-intensive sectors in India still suffer from a significant gap relative to Thailand, which has not been closing up in the last decade. These findings suggest some notes of caution in interpreting the recent good export performance of South Asian economies.

**Rahman (2006)** has told on 'look east policy'. Rahman said the country's diplomatic relations should focus mainly on trade and business, and in this perspective relations with China and Japan need to be developed a greater degree. After taking power in 2001, the Bangladesh Nationalist Party-led alliance government adopted the Look-East policy in its efforts to enhance the country's trade and business.

**Rashid (2006)** has conducted study on "Bangladesh 'look east policy'". He identified the following issues and recommendations. The "Look East Policy" is not a rhetorical statement. It is a serious policy shift and needs to be pursuing vigorously both at the governmental and non-governmental levels. Bangladesh's exports on average have increased in recent years by 15 percent annually and there is potential of Bangladeshi entrepreneurs to take risks and success.

**Rahman (2007)** opined that at making an elementary analysis of the prospects of BIMSTEC-Japan cooperation from the perspective of Bangladesh. According to the author, BIMSTEC-Japan cooperation may bring mutual benefits for both BIMSTEC countries and Japan.

**Barua (2010)** discussed on "Relevance of 'look east policy' to efforts for shared prosperity" in the Summit of the Indian Chamber of Commerce. Bangladesh offers huge performance even at times of severe economic downturn.

**Haokip (2011)** mentioned that the Look East policy has emerged as an important foreign policy initiative of India in the post-Cold War period. The essential philosophy of the Look East policy is that India must find its destiny by linking itself more and more with its Asian partners and the rest of the world, and that India's future and economic interests are best served by greater integration with East and Southeast Asia. Thence, the Look East policy is an attempt to forge closer and deeper economic integration with its eastern neighbours as a part of the new realpolitik in evidence in India's foreign policy, and the engagement with Association of South East Asian Nations (ASEAN) is the recognition on

the part of India's elite of the strategic and economic importance of the region to the country's national interests. As Prime Minister Manmohan Singh said, the Look East policy is "not merely an external economic policy; it is also a strategic shift in India's vision of the world and India's place in the evolving global economy. The Look East policy is the product of various compulsions, changed perceptions and expectations of India in the changed international environment. The end of cold war brought about a fundamental change in the international system, which focuses on the economic content of relations and led to the burgeoning of the formation of regional economic organizations. While India was opening up to the world market, it became aware of the growing trends.

**RIS (2011)** provides information that 9 percent of India's geographical area and contributes 3 per cent to the country's gross domestic product (GDP). In relative terms, it is one of India's economically laggard regions. However, given its natural resources base and strategic location, NER has the potential to become India's "powerhouse" in terms of trade and investment. Although the NER is rich in resources like hydrocarbons and other minerals, and has immense potential to produce hydroelectricity, absence of adequate infrastructure has impeded its development. NER is unique in terms of the economic opportunities it offers. About 98 per cent of the region's borders form India's international boundaries; it shares borders with China, Bangladesh, Bhutan and Myanmar. Given its strategic location, the region can be developed as a base for India's growing economic links not only with the Association of Southeast Asian Nations (ASEAN) but also with neighboring countries, viz. Bangladesh, Bhutan, and Nepal. Over the past several years, India has been a part of a number of regional and sub-regional initiatives that countries in South and South East Asia have taken to deepen their economic integration. These include the South Asian Free Trade Agreement (SAFTA), which is the first step towards an eventual South Asian Economic Union, the Bay of Bengal Initiative for Multi-sectoral Technical and Economic Cooperation (BIMSTEC) and the Asia-Pacific Trade Agreement (APTA). Further, as a part of its "Look East" policy, India has increased its engagements with the members of the ASEAN and countries belonging to the East Asia Summit (EAS).

**Haokip (2012)** commented that Look East policy has emerged as an important foreign policy initiative of India in the post-Cold War period. It was launched in 1991 by the then Narasimha Rao Government with the aim of developing political contacts, increasing economic integration and forging security cooperation with countries of Southeast Asia. The policy marked a shift in India's perspective of the world, where the strategic and economic importance of Southeast Asia to India's national interests is being recognized. The second phase, which began in 2003, extends the coverage of the Look East policy from Australia to East Asia, with ASEAN as its core. The new phase, thus, marks a shift in focus from trade to wider economic and security cooperation, political partnerships, physical connectivity through road and rail links. In this paper the evolution of India's Look East policy and its recent approach are analyzed.

From the above literature reviews, it is focused that the experts discussed on various issues of look east policy. They told that there is no development of this policy. But there

is no analytical paper is found on this issue. Since this issue is a vital one. So, we conducted this intensive research work to overcome the research gap. This research identifies the evaluation of the look east policy on the basis of trade performance. It also justifies this policy with the help of comparative study with western countries on the basis of trade performance and evaluates the initiatives of Bangladesh on the basis of present scenarios.

### **Objectives of the study:**

Our objectives of the study is to identify the development of trade relationship with east and south Asian countries and to justify the necessity of this policy and provide the policy strategy for relationship development with these countries. To attain this objective, we want to identify the following specific objectives.

1. To analyze the trade performance of Bangladesh with east and south East Asian countries.
2. To make a Comparative analysis of trade of Bangladesh with 'East and south East Asian' countries and western (EU and NAFTA) countries.
3. To justify 'look east' economic policy of Bangladesh and evaluation of development of this policy.
4. To analyze the initiatives of Bangladesh for development the trade performance with east and south East Asian countries.
5. To provide the policies to improve the trade of Bangladesh with East and south East Asian countries.

### **Methodology of the study**

**Sources of data:** This paper is an analytical one. The secondary data are used to study. Secondary data were collected from the following Sources: Bangladesh Bank, Bangladesh Bureau of Statistics, Bangladesh Economic Review, Books and Journal, Internet Website.

**Sample design:** It is taken the data of export and import of Bangladesh for 9 year for the year of 1999-2000 to 2007-08 with the 'east and south east Asian countries' and western countries (NAFTA and EU) for analysis.

**Analysis of data:** The data have been analyzed with the help of different financial, statistical techniques. The study has used financial ratio, percentage, mean, growth, covariance, hypothesis test etc. for analysis of data and drawing inferences.

### **Hypothesis testing**

- I. Ho: The growth of trade deficit with 'East and South East Asian' countries of Bangladesh and total trade deficit of Bangladesh are equal.
- II. The growth of Export of Bangladesh with 'east and south east Asian' countries and western (NAFTA and EU) countries are equal.
- III. The growth of Export of Bangladesh with 'east and south east Asian' countries and the total growth rate of Bangladesh are equal.

- IV. The growth of import of Bangladesh with ‘east and south east Asian’ countries and western (NAFTA and EU) countries are equal.
- V. The growth of Export of Bangladesh with ‘east and south east Asian’ countries and the growth rate of total Import are equal.

## Analysis of the Findings

### 1. Comparative Analysis of Export

#### 1.1 Percentage of Export to total export

The export is the economic security of a country. From the Appendix 1(A) and appendix-2(A), it is seen that from the total export, the average export of Bangladesh to EU and NAFTA is 86.30% (EU & NAFTA) and to the ‘East and Southeast Asian’ countries is 5.84% (ASEAN countries and others East Asian countries). If any problem happens to export to EU and NAFTA that will cause the devastation of the export of Bangladesh. So, Bangladesh should take the look east policy to overcome this problem.

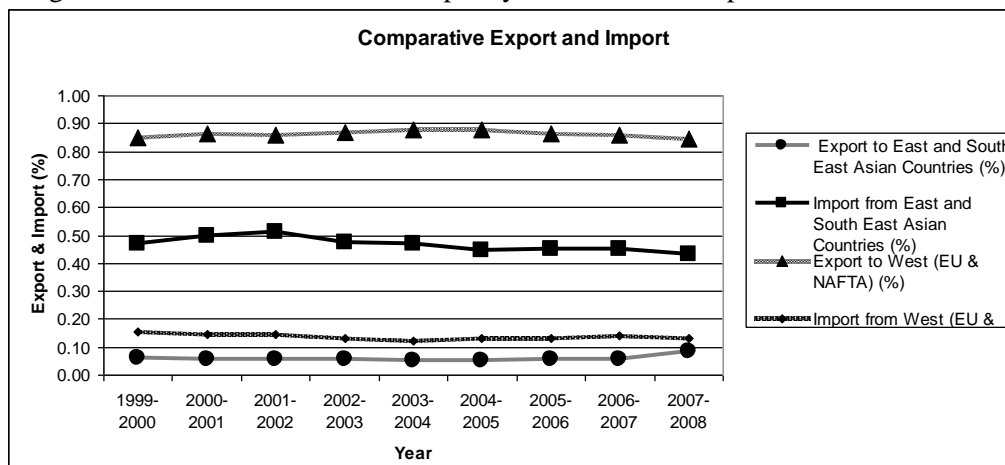


Figure-1: Comparative Export and Import of Bangladesh with “East & South East Asian Countries and to Western countries (EU & NAFTA)

The figure- 1 is drawn from Appendix 1 & 2. It is seen that the export of Bangladesh to Western countries (EU & NAFTA) is steady over the period. The percentages of export (EU &NAFTA) to total export are 84.93% and 84.67% in the year 1999-2000 & 2007-2008 respectively. The export to East & South East Asian countries is also steady. It is about same (5.59% in 1999-2000 & 5.5% in 2006-2007) but in the year 2007-2008 it increased slightly (8.39%). From the percentage of export to total export it is seen that the export of Bangladesh is mainly with Western countries (EU & NAFTA) and very minor with east and South East Asian countries. Since the export with east and South East Asian countries is steady over the period, so the look east policy effectively not implemented.

Now, let us take a look to observe more intensively it by the comparative growth rate of export of Bangladesh to east and south East Asian countries and Western countries (EU & NAFTA).

### 1.2 Comparative growth of export

The growth rate of export is one of the most common indicators of success. From the appendix 1(A) & 2(A), it is seen that the average growth of export of Bangladesh to Western countries (EU and NAFTA) is 17.73% to the East and south east is 23.83 percent. The average growth rate of export of Bangladesh with East and South East Asian countries (23.83%) is higher than the western countries (17.73%).

#### Correlations

		Total Export to EAST & South East Asian Countries	Total Export to WEST (NAFTA & EU)	Total Export
Total Export to EAST & South East Asian Countries	Pearson Correlation	1	.927**	.936**
	Sig. (2-tailed)		.000	.000
	N	9	9	9
Total Export to WEST (NAFTA & EU)	Pearson Correlation	.927**	1	1.000**
	Sig. (2-tailed)	.000		.000
	N	9	9	9
Total Export	Pearson Correlation	.936**	1.000**	1
	Sig. (2-tailed)	.000	.000	
	N	9	9	9

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Now, we shall identify this with a hypothesis test.

### 1.3 Hypothesis test

- i.  $H_0$ : The growth of Export of Bangladesh with 'east and south east Asian' countries and western countries (NAFTA and EU) are equal.
- ii.  $H_0$ : The growth of Export of Bangladesh with 'east and south east Asian' countries and the total growth rate of Bangladesh are equal.

Table-1: hypothesis 'test-1 and 2'

### Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Growth of Export with East & South East Asian Countries - Growth of Export with West (EU & NAFTA)	6.12500	22.73724	8.03883	-12.88381	25.13381	.762	7	.471
Pair 2	Growth of Export with East & South East Asian Countries - Growth of total export	6.00000	21.69924	7.67184	-12.14102	24.14102	.782	7	.460

Hypothesis-i: The calculated value of 't' is 0.762 and the table value is 2.36. The calculated value is fallen inside the critical region. So, the null hypothesis is accepted that the growth of Export of Bangladesh with 'east and south east Asian' countries and western countries (NAFTA and EU) are equal though apparently the growth rate of export of Bangladesh to east and south East Asian countries is higher but statistically equal.

Hypothesis ii: The calculated value of 't' is 0.782 and the table value of 't' is 2.36. So, it falls inside the critical region. So, the null hypothesis is accepted that the growth of Export of Bangladesh with 'East and south East Asian' and the total growth rate of Bangladesh are equal. It means that apparently and statistically it is equal.

## 2. Comparative Analysis of Import

### 2.1 Percentage of Import to Total Import

In case of import it is reverse situation of export, the import of Bangladesh from western countries (EU and NAFTA) and 'East and southeast' countries are average 13.68% and 46.75 percent respectively. The import from east and south east is much higher. From the Appendix-1, 2 and 3, the figure-1 is drawn. It is seen from the graph that the percentage of import of Bangladesh from east and south East Asian countries is steady with slight declining trends. In the year 1999-2000 and 2007-2008, these were 46.94% and 43.12% respectively. The import of Bangladesh from Western countries (EU & NAFTA) is steady over the period and in 2004-2005 & in 2007-2008; these are 13.22% & 13.09% respectively.

#### Correlations

		Total Import from East & South East Asian Countries	Total Import from WEST (NAFTA & EU)	Total Import
Total Import from East & South East Asian Countries	Pearson Correlation Sig. (2-tailed) N	1  9	.993** .000 9	.998** .000 9
Total Import from WEST (NAFTA & EU)	Pearson Correlation Sig. (2-tailed) N	.993** .000 9	1  9	.993** .000 9
Total Import	Pearson Correlation Sig. (2-tailed) N	.998** .000 9	.993** .000 9	1  9

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Now, we shall see the growth rate of import from Western countries (EU & NAFTA) and 'east and south east Asian' countries. The growth rate of import of Bangladesh from Western countries (EU & NAFTA) and 'east and south east Asian' average 15.51 percent and 16.48 percent respectively. These growth rates are near to equal. Now, we shall see it through hypothesis test.



## 2.3 Comparative growth of import

### 2.3.1 Hypothesis test

iii.  $H_0$ : The growth of import of Bangladesh with ‘east and south east Asian’ and western countries (NAFTA and EU) is equal.

iv.  $H_0$ : The growth of Export of Bangladesh with ‘east and south east Asian’ countries and the growth rate of total import are equal.

Table-3: Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Growth of Import with East & South East Asian Countries - Growth of Import with West (EU & NAFTA)	1.00000	9.18073	3.24588	-6.67528	8.67528	.308	7	.767
Pair 2	Growth of Import with East & South East Asian Countries - Growth of total Import	-1.12500	5.24915	1.85585	-5.51340	3.26340	-.606	7	.564

Hypothesis-iii: The calculated value of ‘t’ is 0.308 and the table value of ‘t’ is 2.36. So, the calculated ‘t’ value is fallen inside the critical region. So, the null hypothesis is accepted that the growth of import of Bangladesh with ‘east and south east Asian’ countries and western countries (NAFTA and EU) are equal.

Hypothesis-iv: The calculated value of ‘t’ is 0.606 and the table value of ‘t’ is 2.36. So, the ‘t’ value is fallen inside the critical region. So, the null hypothesis is accepted that the growth of Export of Bangladesh with ‘east and south east Asian’ and the growth rate of total Import are equal.

So, the growth rate of import of Bangladesh from ‘East and South East’ Asian countries is equal to growth of import from western countries (EU & NAFTA) and total import growth. There is no change (decline) trend of import with ‘east and south east’ countries. Now, it is clear that Bangladesh has import dependency on ‘east and south east’ countries and export dependency on western countries (EU & NAFTA).

### 3. Trade Performance

#### 3.1. Analysis of balance of Trade

##### 3.1.1 Balance of Trade

The balance of trade is the value of a country's exports less the value of its imports. A favorable balance of trade indicates that a country is exporting more than it's importing. An unfavorable balance of trade indicates the opposite, which is known as a deficit.

The trade balance (Export-Import) of Bangladesh with 'east and south East' Asian Countries and western countries (EU & NAFTA) is depicted from the appendix-4 (a). The figure-3 is framed which demonstrates that the trade balance of Bangladesh with 'East and South East' Asian countries and Western (EU & NAFTA) countries are deficit balance and surplus balance respectively.

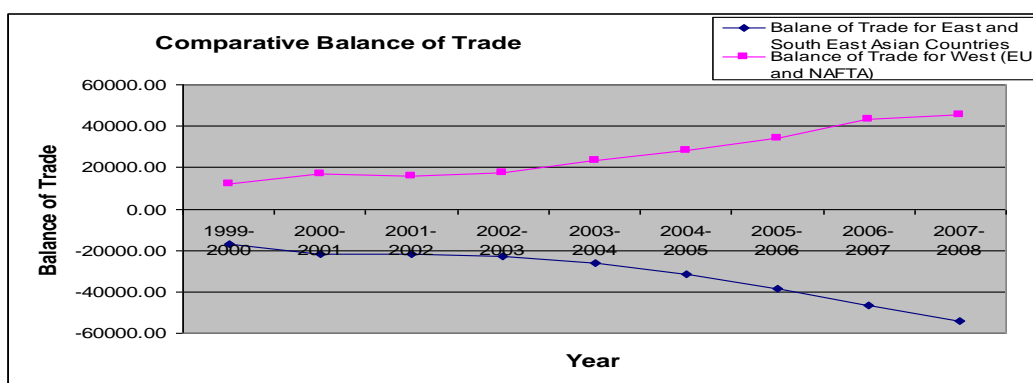


Figure-2: Comparative balance of Trade

The trade deficit with 'east and south East' Asian countries and trade surplus with western countries (EU & NAFTA) have an increasing trend. In total amount the trade deficit and trade surplus are increasing. This is totally an unfavorable situation. The trade deficits with the east and south East Asian countries are Tk.16935.24 crore & Tk. 53843.97 crore in the year 1999-2000 and 2007-2008 respectively. The trade surpluses of Bangladesh with western countries (EU & NAFTA) are Tk.12009.29 crore & Tk. 45357.40 crore in the year 1999-2000 & 2007-2008 respectively.

At this stage, Growth of trade balance is augmented for further discussion.

##### 3.1.2 Comparative growth of balance of trade

Now, it will be displayed that the growth rate of trade balances with 'east & south East' Asian countries and Western countries (EU & NAFTA).

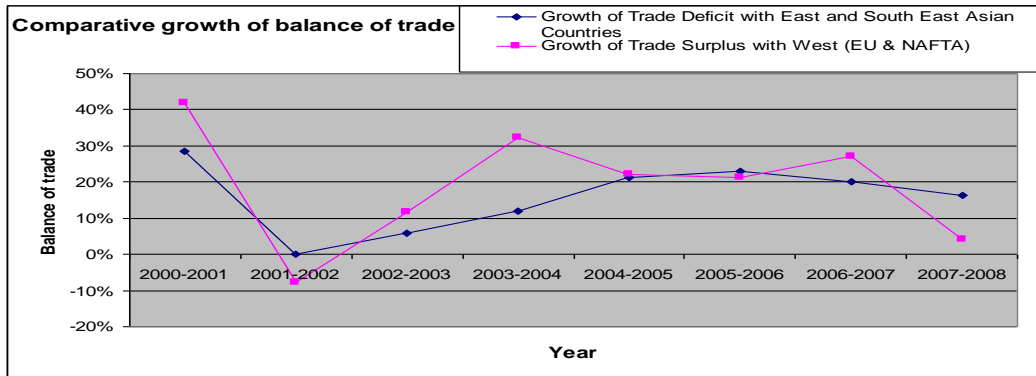


Figure-3: Comparative growth of Balance of Trade

From the appendix the appendix 4(B), the Figure-3 is constructed. It is concluded from the appendix-4(A) that the average trade deficit with 'east and south East' Asian countries is Tk. 31051.38 crore and trade surplus with western countries (EU & NAFTA) is Tk. 26316.44 crore accordingly. The growth of trade deficit with 'East and south East' Asian countries is an increasing trend. The growth rate of trade surplus with western countries is increasing with fluctuating trend. The average growths of trade deficit and trade surplus are 16% and 19% respectively.

Now, we shall conduct the hypothesis test of growth rate of trade deficit of Bangladesh with east and south East Asian countries and growth rate of total trade deficit to justify the deficit trend.

### 3.2 Hypothesis test

v. Ho: The growth of trade deficit with 'East and South East Asian' countries of Bangladesh and total trade deficit of Bangladesh are equal.

Table-5: Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Growth of Trade Deficit with East and South East Asian Countries - Growth of total Trade Deficit	-2.8750	17.62658	6.23194	-17.61119	11.86119	-.461	7	.659

Hypothesis-v: The calculated value of 't' is -0.461 and the table value of 't' are  $\pm 2.63$ . So, the calculated value is fallen inside the critical region. So, we accept the null hypothesis that the growth of trade deficit with 'East and South East Asian' of Bangladesh and total trade deficit of Bangladesh is equal.

Now, we shall see the Export/Import ratio of Bangladesh with 'east and south East' Asian countries and western countries (EU & NAFTA).

#### 4. Export/ Import Coverage

From the appendix-5, the average export-import, ratio of Bangladesh with western (EU and NAFTA) countries and 'east and south east Asian' countries are 3.63 and 0.072 respectively. It is seen the export-import ratio of east is much lower and steady over the period.

So, the look east policy does not impact on the trade with east. It is essential for Bangladesh to increase the export-import ratio with east. Now we test a hypothesis test.

**Table-6: Paired Samples Test:**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Export/Import of East and Southeast East Asian Countries - Export/Import of West (EU & NAFTA)	-3.5863	.3741	.1323	-3.8990	-3.2735	-27.112	7	.000

So, from the table 6, it is clear that the difference in export-import ratio is significant. The export-import ratio of Bangladesh with west is higher than the east.

#### 5. Trade balance with East and South East Asian Countries

From the appendix-6, it is observed that the average trade deficit with China, Singapore, Japan, Hong Kong, Taiwan, are most which are Tk. 9495.28 crore, Tk. 5425.43 crore, Tk. 3689.64 crore, Tk. 2758.09 crore, Tk. 2407.43 crore respectively. So, we have to give special emphasis to these countries for increment of export to reduce the trade deficit.

#### Recommendations

- 1. Increased Economic Integration:** Being the member of any Economic Block Bangladesh can attain some advantages for example: 1. Progress in trade; 2. Ease of agreement; 3. Improved political cooperation; 4. Opportunities for employment; 5. Beneficial for financial markets; 6. Increase in Foreign Direct Investments; 7. Employment Opportunities.

2. **Being involved in bilateral relationship Bangladesh can extract some of the major benefits of bilateral economic relations are advantages of cost, economies of scale, and employment.** In the case of undeveloped economies, bilateral economic relations help them to get economic aid and loans for development projects.
3. **Bangladesh has to develop the communication infrastructure for her economic advancement.** In recent decades Bangladesh has progressed a lot in this phase but it's not absolute to achieve ultimate goal.
4. **Bangladesh needs to adopt her foreign policy in all aspect.** "Friendship to all, Malice to none" is the key principle of Bangladesh foreign policy. To frame foreign policy she has always insisted on socio-economic development. With the hope of regional integrity and economic development, Bangladesh has become the member of different multilateral groups like Common wealth, UN, NAM, SARRC, D8, APTA, WTO etc.
5. **Bangladesh needs to explore the new market for export to the east and south east Asian countries.** There is export opportunity for some non traditional product like battle nut, battle leaf, handicraft, vegetables etc.
6. **Bangladesh has to increase the manpower export market.** From the appendix-7, it is seen that the currently the number of manpower in Malaysia and Singapore are 131762 and 56851 in 2008 respectively. They sent the remittance \$633.86 million and \$892.49 Million respectively in 2008. Besides, there are many people in Japan, South Korea. So, we can find out the opportunity of more manpower export to these countries.
8. **Road communication with Myanmar:** The Myanmar is the only feasible route of Bangladesh for communicating with east and south East Asia. But the proposed route of ESCAP of Asian high way is not covering this desired route. So, Bangladesh has to take bilateral initiative to develop the road communication with Myanmar.
9. **ASEAM membership:** ASEAN is the most successful economic intermigration in the world. Bangladesh has to become the member of ASEAN which will develop the economic relationship with south East Asian countries.
10. **Economic diplomacy policy and trade policy: Bangladesh needs to start active role of economic diplomacy policy and trade policy of MOC and MOFA with some initiatives for implementing the look east policy.**

### **Concluding Remarks**

The exports of Bangladesh is mainly with eastern countries which is average 86.30%. So, government wanted to reduce the dependency of export from west by creating market to east and south East Asian countries. Bangladesh took the look east policy as a foreign economic diplomacy. Bangladesh took some initiatives such as became the member of BIMSTEC and developed the bilateral relations with China, Thailand, Myanmar. The average export to East Asia and South East Asia is 5.84%. After various statistical analyses it is found that there is no change of trade (export and import) with both east and south east countries and western countries. The recommendations are to be member of

ASEAN, to develop the bilateral relationship, to develop the infrastructures, to identify the new market for export, to increase the export of skilled manpower to east and south East Asian countries. There is further scope of research in this field to identify the ways for increasing the export to east and south East Asian countries.

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## Appendices

Appendix-1(A): \_EXPORT of Bangladesh to WEST (EU and NAFTA) (in Crore Taka)

Details	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Total	Average	STDEV
<b>Total Export to EU</b>	9727.84	13247.59	12799.14	14698.21	20228.22	24957.94	29200.26	37338.06	42230.78	3	22714.23	11558.89
<b>Export to EU (%)</b>	45.74%	47.91%	49.31%	52.75%	58.59%	57.26%	54.62%	54.54%	56.20%	54.09%	52.99%	4.43%
<b>Growth of Export to EU</b>		36.18%	-3.39%	14.84%	37.62%	23.38%	17.00%	27.87%	13.10%		20.83%	13.47%
<b>Total Export to NAFTA</b>	8334.13	10604.86	9454.83	9536.10	10145.12	13233.34	17039.09	21595.03	21386.65	4	13481.02	5228.78
<b>Export to NAFTA (%)</b>	39.19%	38.35%	36.42%	34.22%	29.38%	30.36%	31.87%	31.54%	28.46%	32.10%	33.31%	3.93%
<b>Growth of Export to NAFTA</b>		27.25%	10.84%	0.86%	6.39%	30.44%	28.76%	26.74%	-0.96%		13.58%	16.46%
<b>Total Export to West (EU &amp; NAFTA)</b>	18061.97	23852.45	22253.96	24234.30	30373.34	38191.28	46239.34	58933.09	63617.42	7	36195.24	16682.07
<b>Total Export to West (EU &amp; NAFTA) (%)</b>	84.93%	86.26%	85.73%	86.97%	87.97%	87.62%	86.49%	86.08%	84.67%	86.20%	86.30%	1.11%
<b>Growth of total Export to West (EU &amp; NAFTA)</b>		32.06%	-6.70%	8.90%	25.33%	25.74%	21.07%	27.45%	7.95%		17.73%	13.11%

Sources: Annual Export payment 2008-2009, Bangladesh Bank Statistics Department

**Appendix-1(B): Import of Bangladesh from West (EU & NAFTA) (in Crore Taka)**

Particulars	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Total	Average	Std.
Total Import from EU	3932.35	4927.98	4701.52	4967.48	5446.69	7514.81	9096.14	11662.74	12400.27	64649.98	7183.33	3177.874
Import from EU (%)	10.14%	10.56%	10.34%	9.61%	9.23%	10.01%	9.89%	10.55%	8.89%	9.81%	9.91%	0.58%
Growth of Import to EU		25.32%	-4.60%	5.66%	9.65%	37.97%	21.04%	28.22%	6.32%		16.20%	14.19%
Total Import from NAFTA	2120.33	1897.54	1857.2	1750.83	1772.7	2410.36	2864.42	3726.13	5859.75	24259.26	2695.47	1350.87
Import from NAFTA (%)	5.47%	4.07%	4.09%	3.39%	3.00%	3.21%	3.11%	3.37%	4.20%	3.68%	3.77%	0.78%
Growth of Import from NAFTA		-10.51%	-2.13%	-5.73%	1.25%	35.97%	18.84%	30.08%	57.26%		15.63%	23.99%
Total Import from West (EU & NAFTA)	6052.68	6825.52	6558.72	6718.31	7219.39	9925.17	11960.56	15388.87	18260.02	88909.24	9878.80	4429.83
Total Import from West (EU & NAFTA) (%)	15.61%	14.62%	14.43%	12.99%	12.23%	13.22%	13.00%	13.92%	13.09%	13.50%	13.68%	1.05%
Total Growth of Import from West (EU & NAFTA)		12.77%	-3.91%	2.43%	7.46%	37.48%	20.51%	28.66%	18.66%		15.51%	13.69%

Sources: Annual Import Receipts 2008-2009, Bangladesh Bank Statistics Department



**Appendix-2(A): Total Export of Bangladesh to ASEAN and East Asian countries (in Crore Taka)**

Particulars	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Total	Average	Std.
<b>Total Export to ASEAN</b>	388.73	406.41	355.32	446.91	463.64	642.92	1051.69	974.97	781.78	5512.36	612.48	265.08
<b>Export to ASEAN (%)</b>	1.83%	1.47%	1.37%	1.60%	1.34%	1.47%	1.97%	1.42%	1.04%	1.46%	1.50%	0.27%
<b>Growth of Export to ASEAN</b>		4.55%	-12.57%	25.78%	3.74%	38.67%	63.58%	-7.29%	-19.82%		12.08%	28.47%
<b>Total Export to East Asian Countries</b>	879.07	1155.07	1091.02	1105.48	1292.51	1601.49	1976.13	2789.82	5519.50	17410.10	1934.46	1467.51
<b>Export to East Asian countries (%)</b>	4.13%	4.18%	4.20%	3.97%	3.74%	3.67%	3.70%	4.07%	7.35%	4.61%	4.34%	1.15%
<b>Growth of Export to East Asia countries</b>		31.40%	-5.54%	1.33%	16.92%	23.90%	23.39%	41.18%	97.84%		28.80%	31.75%
<b>Total Export to ASEAN and East Asian Countries</b>	1267.80	1561.48	1446.34	1552.39	1756.15	2244.41	3027.82	3764.79	6301.29	22922.47	2546.94	1633.03
<b>Export to ASEAN and East Asian Countries (%)</b>	5.96%	5.65%	5.57%	5.57%	5.09%	5.15%	5.66%	5.50%	8.39%	6.07%	5.84%	0.99%
<b>Growth of Export to ASEAN and East Asian Countries</b>		23.16%	-7.37%	7.33%	13.13%	27.80%	34.90%	24.34%	67.37%		23.83%	22.02%

Sources: Annual Export payment 2008-2009, Bangladesh Bank Statistics Department

**Appendix-2(B): Total Import of Bangladesh from ASEAN and East Asian countries (in Crore Taka)**

Particulars	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Total	Average	Std.
<b>Total Import from ASEAN</b>	5768.91	7576.14	7932.81	9226.94	9962.55	11171.06	12464.19	15224.22	19556.14	98882.96	10987.00	4271.09
<b>Import from ASEAN (%)</b>	14.88%	16.23%	17.45%	17.84%	16.88%	14.88%	13.55%	13.77%	14.02%	15.01%	15.50%	1.64%
<b>Growth of Import from ASEAN</b>		31.33%	4.71%	16.31%	7.97%	12.13%	11.58%	22.14%	28.45%		16.83%	9.63%
<b>Total import from East Asian Countries</b>	12434.13	15726.77	15292.22	15407.16	17658.84	22419.6	29121.95	34852.13	40589.12	203501.92	22611.32	9977.68
<b>Import from East Asian Countries (%)</b>	32.06%	33.70%	33.65%	29.80%	29.91%	29.87%	31.65%	31.52%	29.10%	30.89%	31.25%	1.70%
<b>Growth of Import from East Asian Countries</b>		26.48%	-2.76%	0.75%	14.61%	26.96%	29.90%	19.68%	16.46%		16.51%	12.08%
<b>Total Import from ASEAN &amp; East Asian Countries</b>	18203.04	23302.91	23225.03	24634.1	27621.39	33590.66	41586.14	50076.35	60145.26	302384.88	33598.32	14172.01
<b>Import from ASEAN &amp; East Asian Countries (%)</b>	46.94%	49.93%	51.10%	47.64%	46.79%	44.76%	45.20%	45.28%	43.12%	45.90%	46.75%	2.54%
<b>Growth of Import from ASEAN &amp; East Asian Countries</b>		28.02%	-0.33%	6.07%	12.13%	21.61%	23.80%	20.42%	20.11%		16.48%	9.65%

Sources: Annual Import Receipts 2008-2009, Bangladesh Bank Statistics Department

**Appendix-3: Total Export & Import and their growth** (in Crore Taka)

Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Total	Average	Std.
Total Export	21266.7256	27652.9725	25958.9947	27863.9451	34525.5718	43589.8535	53463.2528	68466.0918	75137.6935	3	41991.68	19625.267
Growth of total Export		30.03%	-6.13%	7.34%	23.91%	26.25%	22.65%	28.06%	9.74%		17.73%	12.73%
Total Import	38781.89	46672.64	45447.37	51708.33	59031.96	75051.28	92007.57	110587.85	139494.49	658783.38	73198.15	34407.673
Growth of total Import		20.35%	-2.63%	13.78%	14.16%	27.14%	22.59%	20.19%	26.14%		17.72%	9.55%

Sources: Annual Import Receipts 2008-2009 and Annual Export payment 2008-2009, Bangladesh Bank Statistics Department

**Appendix-4(A): Balance of Trade** (in Crore Taka)

Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Balance of Trade for East and Southeast East Asian Countries	-16935.24	-21741.43	-21778.69	-23081.71	-25865.24	-31346.25	-38558.32	-46311.56	-53843.97
Balance of Trade for West (EU and NAFTA)	12009.29	17026.93	15695.24	17515.99	23153.95	28266.11	34278.78	43544.22	45357.40
Total Balance of Trade	-17515.16	-19019.67	-19488.38	-23844.38	-24506.39	-31461.43	-38544.32	-42121.76	-64356.80

Sources: Annual Import Receipts 2008-2009 and Annual Export payment 2008-2009, Bangladesh Bank Statistics Department

**Appendix-4(B): Growth of Balance of trade (In percentage)**

Year	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Average
Growth of Trade Deficiency with East and Southeast East Asian Countries	28%	0%	6%	12%	21%	23%	20%	16%	16%
Growth of Balance of trade with Western Courtiers (EU & NAFTA)	42%	-8%	12%	32%	22%	21%	27%	4%	19%

**Appendix-5: Export-Import Ratio**

Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Avg.
Exp ort/Import of East and Southeast East Asian Countries	0.07	0.07	0.06	0.06	0.06	0.07	0.07	0.08	0.10	0.0717
Export/Import of West (EU & NAFTA)	2.98	3.49	3.39	3.61	4.21	3.85	3.87	3.83	3.48	3.6348
TOTAL EXPORT/TOTAL IMPORT	0.55	0.59	0.57	0.54	0.58	0.58	0.58	0.62	0.54	0.5728

Sources: Annual Import Receipts 2008-2009 and Annual Export payment 2008-2009, Bangladesh Bank Statistics Department

**Appendix-6: Balance of Trade (EXPORT-IMPORT) for ASEAN & East Asian Countries (in Crore Taka)**

Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Total	Avg.
Malaysia	-507.064	-763.464	-801.293	-959.42	-1464.11	-1638.24	-2149.41	-2222.72	-2950.9	-13456.6	-1495.18
Indonesia	-777.995	-993.291	-967.789	-1042.27	-1379.77	-1472.97	-1819.3	-2317.36	-2919.03	-13689.8	-1521.09
Thailand	-586.266	-958.459	-842.935	-950.195	-1336.74	-1950.24	-2006.76	-2713.17	-3382.51	-14727.3	-1636.36
Southeast Korea	-1559.11	-2149.31	-1909.31	-1841.82	-2363.99	-2455.1	-3130.93	-3433.12	-1623.72	-20466.4	-2274.05
Taiwan	-1893.27	-2149.46	-1705.35	-1818.03	-2119.94	-2580.79	-3071.72	-3152.27	-3176.06	-21666.9	-2407.43
Hong Kong	-1917.95	-2031.59	-1992.77	-1975.08	-2002.07	-2875.11	-3360.77	-4075.29	-4592.16	-24822.8	-2758.09
Japan	-3082.91	-4175.1	-3449.14	-3200.8	-2899.9	-3045.19	-3887.24	-4285.23	-5181.24	-33206.7	-3689.64
Singapore	-3436.38	-4280.28	-4857.5	-5550.72	-5193.58	-5188.22	-5172.51	-6731.59	-8418.09	-48828.9	-5425.43
China	-2829.41	-3783.71	-4993	-5364.06	-6933.21	-9804.27	-13604.1	-17243	-20902.8	-85457.5	-9495.28

Vietnam	7.6418	0.1749	0.183	-4.3606	-2.5894	-2.98	-269.626	-7.4688	-65.88
Cambodia	13.2938	0.0922	0.4699	-4.5323	-2.5319	-2.48	-280.523	-47.2975	-133.26
Mongolia	51.6309	0.207	0	3.1942	-3.28	-0.237	-151.393	-62.4332	-97.29
Brunei	20.2211	0.7764	0	5.1025	-1.92	-1.5388	-100.345	-93.515	-208.09
Laos	71.2985	4.8616	0	0.0006	-7.56	-8.7198	-38.5009	-36.9752	-156.34
Macao	44.5242	4.9209	0	0.0075	-49.23	-4.8812	-52.7661	-78.2057	-200.5
North Korea	53.7805	6.2172	0.3455	0.8992	-0.5349	-2.1235	-89.2972	-126.522	-198.36
Philippines	57.3745	7.5367	0.9257	-0.0116	-6.4934	-8.7143	134.3512	-180.879	-141.94
Myanmar	22.5578	5.0749	1.6542	-6.7165	-13.4654	-107.246	511.9825	-316.833	-794.45
	342.3231	29.8618	3.5783	-6.417	-87.605	-138.921	-336.117	-950.129	-1996.11
	38.04	3.32	0.40	-0.71	-9.73	-15.44	-37.35	-105.57	-221.79

Sources: Annual Import Receipts 2008-2009 and Annual Export payment 2008-2009, Bangladesh Bank Statistics Department

**Appendix-7(A): Country wise workers' remittances (US million dollars)**

Countries	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
UK	361.18	300.98	595.02	1275.08	1753.7	2311.6	3752.95	6132.91	6148.16	5433.31
USA	1213.98	1218.15	2048.24	2652.1	2757.27	3430.3	5105.86	6423.17	9467.07	10837.68
Singapore	58.51	42.2	82.05	179.84	190.79	294.81	436.3	554.64	892.49	1136.71
Malaysia	271.87	164.69	269.44	239.75	218.43	156.49	140.26	81.8	633.86	1943.98

Sources: Bangladesh Bank, Annual Report, 2008-2009

**Appendix-7(B): Country wise workers export**

Countries	2000	2001	2002	2003	2004	2005	2006	2007	2008
EU	34034	16252	25438	37346	47012	61978	130204	226392	419355
Malaysia	17237	4921	85	28	224	2911	20469	273201	131762
Singapore	11095	9615	6870	5304	6948	9651	20139	38324	56851

Sources: Bangladesh Economic Review-2009, Ministry of Finance, Bangladesh

# English Language Teaching in Bangladesh and Orientation to CLT: Expectations and Realities

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M Niaz Alamgir\*\*

## Abstract:

*The aim of this paper is to describe the context of English language teaching (ELT) in Bangladesh with a view to understanding the trends of ELT since independence, its present state and the problems it has. Since the independence of Bangladesh, a number of ELT planning initiatives have been taken, but unfortunately most of them could not bring out the intended goals. This paper reveals the problems to make effective proposals and recommendations for improving the present situation. This paper also focuses on the aims and objectives of introducing Communicative Language Teaching (CLT) in Bangladesh.*

**Keywords:** ELT, CLT, S.S.C., H.S.C., Bangladesh context, Bangla Implementation Act.

## 1.1 Introduction:

Language is a sensitive and sentimental issue in Bangladesh which has a near-unique history of sacrificing lives for national language, Bangla (Hamid, 2006; Mohsin, 2003; Musa, 1996). Bathed in nationalistic fervours, language policies in post-independence Bangladesh promoted Bangla at the expense of English (Rahman, 1991; Zaman, 2004). Bangla, which is spoken by perhaps 95% or more people (Maniruzzaman, 1998) was needed for the formation of national identity. Not surprisingly, it was made the sole national language and was awarded constitutional recognition in 1972 (Banu and Sussex, 2001).

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About the language of the country the Bangladesh constitution clearly states:

“The State language.

The state language of the Republic is [Bangla].”

(<http://www.pmo.gov.bd/constitution/conti2.htm#3>).

In the constitution, nothing is mentioned about the status of English. So if we take the status of English in our constitution we can not claim that English is a second language or official language in Bangladesh (Hasan, 2011). Furthermore, Bangla was to become ‘the medium of instruction at all levels of education’ (Ministry of Education, 1974:15), and the language of internal communication in government autonomous and semi-government offices (Alam, 2002:525). The use of Bangla in government administration and education reduced the role of English to a substantial degree (Rahman, 1991; Banu & Sussex, 2001). As Rahman (1991:47) noted, ‘English hitherto dominating the educated, commercial and social scene was relegated, due to a shift in emphasis and in national outlook, to a secondary position.’

## **1.2 Changes in English Language Teaching & Different Education Policies in Bangladesh since 1971:**

Since independence in 1971, the education system of Bangladesh as well as English language teaching and learning has undergone many changes (Middlehurst & Woodfield, 2004). After the independence, there was widespread support for the country to adopt a new education policy in consistent with the aspirations of the people. With this objective, several education commissions and committees were established in Bangladesh since the independence of the country. A national education commission headed by the leading educationist and scientist Dr. Muhammad Qudrat-e-Khuda was formed in 1972. The commission, popularly known as ‘*Qudrat-e-Khuda Commission-1972*’ reviewed the system of education and submitted its recommendations to the government in May, 1974. Regarding the place of English in education system, the commission made the following statement:

“Even after the introduction of Bengali as the medium of instruction at all levels of education, the necessity will remain for English to be learnt as a second language. It is not necessary to learn any language other than Bengali up to class V. From class VI to Class XII, however, a modern and developed foreign language must be learnt compulsorily. The language can be English, Arabic, Russian, Japanese, Chinese or any other foreign language. But for historical reasons and for the sake of reality, English will continue as a second language.” (Bangladesh Education Commission Report 1974:14. clause 4.6).

The commission also categorically indicated the importance of English as a foreign language in Bangladesh----

“English is the most important and widely spoken language in the present world. The importance of English can never be ignored in the field of international communication and information. Everyday this language is being enriched by new knowledge and every year this knowledge is being published in innumerable books, magazines, journals and periodicals. Information of other languages is also being translated in English regularly. English language has spread so widely throughout the world that it is now spoken in every continent and widely used in the field of trade & commerce, diplomacy and industry. So English has achieved so much prestige as an international language that its importance can never be ignored” (Bangladesh Education Commission Report 1974:14, Clause 4.7).

Regarding the place of English at tertiary level the commission said: “it is unnecessary to make the study of any foreign language compulsory at the university level” (Bangladesh Education Commission Report 1974:14).

But due to unavoidable circumstances, the implementations of the recommendations of the report were delayed. In the light of the recommendations of this commission the **‘English Language Teaching Taskforce’** was formed in 1976 to assess the state of English Language Teaching in Bangladesh and some recommendations were made for improving it.

It was the first extensive study to the proficiency levels of English carried out by the English Teaching Taskforce. A large sample study of classes IX and XII at 45 schools and colleges was carried out on the basis of proficiency tests. It was found that “at class IX students were 2 years behind the level assumed in course –books while at class XII, they were 4years behind” (Report of the English Teaching Taskforce 1976:1).

On the basis of the findings, the Taskforce made the following recommendations:

1. English should be made compulsory from either class III or class VI. If English is made compulsory from class III, English language training should be made compulsory at each primary training institute,
2. Since the biggest obstacle in teaching English lay in the lack of competent teachers, large scale short and long- term training programmers should be undertaken for secondary school teachers.
3. At each level an appropriately graded syllabus should be introduced together with new textbooks related to the needs and capabilities of the students,
4. The Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) should test comprehension and writing skills in meaningful contexts and discourse rote learning.

**‘Rahman, Mc Ginley and McGinley (1981)’** also found a 4-year lag in English proficiency among students entering tertiary education. **“The UGC Report (1988)”** also found a wide gap between proficiency needed to successfully perform at tertiary level and those actually achieved at the end of the higher secondary stage.

**“The 1990 Baseline Survey”** of 1400 students at 20 schools in different parts of the country showed no improvement in spite of the fact that English had been made

compulsory at primary level since 1976 and new textbooks had been introduced at all levels. Proficiency tests administered to classes 6 and 8 students based on language items in the prescribed text books at those levels showed a general failure to reach the required standards.

Again in July 1976, the '*National Curriculum and Syllabus Committee*' was formed for developing national curricula and syllabuses for different classes and separate committees were formed for each subject area. Since the committee felt that a good foundation in English was necessary, it made arrangements for English to be taught from class III (National Curriculum Committee 1978:265). The National Curriculum and Syllabus Committee also recommended: "It follows that the English syllabus should be functional rather than literary and that every attempt should be made to break down the traditional bookish attitude to both education and English" (Report of the National Curriculum Syllabus Committee 1978:77). In the light of this recommendation, English text books at the secondary school and college levels, which previously consisted of literary texts, were replaced by language teaching texts written primarily by Bangladeshi teachers. However, introduction of language oriented text books at primary and secondary levels had not caused much alarm, but when *Higher Secondary English*, an anthology of prose pieces and poems was replaced by a language oriented text, it faced strong resistance from teachers of 'old school' and also from newspaper editors, and columnists who demanded a reintroduction of literature oriented text books. And according to their demand the book was ultimately withdrawn, and the old anthology was reintroduced with minor alterations (Higher Secondary English Selections: Prose & Poetry 1987).

'*The Bangla Procholon Ain or Bangla Implementation Act*' was implemented in 1987. By implementing the act the Bangladesh Government made it compulsory for employees in government, semi-government and autonomous institutions to use Bangla in inter-office memos, legal documents and correspondents except in case of communication with foreign govt. countries and organisations (Rahman:20). The enforcement of this law made it compulsory for all to use Bengali in almost all levels of national life. But it was immediately realised that Bangladesh should not neglect English, especially because of some basic problems like- the importance of English internationally, occupational purposes and for cooperation and commerce with outside world.

However, on 19 January 1989, English was introduced as a compulsory language from class I to class XII with students having to qualify in both English and Bangla in the board examinations. Moreover, at the university level, in addition to the regular course, English was introduced as a compulsory subject in many disciplines since 90s. After 1993, English education has been reintroduced in the B.A., B.S.S., B.Com. & B.Sc. courses as compulsory subject of 100 marks.

On the basis of the world context the government of Bangladesh passed an act in 1992 for the reintroduction of English at the tertiary level. It did this to enhance the employment potential of graduates and to check the decline of academic standard. The act came in to effect two years later with a syllabus based on grammar. In fact, the passing of this legislation in 1992 is an evidence of the government's rethinking of the importance of English within the education system.

### **1.3 Recent Attempts at ELT Reform in Bangladesh:**

Since the 1980s, there have been repeated efforts at ELT curriculum reform and change. These have been carried out by the Government, NGOs, Universities and other educational organisations. Besides, there have been ELT capacity-building initiatives by voluntary professional associations like BELTA. These aimed variously at curriculum reform for secondary school English, developed new text books, developed teacher training strategies and attempted to reformulate testing (Rahman, Kabir & Afroze, 2006).

Rahman, Kabir and Afroze (2006) conducted a study namely BRAC-PACE training programme and from the report of their study the following attempts at ELT reform in Bangladesh have been revealed:

The major projects run at the national level with donor-assistance were:

***Orientation of Secondary School Teacher for Teaching English in Bangladesh (OSSTTEB, 1990-1994):***

There was a baseline study, syllabuses from class VI-XII were revised, textbooks for classes VI – VIII were rewritten, the English syllabuses for the B.Ed. courses at TTCs were developed, and English teachers of 20 government schools were trained.

***The English Language Teaching Improvement Project (ELTIP, 1998-2002):***

It was among the initial projects which started working in Bangladesh in July 1997 with a view to improving the quality of English language teaching in secondary and higher secondary education in Bangladesh. It was co-funded by the Bangladesh government and Department for International Development (DFID) of United Kingdom and was run by the British Council and NCTB. It developed textbooks for class IX –XII on the principles of Communicative Language Teaching (CLT), developed cluster approach teachers training strategy and a training manual, set up 16 regional training centers and trained about 5000 secondary school teachers but in its attempt to revise the testing system, there was no success.

***Secondary Education Sector Improvement Project (SESIP, 2000-on-going):***

It is one of the various improvement projects that have recently started running at the national level with donor assistance. It is a Tk. 490 crore Project which is jointly funded by Asian Development Bank (ADB) and the Government of Bangladesh. Its chief focus is on TQI (Teaching Quality Improvement Project) aimed at the institutional capacity-building in secondary education.

Besides, **NAEM** as the country's apex training institute runs regular teacher training courses in Communicative English for both government and non-government schools and colleges. **BIAM** also runs ELT and teacher training courses. The National University has an agenda to provide intensive teacher training courses in CLT.

#### **1.4 Introducing Communicative Language Teaching (CLT) in Bangladesh:**

The search for an appropriate method to teach foreign languages has been going on for the last one hundred years (Howatt 1984). These have reflected various changes in perspectives related to the nature of language and of learning theories. Since 1970s, the second/foreign language teaching field worldwide has settled for Communication Language Teaching or CLT. CLT has a humanistic orientation, treats learners as individuals with different learning styles and most significantly focuses on *language in use*. It is best considered an approach rather than a method (Rahman, Kabir & Afroze, 2006). In line with this modern orientation to teaching English and with the worthwhile objective of improving the quality of teaching and learning English, ELTIP introduced communicative textbooks *English for Today* in the year 2001 up to higher secondary level in Bangladesh. The new curriculum stressed the need for students to learn to communicate in English rather than to just master the structure of the language. New books *English for Today* were written by team of national and international experts and attempts were made to train school and college teachers in this new methodology.

In fact, with a view to coping with the modern world Communicative Approach to language learning has been introduced in Bangladesh by our government from class-VI to the HSC level since 2001. The main aim of introducing CLT in Bangladesh that has been mentioned in the “Preface” of the text book “*English for Today*” (For classes 11-12) is as follows:

“The book is based on the principle that has guided the writing of the English for Today books from class VI onwards - the principle of learning a language by actually practicing it. This practice which is carried out through the four language skills of speaking, listening, reading and writing, usually in an interactive mode, underlies the communicative approach to language learning. As the focus is on the communicative functions of language, the main aim of the text book is to provide ample opportunities for students to use English for a variety of purposes in interesting situations.”

For the language teaching methodology, ELT practitioners in Bangladesh followed Grammar-Translation Method (GTM). The shift in the paradigm from GTM to Communicative Language Teaching (CLT) occurred around the year 2001 and now it is the official government education policy (Hasan and Akhand, 2009).

However, an education commission was formed in 2003 headed by the educationist Prof. M. Moniruzzaman Mia. Regarding the introduction of Communicative English in Bangladesh the commission made the following statement: “Proper steps have not been taken for training the English teachers before introducing CLT. As a result, a large number of English teachers are not aware of the teaching methodology of this new syllabus. Discussing with the Headmasters and English teachers of different schools the points that the commission thinks very important are as follows:

- I. In secondary level, the idea of teachers is not clear about aims and objectives of communicative English.
- II. Many teachers are confused about the success of CLT.
- III. The problem is more acute in rural areas of the country.” (Bangladesh Education Commission Report 2003: 83)

And that is why although the policy and textbook changed to a communicative method in the year 2000, the pictures of English language classrooms still reflect the traditional style. Teachers still stress the development of reading skills both for the purpose of getting good results in examinations (Hasan, 2004). Rahman (1999) states “Notebooks and guidebooks are a lifeline to most learners and the negative backwash effect of the examination on teaching and learning strategies complete the cycle of monolithic pattern of knowledge and education” (p. 109).

### **1.5 The present state of ELT especially at the S.S.C. & H.S.C. level in Bangladesh:**

No doubt, introducing CLT in Bangladesh is a good effort on part of the government. But it is a matter of regret that in spite of learning English as a foreign language for long 12 years, every year a large number of students fail in English subject in the S.S.C. & H.S.C. public examinations in Bangladesh.

Moreover, after long years of learning English, most of the learners cannot speak English with necessary fluency, correctness of grammar, and pronunciation. It proves that the intended goal of introducing communicative approach in Bangladesh has not yet been achieved.

The important issues raised by Richards and Rodgers (1986) are that the adoption of a communicative approach raises important issues for teacher training materials development, testing and evaluation. Questions that have been raised include whether a communicative approach can be applied at all levels in a language programme, whether it is equally suited to ESL and EFL situation, whether it requires existing grammar-based syllabuses to be abandoned or merely revised, how such an approach can be evaluated, how suitable it is for non-native teachers, and how it can be adopted in situations where students must continue to take grammar-based tests. These kinds of questions will doubt less require attention if the communicative movement in language teaching continues to gain momentum in the future. (p.83)

Again most of the current English teachers of schools and colleges are the product of the Grammar-Translation Method. They are not well acquainted as well as trained in newly oriented English curriculum as a part of their teaching. The teachers hardly speak English in the classroom, nor do they encourage the students to speak in English. The teachers talk more in the classroom and remain busy while students sit idle as inactive listeners (Hasan & Akhand, 2009). The other acute problems that require attention include inefficient and untrained language teachers, the teacher dominated classroom atmosphere, irrelevant and inadequate materials, defective testing system, insufficient involvement of the learners, problems with the selection and grading of the teaching/learning items and little use of modern equipments. So, the current situation in

the learning and teaching of foreign language in Bangladesh is like “teaching the Communicative Approach by following the Grammar-Translation Method”.

Another very important factor that should be taken into consideration is that Bangladesh is a poor and developing country and owing to financial and resource constraints the government can not fund the requisite number of educational institutions. As a result, every educational institution is over crowded and class size is unusually large and facilities in these institutions are very poor. Therefore, in spite of having intention, some efficient or trained language teachers of our country fail to play the three main roles of the teachers in the communicative classroom- the role as a ‘facilitator’; the role as a ‘participant’; and the role as an ‘observer and learner’. (Breen and Candlin, 1980)

However, the present paper finds that instead of helping the students to develop Communicative Competence, the shifting from the Grammar-Translation Method to Communicative Approach has produced acute problems in the field of foreign language teaching and learning in Bangladesh.

#### **1.6 Suggestions for Policy-Makers:**

Effective realisation of any teaching methodology does not only rely upon the ELT practitioners. The concerned authority also has a considerable responsibility in this view. A crucial problem that has been identified in the context of Bangladesh is the insufficient involvement in teaching methodology and supervision of the concerned authorities i.e. Ministry of Education, Education Board, Curriculum Board and schools & colleges. Hence, this paper presents the following suggestions that may be investigated and taken into consideration with a view to solving the problems of ELT especially at the S.S.C. and H.S.C. levels in our country:

1. Successful implementation of the teacher-training programmes for ensuring competency of the teachers.
2. Identifying, in particular, the adversities that our teachers and students encounter in their CLT classrooms at the S.S.C. and H.S.C. levels and to offer a faithful picture of the prevailing classroom procedures with a view to finding out possible effective solutions.
3. Increasing all round monitoring and follow up by the concerned authorities.
4. To identify the strengths, weaknesses, opportunities and threats (SWOT) within the ELT environment in general.
5. Increase the usage of the state of the art resources such as internet, popular magazines, e-zines, mobile phones, social networks to ensure the highest output from the teachers as well as the learners.
6. Considering the socio-economic condition of Bangladesh, existing CLT methodologies can be modified and/or altered in accordance with the facilities available in the educational institutions.
7. Inventing certain techniques that can help our teachers impart effective teaching even in present circumstances of our country which will help to achieve the intended goal of CLT.

8. Our government can donate one local made laptop for the purpose of ELT to each school and college to ensure resourcefulness which will result in quality English language learning and teaching and implementing 'Digital Bangladesh'.
9. For fulfilling the goal of CLT i.e. achieving 'Communicative Competence' the existing testing system especially in the S.S.C. and H.S.C. level should be immediately reformed. As our education system is exam centered, students are not interested in practicing those items which are not included in the exam such as listening and speaking skills.

### **1.7 Conclusion:**

From the above discussion, it is observed that since the independence of Bangladesh a number of English planning activities have been taken such as **a)** introducing English in the national curriculum from the first grade and a compulsory study of English for 13 years, **b)** undertaking donor funded English Teaching Project (e.g. ELTIP) for English teacher training, **c)** introducing compulsory English language courses at the undergraduate level in tertiary colleges and public universities, **d)** replacing the structural curriculum by Communicative Language Teaching (CLT), **e)** enacting the Private University Act, 1992 which paved the way for the establishment of the English medium private universities in the country. But, as Rahman (1999) states that, although conceptually valuable and sound in principle, most of the reform attempts have suffered from a lack of planning, for not providing supportive resources, for being isolated attempts and for lacking a coordinated long term focus and these are the issues that should be taken into immediate and careful consideration for successful implementation of Communicative Language Teaching (CLT) in Bangladesh.

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# Gender Relationships in *The Bluest Eye*

Md. Jamal Hossain

**Abstract:** Gender relationship is a very basic but significant aspect in literature. While excellent gender relationships reflect a strong bond among people, poor gender relationships imply weak and unhealthy ties among them. However, different variables may impact the formation and development of gender relationships among the human beings in a society, community and a nation. Of such variables perhaps race, class, culture, and sexuality play the most important roles. As such it is obvious that gender relationships are very important for a multiracial, multicultural and capitalist nation for maintaining a peaceful life. This paper analyses the impact of race, class, culture, and sexuality on gender relationships among people in the contemporary US society as they occur in *The Bluest Eye* by Toni Morrison. The information collected from the said fiction will be analyzed on the basis of a few insights available in culture, modernism, anthropology, philosophy, psychoanalysis, feminism and post-colonialism.

**Key-words:** Gender relationship, race, class, culture, sexuality.

## **Introduction:**

Superior gender relationships play a significant role in maintaining peace, liberty, and human rights at a society in particular and in a country in general. As such gender relations may suggest how people in a specific society relate to one another, how peacefully they live, and what social, political and economic rights they enjoy. However, gender associations may be impacted by race, class, culture and sexuality. Nobel Prize winning African-American author, Toni Morrison in her fiction *The Bluest Eye (TBE)* interprets the negative influences of race, social class, culture, and sexuality “upon the existence of human bonds” (Wiley 1954, p. 128) in the contemporary US society. The author narrates how African-Americans suffer in the modern US society due to their diasporic origin, poor social status, varied culture, and feminine essence.

*TBE* narrates the story of a black working class family, the Breedloves. The youngest daughter of the family, Pecola Breedlove undergoes traumatic experiences in her family, school, neighbourhood, and community. Her father rapes her, mother beats her; her school teacher overlooks her, classmates harass her; her neighbouring mulatto Louis Junior assaults her, his mother scolds (“You nasty little black bitch.”) and drives her away from their house; the local shopkeeper at Yacobowski’s Fresh Veg. Meat and Sundries Store ignores her; and Soaphead Church exploits her. All these happen probably due to her blackness, poor social status, black culture and feminine sexuality. Though both the male and female members of her family suffer in terms of their relationships with other people in their community, the sufferings of the female members are more severe. And, in the novel this is true to other black characters as well. However, poor Pecola realizes that she will be able to reconstruct her social identity, come out of her peripheral existence and get rid of the sufferings if she can possess blue eyes, the most important symbol of white beauty. But unfortunately, her endeavour for having blue eyes results into nothingness and finally she goes mad. Thus, the society, the community and the nation dominated by the whites push black Americans away to the periphery. Though they struggle to reach the centre, their efforts hardly succeed and they remain there fixed or turn worse.

### **Definitions of Gender Relationships:**

Prior to analyzing the impact of race, class, culture and sexuality on gender relationships in the said novel it is essential to define gender and gender relationships. Gender has been used since the early 1970s to indicate culturally constructed femininity and masculinity as opposed to biological sex differences (Jackson 1998, p. 131). Kottak (2004) viewed, “Gender refers to the cultural construction of sexual difference” (p. 309). Therefore, gender refers to cultural categorization of sexual differences between men and women. American psychoanalyst Robert Stoller (1968) viewed:

*Gender* is a term that has psychological or cultural rather than biological connotations. If the proper terms for sex are ‘male’ and ‘female’, the corresponding terms for gender are ‘masculine’ and ‘feminine’; these latter may be quite independent of (biological) sex. (Cited in Moi 2005, p. 22)

However, gender relationship refers to interpersonal relationships between people in a society which is impacted by different cultural, economic, political as well as ideological factors. Bravo-Baumann views, “Gender relations are the ways in which a culture or society defines rights, responsibilities, and the identities of men and women in relation to one another” (in ‘What is gender’ 2004). This definition of gender relations is very relevant to the characters in *TBE*. Living in a racialized and conflicted society the black African-Americans lack physical freedom, political rights and culture. Du Bois (1999) views:

Work, culture, liberty,--all these we need, not singly but together, not successively but together, each growing and aiding each, and all striving toward that vaster ideal that swims before the Negro people, the ideal of human brotherhood, gained through the unifying ideal of Race; the ideal

of fostering and developing the traits and talents of the Negro, not in opposition to or contempt for other races, but rather in large conformity to the greater ideals of the American Republic, in order that some day on American soil two world-races may give each to each those characteristics both so sadly lack.

Hence, it is obvious that in relation to the white the black are termed ugly, nasty, Negro and are cast into a sea of continuous struggle of identity formation in terms of their relationship with the nation in general and with other men and women both within and across their races in particular. Thus in *TBE* "Gender relations refer to a complex system of personal and social relations of domination and power through which women and men are socially created and maintained and through which they gain access to power and material resources or are allocated status within society" (IFAD 2000, p. 4). Consequently, a close reading of this novel reveals an intriguing, and inquisitive gender relationship network developing between a man and a woman, two women and between two men and functioning between two blacks, two whites, a black and a white, a black and a mulatto, as well as a mulatto and a white. Thus a quintuple -binary gender relationship network progresses in the story both within and across races.

#### **Purpose of the Study:**

The US is different from any other country in the world for several reasons. First of all, once a European colony, now it has turned into a major economic and political power around the world. Secondly, it advocates for human rights and strongly opposes violence and terrorism. Thirdly, it is an abode of multi-cultural, multi-national, multi-religious and multi-racial people from all over the world. Last of all, for all the above-mentioned reasons it is considered by many people a dream and paradise for immigrants. However, the question is - To what extent has the nation allowed the black African immigrants merge into the dominant white community? As an African-American female novelist, Toni Morrison's fiction *TBE* perhaps deals with some unique and mysteriously significant elements in terms of gender relationships which deserve our special study and focus. Therefore, following are the purposes of this study:

- deepening our understanding of gender relationships existent in the US society in the light of Toni Morrison's novel, *TBE*
- to find out the impact of social, economic, political, cultural and religious norms and ideologies on the relationships between genders in the same fiction
- to discover to what extent the theories of feminism, post-colonialism, Marxism, psychoanalysis, existentialism and Identity formation by Du Bois affect gender relationships in the US society
- to find out whether there is (or are) any dominant element(s) or factor(s) affecting gender relationships in the aforesaid fiction and
- to provide recommendations for strengthening gender relationships for the interest and welfare of the society as well as the state

### **Scope of the Study:**

We are in a new political conjuncture not without racism, not a conjuncture without difference; it is not a conjuncture without poverty and deprivation and marginalization on a world scale. But it is one in which the marking of difference, the careful and over-latticed marking of finely drawn distinction, can't be easily convened under a single political roof and fought in a simple battle. (Stuart Hall, cited in Walker 2004, p. 92)

While Stuart Hall observed racial conflicts between the white and the black in the US society, Fanon (1968) found “a massive psychoexistential complex” (p. 12) and Du Bois discovered “the limited, fractured, and distorted identity of African Americans” (cited in Walker 2004, p. 88). Caslin (2006) viewed “As a Nobel Prize Winner and prolific author of African-American fiction, Toni Morrison has established herself as one of the foremost commentators on the social and political difficulties faced by her people today” (*African-Americans and Post-colonial Studies*, p. 2). Such difficulties include but not limited to racism, marginalization, identity crisis and psychological trauma. These traumas are so critical that Cholly's mother throws her new-born baby into a dustbin (Morrison 1979, p. 103) and Pecola ends up in madness (Morrison 1979, p. 163). All these complexities originate primarily from unhealthy gender relationships among people within and especially across races.

It can perhaps be argued that Morrison narrated “the complexities of life during the first part of the twentieth century ... especially for black Americans” (Bessie & Audrey 1985, p. 49) and attempted to “teach us about life [especially of the African Americans], to transmit humane values” (Barry 2010, p. 16). Therefore, the humane values propagated by her are important not only for her readers but also for the US nationals who preach human rights but do not practice themselves in terms of their relationships to the black. This becomes explicit, if we consider the lofty affirmation of the fifty six men who signed the Declaration of Independence of the US, “We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness” (Cited in Bodley, 2000, p. 334). Therefore, I would like to argue that gender relationships in *TBE* need to be studied in depth for the welfare of the US nationals. This is because a well-developed gender relationship is a pre-condition to the economic, social and political betterment of a society in particular and a nation in general. On the contrary, a poor and negative gender relationship is responsible for domestic and social aggression and violence.

### **Research Methodology:**

In this research paper I intend to undertake Literature (Based) Research Methodology. Lin (2009) viewed:

Literature research methodology is to read through, analyze and sort literatures in order to identify the essential attribute of materials. Its significant difference from other methodologies is that it does not directly deal with the object under study,

but to indirectly access to information from a variety of literatures, which is generally referred to as “non-contact method” (p. 179).

Hence, the basic foundation of this methodology is literature review. And I would like to follow two types of literature reviews in my investigation. These are: Integrative Review and Systematic Review. University of Southern California Libraries (2013) have defined Integrative Review as “a form of research that reviews, critiques, and synthesizes representative literature on a topic in an integrated way such that new frameworks and perspectives on the topic are generated” (p. 1) and Systematic Review as “an overview of existing evidence pertinent to a clearly formulated research question, ... to identify and critically appraise relevant research, and to collect, report, and analyse data from the studies that are included in the review” (p. 2). My method of data collection will mainly remain confined to direct observation from literary works. Finally, the data will be interpreted on the basis of existing literary theories as well as published and unpublished scholarly articles, books, dissertations, essays, etc. relevant to my topic.

### **Analysis of Gender Relationships:**

After the Egyptian and Indian, the Greek and Roman, the Teuton and Mongolian, the Negro is a sort of seventh son, born with a veil, and gifted with second-sight in this American world, -- a world which yields him no true self-consciousness, but only lets him see himself through the revelation of the other world. It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels his twoness,-- an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder. (Du Bois 1999)

Gender relationships in *TBE* are highly affected by the ideologies of race, class, culture and sexuality. At the very beginning of the story we notice a bitter interpersonal relationship between Claudia and their white neighbour, Rosemary Villanucci. Both parties look for excuses to attack and insult each other. However, it seems that Rosemary displays a kind of superiority complex. She, as is evident, can dominate and look down upon Claudia as she occupies a higher social position in terms of her whiteness, and riches. Though young Claudia reacts strongly in every case, she is supposed to digest every insult owing to her blackness, poverty, and sexuality. The relationship between Claudia and Rosemary guides the readers to an incident that focuses the mother daughter relationship in the MacTeers family. One day while Claudia and Frieda were helping nervous Pecola cleaning her first menstruation in the garden, Rosemary cried “Mrs. MacTeer! Mrs. MacTeer! Frieda and Claudia are out here playing nasty!” (Morrison 1979, p. 21). Unaware of the real situation, Mrs. MacTeer got angry with her daughters and rushed to the garden. She pulled off a switch, shouted “I’d rather raise pigs than nasty girls” (Morrison 1979, p. 22), grabbed Frieda by the shoulder and gave her three or four

“stinging cuts” on her legs. Their old, cold and green house affected the relationships among people within and across it.

The interpersonal relationships between husbands and wives are affected not only by race, (poor) class, culture, and sexuality but also by loneliness. At the commencement of their family life we observe Cholly and Pauline Breedlove a happy couple, both affectionate to and caring for each other. But with the passage of time and the birth of children money appears to be an important necessity for maintaining lives. Accordingly, Pauline feels that money means many things for people like them. So, their discussions of mutual love, affection, and passion are replaced by the discussions of money. “Money became the focus of all their discussions, her for clothes, his for drink.” (Morrison 1979, p. 92). Unfortunately, Cholly Breedlove failed to perform his roles of a husband and a breadwinner as expected by the patriarchal society, “Cholly is a “naked father”, an emasculated figure who is incapable of accumulating wealth or playing the patriarch” (Dickerson 1989, pp. 116-117). But, Why did Cholly, a man, fail? Perhaps his society was to a great extent responsible for his failure and pathetic breakdown. Born as an illegitimate black child, Cholly’s mother threw him into a dustbin when he was only four days old. The mother; a black, poor, and virgin; was unable to bring up her love-child living in a society dominated by the white. Great Aunt Jimmy kindly collected and brought up Cholly though ineffectively like Jadine in *Tar Baby* who was brought up by her black aunt, uncle and their white employer after her mother's death at the age of twelve. However, after his aunt's death Cholly lost the love, affection and care of her great aunt and was very upset. Thus at the age of fourteen his last resort was seized by death. Then his only choice remained to look for his so-called father, Samson Fuller who was reported to live in Macon. He succeeded in seeking for the man but he humiliated and ignored Cholly, his son. Fuller told him that his mother took money from him and so, he did not have any responsibility for Cholly. He could deny his responsibility for Cholly on the ground he mentioned or on the pretext of his own crisis of money, but it was unfair to treat him so badly. As Cholly was a black, poor boy he received such bad treatment from his parent, another black man. As a result, he grew up as an abandoned street child experiencing the utmost cruelty and pathetic realities of life. The most unhappy incident for him, however, perhaps was his first copulation with Darlene while he was bullied by two white hunters. It was an important indication of the unhealthy relationships between the black and the white in the contemporary US society. Anyway, all these set Cholly dangerously free: “Free to feel [and do] whatever he felt- fear, guilt, shame, love, grief, pity” (Morrison 1979, p. 125). Consequently, he went astray, so much so that nothing could pull him back to a normal life. Modern culture of the society, no doubt, motivated him to drink regularly. Because it was necessary for him to infuse some white identity into his black body, “the project of black identity is nothing less than a rendering of modernity in black” (Hanchard, in Walker 2004, p. 85). But his over-drinking resulted from his distress and dissatisfaction of life. He desired to get rid of his problems by over-drinking but it turned into a curse for himself as well as his conjugal and family life. The over-use of alcohol made him intolerant, abusive and violent as is observed by Gazzaniga and Heatherton (2003), “alcohol is a major source of many of our [American] societal problems, such as spousal abuse and other forms of violence” (p. 190). As such, Cholly

started abusing Pauline both physically and psychologically. And Pauline turned into an angered and violent wife. They quarreled and fought with each other almost daily and brutally:

Cholly and Mrs. Breedlove fought each other with a darkly brutal formalism that was paralleled by their love-making. Tacitly they had agreed not to kill each other. He fought her the way a coward fights a man- with feet, the palms of his hands, and teeth. She in turn fought back in a feminine way- with frying pans and pokers and occasionally a flat iron would sail towards his head. They did not talk, groan, or curse during these beatings. There was only the muted sound of falling things, and flesh on unsurprised flesh. (Morrison 1979, p. 32)

The quarrels between the Breedloves remind us of Mr. and Mrs. Morel in *Sons and Lovers* by D.H. Lawrence. The Morels in spite of frequent disagreements and quarrels in between them lived under the same roof as a couple. But their quarrels were not as violent as that of Pauline and Cholly Breedlove. However, though Pauline Breedlove suffered from unhappiness and frustration in her married life she did not walk out of her husband's house like Nora Helmer in *A Doll's House* by Henrik Ibsen. Rather, she tried her best to play the role of an "archaic mother". Even Cholly was reluctant to a separation with Pauline. This was perhaps because he needed her to fulfill his physical love. As a result, the relationship between them turned into a mixed one of affection and enmity, companionship and intolerance, and intimacy and distance. And the final resolution was separation that threw Cholly into prison, Pauline into the house of her master and Pecola at the house of the MacTeers. The society that termed them "poor and black" (p. 28) and confined them to the lowest class structure could also be held responsible for their pathetic conditions. The Breedloves emerged from a history which was termed by Grewal (1997) a "race-based class structure of American society that generates its own pathologies" (p. 118).

The poor interpersonal relationships between the Breedloves affected not only themselves but also their children and the society at large. "Gender relations affect household security, family well-being, planning, production and many other aspects of life" (Baumann, in 'What is gender' 2004). Thus the bad effect on the Breedlove children, Sammy and Pecola was more of psychological than physical. The reactions of Sammy to his parents' quarrel and fighting were diverse. Sometime he cursed the father for a while, sometime he threw himself in the argument and sometime he left the house for peace. Again sometime he screamed to his mother, "Kill him! Kill him!" (Morrison 1979, p. 33) or hit "his father about the head with both fists, shouting "You naked fuck!" (p. 33). A young girl, Pecola's reactions were somewhat different from her elder brother's. She had to kind of experiment "with methods of endurance" (p. 32). Sometime she wished for her own death, sometime the killing of one of the parents at another's hand, sometime she whispered to her mother "Don't Mrs. Breedlove" (p. 32) or another time to God, "Please make me disappear" (p. 33). Thus it is obvious that both the children were psychologically affected by their parents' unsound and violent interpersonal relationships.

For being a black (and ugly?) girl, Pecola Breedlove fell a victim to negligence, hatred, racist attitude, harassment, and violence of the male-controlled society both inside



and outside her family. Though she suffered from maltreatment meted out by both males and females, she did more from that of the male community. First, she underwent the negligence, hatred, racist attitude and harassment inflicted by her classmates and teachers. Her classmates disliked sitting beside her, and they hardly talked to her. The white boys and girls of her class hated her so much that making friendship with her was taken as a matter of insult for them. One day a number of classmates surrounded Pecola, danced a macabre ballet and sang the insulting verse, "Black emo Blck emo Ya daddy sleeps nekked" (p. 50) to harass her gaily. However, these same white boys and girls type of avoided Maureen Peal who was a mulatto and came from a rich family of an attorney. This is a very indication that the more black and poor one was, the more she suffered in the US society. However, her teachers never looked at her and called on her only when necessary. Secondly, Pecola's neighbours and the local shopkeeper mistreated her badly and for the same reasons. One day Louis Junior, a neighbouring mulatto of her age invited her to their house to play with him. When Pecola rejected, the boy tempted her of showing her some kittens. Curious, she accepted his invitation. But she did not receive a hearty welcome at their house. Rather he playfully threw a big black cat at her face. The cat scratched her face and chest. The boy performed this action for his pleasure. However, when frightened and injured Pecola tried to come out of his house to get rid of his sadistic action, he leaped in front of her saying: "You can't get out ... my prisoner" (p. 70). Next he locked her into a room and her banging on the door only increased "his gasping, high-pitched laughter" (p. 70). Thus for being a poor, black and an ugly girl Junior dared to hurt and imprison her. Even his mother abused her no less than Junior. On hearing her son's false accusation that Pecola killed their cat, which got killed in the process of his game played to Pecola, Geraldine shouted:

You nasty little black bitch. Get out of my house. (Morrison 1979, p.72).

Another day when Pecola went to Yacobowski's Fresh Veg. Meat and Sundries Store to buy some candies, the head of the store, an adult male hardly cast a glance at her. For him she was of little importance, because she was black, ugly and poor. He neglectfully "scoots three Mary Janes toward her" (p. 37) and when Pecola paid for them "He hesitates, not wanting to touch her hand" (p. 37) and finally when he reached over to take the pennies from her hand, "His nails graze her damp palm" (p. 37). Thirdly, Pecola was exploited by Soaphead Church, a former Anglican Church priest and a so-called "Reader, Adviser and Interpreter of Dreams" (pp. 130-31) who people believed to have possessed supernatural power for fulfilling their wishes. Instigated by her self-hatred and trauma Pecola visited this man to ask for blue eyes. Powerless to help her, he used her to kill a dog he hated, telling her that god might grant her wish and give her blue eyes if she offered some food to that animal. Therefore, Pecola's woes compelled her to scream in one voice with Fanon (1968), "I had rationalized the world and the world had rejected me on the basis of color prejudice" (p. 123). Pecola suffered mostly for three reasons which were poverty, blackness and feminine essence. Although all these causes of sufferings were common to all the female characters in the story, the last one was the dominant source. This implies that there is a strong link between sexuality and inferiority of women. Bartky (1996) viewed, "To the extent that we so often accept the lesser lives that are offered us, and insofar as we internalize intimations of inferiority, we must assume

that the inculcation of shame and guilt in women is a pervasive feature of social life” (p. 225).

The relationship between Pecola and her mother was also influenced by the agents mentioned above. When Pauline conceived Pecola, she made up her mind that she would love the baby irrespective of its look. But after her birth the mother’s feeling was somewhat different, “I used to like to watch her... But I knowed she was ugly ... Lord she was ugly” (pp. 97-98). In fact, the mother could not love her ugly daughter. Such a negative change in her emotion was caused by several reasons. First, she failed to relate her new-born baby to her idea of “physical beauty” (p. 95) which she watched and learned during her frequent visits to cinema halls for passing her lonely time. She came to know how beauty was worshipped in the society. And subconsciously she herself turned into a worshipper of beauty. That’s why she developed a sort of aversion for her own ugly daughter. Secondly, she had experiences of rejection and marginalization for being a black woman. Hence, she realized how difficult life might be for a black woman in the dominant white society. Such knowledge should make her worried about the future of her daughter. And finally, there was poverty. It, she knew, certainly would multiply her daughter’s woes. This was obvious from the different attitudes of the white boys and girls towards Maureen Peal and Pecola at their school. And unfortunate enough that Pecola was deprived of ordinary maternal affection and care. In addition, Pauline’s work in the Fishers’ family of beauty and riches made her develop a fondness for beauty and money. And the more she got close and liked them, the more she got far and neglected her own family, “More and more she neglected her house, her children, her man” (Morrison 1979, p. 99). She nurtured more affection and care for the little girl of the Fishers’ family than her own daughter, Pecola. Therefore, she slapped her daughter for dropping pie juice on the floor of the Fishers’ house and attended the white baby of her Master saying:

Hush, baby, hush. Come here. Oh, Lord, look at your dress. Don’t cry no more. Polly will change it.” (Morrison 1979, p. 85)

Thus Mrs. Breedlove would console her Lord’s pretty daughter but not her own ugly daughter, Pecola even when she came to know that the girl’s “Oedipal father” raped her. Let alone consolation, Pecola received beating from her inconsiderate mother. Therefore, poor Pecola time and again visited the three prostitutes: China, Poland, and Miss Marie in search of motherly love and affection from them. And they used to give her what she desired. However, in regards to her behaviour Mrs. Breedlove resembled Mrs. MacTeer to a great extent as we found earlier. Hence Mrs. Breedlove and Mrs. MacTeer were different from Sethe, the mother of Beloved in Morrison’s *Beloved*, in terms of love and care for their daughters. Sethe killed her daughter to rid her of the cruelty of the male-chauvinist racist society. Anyway, Pecola had to pay a very high price for the negligence, hatred, harassment and violence inflicted upon her by her family and community. Such aggression and violence were very damaging for Pecola:

In exploring the social and domestic aggression that could cause a child to literally fall apart, I mounted a series of rejections, some routine, some exceptional, some monstrous, all the while trying hard to avoid complicity in the demonization process Pecola was subjected to. (Morrison 1979, Afterword p. 168)

And Pecola truly fell apart, as she ended up in madness. At a first thought it might seem that Pecola's traumatic experiences and sufferings would be undergone by her alone and with her passing away everything will be over. But the reality might be different. Her traumas and miseries might trouble the next generations too. Nadar (1998) viewed, "From transgenerational transmission [of trauma] described in the oral and written traditions of several cultures, it appears that experiences that occur with intensity—positive or negative — are imprinted on the parent or family in such a way that they emerge in subsequent generations" (p. 581).

Pecola received affection and care only from a few people who were the three prostitutes, Claudia, and Frieda. Nobody else understood or cared for her. Her brother, Sammy hardly had any interaction with her. Her classmate, Maureen Peal showed a little sympathy for her. But before long she rejected and insulted her branding her as a black, dirty and ugly girl. But for Pecola the most devastating thing was her relationship with her father, Cholly Breedlove. Cholly hardly showed any fatherly love and affection to her. What he had for her was lust inflamed by alcohol. Whether a man would love ugly Pecola or not, the father should not have made love with her daughter. That was more than perversion for him. And what a wonder it was to find the man not to repent and do the same thing again! Raped by her pervert father, Pecola conceived. Unaware of the incestuous love Claudia and Frieda wished the baby to live, though everybody else wanted it to die. At last she gave birth to a dead baby and lost her sanity.

The relationships between the black and the white in the story prove that the black Americans were never treated as equals to the White Americans in terms of beauty, essential goodness, riches, talent or creativity. Because it was considered that all civilizations originated from the white race, "all civilizations derive from the white race, ... none can exist without its help, and that a society is great and brilliant only so far as it preserves the blood of the noble group that created it" (Morrison 1979, p. 133). Thus the African Americans were forced to conceive that the whites were the "ideal ego", "self", beautiful, civilized, cultured, educated, active, and superior whereas they were the "other", ugly, uncivilized, uncultured, illiterate, passive and inferior. Such binary ideologies accompanied by the ego ideals always affected the black-white gender relationships and the psychology of the black in every walk of life. Still, if we look at *Pecola's tragedy*, it becomes clear that the miseries and pathos of the black people are mainly created by themselves.

Thus different variables which include socio-economic, socio-political, socio-cultural and ideological factors play a great role in the formation, improvement and deterioration of gender relationships. And these variables may vary from one society to another. Accordingly, Jackson (1998) noted "gender relations are culturally and historically variable" (cited in Jackson and Jones, p. 24). Hence, it can be said in one voice with Frazer, "In feminism in the last thirty years changes in lifestyle, changes in values, changes in the way we relate to friends, colleagues, intimates, sexual partners, spouses and children have been emphasized as supremely important" (cited in Jackson & Jones 1998, pp. 52-53). Thereby gender relationships have become a very important issue at present. And Toni Morrison's novel, *TBE* unlocks a critical window to gender relationships existent in the contemporary US society. She exposes not only the causes

and influences of poor and unsound gender relationships on her characters' psychology, identity and essence but also provides us with hints to their improvement.

### **Conclusion:**

Gender relationships affect different walks of life both within and across families, societies and nations. And the obvious thing is that the injuries caused by poor gender relationships may be both physical and psychological. So, for the overall well-being of the society it is important to improve gender relationships among people. Since racial, social, cultural, and sexual prejudices hinder the progress of such relationships it is urgent to get rid of these. And both the African-Americans and the white Americans need to play some roles in this regard. The white Americans need to improve their ethnocentric attitude towards black culture because "Ethnocentrism is one of the most prevalent sources of cross-cultural misunderstanding, and it becomes even more problematic when it is combined with racism" (Bodley, p.128), allow the African-Americans enjoy their constitutional and human rights, and nurture no prejudice against them. But the most significant message of the story seems to be that the African-Americans have to get rid of their self-hatred, develop their culture through acculturation, modify their social practices, and change their attitudes to women and sexuality. Thereby, they may bring symphony to their lives out of chaos.

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# **Analysis of Hospitality and Tourism Marketing Strategies: A Case Study of Accor Hotel Group**

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## **1. Introduction**

Tourism is the fourth largest export item and the largest industry in the world, as research says. Recent research findings show that tourism will be raised by 4.5% annually over the next decade. Specifically, business tours from and to the developing countries will be grown more rapidly than business market. This sector contributes directly 5% to the world GDP (December 2011), according to the report of UNWTO, when 235 million jobs are created worldwide. However, tourism contributes 25% to the GDP of developing countries. In this way, Dubai and Zimbabwe became renowned as the tourism spot in the whole world.

Dubai achieved 30% of their GDP from the tourism sector only; and Government expects more when they open DUBAILAND. They already established some world-class hotels and they are intended to invest US\$70 billion in the tourism sector. The Dubai government also established a socio-economic culture, which is absolutely based on the tourism businesses.

The hospitality and tourism industry is completely international in nature unlike other industry. Nowadays, the companies relating to this industry design their products and services as customized as possible for attracting their global/international customers. This study will discuss the marketing strategies and techniques for gaining the market share by satisfying those global/international customers.

## **2. Overview of the research**

Customer choice is the most challenging issue in this modern business world, as they have more options to make the choice. The producers are also offering many more products and services for satisfying and for retaining those customers. Peter Drucker told that customer determine the business success, not the producer. The winning companies believe in getting the market share and maximizing profits by satisfying the customer demands and by achieving the customer loyalty for the company. Therefore, different organizations utilize different types of marketing channels, approaches and strategies to build up a close customer relation and to retain them as loyal customer.

In the hospitality and tourism business industry, customers play the most dominating role where businesspersons meet a great customer pressure. The winning

companies are meeting the customer pressure by providing them differentiated products with services at the best price and within the reasonable time. In this way, McDonald serves 52 million customers in 119 countries everyday. In addition, today the hospitality companies are offering tours and travels, foods and beverage in one package for attracting the customers. The marketing channels, sales and promotional activities, the firm use are very much differentiated and customized as well.

The study shows the marketing strategies, approaches and techniques used by the hospitality and tourism companies, especially, Accor Hotel Group. After analyzing the marketing strategies of Accor the paper draws a conclusion and suggests some necessary actions, which will make the Accor successful in the hospitality and tourism industry.

### **3. Methodology of the Study**

The study focuses the marketing concepts, approaches, methods, and strategies regarding the hospitality and tourism industry. Therefore, a hospitality and tourism company, Accor, has taken to analyze. The initial part of this paper is made on the theoretical knowledge of marketing and rest of the part is papered by analyzing the Accor Hotel Group. The organization is selected as its operational depth in the hospitality and tourism sector, and this study is qualitative in nature.

The theoretical and organizational information is collected from the secondary sources like, textbooks, research papers, journals, articles, newspapers, online papers, company websites, annual report, catalogue, and so on. Under the close supervision of course coordinator, the study is completed and the paper is written.

### **4. Marketing in the Hospitality and Tourism Sector**

Generally, business organizations set their business goals for profit maximization whereas successful managers highly value their customer satisfaction over profit maximization. Therefore, they set their marketing strategies for achieving customer loyalty through the customer satisfaction. In the hospitality and tourism business, customer retention is the most challenging issue, since there are huge competitions among the companies. As the sector is highly international in nature, maximum companies are trying to design their products and services as customized as possible to attract their foreign customers.

The organizations are to adopt marketing strategies for assessing the customer desires/demands first, and then for satisfying those identified desires for gaining their loyalty to the companies. In most of cases, for example, clients want a single travel and hospitality packages. They also demands knowledgeable service provider during services are provided to the customers. That is why, organizational people should have the sufficient knowledge of hospitality marketing and the concepts of the business.

#### **4.1. Creating, Developing and Maintaining Customer Loyalty**

It is customer loyalty that results customer retention as well as profit maximization. Loyal customers tell others about the organization, i.e. they work as the marketing channel of the firm that costs nothing. For creating and developing the customer loyalty, managers should recognize the customers' desires and values first. Actually, without knowing customers, building customer relation is impossible. Firms should design the product/service line by basing on the customers' demands. Required types of services should be provided with the company's products/services so that they can feel better and they can rely on the organization.

#### **4.2. Network and Relationship Marketing**



Organizational efficiency comes through the customer retention that is the obvious result of an effective customer relation. The marketing efforts provided and tasks done for creating and maintaining effective customer relation is the basic idea of relationship marketing. For the sake of relationship marketing, customization should be followed by the managers in their product line, which ultimately results the customer loyalty. Another important market approach is building two-way communications for reducing the customers' switching tendency. It may becomes by effective relationship marketing.

### **4.3. Brand Identity and Brand Strategy**

Successful branding ensures the success of the organization; and a strong brand helps the organization in memorizing and translating to the customers. Therefore, managers should develop such a brand, which is easily identifiable and remember able to the customers. Effective brand strategy formulation is the key issue for the organization regarding the branding functions. A clear message or concept or a central idea should be present into the company's logo; and this idea must be concurrent, obvious and clear. Moreover, brand should energize the company with proper guidance and the message should be communicated to the targeted market.

### **4.4. Strategic Customer Relations**

Getting the customer feedback and attempting to satisfy those customers' desire is the core objective of strategic customer relations. In this regard, the marketing force should be equipped effectively and then dispersed geographically for building the customer relations. Managers should provide the information to the customers how their feedback is being utilized. Organizational mission and vision should be congruent with the company's marketing strategy, the sales team should be skilled and trained enough, and other technical supports should be provided to building such a customer relation.

### **4.5. Viral and Guerilla Marketing Strategy**

Both the marketing strategies are adequate for the small and/or newly started businesses. Those strategies do cost almost nothing. The firms may use the social media sites (Facebook, YouTube, MySpace, etc.) for the publicity of their products. here they can keep the 'comments leaving' options for visitor to get the customers feelings, thoughts, and desires regarding the product and company as well.

### **4.6. Effectiveness of E-Marketing Strategy**

In the international marketing, specifically, in the service-marketing sector, E-marketing has an important impact on the customers. Although the lack of data privacy and database security is one of the major problems, E-marketing helps the firm accomplishing the market share faster at a lower cost. By linking the customers' database with the company's website, the firm can meet the customers easily whenever customers visit company's website. Establishing a strong brand and creating an effective customer relation might be possible through knocking the customers via the social media access.

## **5. Accor Hotel Group: Marketing Issues**

### **5.1. Introduction to Accor**

In 1967, Accor started its journey in the hospitality and tourism business with the first Novotel in Lille Lesquin. Since the opening, it expands from one hotel to 4,426, from one

country to 92, with 180,000 employees in Accor brand hotels worldwide. Accor has 145,000 in owned, leased and managed hotels, 11,600 conference rooms with total capacity of 1 million people, over 6,000 new Le Club Accorhotels members every day; and 183 million people visits a year to Accor booking sites, 1 booking every 3 seconds worldwide via the Accor websites, and over 130 million meals served per year.

Accor meets the challenges of strengthening special relationships with customers, guaranteeing occupancy rates, and effectively managing hotels to increase market share and revenue. Accor's broad portfolio of hotel brands – Sofitel, Pullman, MGallery, Novotel, Suite Novotel, Mercure, Adagio, ibis, all seasons/ibis Styles, Etap Hotel/Formule 1/ ibis budget, hotelF1 and Motel 6 – provide an extensive offer from luxury to budget. The Group offers its clients and partners nearly 45 years of know-how and expertise.

## **5.2. Accor's Culture**

Since the opening, team members have been driven by a pioneering spirit of conquest. A key to Accor's success, this attitude has over the years shaped the Group's culture, which is the cement that binds their team members while respecting difference in their ages, cultures and positions within the organization. Accor's culture is also shaped by a constant concern for people and a commitment to the highest performance standards.

## **5.3. Accor's Values**

Across all brands and regions, Accor's five core (listed below) values have been shared and expressed every day in Accor brand hotels worldwide. Managers leverage these values to provide support for team members as part of the Group's ongoing transformation and development.

- Innovation is their trademark
- The spirit of conquest is their growth engine
- Performance is the key to their continued success
- Respect is basis of all their relationships
- Trust is the foundation of their management

## **5.4. Accor's Performance Indicators**

In 2011, Accor confirmed the clear recovery in its business with results that were sharply higher. Fully focused on hotel operations and backed by a very healthy financial position, the Group has the assets needed to step up its pace of development and become the industry leader in all areas of operation. It will attain this goal while respecting its commitments to shareholders, maintaining close relations with them and providing them with extensive, transparent information. Accor pursued its transformation and laid the foundations for future growth with the goal of becoming the hospitality industry's global benchmark and providing customers with a unique, constantly renewed hotel experience.

### **5.5. Customers' Demands/Desires**

- They want responsive brands that listen to their needs and are open to interaction.
- They are looking for brands capable of understanding the diversity and complexity of their identities.
- They want an experience: something beautiful, sensual and emotional.
- They are increasingly concerned with their health and well-being.
- They are more experienced, highly sophisticated and better informed in their consumer choices. Always connected, they use the Internet and social media to compare, buy, exchange opinions and share their experiences.
- They are also more committed and sensitive to environmental and social issues.

### **5.6. Business Role of Accor**

Since the Accor brand addresses a wide range of people and involves many stakeholders, it now plays a larger role as:

- a corporate brand that expresses the company's message in such areas as human resources, sustainable development and financial performance;
- a sales and marketing brand for the Group's cross-cutting offers that denotes a shared identity for the Accorhotels.com booking portal and A|Club loyalty program, renamed Le Club Accorhotels;
- an endorsement brand for the individual hotel brands that strengthens their credibility, the trust they inspire and the ties that link them with Accor.

### **5.7. Accor's Strategic Vision**

The group is a pure-player in hotels and boasts a unique and universal business model as an owner, operator and franchisor of budget to luxury hotels on all five continents. Accor's strategy is based on four pillars:

- A powerful marketing approach, with a revitalization of the Economy Hotels activity and the Accor brand.
- Unique operational expertise derived from Accor's skills and capabilities in its three strategically aligned businesses – hotel owner, operator and franchisor – in all segments and all regions.
- A value-creating asset management strategy that improves the Group's business performance, optimizes its balance sheet and support growth.
- A development strategy that aims to consolidate the Group's current leadership in Europe and Latin America and position it among the leaders in Asia-Pacific, especially China.

### **5.8. Accor's Customer Loyalty**

In 2011, Accor strengthened their performance in terms of operating excellence and hotel distribution. Accor's loyalty program, renamed Le Club Accorhotels, now has 8.3 million

members around the world, including more than 2 million in Asia. Accor understand members' expectations and reward them every time they stay in one of our hotels. Moreover, their central booking systems account for 60% of their sales, a figure that is constantly on the rise that enables to maintain a direct relationship with the customers. In this way, Accor can more effectively target their offers and create differentiation and preference for their brands.

### **5.9. Accor's Brand Identity and Strategy**

As customers change, Accor and its brands are evolving the faster pace and greater scope of change in guests' consumer habits and communication patterns are reshaping the environment in which large services companies operate. Thus, Accor and its brands have stepped up their own transformation process. The digital revolution has transformed guests' habits and behavior. Above all, it has changed their relations with the brands. Customers today are better informed of hotel offerings and want more interaction with the brands. On the lookout for responsive brands that understand them, they want much more than just satisfaction of their functional needs.

Today's customers, whether well-off or not, may stay in any category of hotel, from economy to upscale. As a result, economy brands must find increasingly imaginative ways to satisfy them. That is the key to creating differentiation and customer preference. Being the leader is no longer enough. Today, a company must also be perceived as having the best, most innovative products and services.

Since the Accor brand addresses a wide range of people and involves many stakeholders, it now plays a larger role as:

- a corporate brand that expresses the company's message in such areas as human resources, sustainable development and financial performance;
- a sales and marketing brand for the Group's cross-cutting offers that denotes a shared identity for the Accorhotels.com booking portal and A|Club loyalty program, renamed Le Club Accorhotels;
- an endorsement brand for the individual hotel brands that strengthens their credibility, the trust they inspire and the ties that link them with Accor.

### **5.10. Accor's Distribution System**

Every day, Accor must meet the challenges of strengthening special relationships with customers, guaranteeing occupancy rates, and effectively managing hotels to increase market share and revenue.

#### **5.10.1. "Give the Customers the Best" policy**

Quality is at the heart of Accor's brand promise. To ensure compliance with their high standards, they have deployed a comprehensive system for analyzing customer satisfaction that involves quality audits, satisfaction surveys and a special customer relations unit. All of these indicators help them identify their strengths and weaknesses so that Accor can focus on constantly enhancing customers' experience.

### **5.10.2. A Unique Distribution Network Core to Operational Strategy**

The status of a hotel operator covering all segments from economy to luxury provides Accor with a considerable advantage that the Group plan to consolidate. This advantage is apparent in distribution, an area in which Accor is on the leading edge of innovation worldwide due to the only fully Web-based central booking system, total connectivity with online distributors and a very strong presence in mobile applications. Today, nearly these central distribution channels generate 60% of room revenue for all Group hotels. The loyalty program, renamed Le Club Accorhotels, now has more than 7 million members, of whom 6 million outside France.

Accor's operational excellence is increasingly made available to franchised and managed hotel partners. The Group's status as the world's leading hotel operator represents a key asset for its franchising operations. It enables Accor to forge true partnering relationships with franchisees by offering them unique services and support tools. These assets are spearheading an ambitious strategy to develop the franchised hotel network, especially in Europe.

### **5.10.3. Choose a Powerful Reservation System: Accor Distribution System**

The Accor Central Distribution System serves as a link among all industry players by providing an instantaneous view of the various parameters needed when booking – in particular rates and availability, as well as hotel photographs and descriptions. More than just a database connected directly to distribution channels (the hotel property management system and revenue management tools), the Accor Central Distribution System solutions connect the hotel to all reservation systems necessary to boost performance. It optimizes room occupancy rate and increases average rate by ensuring that hoteliers can sell their rooms at the right price and at the right time for a specific customer.

In 2011, 60% of Accor's lodging revenue was generated via Accor Distribution System.

*Source: Accor Reservations Systems December 2011*

## **5.11. Accor's Partnership Activities by Brand**

Accor hotels' brands develop targeted alliances to refine their marketing positioning. As customers' expectations differ according to the brand, some of them create their own partners network. Some co-operations became a part of the brand DNA being strategic tools of development.

5.11.1. Europcar is a strategic partners for a few years; Accor and Europcar have teamed up to facilitate respective customers with their travel arrangements. Accor customers benefit from car rental discounts and A|Club members, in addition, from exclusive advantages. Europcar corners are also implemented in some Accor hotels to give their

customers always more services. In parallel, Europcar customers take advantage of hotel discounts when traveling.

Moreover, since January 2011, Accorhotels.com sponsors Team Europcar cycling team.

5.11.2. Air France - More services and privileges: since 1999, Accor and Air France has been linking in all markets and for all customer types with more than 200 destinations served by both companies on 34 countries. This partnership allows to develop joint actions to offer their common customers a variety and a quality of exceptional services. A platform of conversion was created between both loyalty programs: A|Club and Flying Blue. A|Club cardholders can convert their points into Flying Blue Miles and benefit from Flying Blue advantages.

**5.11.3. Rail Transportation: take advantage of Accor alliance with railway partners to get special rates at Accor hotels when the clients reserve room along with their train ticket.**

**5.11.4. SNCF:** is one of the first groups of mobility and logistics to the world. Customers can book more than 1500 Accor hotels towards more than 250 destinations in France and in Europe, and benefit from reductions on the price of rooms in participating Accor hotels.

**5.11.5. Thalys:** is the red high-speed train which connects Paris to Brussels in 1h22, but also in Cologne and in Amsterdam in 3h14 and 3h18 only. Thalys and Accor joined forces to make traveling in Europe easy by allowing passengers to book a hotel room and train ticket simultaneously in the four countries served by the Thalys network from Belgium, France, the Netherlands and Germany.

**5.11.6. SNCB:** runs railroad travelers and goods services at the national and international level. The Belgian railways SNCB (National and International Distribution) and Accor became partners to offer to their respective customers the possibility to book train tickets and hotel accommodation everywhere in Europe and benefit from the market's best rates.

## **5.12. E marketing: Accor is adapting to new consumer habits and user needs**

Online, customers can compare hotels, book a room from a smart phone (which in the future could also be used to open the hotel room door) and give their opinion on TripAdvisor. With the increase in online sales, hotel distribution is being completely transformed. The sector is being impacted by the growing number – and influence – of regional and international online agencies, search engines, comparison shopping sites, social networks and other intermediaries. The digital revolution is reshaping relationships between industry players as well as consumer patterns by enabling the creation of direct, lasting ties with each customer. In response, Accor is investing heavily in information systems and technologies to become a major player in the digital hotel industry and establish regular, more meaningful interaction with customers through its websites and

mobile phone platform. According to December 2011, the data of Accor's e-marketing are as follows:

- 26% of sales generated online, representing €2 billion in revenue.
- 1 booking every 3 seconds via the Accor websites
- 8 million people visits a month to Accorhotels.com
- 850,000 downloads the Accorhotels.com iPhone application

### **5.13. Adapting to Local Markets**

To maintain this speed of operations, the Group relies on two advantages that make all the difference: its flexibility and its responsiveness. In 2011, Accor demonstrated its ability to:

- adapt its brands to local markets or make them more flexible. One example was the creation of Mei Jue, an upscale local brand for the Chinese domestic market. Adjusting standards, as was done with Novotel, will also broaden the range of opportunities that can be pursued;
- join forces with major real estate players to carry our strategic transactions. In 2011, Accor, with its partner Unibail Rodamco, acquired the Pullman Montparnasse (formerly the Méri­dien Montparnasse) in Paris, one of Europe's largest hotels with nearly 1,000 rooms;
- step up its development through franchising. Accor successfully pursued this strategy in the Midscale and Economy segments for its Mercure brand in the United Kingdom;
- make key acquisitions. One example was Mirvac in Australia and New Zealand, where Accor strengthened its leadership in the region through a transaction that becomes a reality in 2012.

## **6. Conclusions**

With more powerful brands and the expertise acquired through more than 40 years of experience as a hotel operator, Accor is the key player in all the market segments worldwide. With a brand portfolio covering all segments from economy to luxury, Accor can provide hotel offerings that meet all budgets, all desires and the needs of everyone around the world. In response to rapidly changing consumer habits, the brands are also evolving at a faster pace to create emotional ties with customers and to provide them with stylish, contemporary interiors. The most telling demonstration of this change is the major project to revitalize the Group's economy hotels. Every day, each brand is innovating to forge a special relationship with their customers and integrate their new habits.

In today's highly competitive, global environment, Accor's leadership is underpinned by powerful, attractive brands that create preference among their customers and partners. Therefore, they need to refocus their strategy on the hotel brands. To provide the customers with an outstanding hotel experience, Accor need to develop even more innovative concepts that make their hotels alluring. This is true for all segments, from luxury to economy.



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