



Research Article

Exploring English Teaching Materials and Methods at the HSC Level: An Empirical Study

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Abstract

This study focused on the teaching-learning materials and methods used by the teachers at the Higher Secondary Level in Bangladesh. This study tried to find out the types of methods and materials used by the teachers, how they used these, and how these catered to the diverse needs of the learners. This research followed a quali-quantitative method using questionnaire surveys and semi-structured interviews. A total of 530 students, 28 teachers, 10 teacher-interviewees, and 5 key informants participated in this study. The findings revealed that the materials and methods employed in teaching English at the Higher Secondary Certificate (HSC) level do not align with the curriculum objectives. Moreover, the teachers follow a medley of methods and materials that neither significantly match the latest teaching-learning approaches nor serve the purpose of making the students proficient in English. It was also found that most teachers have no training in language teaching methods, materials, and pedagogy. So, this study felt the necessity for arranging teacher training, redesigning materials, and creating interactive teaching-learning environments to ensure learners' more comprehensive grasp of English language proficiency in real contexts.

Keywords: ELT, Teachers' Training, HSC Level, English Classrooms.

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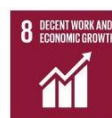
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1. Introduction

To make any teaching-learning endeavor effective and successful, the adoption of a thoughtful and strategic teaching approach is essential, emphasizing the development of student's critical thinking, analytical capacity, and communicative abilities they need in their social, academic, and professional lives (McGrath, 2013; Cunningsworth, 1995). English language teaching and learning is not an exception to this principle where materials and methods are an integral part of this strategy and approach. In teaching English, these two crucial components play pivotal roles in shaping the language-learning experience of the students in academic and real-life situations (Tonawanik & Donavanik, 2019). So, the teaching-learning activities must transcend the confines of theories and classrooms, ensuring that effective communication extends beyond these boundaries.

The relationship between materials and methods in teaching is dynamic and symbiotic as they contribute to a comprehensive understanding of language usage, application in real-world situations, and retention of learning. Therefore, the cautious selection of updated language teaching methods and materials becomes paramount, serving as a bridge between theoretical concepts and their practical application in real-world scenarios. The selection must be made based on the context of the relevant target people and places, the practicability and suitability of the methods and materials, the needs and goals of the programs, the ability of the teachers and students, the availability of the materials, etc. The materials and methods employed in classroom teaching systematically accelerate the pace of learning, ensure the depth of understanding, and a high rate of retention. So, a balance between the materials and methods in classroom teaching is essential to create a congenial and learner-friendly learning environment that may have a long-term positive impact on the learners. Apart from these, students' linguistic backgrounds, learning styles, and aspirations should also be taken into consideration while selecting the methods and materials.

The dynamics of language teaching change over time. So, in keeping with the demand and trends of the time, the methods and materials need to be updated from time to time as the diversity of materials and methods offers a paradigm shift from traditional textbooks to innovative digital resources, structured grammar instruction to more interactive and communicative approaches and task-based teaching (Crawford, 1995). That is to say, for resounding success in language teaching in this globalized world, thoughtful and adaptable approaches that go beyond conventional teaching paradigms need to be incorporated. The National Education Commission, formed to design and plan approaches and methods in teaching and learning, tried to implement different Education Policies to upgrade the status of teaching English in Bangladesh after her independence (Azad & Liton, 2020). Considering the multidimensional needs and uses of English, like many other developing countries, millions of students study English as a compulsory subject from class one to twelve in Bangladesh.

In this study, the researchers chose the HSC level as the students at this stage go through a critical period when they significantly refine their language proficiency, develop critical thinking, build up analytical abilities, and have a broader understanding of the sociocultural dimensions of the language. The success of English language teaching and learning activities at the HSC level is significantly influenced by the careful selection and effective application of suitable methods and

materials. At this academic level, students are required to study English as an essential component, which is crucial for their future higher education and careers as proficiency in English is imperative for effective communication across various forms and media.

This study aims to explore the diverse aspects of the materials and methods employed in teaching English at the HSC level in Bangladesh. It seeks answers to three research questions: i) What materials and methods do the English teachers use in their classes? ii) How do the teachers utilize these materials and methods? iii) How does the use of the materials and methods align with the evolving needs of students in the dynamic landscape of language teaching? The significance of this study extends beyond the borders of Bangladesh, encompassing other nations where English is a vital subject to study for students. This research anticipates that its findings will assist educators in tailoring their teaching methods and methods to address the varied needs of students, enhancing their pedagogical strategies.

2. Literature Review

In the context of foreign language teaching and learning, selecting the right materials and using effective methods are always the chief concerns of educational policymakers. Depending on the selection and use of the materials and methods, there come drastic changes in the learning process. Hence, prominent researchers like Kabir (2023); Abduh et al. (2022); Al Amin and Greenwood (2022); Bhuiyan and Khan (2022); Deressa et al. (2022); Hosan and Weiyan (2022); Oeamoum and Sriwichai (2020); Nuby et al. (2019); Rahman (2019); Khanom (2018); Rahman and Pandian (2018); Rahman et al. (2018); Alam (2017); Ray and Roy (2017); Cakir (2015); Rahman and Karim (2015); Mitu (2014); Rasul (2014); Diniah (2013); Salahuddin et al. (2013); Mamun et al. (2011); Harsono (2007), etc. tried to work on these issues from their perspectives. The huge amount of research distinctively epitomizes researchers' urges for adapting needs and context-specific methods and materials to ensure successful outcomes in the realm of English language teaching-learning in a second or foreign language setting.

Deressa et al. (2022) conducted their research to find out the practicality and suitability of materials used by EFL teachers in theology classes in Ethiopia. In this mixed-method research, both students and teachers participated and data collection tools include questionnaires, interviews, and content analysis. The findings showed the dissatisfaction of the participants with current teaching-learning practices. They believed that the system could not make learners competent to meet academic and professional English, as the teaching materials and teaching environment were not adequate to meet their needs. The content analysis report also carried similar findings i.e., the text contents were not well designed to fulfill learning needs or to stimulate learners' interests. The researchers recommended a balanced skills-based English curriculum that will make learners proficient in both theology and general English.

Al Amin and Greenwood (2022) conducted their research to analyze English language teachers' perceptions of the existing curriculum and classroom practices, as well as the barriers they faced in language classrooms in Bangladesh. In the first stage, this study surveyed 216 teachers in rural and urban areas. To ensure more detailed and in-depth narratives from the participants, selected students and teachers, along with guardians and other related people, were also interviewed and some classrooms were observed. The findings revealed that a distinctive gap between the "participants' understanding of curriculum expectations and their actual practice" exists (p. 1) in

Bangladesh. The English language teaching system does not meet the demands of national and international standards due to a lack of well-trained teachers, unplanned assessment systems, unavailable resources, etc. Since there is no short-cut way to solve these problems, the researchers suggested that continuous monitoring and sincere attempts to adapt materials considering the necessities of learners, well-designed assessment systems, and arranging teachers' training are some prerequisites to upgrade this country's overall English teaching-learning process.

In the context of Bangladesh, another study was carried out by Bhuiyan and Khan (2022) who aimed to analyze the status of existing English language courses conducted in eight Engineering universities as well as the teaching techniques employed by teachers in current classroom contexts. Using a mixed methods approach, this study collected data from 144 students of these particular universities. Many students' likings for existing practices were observed in the findings section but it did not touch the satisfactory level as most of the students were in support of necessary modification of the teaching system. Multifaceted problems, for example, lack of teaching aids, inappropriate teaching materials, lack of real-life oriented teaching system, uncontrollable class size, unequal focus on basic language skills and learning objectives, etc. were identified and inevitable aspects were expected to incorporate like, arranging teachers' training, ensuring ideal class size with all logistic supports, improving assessment systems, etc.

Kabir (2023) undertook a further investigation aimed at understanding the factors responsible for the disconnection between curriculum, classroom methodologies, and the assessment existing in secondary-level English education in Bangladesh. Keeping a focus on oral skills, this qualitative study collected data by scrutinizing the national textbook through a document analysis process and conducting semi-structured interviews with five policymakers and six teachers from diverse rural and urban settings. The study findings brought the reasons to light that worked behind this disconnection. Notably, teachers exhibited a deeply entrenched adherence to the Grammar-Translation Method (GTM), leading to their reluctance to embrace the Communicative Language Teaching (CLT) approach. There was also a gap between policymakers' notions and teachers' perceptions regarding the practices of oral skills in both classroom practices and examination systems. Furthermore, a lack of motivation was observed among both teachers and students for the development of oral skills, particularly since these skills were not assessed in the final examinations. In conclusion, the study emphasized the necessity for ongoing monitoring of educational practices, targeted training sessions for teachers, and the provision of suitable materials to facilitate speaking practice.

Despite existing research on this matter, the significance of this study persists due to its concentration on higher secondary-level English education related to materials and methods, an aspect that has not received adequate attention to date. Consequently, this study aims to contribute additional dimensions to the research landscape within both Bangladeshi and other English language contexts.

3. Methodology

In this section, the methodology used to investigate the research questions has been outlined. The researchers chose a mixed-methods approach as it aligns with the objectives of this study.

Data Collection and Data Analysis Procedures

This mixed methods study used two structured questionnaires (formed on a five-point Likert scale) to collect quantitative data from teachers and students as well as conducted a semi-structured interview with teachers and key informants. A stratified purposive sampling procedure was followed throughout the study for collecting questionnaire-based quantitative data from 530 HSC-level students and 28 teachers of 10 colleges of rural, town, and city areas in Khulna Division, Bangladesh. The source of interview-based qualitative data was 10 selected teachers from the same institutions and 5 Key Informants. Statistical Packages for Social Sciences (SPSS) and MS Office tools were used to process the collected data, and the descriptive analysis of the data was presented in tables and figures. Interview data were analyzed and presented based on the qualitative content analysis process.

Validity and Reliability

To meet the issues of reliability and validity, this study followed some research protocols and techniques. First of all, the questionnaires were designed in a well-structured way to get specific and right information aligned with the research objectives. Before finalizing the students' questionnaire, the researchers initiated a piloting process to ensure the validity and reliability factors. The questionnaire was administered to 23 students at Sholua Model College in Jashore Sadar Upazila of Jashore district. Based on the feedback from the pilot study, the researchers sought input from field expert colleagues and incorporated their suggestions that resonated with the research goals. Secondly, to assess the internal consistency and reliability of the questionnaire, the researchers conducted a Cronbach Alpha test for the questionnaires, yielding commendable values of 0.85 (teachers' questionnaire) and 0.74 (students' questionnaire). Thirdly, informed consent was collected from all the participants. Fourthly, all the participants were assured that their data would be kept anonymous. These attempts helped to minimize unexpected responses from the participants and increased the possibility of getting more reliable and authentic information from the participants. The review of related literature also acted as a helping tool to make this study more convincing and trustworthy. All these rigorous processes enhance the credibility of these research instruments and lay a solid foundation for the subsequent phases of the study.

4. Findings

Having outlined the research questions, literature review, and methodology in the proceedings section of this paper, we dedicated this section to presenting a thorough analysis and comprehension of the data acquired from diverse sources. We systematically summarized the key findings, structured around the primary research questions. The subsequent discussion delved into the significance of these results, drawing connections to existing literature, and the research questions, and addressing the limitations inherent in this study concerning the impacts of materials and methods employed at the HSC level of English education in Bangladesh.

Findings of the Students' Questionnaire

This segment of the questionnaire focused on students' perceptions of the instructional materials and methods that the teachers used in the classrooms to teach English. To answer the research

questions and meet the goals of research objectives, the data based on the perceptions of the students regarding relevant issues played a significant role.

Table 1. Students' Perception of the Teaching-Learning Materials and Methods Used in English Classes

SN	Items	Mean	SD	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
1	The materials used by my teachers help me very much understand the text.	3.25	1.04	10.6	32.8	33.4	17.7	5.5
2	My English teachers use materials other than the textbook.	2.73	1.14	7.9	18.5	24.9	36.2	12.5
3	My teachers use audio-visual aids for teaching English.	2.35	1.23	6.4	14.2	17.7	31.5	30.2
4	My teachers use materials from real life.	1.94	1.04	2.6	7.7	12.8	34.9	41.9
				Always (%)	Very often (%)	Often (%)	Sometimes (%)	Never (%)
5	My teachers use only those classroom activities which are found in the textbook.	3.17	1.44	23.8	22.5	20.2	14.2	19.4
6	For instruction, my teachers use English.	2.71	1.26	7.9	22.1	25.5	21.7	22.8
7	My teachers translate the text into Bangla.	4.48	0.92	67.5	20.8	5.7	4.0	2.1
8	My teachers focus on grammar.	4.05	1.04	41.7	34.3	14.3	7.0	2.6
9	My English teachers focus on the development of communicative skills.	2.52	1.05	4.9	13.8	22.8	44.9	13.6
10	My teachers create situations to teach English.	2.02	1.03	1.5	10.2	14.9	35.8	37.5

11	My teachers make the students interact in English in the classroom.	1.75	0.89	1.1	3.6	12.6	34.2	48.5
12	My teachers and students interact in English.	1.92	0.94	1.9	4.9	14.5	40.2	38.5
13	My teachers make the students involved in pair/group work.	1.62	0.99	2.5	4.9	7.4	23.0	62.3
N=530		2.66	1.08					

The data in Table 1 (item 1) show that teaching materials aided 43.4% of respondents (10.6% 'strongly agree' and 32.8% 'agree') in understanding the text. Findings of item 2 reported that only 26.4% of respondents (7.9% 'strongly agree' and 18.5% 'agree') acknowledged the use of materials beyond the textbook. At the same time, only 20% of respondents (6.4% 'strongly agree' and 14.2% 'agree') affirmed the use of audio-visual aids (item 3). Furthermore, only 10.3% of respondents (2.6% 'strongly agree' and 7.7% 'agree') agreed that the materials covered real-life topics (item 4). A large portion of the students (23.8%+22.5%) reported that their teachers solely depended on textbook-based activities (item 5).

On the other hand, only 7.9% of the student participants opined that the teachers regularly utilized English for teaching (item 6). According to 67.5% of the students (item 7), teachers always translated the text into Bangla. Apart from these, 41.7% of the students opined that teachers always focused on grammar (item 8). Only 4.9% of the students (item 9) believed that their teachers always prioritized the enhancement of communicative skills. Moreover, a mere 1.5% of the students believed that their teachers always created situations conducive to English instruction (item 10). According to only 1.1% of the students, the teachers always facilitated student interactions in English (item 11). In classroom settings, according to just 1.9% of the students both the teachers and students consistently engaged in interactions in English (item 12). Moreover, only 2.5% of the students believed that their teachers always encouraged students to be engaged in pair work or group activities (item 13).

Findings of the Teachers' Questionnaire

This segment of the survey (presented in Table 2) concentrated on the teachers' perceptions of the instructional materials and the methods the teachers employed in the teaching-learning process.

Table 2. Aspects of the Teaching-Learning Materials and Methods Used by the Teachers

SN	Items	Mean	SD	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
1	The materials I use are very suitable for teaching-learning.	3.54	0.74	10.7	35.7	50.0	3.6	00
2	The teaching-learning materials are sufficient.	2.93	0.94	7.1	17.9	35.7	39.3	00
3	The available resources are sufficient.	2.75	1.04	3.6	25.0	21.4	42.9	7.1
				Always (%)	Very often (%)	Often (%)	Some-Times (%)	Never (%)
4	I design my teaching materials.	4.11	0.92	42.9	28.6	25.0	3.6	00
5	I use authentic materials.	3.54	1.11	21.4	32.1	28.6	14.3	3.6
6	I teach each lesson keeping in mind the objectives of the lesson.	4.07	1.02	46.4	21.4	25.0	7.1	00
7	I use only those classroom activities found in the textbook.	3.14	1.32	17.9	25.0	25.0	17.9	14.3
8	For instruction, I use English in the class.	3.61	1.03	25.0	25.0	35.7	14.3	00
9	I translate the text into Bangla.	4.21	1.00	53.6	21.4	17.9	7.1	00
10	I focus on grammar.	4.14	0.80	35.7	46.4	14.3	3.6	00
11	I focus on the development of communicative skills.	3.86	1.18	42.9	14.3	32.1	7.1	3.6
12	I create situations to teach English.	3.82	1.16	32.1	39.3	10.7	14.3	3.6
13	I make the students interact in English.	3.68	1.06	25.0	35.7	21.4	17.9	00

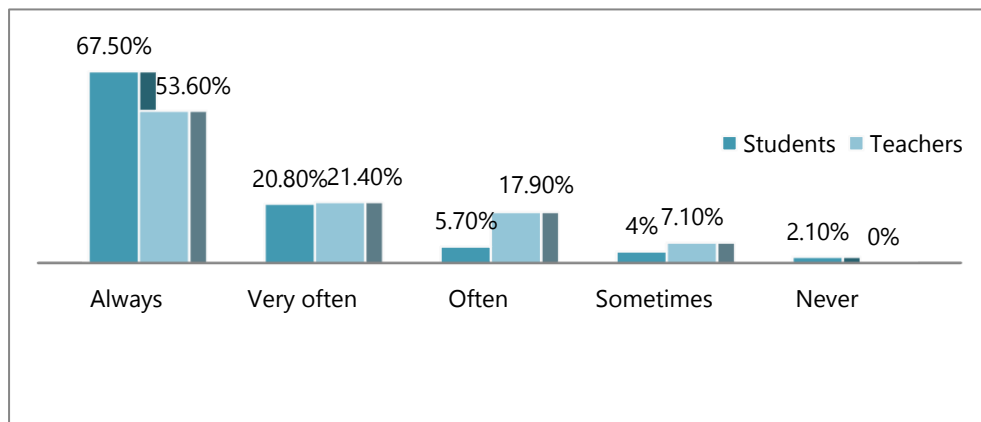
14	The teacher and students interact in English.	2.89	1.07	7.1	21.4	32.1	32.1	7.1
15	I make the students involved in pair/group work.	2.79	1.17	10.7	10.7	39.3	25.0	14.3
N=28		3.54	1.04					

Regarding the appropriateness of teaching-learning materials, 46.4% of teachers (with 10.7% strongly agreeing and 35.7% agreeing) acknowledged that the materials they employed in English classes were highly suitable. However, a significant number (50%) of respondents chose the 'Neutral' option (item 1 of Table 2). Approximately 25% of teachers (comprising 7.1% strongly agreeing and 17.9% agreeing) believed that the teaching-learning materials were sufficient, yet 35.7% of respondents selected the 'Neutral' option in this regard (item 2). Conversely, half of the teachers (with 7.1% strongly disagreeing and 42.9% disagreeing) expressed dissatisfaction with the adequacy of available resources (item 3). A portion of 71.5% of teachers (with 42.9% always and 28.6% very often) designed their materials (item 4) and 53.5% of teachers (consisting of 21.4% always and 32.1% very often) utilized authentic materials (item 5).

It was revealed that 67.8% (46.4% 'Always' and 21.4% 'Very often') teachers taught each lesson keeping in mind the objectives of the lesson (item 6). Additionally, 42.9% of teachers mentioned that they utilized only the activities available in the textbook (item 7). The majority of teachers (50%) affirmed using English in instructional delivery (item 8). Furthermore, 75% (53.6%+21.4%) translated English texts into Bangla (item 9) and 81.1% (35.7%+46.4%) of teachers expressed a focus on grammar instruction (item 10). A total of 57.2% of teachers (42.9%+14.3%) indicated their focus on developing learners' communication skills (item 11), with a substantial proportion of 71.4% (32.1%+39.3%) expressing the creation of language learning situations in the classroom (item 12).

The majority of teachers affirmed (60.70%) fostering learner interactions in English (item 13). Within classroom settings, merely 28.5% (7.1%+21.4%) of the teachers believed that interactions in English were made between the teachers and students (item 14). Conversely, a smaller percentage, specifically 21.4%, mentioned that they engaged learners in group and pair tasks (item 15).

Figure 1. Comparison between Students' and Teachers' Perceptions of Translating Texts into Bangla



Findings of the Teacher and Key Informant Interviews

The teacher-interviewees and key informants were asked about their perceptions of the methods practiced in the classrooms and suggestions on the methods that the teachers thought necessary were sought. The findings are as follows. Two interviewees mentioned that the prescribed method (CLT/Task-based approach) was only partially or minimally followed. Three teachers mentioned that as they thought the methods were not fully effective, they did not follow any particular methods. Two interviewees expressed confusion about the prescribed method. One of them opined that the teachers still stuck to the lecture method,

Teachers seldom follow prescribed teaching methods as they need to teach to make students competent for the exam. (Teacher interviewee 4)

Another interviewee cited challenges related to the lack of a conducive environment, institutional facilities, and logistical support for which they were not able to follow a particular method. While talking about methods, two interviewees preferred the use of the GTM in previous classes, up to class 10. Most of them emphasized more applied approaches.

The key informants opined that the teachers did not usually use the teacher's guide, rather they mostly used the textbook as the main material. They also did not frequently make their materials to use in their English classes. Regarding the teaching methods employed in Higher Secondary level English instruction in Bangladesh, a key informant highlighted,

Teachers, in most cases, are not aware of the methods they are using, and whatever they use, they fail to apply them properly in the classrooms. Therefore, a change is required in terms of the application of methods based on practicality and learner needs. (Key informant 3)

Another key informant echoed similar sentiments, stating,

No specific method is followed in classroom teaching as the teachers do not have any training on any particular method. Training and its implementation is necessary. (Key informant 4)

5. Discussion

The majority of teachers surveyed relied solely on the classroom activities provided in the textbook. The opinions of the interviewees and key informants also supported that the teachers usually stuck to the activities prescribed in the textbook (very similar to the findings of Hassan et al., 2019), and even all the textbook-prescribed activities, which were not directly related to the examination papers, were not used in the classrooms (Yeasmin & Kabir, 2023).

The teachers did not usually facilitate student interactions in English during classes. A notable contradiction existed in the opinions of teachers and students on this matter. Only 4.7% of students expressed that their teachers encouraged them to interact in English in the classroom (mean 1.75), while 60.7% of teachers asserted that they actively promoted student interaction in English during class time. The interviewees and key informants also commented that teachers at

the Higher Secondary level rarely facilitated students' interactions in English which matches the findings of Adhikary (2010).

The majority of teachers at the Higher Secondary level continued to employ the Grammar Translation Method (GTM) for teaching English. A total of 88.3% of students and 75% of teachers indicated that the translation of the English text into Bangla, a prominent feature of GTM, was regularly practiced. Additionally, it was observed that a significant emphasis on grammar, another fundamental aspect of GTM, was prevalent among most teachers. Teacher-interviewees and key informants noted that the persistence of GTM was rooted in the fact that these educators were initially taught using this method during their own student lives. Furthermore, they highlighted the lack of sufficient orientation to CLT or Task-Based Language Teaching (TBLT) approaches, either through training or relevant courses. Consequently, the majority of college teachers instructing HSC students continued to follow the Grammar Translation Method rather than embracing CLT or TBLT approaches. This finding matches with the findings of Rahman et al. (2024), Kabir (2023), and Basak (2014).

Students' opinions also indicated a lack of emphasis from teachers on the enhancement of communicative competence/skills. Teachers' opinions on prioritizing communicative skills contradicted those of the students as only 18.7% of students agreed that their teachers concentrated on developing communicative skills, while 57.2% of teachers claimed to prioritize this aspect. Interviewees and key informants expressed the view that teachers did not place sufficient focus on enhancing students' communicative competence/skills due to the lack of training and the absence of relevant language courses. This finding goes in line with Mahmud et al.'s (2023) and Al-Mahrooqi's (2012) observations.

The investigation revealed that, in teaching English, teachers typically did not generate situational contexts, a fundamental aspect of CLT and TBLT. There was a notable contradiction in the opinions of teachers and students on this matter. Only 11.7% of students expressed that their teachers created situations for English instruction, whereas 71.4% of teachers asserted that they indeed crafted such situations. Additionally, interviewees and key informants also observed that most teachers at the HSC level generally did not create situational contexts while teaching English. Interaction in English between teachers and students was infrequent in most instances, as only 6.8% of students and 28.5% of teachers acknowledged such interactions in English classrooms. The use of English for instruction in the classroom was not satisfactory as only 30% of the students and 50% of the teachers opined that English was used for instruction in the classrooms. While incorporating CLT and TBLT methodologies in teaching English in classrooms, it was imperative to integrate pair work and group work in English teaching. However, the state of these collaborative activities was disheartening. Only 7.4% of students and 21.4% of teachers expressed that educators effectively engaged students in pair and group work. The opinions of the interviewees and key informants substantiated this picture of pair work and group work. Roy's (2016) observation was also mostly similar to this finding.

6. Limitations

While this study employed a standard sample of 573 participants, including both HSC-level teachers and students, and utilized various data collection tools such as questionnaires and

interviews, it acknowledges certain limitations. To ensure more in-depth data, this research could employ interviews with student participants incorporate additional questionnaire items, and extend the data collection areas in some other divisions of the country. The study anticipates that these limitations will be addressed in subsequent research, contributing to a more comprehensive understanding of the materials and methodologies employed in EFL classrooms.

7. Conclusion and Recommendations

The learning process is significantly enhanced through the utilization of appropriate teaching-learning materials and methods. Considering this issue, the present study scrutinized the teaching materials and methods employed by HSC-level teachers in Bangladesh. The findings revealed that due to teachers' overreliance on textbooks as the primary instructional resource, students are not deriving optimal benefits from diverse teaching-learning materials. A considerable proportion of teachers demonstrate a lack of awareness regarding the suitability of the materials they employ. Additionally, authentic materials are inaccessible to many teachers, compounded by a lack of training and logistical support for handling such materials. Starting in the late 1990s, CLT got prioritization in curriculum designing and planning. However, the implementation of CLT in the actual sense of the term is still a dream project (Hamid, 2020; Ali & Walker, 2014; Kirkwood & Rae, 2011). Hamid's (2011) statement that CLT in the curriculum has made English language teaching more challenging is still relevant today. Despite the English curriculum's endorsement of CLT and TBLT at the HSC level, a substantial number of teachers neither adhere to these methodologies nor know which approach to adopt. The dominance of the GTM, coupled with the practice of translating texts into Bangla and teaching English grammar in both Bangla and English, prevailed. Classroom situations conducive to English language learning are not frequently created, and the implementation of group work or pair work is sporadic. Inadequacies in language teaching and pedagogic training hinder the effective adoption of prescribed methods.

Based on the research findings and a comprehensive literature review, this study likes to put forward some pedagogical recommendations that are expected to be helpful for the education systems of Bangladesh and other EFL contexts: i) To foster creative and critical thinking among learners through classroom discussions and reflection, teachers should redesign their materials (Cakir, 2015). iii) The concerned body should support teachers in bringing about pedagogical changes (Deressa et al., 2022). iv) Problems related to students' language proficiency, insufficient resources, lack of trained teachers (Kabir, 2023), and inadequate logistic support (Bhuiyan & Khan, 2022) should be addressed with priority. v) Based on students' requirements and proficiency levels, different methods can be used for teaching (Al Amin & Greenwood, 2022). vii) Tasks or activities like group work, pair work, discussion, and question-answer sessions should be prioritized.

This study believes in the necessity of redesigning materials, creating interactive teaching-learning environments, arranging training for teachers, and ensuring the implementation of suitable teaching methods to address the needs of language learners and consequently achieve better outcomes in EFL classrooms.

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Appendix Questionnaire for Students

Please tick (✓) the most suitable option.

SN	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The materials used by my teachers help me very much understand the text.	5	4	3	2	1
2	My English teachers use materials other than the textbook.	5	4	3	2	1
3	My teachers use audio-visual aids for teaching English.	5	4	3	2	1
4	My teachers use materials from real life.	5	4	3	2	1
		Always	Very often	Often	Sometimes	Never
5	My teachers use only those classroom activities which are found in the textbook.	5	4	3	2	1
6	For instruction, my teachers use English.	5	4	3	2	1
7	My teachers translate the text into Bangla.	5	4	3	2	1
8	My teachers focus on grammar.	5	4	3	2	1
9	My English teachers focus on the development of communicative skills.	5	4	3	2	1
10	My teachers create situations to teach English.	5	4	3	2	1
11	My teachers make the students interact in English in the classroom.	5	4	3	2	1
12	My teachers and students interact in English.	5	4	3	2	1
13	My teachers make the students involved in pair/group work.	5	4	3	2	1

Questionnaire for Teachers

Please tick (✓) the most suitable option.

SN	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The materials I use are very suitable for teaching-learning.	5	4	3	2	1
2	The teaching-learning materials are sufficient.	5	4	3	2	1
3	The available resources are sufficient.	5	4	3	2	1

		Always	Very often	Often	Sometimes	Never
4	I design my teaching materials.	5	4	3	2	1
5	I use authentic materials.	5	4	3	2	1
6	I teach each lesson keeping in mind the objectives of the lesson.	5	4	3	2	1
7	I use only those classroom activities found in the textbook.	5	4	3	2	1
8	For instruction, I use English in the class.	5	4	3	2	1
9	I translate the text into Bangla.	5	4	3	2	1
10	I focus on grammar.	5	4	3	2	1
11	I focus on the development of communicative skills.	5	4	3	2	1
12	I create situations to teach English.	5	4	3	2	1
13	I make the students interact in English.	5	4	3	2	1
14	The teacher and students interact in English.	5	4	3	2	1
15	I make the students involved in pair/group work.	5	4	3	2	1

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