

## Teaching Materials Used in EFL Education in Bangladeshi Private Universities: Relevance and Sufficiency

Md. Sazzad Hossain

Professor, Department of English, Dhaka International University, Dhaka, Bangladesh, Email: sazzaddiu73@gmail.com

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**ABSTRACT :** Language teaching and learning materials should involve resources that align with learning goals for students and adaptable to different learning contexts. Effective language materials should have engaging content, clear structure, and relevant activities that cater to different levels of learners' language proficiency. In this study, the researcher wanted to investigate the relevance and the sufficiency of the materials used in EFL classrooms at the private universities in Bangladesh. The researcher has conducted the questionnaire survey with 60 experienced teachers from fifteen private universities located in Dhaka city. SPSS 26.0 was used to analyse quantitative data elicited from the survey. The study has found that, for various reasons, adequate, relevant, authentic and adapted materials are unavailable to the teachers and the students involved in EFL education in this sector. The researcher suggests some measures to be taken to solve the problems related to the unavailability of EFL teaching learning materials in this level of EFL Education.

**Keywords-** language materials, tertiary level, relevance, suitable, Bangladesh

### 1. INTRODUCTION

English becomes the most widely spoken language in the world. It is a global language in business, technology, science, international organizations, the media, international travel, international safety, and education (Nunan, 2003). English as a language and as a discipline has made its place in the broader curriculum of Bangladesh as in many other countries (Hamid, 2010). However, like elsewhere in the world, English Department Syllabuses in all the Universities in Bangladesh were purely literature based syllabus, mostly British literature (Rahman, 2010). Only in the Mid 1970s some language courses were introduced and afterwards, keeping with the changes elsewhere, more changes were incorporated in the University English Department Syllabuses in Bangladesh (Earling et. al., 2013). In 1976, Ministry of Education set up an English Language Teaching Taskforce to evaluate the state of English language teaching in Bangladesh which made recommendations for improving the conditions of classroom teaching (ELTIP. (2009)). The report shows that the English proficiency of the students at the tertiary level is lower than which is assumed by the curriculum objectives (ELTIP. (2009)). In present, proficiency in English language is considered as an indicator of success also in Bangladesh. A good level of proficiency is a pre-

requisite for getting a good job here. The government along with the other educational organizations in Bangladesh has been putting efforts since 1990s to ensure the quality of English teaching in tertiary education and increase students' level of English language proficiency (Farooqui, 2008).

Since private university education has started in Bangladesh, the teaching and learning scenario of English language at these relatively new institutions has entered into a new era. In Bangladesh, all private universities offer some language courses (credit, as well as non-credit, which include Basic English or English Fundamental, English Composition, Public Speaking, Technical Writing and Communication, Advanced Reading Strategies and Writing) (Hamid et. al., 2013). These language courses, in theory, are designed according to the demand of the students of different departments so that the students can not only pass exams and receive good grades, but also obtain professional development at work, for language learning is not only having knowledge of a language but also knowing how to function using it in the real world (Hossain & Tollefson, 2007). Although all private Universities in Bangladesh offer mandatory English language courses, after completing these courses, very few students achieve enough proficiency and accuracy in English to apply it in the job market (Rahman, 2010). One of the reasons of this failure might be the unavailability of suitable English language teaching and learning materials (Hamid, 2010). Language teaching and learning materials are tools and resources used to support both teachers and learners in acquiring new language skills (Farooqui, 2014). These materials come in various formats and types, catering to different learning styles, levels, and needs (Ashraf et. al., 2009). For example, textbooks and workbooks, audio and video resources, online platforms and apps, interactive software, games, worksheets, printables etc. can be very useful for effective language teaching and learning (Hadi, 2014). These materials can be customized to meet the needs of learners at various proficiency levels (beginner, intermediate & advanced) and tailored to the specific language being taught (hamid, 2010).

So, the present study aims to be in action to explore the suitability and effectiveness of the language materials used in the private universities to teach English language to the students. The selection of suitable materials for language teaching is crucial for the effectiveness and success of the learning process. Interactive and contextually relevant materials (such as real-life scenarios or culturally significant topics) make the learning process more enjoyable, boosting motivation and willingness to engage with the content (Hadi, 2014). The findings of this study might help the educators to select language materials carefully so that the materials can serve as both instructional guides and motivating tools, making the learning experience effective, enjoyable, and culturally rich. Hence, the study bears great significance and seems to contribute in the development of language education in Bangladesh.

## 2. LITERATURE REVIEW

Materials are “anything which can be used to facilitate the learning of a language, including course books, videos, graded readers, flash cards, games, websites and mobile phone interactions” (Tomlinson, 2012). They can be “informative (informing the learner about the target language), instructional (guiding the learner in practising the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language)” (Tomlinson, 2020). Ideally materials should be developed for learning rather than for teaching and they should perform all the functions specified above (Richards, 2001). Well-designed materials capture the interest of learners. Interactive and contextually relevant

materials (such as real-life scenarios or culturally significant topics) make the learning process more enjoyable, boosting motivation and willingness to engage with the content. Different learners have different preferences—visual, auditory, kinesthetic, or reading/writing (Pawlak, 2019). A suitable mix of text, audio, video, and interactive tasks keeps the learning experience dynamic and prevents monotony (Nurhadi & Hilmi, 2023). Language learning encompasses multiple skills (listening, speaking, reading, writing, grammar & vocabulary). The right materials address all these areas in a balanced way, ensuring that learners develop a holistic command of the language (Tomlinson, 2010). Appropriate materials match the proficiency level of the learners. Beginner learners need materials that introduce basic vocabulary and grammar gradually, while advanced learners require complex texts and tasks that challenge their fluency and critical thinking (Ajoke, 2017). Suitable materials often include resources that encourage self-study, allowing learners to continue their progress outside of formal lessons. These might include interactive software, apps, or online exercises (Al-Mousawi, 2020).

Studies show that the lack of suitable language materials in Bangladesh presents significant challenges to effective language teaching and learning, especially for English, the country's second language, and other foreign languages (Hoque, & Begum, 2016). The issue stems from a variety of factors, including limited access to resources, insufficient curriculum development, and socio-economic disparities (Hossain, 2015). Many available language learning materials, especially for English, are imported from foreign countries (Jahan, 2011). These materials often reflect cultural contexts unfamiliar to Bangladeshi learners, making it difficult for students to relate to the content (Mumeneen, 2011). This lack of contextual relevance hinders understanding and engagement (Farooqui, 2014). Bangladesh is home to many regional languages, including Bengali (Bangla), as well as minority languages such as Chakma, Sylheti, and others (Islam, 2011). Suitable language materials for teaching these languages are often scarce (Hoque & Begum, 2016). The absence of well-developed materials for indigenous and regional languages leads to an erosion of linguistic diversity and can marginalize minority groups (Farooqui, 2014). At the tertiary level of English education, there is often a shortage of diverse materials, such as audio-visual aids, interactive apps, or digital platforms, which are essential for engaging modern learners (Mumeneen, 2011). The reliance on traditional print materials at this level limits opportunities for dynamic and interactive learning experiences (Hamid, 2010). Many language teachers in Bangladesh, particularly in rural areas, do not receive adequate training in using diverse materials or integrating modern technology into the classroom (Rahman, 2010). Without suitable materials and resources, teachers may struggle to create engaging and effective lessons (Hadi, 2014).

Hence, it can be assumed that suitable materials are very crucial in effective language teaching and learning. However, the development and selection of proper language materials is only possible through systematic research procedure. Tertiary level of education is one of the most significant stages of education in Bangladesh, as after this stage learners enter into the professional life. We have already seen that proficiency in English is one of the determinants of career success and suitable materials ensure effective language learning and teaching. Hence, the study tends to explore the relevance and sufficiency of English language learning and teaching materials at the tertiary level of education in Bangladesh.

### 3. OBJECTIVE OF THIS STUDY

In this study the researcher has wanted to investigate the relevance and the sufficiency of the materials used in the department of English at the tertiary level in Bangladesh at the private universities.

### 4. RESEARCH METHODOLOGY

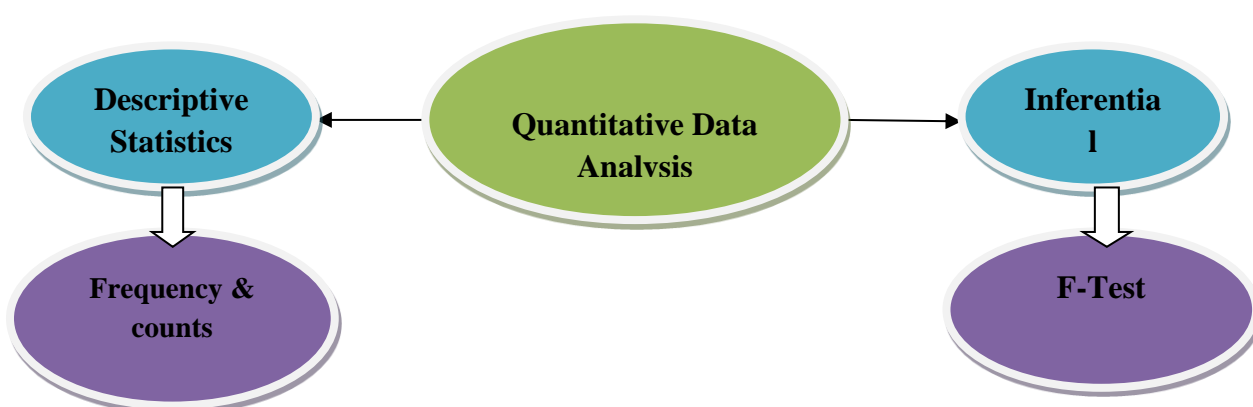
The study has conducted a systematic investigation by using quantitative research approach which primarily focused on quantifying data and uncovering patterns in the relationships among different variables. A questionnaire survey was conducted among 60 university teachers from 15 private universities. Four teachers having different level of English language teaching experience were selected purposively from each university. The respondents were categorized into three groups based on the difference of their teaching experience.

**Table 1: Subject of the Study**

Respondents	Experience groups	Number
Teachers (from 15 UGC approved Private Universities)	1-5 years	20 (10 male, 10 female)
	6-10 years	20 (10 male, 10 female)
	More than 10 years	20 (10 male, 10 female)

The questionnaire contained 8 statements and they explored necessary information regarding the sufficiency and adequacy of English language teaching and learning materials. The data were analyzed using SPSS 26.0 to find out the counts and frequencies of the response.

**Figure 1: Analysis of Quantitative Data**



The present researcher also conducted ANOVA (F-Test) to determine whether there was a significant difference among the response of the three groups of the teachers.

### 5. FINDINGS AND DISCUSSION

The researcher prepared the questions from different angles so that he could get the real idea of the materials used at the tertiary level. The results of the analysis of the collected data related to the relevance and the sufficiency of the materials are presented in the tables. The tables show the number and the percentage of the respondents group-wise for each question.

### Consistency and Sequence of the Materials

The first three statements were related to the suitability of the language materials recommended in the syllabus.

**Table 2: Suitability of the Language Materials**

		Experience					
		1 to 5 years		6 to 10 years		10+ years	
		Count	Column N %	Count	Column N %	Count	Column N %
Teachers use materials recommended in the syllabus	Disagree	1	5.0%	2	10.0%	3	15.0%
	Neutral	1	5.0%	6	30.0%	3	15.0%
	Agree	18	90.0%	12	60.0%	14	70.0%
Materials are selected and sequenced properly	Disagree	0	0.0%	0	0.0%	1	5.0%
	Neutral	5	25.0%	14	70.0%	10	50.0%
	Agree	15	75.0%	6	30.0%	9	45.0%
Recommended materials are consistent with the teaching method	Disagree	2	10.0%	0	0.0%	0	0.0%
	Neutral	2	10.0%	13	65.0%	9	45.0%
	Agree	16	80.0%	7	35.0%	11	55.0%

The teachers were asked question number one to know whether the teachers used material recommended in the syllabus. In response to this question, almost all the teachers, 73.3% (count-44) said that they use materials recommended in the curriculum. In the response to question number 2, 75% (count-15) of the teachers who had teaching experience of one to five years agreed that materials are selected and sequenced properly. Only 30% (count-6) teachers who had experience from six to ten years and 45% (count-5) of the teachers who had teaching experience of more than ten years agreed on the point. In response to question number 3, 80% (count-16) of the first group, 35% (count-7) of the second group and 55% (count-11) of the third group of the teachers agreed that recommended materials were consistent with the teaching method. It is notable that 40% (count-24) of all the teacher participants were neutral while responding this question.

### Focusing Four Language Skills

Lack of instructional resources in the classroom has a cumulative negative impact on learners. Q4 was asked to the teachers to know whether the materials adequately focus on EFL listening and speaking skills or not. Q5 was asked to the teachers to investigate if the materials adequately focus on EFL reading and writing skills or not. Q6 was asked to the teachers to investigate whether the materials create scope of individual, pair and group work etc. or not.

**Table 3: Relevance of the Language Materials**

		Experience					
		1 to 5 years		6 to 10 years		10+ years	
		Count	Column N %	Count	Column N %	Count	Column N %

Materials adequately focus on EFL listening and speaking skills	Disagree	8	40.0%	8	40.0%	2	10.0%
	Neutral	6	30.0%	5	25.0%	8	40.0%
	Agree	6	30.0%	7	35.0%	10	50.0%
Materials adequately focus on reading and writing skills	Disagree	0	0.0%	2	10.0%	2	10.0%
	Neutral	3	15.0%	2	10.0%	2	10.0%
	Agree	17	85.0%	16	80.0%	16	80.0%
Materials create scope of pair work, group work	Disagree	4	20.0%	3	15.0%	1	5.0%
	Neutral	3	15.0%	5	25.0%	5	25.0%
	Agree	13	65.0%	12	60.0%	14	70.0%

In response to question number four, 30% (count-6) teachers with one to five years' experience, 35% (count-7) teachers with six to ten years' experience and 50% (count-10) teachers with more than ten years' experience agreed that the materials adequately focus on EFL listening and speaking skills. In the response to question number five, 85% (count-17) of the teachers who had teaching experience of one to five years agreed that materials adequately focus on reading and writing skill. 80% (count-16) teachers who had experience from six to ten years and 80% (count-16) of the teachers who had teaching experience of more than ten years agreed on the point. In response to the question number six, 65% (count-13) of the first group, 60% (count-12) of the second group and 70% (count-14) of the third group of the teachers agreed that materials create scope of pair work and group work.

### Necessity of Adaptation and Supplementary Materials

Q7 was asked to the teachers to know whether the materials were suitable for the mixed ability classes or not. Q8 was asked to the teachers to investigate if they used supplementary materials such as handouts, video clips etc. to develop their students' English language skills or not.

**Table 4: Sufficiency of the Language Materials**

		Experience					
		1 to 5 years		6 to 10 years		10+ years	
		Count	Column N %	Count	Column N %	Count	Column N %
Suitability of the materials for mixed-ability class	Disagree	5	25.0%	4	20.0%	5	25.0%
	Neutral	8	40.0%	9	45.0%	7	35.0%
	Agree	7	35.0%	7	35.0%	8	40.0%
Supplementary materials are used	Disagree	1	5.0%	1	5.0%	0	0.0%
	Neutral	1	5.0%	1	5.0%	2	10.0%
	Agree	18	90.0%	18	90.0%	18	90.0%

In response to question number 7 (Q7), 35% (count-7) teachers who had teaching experience from one to five years believed that materials are suitable for mixed ability-class. Similarly, 35% (count-7) teachers (experience-6 to 10 years) and 40% (count-8) (experience more than 10 years) agreed on the point. It is notable that 40% (count-24) of all the teachers were neutral. In response to the question number 8 (Q8), almost all the three groups of teachers believed that they used supplementary materials.



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

The present researcher conducted ANOVA (F-test) to determine whether there was a significant difference between three sets of scores. The significance level of differences was examined using ANOVA (F-tests). The ANOVA (F-test) compares the scores of three groups on a given variable. The following two hypotheses were dealt with to judge the significance of the difference of three independent sample groups (teachers based on their experience): This is the table (table no 5.8) that shows the output of the ANOVA analysis and whether there is a statistically significant difference between the group means. If the significance value is under 0.05 or less than 0.05, the means of two groups are significantly different. If the value is greater than 0.05, the difference of the means of the groups is not significantly different that is, the means are approximately equal.

**Table 5: ANOVA (F-test)**

		Sum of Squares	df	Mean Square	F	Sig.
Q1	Between Groups	2.450	2	1.225	1.492	.234
	Within Groups	46.800	57	.821		
	Total	49.250	59			
Q2	Between Groups	.567	2	.283	.617	.543
	Within Groups	26.167	57	.459		
	Total	26.733	59			
Q3	Between Groups	1.900	2	.950	2.599	.083
	Within Groups	20.833	57	.365		
	Total	22.733	59			
Q4	Between Groups	6.317	2	3.158	3.471	.038
	Within Groups	51.867	57	.910		
	Total	58.183	59			
Q5	Between Groups	.550	2	.275	.578	.564
	Within Groups	27.100	57	.475		
	Total	27.650	59			
Q6	Between Groups	.183	2	.092	.115	.892
	Within Groups	45.467	57	.798		
	Total	45.650	59			
Q7	Between Groups	.633	2	.317	.317	.730
	Within Groups	56.967	57	.999		
	Total	57.600	59			
Q8	Between Groups	.300	2	.150	.187	.830
	Within Groups	45.633	57	.801		
	Total	45.933	59			

From the above table, it is seen that the significance for Q1 is 0.23 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 materials in the syllabus do not differ significantly. The significance level of next two questions is 0.54 and 0.83 respectively which are also greater than 0.05. It means that the opinions of the teachers do not vary significantly in those cases also. In case of Q4, we see there is a significant difference in the opinion among the teachers. The analysis also shows the difference of the means for the other questions as well. The significance value

of the means difference among the three groups of the teachers for, Q5, Q6, Q7, and Q8 is 0.56, 0.89, 0.73, and 0.83 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 it was discussed earlier, the teachers were divided into three groups: group 1 (teaching experience from 1 to five years), group 2 (teaching experience from 6 to 10 years), 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 the language teaching materials they used for teaching the English language at the tertiary level in the private universities in Bangladesh.

## Discussion

It is commonly accepted that in most language classrooms throughout the world most lessons are still based on materials. Richards (2001), for example, observes that "instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom". It is also commonly accepted that most language teachers use course books and that no course book can meet the needs and wants of every (or even any) class (Tomlinson, 2010). Materials development is a practical undertaking involving the production, evaluation, adaptation and exploitation of materials intended to facilitate language acquisition and development (Moparathi, 2017). It is also a field of academic study investigating the principles and procedures of the design, writing, implementation, evaluation and analysis of learning materials. Ideally, materials development practitioners and materials development researchers interact and inform each other through conferences, publications and shared endeavors (Tomlinson, 2012). Since success in learning is linked to appropriate and effective use of teaching and learning resources, no learning can be effective without the use of the resources (Tomlinson, 2020).

This study gives the researcher a vivid picture of the effectiveness and appropriateness of the materials used by the English language teachers at the tertiary level in Bangladesh. Most of the teachers believed that the syllabus recommends the materials to be used in the language classrooms in the private universities in Bangladesh. They also believed that the materials they use for teaching English language were consistent with the teaching method. Besides, most of the teachers said that the materials they used for teaching the English language adequately focus on four language skills development. Hence, sometimes they used supplementary materials for promoting English language teaching and learning. Besides, most of them thought that the materials were not suitable for mixed-ability classrooms. Researches show that mixed ability classes are a fact of not only language classes but of all courses (Chattarji, 2015). Since no two students can be the same in terms of language background, learning speed, learning ability and motivation, it is a utopian view to think that our classes could be homogeneous in terms of these aspects; no matter where we live in the world or at which school we teach (Aman, 2020). Therefore, the language teachers should be aware of the problems of mixed ability classes and their solutions to identify the source of troubles in their classes and to cure them (Algozzine, et. al., 2012). Since most language textbooks are designed for an ideal classroom environment, teachers always have to deal with the problem that students react to the textbook differently due to their individual differences (Abosnan, 2016). First of all, some students may find the textbook boring and very hard, whereas some find it interesting or very easy (Chattarji, 2015). In addition, as language teaching course materials are currently based on content-based or theme-based syllabi, some students may find the topics dull, strange, or meaningless; whereas others find it enjoyable,



familiar or interesting (Aman, 2020). Therefore, it is usually necessary for the teacher to evaluate and adapt the materials according to his class. Like Hadi (2014) most of the teachers think that adaptation of the materials is needed for making the language materials they use for teaching the English language interesting.

On the hand, findings show that the teachers were divided in giving opinion about the appropriateness of the materials while relating to the English teaching and learning context. A significant number of the respondents opined that the language materials were not suitable for teaching speaking and listening in Bangladeshi context. Especially, the teachers with less teaching experience did not have clear idea about the relevance and adequacy of the language materials for teaching four skills of English language. Some other studies also found that in many occasions, those materials exceeded the limits of their real function and became the structuring force of the language teaching process, as it was the case with the textbook (Hadi, 2014). In general, a flexible and critical use of materials and resources is advocated, but teachers seemed largely dependent on the materials they used in the classrooms (Pawlak, 2019). The limited number of materials did not promote diversity and variety in the classroom (Nurhadi & Hilmi, 2023). The learners did not have many options of choosing the materials of their interest (Chattarji, 2015) which caused monotony in the classroom. Materials are considered to be central to language teaching-learning process. In every phase of education, materials should be used wisely, purposefully, critically and creatively (Tomlinson, 2010). Many researchers observed nine language classrooms and found most of the teachers using traditional materials like white-board, textbooks, lecture sheets etc. in Bangladesh (Islam, 2011, Jahan, 2011, Hoque, & Begum, 2016). Some of the teachers used technological tools such as: computer, tape recorder, multimedia projector etc. The content they used seemed very monotonous and could not raise students' interest in learning English. The researchers found no teacher to use realia in the classroom which could be very effective in helping students to connect language to the real world (Jahan, 2011, Hoque, & Begum, 2016). Some studies also found that the teachers were using the textbook as the most important readymade resource in the classroom (Hossain, 2015, Hoque, & Begum, 2016, Islam, 2011). They designed the activities and their lectures based on the textbook they used (Hilmi, 2023). Some of the teachers were found to take help from social media and internet (Moparthy, 2017).

Besides, some studies found that the textbooks used by the teachers are also followed by the students as a source of information related to their examinations (Ashraf, et. al., 2009, Farooqui, 2014). Most of the teachers teach for examinations and the students are found to be more interested in getting good grades than acquiring linguistic skills (Ashraf, et. al., 2009, Farooqui, 2014). So, the teachers teach some selective sections of the textbooks which are related to the examinations and the students normally memorize those sections so that they can be prepared for the examinations (Farooqui, 2008). The textbooks are thus used as a source of information for memorization and cramming especially for the students (Reference). Actually, the available materials used in the classrooms by the teachers for teaching English language at the private universities seemed almost sufficient to the researcher. But, according to the findings of other researchers, the use of the technological tools by the teachers seemed inadequate and inappropriate as most of the computers did not have internet connection (Hossain, 2015, Hoque, & Begum, 2016, Islam, 2011). So, the teachers could not use e-sources in the classrooms instantly. However, the teachers' use of some video clips and audio clips seemed inadequate to other researchers (Islam, 2011). A number of studies in the same field summarized that the materials, especially, the textbooks adequately focus on four language skills development of the students, but the teachers could

not use the textbooks perfectly in the classroom (Jahan, 2011, Hoque, & Begum, 2016). The teachers failed to arrange language teaching-learning activities in the classroom by using the materials they have with them (Jahan, 2011, Hoque, & Begum, 2016).

## 6. RECOMMENDATIONS

The results of the study show that some measures should be taken to bring effective changes in the field of teaching English language to the tertiary level learners in Bangladesh. Some recommendations are made in this part of the chapter for promoting English teaching and learning of the departments of English at the private universities in Bangladesh. The recommendations are made in relation to the findings of the study.

- 1 Teachers should plan every lesson considering the context, interest of the students, needs and competency level of the students. After planning the lessons, they should prepare them perfectly. Teachers also should practise those prepared lessons so that they can perform before their students competently.
- 2 The teachers should use technological tools for shifting their class from a monotonous class to an interesting one. Technology would allow the teachers to make the students practise language skills in different ways. As the students have greater interest in working with technology, the class could be an interesting one with the active participation of the students.
- 3 The teachers should facilitate enough activities for each language skill. They should monitor the activities of the students closely and give them positive feedback.
- 4 The teacher should use some interesting supplementary materials such as audio-recordings, story books, video clips etc. for promoting English language teaching and learning.
- 5 The administration should fund English department for material adaptation and for arranging supplementary materials. Perfect materials can promote language teaching and learning. In this regard they can hire foreign experts.
- 6 The university administration should ensure the availability of the technological tools and should repair the damaged technological tools immediately
- 7 The curriculum developers should consider the needs of the students with the highest possible care. It should be developed considering the suggestions of different stakeholders such as teachers, senior students, alumni, employers, experts & the authority etc. The curriculum developers need to consider the language needs and background of Bangladeshi students studying at the tertiary level.
- 8 The curriculum developers should consider the context, in which English language would be taught. Depending on the context they should develop a standard language curriculum which would be a perfect guideline for the stakeholders of the private universities.

## 7. CONCLUSION

The study, in fact, has explored the relevance and sufficiency of the materials used by the teachers for teaching English language at the tertiary level in Bangladesh. From the study findings, it can be said that most of the materials are partially relevant and sufficient for teaching English language to the students studying at the tertiary level. However, the materials, especially the textbooks, are not adopted and contextualized normally. The textbooks used by the teachers are also followed by the students as a source of information related to their examinations. Most of the teachers teach for examinations and the students are

found to be more interested in getting good grades than acquiring linguistic skills. The materials, especially the textbooks adequately focus on four language skills development of the students, but the teachers do not use the textbooks perfectly in the classroom. The teachers fail to arrange language teaching-learning activities in the classroom by using the materials they have with them. The materials seem inadequate for the mixed and large classrooms at the private universities in Bangladesh. Based on the findings, the researcher has proposed some suggestions for the concerned stakeholders. The study seems to contribute to the development of English language teaching and learning at the tertiary level of education in Bangladesh.

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