



## PEDAGOGICAL PRACTICES OF THE EFL TEACHERS AT THE PRIVATE UNIVERSITIES IN BANGLADESH

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### Abstract

Public and private universities in Bangladesh have significantly prioritized teaching and learning of the English language. However, studies reveal that a large number of graduates struggle in their careers due to a lack of proficiency in the English language. As a result, research will inevitably advance the teaching-learning status of English at this level of education. This study primarily examines the English teaching landscape at private universities in Bangladesh, particularly emphasizing the pedagogical practices employed by English language instructors. A Mixed Method Research approach was employed for data collection and analysis for the study. Besides, this study involved the random selection of 60 English teachers from 10 private universities in the Dhaka division of Bangladesh. The data for this study were gathered using a teacher questionnaire and a classroom observation checklist. The quantitative data were analyzed through descriptive and inferential statistical methods. Qualitative analysis employed a constant comparative method. The researcher discovered that the majority of EFL teachers did not adhere to the teaching method outlined in the university curriculum; instead, they opted for an eclectic approach, without taking into account the lesson objectives and the students' abilities. Moreover, the teachers lacked sufficient preparation for implementing practical teaching methods due to the absence of monitoring and evaluation by university authorities or other institutions. Typically, teachers presented traditional lectures while students listened and attempted to comprehend the content, whether intentionally or unintentionally. When it comes to classroom activities, the majority of teachers seldom ever employed any communicative exercises to help their students get better at English. Insufficient and unsuitable speaking and listening exercises were planned by the teachers themselves.

**Keywords:** Pedagogical practices, communicative exercises, EFL instructors, private universities, Bangladesh, curriculum constraints, and adaptable teaching approach.

### Introduction

Pedagogical practices of English teachers encompass a variety of methodologies, strategies, and approaches that seek to enhance student learning in the language (Utami, 2016). These practices are influenced by numerous factors, including educational policies, curriculum constraints, teacher attitudes, and both communicative and cognitive theories in language acquisition (Ding et al., 2019). A prominent aspect of English pedagogical practices is the utilization of various instructional methodologies (Bai & Yuan, 2018). For instance, communicative language teaching (CLT) has gained traction as a method that



emphasizes interaction and practical communication over rote memorization. This shift towards student-centered teaching methods encourages active engagement in the learning process (Little et al., 2018; Lee & Wallace, 2017). According to Khair, differing levels of immersion in English instruction—whether partial or total—impact the effectiveness of language acquisition in diverse educational settings, such as bilingual classrooms (Khair, 2022). The balance of instructional language use is crucial, as the choice between L1 (first language) and L2 (second language) can significantly affect learning experiences (Wang & Xu, 2023). Furthermore, the pedagogical approach can be shaped by teachers' attitudes and perceptions of their roles. Khaskheli et al. emphasize the importance of teacher training programs in cultivating effective pedagogical skills and the necessary mindset to encourage positive language learning environments (Khaskheli et al., 2021). Additionally, Wang and Xu's work indicates that teachers' reflections on their practices and continuous professional development are critical in fostering an adaptable teaching approach that meets the diverse needs of learners (Wang & Xu, 2023).

Another key area of pedagogical practices involves the assessment of language learning outcomes. Research conducted by Radosavlevikj underscores the importance of adapting assessments to fit a communicative language teaching framework, where evaluations are aligned with real-life communication skills rather than merely grammar accuracy (Radosavlevikj, 2021). Moreover, the exploration of blended methodologies, including the flipped classroom model, has shown promise in enhancing students' engagement and participation, reinforcing the effectiveness of variations in pedagogical strategies in EFL settings (Lee & Wallace, 2017). Ultimately, English teachers are encouraged to adapt their pedagogical practices to reflect a balanced understanding of theoretical and practical applications within their specific contexts. The integration of innovative teaching practices, such as those grounded in the production-oriented approach detailed by Chen and Zhang, can foster greater learner involvement and ownership of their educational journey, driving deeper engagement with the language (Chen & Zhang, 2019). In summary, effective pedagogical practices for English teachers are characterized by a dynamic interplay of methodological innovation, curriculum responsiveness, and keen awareness of the socio-cultural contexts in which learning takes place. The adaptability of pedagogical approaches in response to both curriculum constraints and the diverse needs of learners are central to enhancing the overall teaching-learning experience of English language. English is widely regarded as a key language for academic and professional success in Bangladesh. Its role in higher education has grown significantly, especially in universities where it functions as both a subject of study and a medium of instruction in many departments. Hence, most undergraduate programs, particularly in private universities, require students to take compulsory English courses. However, studies reveal that a large number of graduates struggle in their careers due to a lack of proficiency in the English language. As teaching pedagogy is greatly responsible for learners' skills development, the researcher has tried to address this issue through a systematic investigation.

## Literature Review

The pedagogical practices of English teachers are essential in shaping the learning experiences of students and enhancing their proficiency in the language. Recent research highlights a variety of successful strategies employed by educators that foster engagement and understanding in English language learning. One significant area of focus is the integration of literature into English language education. As highlighted by Calafato, many English as Foreign Language (EFL) teachers often experience constraints that limit their ability to incorporate literary texts into lessons due to strict adherence to curricula focused on exam preparation. This phenomenon not only restricts teachers' agency but can also hinder students' holistic understanding of the language (Calafato, 2019). Conversely, Fogal's research suggests that engaging with stylistics in EFL contexts allows learners to utilize their experiences and develop a deeper comprehension of texts, thereby enhancing language awareness (Fogal, 2015). Another prevalent strategy in teaching English is the use of multimedia and technology-based teaching



designs, which aim to personalize the learning experience. According to Zhao, implementing personalized teaching models recognizes individual learning differences among students, thereby catering to their unique needs and maximizing their potential in English learning (Zhao, 2020). This approach reflects a modernization of pedagogical practices, moving away from the traditional one-size-fits-all model that can alienate students from the learning process. Furthermore, Huang points out that intelligent tools can significantly aid students in overcoming challenges related to memory and oral expression, thus enhancing their overall performance in English (Huang, 2021).

The integration of innovative teaching models that consider cognitive and psychological theories is also pivotal. Mao and Zhang's exploration of whole brain theory showcases the need for a shift from teacher-centered to student-centered pedagogies, emphasizing the necessity for active participation and exploration by students in the learning process (Mao & Zhang, 2018). Such theories advocate for strategies that make lessons more relatable and contextual, potentially leading to improved language acquisition and fluency. In the context of contemporary English education, the role of assessment is also significant. The "assessment for learning" approach illustrated by Rui et al. advocates for a teaching management system that not only evaluates students but also informs instructional practices, ensuring that teaching is responsive and adaptive to student needs (Rui et al., 2020). Such dynamic assessment methods can enhance learning outcomes and align educational practices with modern pedagogical standards (Ding et al., 2019). In conclusion, effective English teaching practices incorporate multimedia tools, personalized learning strategies, strategic lesson planning, collaborative methods like peer review, and an understanding of cognitive theories, all while fostering an inclusive environment that respects cultural diversity (Bai & Yuan, 2018). The synthesis of these elements cultivates a more engaging and effective English learning experience.

Current pedagogical practices of the English language teachers in most EFL context are shaped by a blend of traditional and innovative approaches, influenced by both local contexts and global trends (Khair, 2022). Teachers are increasingly adopting task-based language teaching (TBLT) and communicative language teaching (CLT), though these methods face challenges due to cultural and contextual constraints (Lee, & Wallace, 2017). Additionally, systemic functional linguistics (SFL) and genre-based pedagogy are gaining traction, albeit with limitations imposed by existing curriculum frameworks (Rianti, et al., 2022). The COVID-19 pandemic has further influenced pedagogical practices, necessitating adaptations to remote teaching environments. The current English as a Foreign Language (EFL) teaching practices in Bangladesh reflect a transition from traditional approaches to more communicative and task-based strategies (Sun, 2020). This evolution is influenced by various factors, including educational policies, teacher beliefs, and the socio-cultural context of the country (Zhao, 2020). Due to various reasons, the EFL teaching and learning practices in Bangladesh are full of variation and complexity. Since, private universities are facilitating English education with great importance; graduates from these universities are expected to do better in higher education and in professional life. However, research show that the English skills of the graduates from these universities are not up-to-the-mark. One of the reasons of this failure might lie in the pedagogical practices of the FEL teachers in these universities. Nevertheless, there exists inadequate research on teaching practices or pedagogical practices in the private university context of Bangladesh. Hence, the researcher aimed to conduct a research addressing the issue of pedagogy in the private university context of Bangladesh.



## Objective of the Research

The objective of the study was to investigate the pedagogical practices of EFL instructors at private universities in Bangladesh. The objective encompassed the evaluation of the teaching method and materials, assessment system, and classroom activities conducted by teachers.

## Research Methodology

Based on the objectives, the researcher chose to conduct this study utilizing Mixed Method Research (MMR) Approach. The researcher combined both aspects of quantitative and qualitative methods in the stages of data collection and data analysis. Qualitative data was collected classroom observations technique, and the quantitative data collection covered the completion of a questionnaire. A questionnaire survey was conducted among 60 university teachers from 10 private universities located in Dhaka division. Based on the literature and the objective of the study, the researcher formulated measurable structured questionnaire items that would reveal underlying teachers' beliefs and practices of teaching English language. The structured questionnaire was designed to implicitly reveal teachers' approaches and practices of teaching English as a foreign language. The questionnaires were in Five-point Likert scales (Likert, 1932) ranging from “strongly agree” to “strongly disagree” (strongly agree; agree; neutral; disagree; strongly disagree). The researcher observed ten EFL classes in five different private universities in Bangladesh. For classroom observation a self-made classroom observation checklist was developed. Based on the selection of teachers for the study, specific class sessions were chosen for observation. The classes were selected on the basis of the lesson scheduled for that day and its relationship to the English Language lesson. In the observation, 10 EFL teachers and their 280 students were observed; and all of the nine observed teachers participated in the questionnaire surveys. The classroom observation participants varied from class to class but the minimum number of students was 15 and the maximum number of students was 35. In every class there was at least one teacher. The teachers were currently teaching English at those particular private universities. Therefore, they had good potentiality to provide the required information related to the research topic. Some teachers were almost new in the field of tertiary level teaching and some were teaching for many years. They had enough academic and professional knowledge in teaching English at the tertiary level in EFL context and all of them had at least an M.A degree in English. They were selected to get a clear idea or information on various issues of EFL teaching, testing, materials and curriculum objectives. The participants were volunteers, and willing to respond to the topic without force.

The questionnaire survey data were analyzed in several ways. Descriptive statistics and inferential statistics techniques were applied for questionnaire data analysis using SPSS 26.0. The descriptive technique involved measuring mean, median, mode, skewness, and kurtosis of the data. The researcher also conducted ANOVA (F-Test) to determine whether there was a significant difference between three sets of scores. The ANOVA (F-Test) compares the scores of three groups on a given variable. On the other hand, the qualitative data was analyzed using the constant-comparative method where basic codes were developed based on the topics included in the observation checklist. The qualitative data that was found through observations was compared with the quantitative data that was found through the questionnaires in search of patterns of agreement and disagreement. The purpose of the comparison was to find out whether the results from the qualitative data analysis were congruent with those from the quantitative data analysis.



## Findings of the Research

The researcher administered a questionnaire survey for quantitative data collection and a used classroom observation technique for qualitative data collection. The findings from the analysis have been presented into two sections. In the first section the researcher has presented the findings from quantitative data analysis and in the second section the researcher has presented the findings from qualitative data analysis.

### Section One: Findings from Questionnaire Survey

**Table 1: Perception of the Pedagogical Practice**

Experience		The curriculum prescribes the pedagogical practices	Following curriculum guidelines	Adequately prepared in following teaching strategies prescribed in the curriculum
1 to 5 years	Mean	3.31	3.28	3.72
	Median	4.00	4.00	4.00
	Mode	4	4	4
	Skewness	-.668	-.580	-1.813
	Kurtosis	-1.284	-1.339	2.714
6 to 10 years	Mean	3.27	3.07	3.87
	Median	4.00	3.00	4.00
	Mode	4	3	4
	Skewness	-.601	-.128	-2.405
	Kurtosis	-1.494	-1.348	4.349
11+ years	Mean	3.56	3.75	3.81
	Median	4.00	4.00	4.00
	Mode	4	4	4
	Skewness	-.279	-1.278	-3.030
	Kurtosis	-2.219	-.440	9.093

Table one provides the description of the perception of the current pedagogical practices of the EFL teachers at the private universities in Bangladesh. Results indicate that majority of the participants from all the three groups believed EFL curriculum at the private universities in Bangladesh prescribe the guidelines of the pedagogical practices (Mean=3.31, 3.27, 3.56). The mode (4.00 for all groups) and median (4.00 for all groups) scores for this statement also support the positive tendency of the participants toward the curriculum guideline about the pedagogical practices. It should be mentioned here that highest value of the responses of these statements is 4.00 and lowest value is 2.00. The Skewness is negative (-.668, -.601, -.279) for this statement indicating a tendency toward a higher score. Results also indicate that majority of the participants of the “1 to 5 year” and “11+” experience groups believed EFL instructors at the private universities in Bangladesh follow the prescribed guidelines of the pedagogical practices (Mean=3.27, 3.75) by the curriculum. The mode (4.00) and median (4.00) scores for this statement also support the positive tendency of the participants of those two groups toward following curriculum guideline about the pedagogical practices. The Skewness is negative (-.580, -1.278) for this statement indicating a tendency toward a higher score. However, the “6 to 10 years” experience group possessed opposite ideas to the other two groups according to their response score (Mean=3.07, mode=3.00, median=3.00). Results further indicate that majority of the participants from all three groups believed they were adequately prepared in following teaching strategies prescribed in the curriculum (Mean=3.72, 3.87, 3.81). The mode (4.00) and median (4.00) scores for this statement also support the positive tendency of



the participants toward the curriculum guideline about the pedagogical practices. The Skewness is negative (-1.813, -2.405, -3.030) for this statement indicating a tendency toward a higher score.

**Table 2: Implementation of CLTA based on Pedagogical Practices**

Experience		Followed CLTA based teaching strategies which improved students' speaking skill	Followed CLTA based teaching strategies which improved students' listening skill	Followed CLTA based teaching strategies which improved students' writing skill	Followed CLTA based teaching strategies which improved students' reading skill
1 to 5 years	Mean	4.00	3.86	3.69	3.83
	Median	4.00	4.00	4.00	4.00
	Mode	4	4	4	4
	Skewness	-2.536	-2.216	-1.853	-1.831
	Kurtosis	2.123	3.123	2.524	1.446
6 to 10 years	Mean	4.00	3.47	3.87	3.87
	Median	4.00	4.00	4.00	4.00
	Mode	4	4	4	4
	Skewness	-1.928	-1.074	-3.873	-2.405
	Kurtosis	.256	-.106	15.000	4.349
11+ years	Mean	4.00	3.75	3.75	3.94
	Median	4.00	4.00	4.00	4.00
	Mode	4	4	4	4
	Skewness	-1.278	-1.278	-2.375	-4.000
	Kurtosis	3.440	-.440	5.314	16.000

Table two presents a description of the scenario regarding the implementation of CLTA based pedagogical practices by EFL teachers at private universities in Bangladesh. The findings suggest that most participants from all three groups perceived they followed CLTA based teaching strategies which improved students' speaking skill (Mean=3.31, 4.00, 4.00). The mode (4.00) and median (4.00) scores of all the three groups for this statement further reinforce the favorable inclination of the participants regarding the CLTA related to pedagogical practices. It is important to note that the maximum value of the responses to these statements is 4.00, while the minimum value is 2.00. The Skewness is negative (-2.536, -1.928, -1.278) for this statement, suggesting a tendency toward a higher score. The findings also suggest that most participants perceived that EFL instructors at private universities in Bangladesh followed CLTA based teaching strategies which improved students' listening skill (Mean=3.86, 3.47, 3.75). The mode (4.00) and median (4.00) scores for this statement further reinforce the favorable inclination of the participants regarding the CLTA related to pedagogical practices. The Skewness is negative (-2.216, -1.074, -1.278) for this statement, suggesting a tendency toward a higher score. The findings further suggest that most participants perceived that EFL instructors at private universities in Bangladesh followed CLTA based teaching strategies which improved students' writing skill (Mean=3.69, 3.87, 3.75). The mode (4.00) and median (4.00) scores for this statement further reinforce the favorable inclination of the participants regarding the CLTA related to pedagogical practices. The Skewness is negative (-1.853, -3.873, -2.375)



for this statement, suggesting a tendency toward a higher score. The findings additionally suggest that most participants perceived that EFL instructors at private universities in Bangladesh followed CLTA based teaching strategies which improved students' reading skill (Mean=3.83, 3.87, 3.94). The mode (4.00) and median (4.00) scores for this statement further reinforce the favorable inclination of the participants regarding the CLTA related to pedagogical practices. The Skewness is negative (-1.831, -2.405, -4.000) for this statement, suggesting a tendency toward a higher score.

**Table 3: Implementation of GTM based on Pedagogical Practices**

Experience		My Use of GTM based activities improved students' writing ability	My Use of GTM based activities developed students' vocabulary and Grammar Knowledge	My Use of GTM based activities improved students' reading skills
1 to 5 years	Mean	3.76	3.61	3.79
	Median	4.00	4.00	4.00
	Mode	4	4	4
	Skewness	-2.099	-.271	-1.527
	Kurtosis	3.986	-.692	.352
6 to 10 years	Mean	3.67	3.67	3.67
	Median	4.00	4.00	4.00
	Mode	4	4	4
	Skewness	-.788	-.628	-.788
	Kurtosis	-1.615	-.654	-1.615
11+ years	Mean	3.63	3.83	3.94
	Median	4.00	4.00	4.00
	Mode	4	4	4
	Skewness	-1.772	-.245	-4.000
	Kurtosis	1.285	-1.368	16.000

Table three outlines the scenario concerning the application of GTM-based pedagogical practices by EFL instructors at private universities in Bangladesh. The results indicate that the majority of participants across all three groups believed they implemented GTM-based teaching strategies to enhance students' writing skills (Mean=3.76, 3.67, 3.63). The mode (4.00) and median (4.00) scores of all three groups for this statement further support the positive attitude of the participants towards the GTM in relation to pedagogical practices for enhancing learners' EFL writing development. The maximum value of the responses to these statements is 4.00, and the minimum value is 2.00. The skewness values are negative: -2.099, -0.788, and -1.772 for this statement, indicating a tendency toward a higher score. The results indicate that a majority of participants believed that EFL instructors at private universities in Bangladesh employed GTM-based teaching strategies to enhance students' EFL grammar and vocabulary skills (Mean=3.61, 3.67, 3.83). The mode (4.00) and median (4.00) scores for this statement further support the positive perspective of the participants concerning the GTM related pedagogical practices. The Skewness values are negative (-.271, -.628, -.245) for this statement, indicating a tendency toward a higher score. The results indicate that a majority of participants believed that EFL instructors at private universities in Bangladesh employed GTM-based teaching strategies, which enhanced students' reading skills (Mean=3.79, 3.67, 3.94). The mode (4.00) and median (4.00) scores for this statement provide additional evidence of the positive attitude of the participants towards the GTM in relation to pedagogical practices. The Skewness values are negative (-1.527, -.788, -4.000) for this statement, indicating a tendency toward a higher score.



### The Analysis of Variance (F-Test)

The researcher performed an ANOVA (F-Test) to assess the significance of differences among three sets of scores. The significance level of differences was assessed through ANOVA (F-tests). ANOVA (F-Test) evaluates the differences in scores among three groups concerning a specific variable. Table 4 presents the results of the ANOVA analysis, indicating whether a statistically significant difference exists among the groups' means. A significance value of 0.05 or lower indicates a significant difference between the means of two groups. If the value exceeds 0.05, the difference between the group means is not statistically significant, indicating that the means are approximately equal.

**Table 4: The Analysis of Variance (F-Test)**

		Sum of Squares	df	Mean Square	F	Sig.
Q1	Between Groups	2.278	2	1.139	.785	.461
	Within Groups	82.656	57	1.450		
	Total	84.933	59			
Q2	Between Groups	7.828	2	3.914	2.978	.059
	Within Groups	74.905	57	1.314		
	Total	82.733	59			
Q3	Between Groups	.240	2	.120	.163	.850
	Within Groups	41.943	57	.736		
	Total	42.183	59			
Q4	Between Groups	1.171	2	.586	2.565	.086
	Within Groups	13.012	57	.228		
	Total	14.183	59			
Q5	Between Groups	2.234	2	1.117	2.578	.085
	Within Groups	24.699	57	.433		
	Total	26.933	59			
Q6	Between Groups	.364	2	.182	.275	.760
	Within Groups	37.636	57	.660		
	Total	38.000	59			
Q7	Between Groups	.141	2	.071	.171	.843
	Within Groups	23.509	57	.412		
	Total	23.650	59			
Q8	Between Groups	.280	2	.140	.209	.812
	Within Groups	38.303	57	.672		
	Total	38.583	59			
Q9	Between Groups	2.281	2	1.140	1.126	.331
	Within Groups	57.719	57	1.013		
	Total	60.000	59			
Q10	Between Groups	1.180	2	.590	1.413	.252
	Within Groups	23.803	57	.418		
	Total	24.983	59			

From the above table, it is seen that the significance for Q1 is 0.46 which is greater than 0.05. It means that the means of the three groups of the teachers do not vary. Their opinions regarding inclusion of guidelines regarding pedagogical practices in the curriculum do not differ significantly. The significance level of next two questions is 0.59 and 0.85 respectively which are also greater than 0.05. It means that



the opinions of the teachers do not vary significantly in those cases also. The analysis also shows the difference of the means for the other questions as well. The significance value of the mean difference among the three groups of the teachers for Q4, Q5, Q6, Q7, Q8, Q9, and Q10 is 0.86, 0.85, 0.76, 0.84, 0.81, 0.33 and 0.25 respectively. The results of the analysis show that the mean differences among the groups of the teachers for the response of the other questions are not significantly different as all of them are greater than 0.05. As we discussed earlier, the teachers were divided into three groups: group 1 (teaching experience-1 to five years), group 2 (teaching experience-6 to 10 years) and group 3 (teaching experience-10 years). So, it can be summarized that in all cases, the teachers' opinions were almost similar. The teachers had similar views while responding to the questions related to pedagogical practices they adopted for teaching the English language at the tertiary level in the private universities in Bangladesh.

## Section 2: Findings from the Classroom Observation

In this part, the researcher explored the state of English language teaching in the private universities of Bangladesh. This part focuses exclusively on EFL teaching practices of the teachers in different private universities in Bangladesh. From the findings, it is evident that in case of English language teaching, teachers follow techniques that broadly fall under both GTM and CLT. Several attempts have been taken to prove the justification of the inclusion of CLT approach in the curriculums at the tertiary level of English education in our country, but the implementation of CLT in the present context in Bangladesh is still questionable. So, it was seen by the researcher that the teachers' instructions and classroom activities were greatly influenced by the GTM. Besides, it was found that most of the teachers gave importance to students' getting good grades while organizing classroom activities. They did not give importance to developing students' communicative ability. It seemed to the researcher that a few teachers did not have enough ideas about the CLT approach. While conducting listening activities, the teachers did not give any prior idea of the listening comprehension. The teachers did not introduce the vocabulary items to the students to make sure that the difficult vocabulary did not impede their listening comprehension. The teachers did not encourage the students discussing the reasons for listening either. In most cases, the teachers started playing audio clips just after providing an exercise sheet for the students. While listening to the audio, the students completed the sheet and gave it back to the teachers. The teachers corrected their wrong answers and gave it to the students. The teachers did not replay the audio in most cases and give the students instant positive feedback. Most of the teachers did not check students' detailed understanding of the listening extract. The teachers failed to create any link between listening and speaking. Sometimes even the teachers were reading from a written text to make their students practice listening skill. The listening tasks were not real-life based and it seemed to be artificial. It was like a testing listening session. It can be said that teachers used their peculiar, so called "Own Method" to teach listening in the classroom.

While teaching speaking, the teachers seemed to motivate students memorizing from textbook dialogues and to repeat it in the classroom. Mostly, teachers were using both Bangla and English as medium of communication. Most of the teachers were instructing the learners to speak quickly and confidently. The teachers also emphasized grammatical accuracy. One or two teachers conducted pair work and group work in the speaking practice session. The students had limited opportunity to talk. Few teachers conducted communicative activities like role plays, simulations, information gap etc. The classrooms were teacher dominated as usual. Some teachers tried to use some innovative activities like picture description and jigsaw activities using technological tools. When the teachers were teaching reading, they were found to be very much typical and traditional. The teachers did not involve the students in any pre-reading activity. Many teachers used supplementary materials containing reading passages followed by some exercises. The teachers as well as the students had limited time to concentrate on vocabulary and grammatical



structure of the passage. The students were found to be more interested in increasing their reading rate and completing the exercises. The researcher thinks the techniques teachers used in the class developed some micro skills of reading among the students. The activities were not enough to make the students competent readers. In most cases, the students were found working individually, not in pair or group. Besides, the reading materials used by the teachers were not interesting, contextualized and real-life. The writing classes were also traditional. The students seemed unaware of the reasons for writing and they had limited opportunity of thinking and showing creativity while practicing writing. In many cases, teacher feedback seemed useless and meaningless. Normally, the teachers influenced the students to practice on the topics related to the examinations. So, students' activities related to writing English circled in a limited area. Teachers were found very serious in developing students' pronunciation and vocabulary. Special courses were offered on phonetics and phonology.

### **Critical Discussion**

From the above discussion, we understand that most of the teachers believed that the curriculum of their department included instructions regarding teaching pedagogy. However, a large number of teachers showed their ambiguity about the curriculum instructions and the teaching methods in real classroom practices. Other recent studies also indicate that a large number of teachers do not follow curriculum instruction or the curriculum itself did not give any clear instruction related to the teaching method to the teachers (Hamid, & Baldauf, 2008; Rahman, 1999). The researcher has discovered that the English teachers in the private universities are not following any particular method to teach English language to his students. They do not conduct any particular communicative activity in the classroom and they were found to be traditional in the classroom though many of them had teaching o experience of more than ten years. However some of them used both GTM and CLT in the classroom, because they were convenient to teaching the four skills of English language in Bangladeshi context. Many other studies have found that EFL teachers in Bangladesh do not follow any particular course while teaching English to the students (Uddin, 2014; Chowdhury, 2008). It is a very hard job for them to follow a single method in teaching English language in the Bangladeshi EFL context (Hamid, & Baldauf, 2008). So, mixture of some methods must be adopted in EFL teaching by most of the teachers (Chowdhury, 2008). The researcher of this study also found the private university teachers to adopt the Eclectic Approach to teach English language in their classes, as it allowed them to adopt what methodology or approach to be used depending on the aims of the lesson and the learners in the group in classroom activities. Some researchers believe that it is a whole way of doing things such as listening coordinated speaking with subsidiary elements like pronunciation and form of the language (Ding et al., 2019; Fogal, 2015). That is why; they follow this eclectic approach in their class (Chen, & Zhang, 2019).

From the analysis, the researcher has found positive attitude of the teachers about the methods they are using. The teachers also said that they conducted a lot of activities for promoting English language teaching effectiveness for their students. However, while conducting the activities, the researcher believe that it was necessary for the teachers to consider some socio-cognitive factors of the students as the students were from different socio-economic backgrounds, they had different competence levels in English language, they had different learning styles and above all in their universities they had different English learning necessities. On the other hand, most of the teachers also used similar types of materials in the classrooms while teaching English language. Their notions about the appropriateness and adequacy of the materials were almost similar. They said that the materials they used were recommended in the curriculum and the materials adequately focused on four language skills development of the students. However, the researcher found that the teachers were not careful about the suitability of the materials for



the mixed ability class. The teachers thought that the materials they used created much opportunity of communicative activities in the classroom as they used supplementary materials such as video clips, handouts etc. While observing the classrooms, the researcher found that, in most cases, the materials seemed to be traditional, monotonous and ineffective for four language skills development. From the findings, it can also be said that the assessment system the teachers were using to evaluate their students' English proficiency was not completely consistent with the curriculum guidelines and, as a result, it was not useful. Many other researchers have also found that the continuous assessment system, mid-term examinations and final examinations are consistent with the teaching methods and the materials they used for English language teaching in the private universities of Bangladesh (Uddin, 2014; Hamid, & Baldauf, 2008). Many other surveys show that the English assessment system in the private universities in Bangladesh do not always includes assessing four skills of English language and the students are often scared of the tests (Islam, 2013). Many studies have shown that the examinations have negative impact on students' English language learning outcomes (Utami, 2016; Chowdhury, 2008). The researcher of this study also observed some students closely while observing classroom and it seemed to the researcher that their English competence level was not up to the mark. Some of the students had good command on reading and writing skills but they could not show their competence in speaking English. In summary, it can be said that English teaching and learning in Bangladeshi universities is in a state of transition. While there is a clear recognition of its importance, structural challenges continue to hinder effective instruction and student proficiency. Continued investment in teacher training, curriculum development, and resources is essential to improve outcomes.

## Conclusion

The study attempted to concentrate on the general English teaching scenario at the private universities in Bangladesh, with a particular emphasis on the pedagogical techniques that are followed by the English language instructors. Pedagogy was the most notable aspect of the study. According to the findings of the researcher, the majority of English as Foreign Language (EFL) instructors did not adhere to the instructional strategies that were recommended by the curriculum of the universities. Instead, they opted for a more eclectic approach that took into consideration the characteristics of the students and the objectives of the sessions. The researcher hopes that the study will contribute to the field of English language teaching and learning at the private universities of Bangladesh. Besides, the study might be a good source of relevant information for the future researcher.

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