

Enhancing Foundational English Learning through Classroom Practices: A Case Study at a Private University in Bangladesh

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Abstract

The ability to use English effectively is essential for university students in Bangladesh, especially as English continues to play a central role in academic and professional domains. However, despite studying English for over a decade, many students enter university with limited communicative competence. This gap raises important concerns about the effectiveness of foundational English instruction in tertiary education. This study aimed to explore the classroom practices used in a Basic English course at BGMEA University of Fashion and Technology (BUFT) to identify which teaching methods best support student learning. Using a qualitative case study design, data were collected through 27 non-participant classroom observations and 14 semi-structured interviews with both teachers and students. Thematic analysis was applied to examine how different instructional techniques influenced student engagement and learning outcomes. Findings showed that while traditional methods like the Grammar-Translation Method (GTM) helped build students' grammatical and writing skills, communicative strategies such as role-playing, task-based activities, and context-driven discussions enhanced student interaction and confidence. Teachers played a key role in balancing both approaches, while this active involvement contributed to more successful learning outcomes. These results suggest that combining structured instruction with communicative techniques can more effectively develop foundational English skills. The study recommends updating university English curricula and teacher training programs to include blended instructional models that promote both accuracy and real-world language use.

Keywords: English Language Teaching (ELT), Classroom Practices, Grammar-Translation Method (GTM), Communicative Language Teaching (CLT), Private University in Bangladesh, Foundational English Skills

Introduction

Foundational English courses play a crucial role in preparing students for academic and professional communication in Bangladesh, where English is a compulsory subject throughout all levels of education. The persistent gap between English education and actual language proficiency remains a pressing concern, raising important questions about the effectiveness of instructional methods at the university level. As several scholars have emphasized (e.g., Markee, 2000, 2008; Seedhouse, 2004; Mondada & Doehler, 2004), understanding foreign language learning requires close attention to how instruction is structured and delivered within authentic classroom environments.

Within the classroom, instructors employ a range of techniques to facilitate comprehension, while students respond to these practices in varied ways depending on their individual learning styles and abilities. This study investigates how different instructional strategies influence student engagement and learning outcomes in a real-world academic setting. Emphasis is placed on observing both teacher practices and student responses to determine which approaches are most conducive to effective language acquisition. Furthermore, teachers are required to modify their instructional approaches to meet the diverse needs of learners, especially in foundational courses designed to support students' language development.

The British Council (2018) notes that effective lesson planning in foreign language instruction is shaped by the dynamic interaction between pedagogical methods and learner profiles. While

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research has extensively explored general teacher-student interactions, relatively few studies have examined how particular instructional methods impact learning outcomes in foundational English courses. This study addresses that gap by providing a context-driven analysis of classroom practices at BUFT in order to determine which instructional techniques are most effective in promoting student achievement. By situating the findings within the broader discourse of English Language Teaching (ELT), this research offers valuable insights into adaptable and impactful teaching strategies suited to the needs of Bangladeshi tertiary learners.

Context

The students in the Basic English course at BUFT are first-year undergraduates, usually between 19 and 24 years old. They have all completed twelve years of schooling and passed national exams like the SSC and HSC, where English is a required subject. Despite years of study, many students lack the expected English proficiency when entering university, particularly in speaking and real-world usage. This shows there are problems with how English is taught in schools in Bangladesh. As a result, students enter university with mixed abilities in speaking, listening, and using English in practical situations. That is why the Basic English course is very important to help them improve these skills.

In the context of BUFT, English is not only an academic subject but also a professional necessity, particularly given the university's alignment with the Ready-Made Garments (RMG) industry. Students aiming for careers in this export-oriented sector must be able to communicate effectively with international clients and stakeholders. However, a notable challenge persists: while many students perform reasonably well in structured academic tasks such as grammar exercises, formal writing, and reading comprehension, they often struggle with spontaneous communication and real-life language use. This gap between classroom performance and communicative competence has been consistently observed by instructors and echoed by industry professionals.

BUFT was selected as the research site because it exemplifies the curriculum, resources, and instructional practices typical of private universities in the country. Moreover, the institution's emphasis on practical English usage, especially in professional and workplace contexts, makes it particularly relevant for investigating effective foundational instruction. Although the broader field of ELT has examined pedagogical theories and classroom interaction in various global settings, little research has explored how Bangladeshi private universities operationalize these strategies in practice. Specifically, there is limited evidence on how instructional methods in foundational English courses align with student development and curriculum goals.

This study contributes to addressing that gap by documenting and analyzing classroom techniques at BUFT, with attention to both traditional practices such as grammar-translation and emerging communicative methods like role-play and real-life simulation. Drawing from direct classroom observations and teacher-student interviews, the research explores how these strategies function in real time and how effectively they foster foundational language skills. The findings offer practical insights for educators, curriculum designers, and policymakers seeking to enhance English language instruction in similarly situated institutions. Ultimately, the study advocates for balanced, context-responsive pedagogy that equips students with both academic and real-world communicative competence.

Literature Review

Effective classroom practices are fundamental to the success of foundational English language courses. Numerous studies have examined teaching methodologies, highlighting the interplay between traditional and communicative approaches to meet the diverse needs of learners.

Larsen-Freeman (2000) emphasizes the importance of adapting teaching methods to learners' needs, noting that the Grammar-Translation Method (GTM) is effective for teaching basic grammar, while Communicative Language Teaching (CLT) supports the development of interactional skills. Similarly, the British Council (2018) emphasizes the alignment of lesson objectives with learner capabilities—findings that align with classroom practices at BUFT, where structured explanations and illustrative examples have been shown to be effective (Markee, 2000, 2008).

Malmström et al. (2016) found that incorporating L1 terminology into lectures enhances student comprehension—a strategy also employed at BUFT, where instructors use translations and native-language explanations to aid understanding. Research has demonstrated that while GTM is beneficial for teaching grammar and vocabulary, it is insufficient for developing oral proficiency, as noted by Walsh (2006). In response, integrated approaches combining CLT and traditional methods

have emerged to address this gap (Tran & Pham, 2023). In contrast, CLT compensates for this shortcoming by promoting real-world language use through interactive tasks such as role-playing and group discussions (Mondada & Pekarek Doehler, 2004).

Recent studies advocate for an integrated approach that blends traditional and communicative methodologies. For example, Blake et al. (2019), in a study on Chinese undergraduates learning through English-medium instruction, found that combining CLT with structured grammar activities improved both engagement and comprehension. Recent studies increasingly emphasize the role of digital tools in enhancing communicative approaches to English language teaching. Zhang and Lee (2022) highlight how the integration of technology and learner autonomy fosters greater engagement and language use in CLT-based classrooms across East Asia. In the Bangladeshi context, Rahman and Akter (2024) show that digital resources support both independent learning and the development of foundational English skills. Ortega (2023) adds that technology-enhanced CLT promotes authentic communication by scaffolding learner interaction in multilingual environments.

Similarly, a UNESCO (2024) report draws attention to the expanding use of digitally mediated learning spaces in Southeast Asia, including Bangladesh. Together, these findings support the effectiveness of hybrid instructional models that blend structured teaching with communicative strategies and digital tools, offering adaptable solutions for a wide range of English language learners. Within the Bangladeshi context, Ahmed et al. (2022) identified teacher facilitation and peer interaction as key contributors to university students' willingness to communicate (WTC) in English. This highlights the importance of adopting communicative instructional approaches that reduce teacher-centeredness and actively promote student engagement in the learning process.

Overall, the literature emphasizes the value of flexible, context-aware teaching methods. By integrating GTM for building foundational skills and CLT for enhancing communicative competence, educators can effectively address the limitations of traditional approaches while responding to the evolving demands of language education.

Research questions

1. What classroom practices were implemented in the Basic English course?
2. Which of these practices proved to be the most effective in enhancing student learning?
3. What roles did teachers and students play in the implementation of the more effective practices?

Methodology

This study employed a qualitative case study design to explore the instructional practices used in the Basic English course (ENG 1101) at BGMEA University of Fashion and Technology (BUFT). A case study approach was chosen because it allows for an in-depth, context-rich examination of teaching and learning processes within a real-life educational setting. The objective was to identify classroom strategies that effectively support foundational English learning among first-year undergraduate students. Given the exploratory nature of the research, qualitative methods were deemed suitable for capturing nuanced classroom dynamics and teacher-student interactions.

Data for the study were gathered through non-participant classroom observations and semi-structured interviews with both teachers and students. Seven instructors from three departments—Apparel Manufacturing Technology (AMT), Knitwear Manufacturing Technology (KMT), and Apparel Merchandising and Management (AMM)—took part in the research. While each instructor was initially observed in two separate classes, additional follow-up visits and cross-departmental observations brought the total number of observed sessions to 27. These classes covered a range of topics from the Basic English syllabus, including grammar (such as modal verbs, conditional sentences, and sentence transformation), phonetics (with a focus on the International Phonetic Alphabet or IPA), as well as literary texts and academic writing tasks.

Purposive sampling was employed to select both instructors and classroom sessions, ensuring representation from three departments (AMT, KMT, and AMM) and capturing varied instructional styles. For the student interviews, seven students were selected based on classroom participation, verbal engagement, and instructor recommendations to ensure a range of perspectives and English proficiency levels. All participants gave their consent before taking part in the study. Seven students were selected to ensure a range of perspectives and English proficiency levels. Observations focused on the nature of teaching techniques, teacher-student interaction patterns, and student responsiveness to instructional activities. Interview protocols for teachers explored pedagogical choices, instructional

materials, and perceptions of student learning, while student interviews aimed to understand their experiences and challenges within the Basic English classroom. For teachers, questions focused on instructional strategies (e.g., ‘What methods do you find most effective when teaching grammar or writing?’), adaptation techniques (e.g., ‘How do you support weaker students?’), and challenges in implementing CLT (e.g., ‘What barriers do you face when trying to use communicative tasks?’). Student interviews focused on learning experiences (e.g., ‘Which classroom activities helped you understand lessons better?’), perceived challenges (e.g., ‘What is most difficult about learning grammar or writing?’), and self-confidence (e.g., ‘Do you feel comfortable using English outside class?’). Interviews were conducted in English or Bangla depending on preference, lasting around 15–20 minutes.

To maintain ethical standards, informed consent was obtained from all participants, and strict confidentiality measures were followed throughout the data collection and analysis process.

The data were analyzed using Braun and Clarke’s (2006) six-phase thematic analysis framework. This involved initial familiarization with the data, coding, generating preliminary themes, reviewing and refining themes, defining each theme, and final reporting. Coding was conducted manually, and triangulation between observation notes and interview transcripts was employed to enhance the credibility and trustworthiness of the findings.

While the study is limited in scope due to its single-institution focus and purposive sampling, efforts were made to strengthen validity through cross-verification of data sources and consistent application of analytical procedures. Overall, this methodological approach allowed for a detailed and contextually grounded exploration of instructional practices in foundational English teaching at BUFT.

Theoretical Framework

This study examines classroom practices through the combined lenses of Communicative Language Teaching (CLT) and the Grammar-Translation Method (GTM), both of which offer interpretive frameworks grounded in established English Language Teaching (ELT) paradigms. CLT emphasizes the development of communicative competence through real-life language use and aligns with BUFT’s institutional goal of preparing students for professional communication, particularly within the Ready-Made Garments (RMG) sector. Techniques such as role-playing, group discussions, and task-based learning foster active participation and interactive engagement, enabling students to apply language in meaningful, authentic contexts.

In contrast, GTM focuses on the mastery of grammar and vocabulary through structured exercises, drills, and translation tasks. Although GTM has been criticized for its limited focus on oral and aural skills, it remains effective for building grammatical accuracy and written proficiency. BUFT’s Basic English course combines GTM for grammar and reading with CLT strategies to encourage engagement and meaningful language use in context. The simultaneous use of both approaches is intended to support students’ basic linguistic development while gradually introducing communicative practices aligned with real-world needs.

The research questions informed a systematic analysis of classroom observations and shaped the interpretation of findings through the theoretical frameworks of CLT and GTM. Evaluating classroom practices in light of these paradigms helps identify gaps and generate context-specific recommendations for improvement. This dual-framework approach draws on foundational ELT scholarship, particularly Diane Larsen-Freeman’s (2000) work on adaptable methodologies that include translation, role-playing, and the use of authentic materials. Her emphasis on methodological flexibility aligns with the current study’s objective of identifying instructional strategies suited to the diverse learning needs of BUFT students. By incorporating both CLT and GTM perspectives, this study contributes to the wider discourse on effective English teaching practices in comparable educational environments.

Analysis of Findings

The findings are thematically organized to provide a structured understanding of the instructional practices used, their effectiveness, and the roles played by both teachers and students in the learning process. A total of 27 Basic English classes were observed at BUFT. These classes were selected randomly to ensure that the observations reflected authentic classroom environments. Each teacher was observed twice, and in some cases, teachers were covering identical topics, as all followed the same curriculum. Key focus areas included grammatical items such as modal verbs, conditional

sentences, and the International Phonetic Alphabet (IPA), as well as reading comprehension based on literary texts and writing tasks like application writing.

In response to the first research question—**What classroom practices were used in the Basic English course?**—seven instructors were involved in teaching the same topics across different departments. Despite departmental differences, several common instructional techniques emerged. For grammar instruction, prevalent strategies included presenting the grammatical structure, using fill-in-the-blanks exercises, applying deductive rules, and encouraging memorization. Reading activities typically involved translating literary texts into the native language and answering comprehension questions. For writing tasks, particularly application writing, teachers commonly employed structured formats and deductive teaching methods.

The first observed session was led by Teacher A, who taught conditional sentences. Approximately 95% of her instruction was delivered in English, and she encouraged students to communicate in English as well. However, when students encountered difficulties, she allowed brief use of the native language for clarification, occasionally using it herself before swiftly returning to English. She began by defining conditional sentences and explaining their structures and types, instructing students to memorize them. She provided examples such as “If I had money, I would buy a car” (second conditional), and “If I had had money, I would have bought a car” (third conditional), which she later said helped reinforce student understanding. (second conditional) and “If I had had money, I would have bought a car” (third conditional). In a follow-up interview, she explained that giving examples proved effective in reinforcing student understanding. She then facilitated practice by assigning incomplete conditional sentences for students to complete and clarified that her instructional method followed the Grammar-Translation Method (GTM), which emphasized rule explanation, memorization, and classroom practice.

Teachers B and C, who were also teaching conditional sentences, coincidentally followed similar strategies. Their approach closely followed the same pattern as Teacher A’s, using structural explanations and practice exercises based on a shared syllabus that stemmed from a unified departmental curriculum. Like Teacher A, they conducted their sessions primarily in English (around 90% of total speech). In another observed session, Teacher D covered modal verbs and their application. He maintained an English-dominant class environment and explained the definition, types, and structure of modal verbs. To contextualize learning, he referenced real-life events, such as the ongoing FIFA 2022 tournament. For instance, when discussing “might,” he stated: “We use ‘might’ when we are not sure about something in the present or future.” A student responded with, “Judging by the previous performance, Argentina might win today,” which was met with praise. Teacher D then provided another example: “The room is quite well-lit; it might not rain today.” Students practiced modals through exercises and multiple-choice questions. The use of their native language was allowed occasionally to help explain difficult concepts. Homework was given to reinforce the lessons.

Teacher E’s lesson focused on the International Phonetic Alphabet (IPA). She began by introducing IPA and its relevance to pronunciation. She explained that there are 20 vowel and 24 consonant sounds represented in the IPA system. To provide authentic exposure, she projected a YouTube video featuring a native speaker articulating phonetic sounds. After the video, she wrote IPA symbols on the board for students to copy. This was followed by verbal practice, where students repeated the sounds with her guidance. She then displayed a PDF containing words like “moon,” “come,” “education,” “building,” “school,” and “clothes,” which students practiced pronouncing using IPA. Students were later tasked with transcribing words using IPA, and she checked their work individually, offering personalized feedback. To extend learning, she distributed a PDF with additional materials for home practice.

Teacher F handled the reading component using the literary text *White Death* by Tim Vicary, delivered over three sessions. Initially, he read the story aloud and translated key sections to ensure comprehension. He then initiated discussions on key narrative events, linking them to real-life issues, such as drug use, and encouraged students to share their views. He also asked students to summarize the plot in their own words. His approach combined translation, narrative comprehension, and WH-question generation (who, what, when, where, why, how), fostering student interaction and deepening textual engagement.

Teacher G taught the students how to write applications. She showed them different formats, like blocked and semi-blocked, and suggested using the blocked format because it is more widely accepted around the world. She wrote the standard application structure on the board: date, recipient's name and title, subject, salutation, main body, and conclusion. She instructed students to memorize this format and provided an example for in-class practice, reviewing each student's work individually. As homework, she assigned two application writing tasks.

Addressing the second research question—**Which practices among them were more effective?**—the study identified three primary instructional areas: grammar (modal verbs, conditional sentences, IPA), reading (*White Death*), and writing (applications). Though the sequencing varied, all instructors employed similar techniques—definitions, structural explanation, examples, fill-in-the-blanks, MCQs, reading aloud, and rewriting. Both student and teacher interviews emphasized the positive impact of structured explanations and real-life examples on classroom learning. Students frequently noted that clear instructions, paired with relevant examples, made it easier for them to grasp difficult concepts. For example, Teacher A observed that students were more responsive when conditional sentences were explained through everyday situations. Similarly, Teacher D shared that incorporating role-play and references to the FIFA World Cup helped make lessons more dynamic and relatable. This consistency between teaching approaches and student feedback highlights the effectiveness of combining traditional instruction with context-based learning. In writing classes, students from Teacher G's sessions reported that memorizing the standard format for applications helped them organize their ideas and meet expectations more confidently. Likewise, students in Teacher F's reading classes found that translation exercises and guided comprehension questions enhanced their understanding of texts. Students from Teacher A and D's classes also emphasized the importance of structure, meaningful examples, and flexible teaching methods. Both teachers agreed on the need to adapt their strategies based on learners' needs. Taken together, the techniques most frequently identified as effective were structured explanation, the use of relevant examples, and memorization—all contributing significantly to the development of foundational English skills.

For the third research question—**What roles did the students and teacher play in the more effective practices?**—findings underscored the importance of active engagement by both parties. Teachers were responsible for presenting clear explanations, structured content, and contextual examples. They also monitored student progress through practice exercises, quizzes, and writing tasks, offering feedback as needed. Students, on the other hand, were expected to internalize the explanations and actively participate in exercises. Although teachers occasionally used the native language for clarification, they continually encouraged students to speak in English. Students in Teacher D's class reported increased confidence in using English due to consistent practice. Overall, effective classroom practices were driven by the active roles played by both teachers and students in promoting understanding and reinforcing learning.

Discussion

The analysis of both student and teacher interviews reveals that learners grasp lesson content effectively through the use of definitions, structured explanations, and illustrative examples. Teachers emphasized the importance of tailoring examples to student needs, while students appreciated formats that clearly outlined expectations, especially in grammar and writing tasks. This mutual acknowledgment validates the continued relevance of structured approaches. While structured techniques effectively support grammar learning, their dominance reflects a misalignment with the CLT-oriented syllabus, limiting students' communicative development. The Basic English course prioritizes correct sentence construction, which is achieved through structured instruction; however, a noticeable gap persists between mastery of grammar and real-world language use, highlighting a misalignment between course content and communicative proficiency.

The effectiveness of certain classroom practices—such as teacher-led explanations, example-driven learning, and translation-based tasks—emerges clearly from the data. These practices, familiar and comfortable to students, are consistent with those outlined in the Grammar-Translation Method (GTM) and supported by studies such as Malmström et al. (2016). Furthermore, Larsen-Freeman's (2000) foundational work reinforces the pedagogical relevance of structured and explicit instruction for early-stage learners. However, a clear conflict appears when comparing these findings with the Basic English course syllabus, which is based on Communicative Language Teaching (CLT). While

the course encourages interactive, student-centered learning, the actual classroom practices still focus mainly on teacher-led lessons and grammar-based activities.

This difference between planned CLT-based teaching and actual classroom practices deserves further exploration. Although the present study does not set out to explore the causes of this disconnect, the persistent use of GTM-style practices—even within a CLT-oriented syllabus—calls for future research into the broader structural and cultural influences shaping pedagogy in Bangladeshi higher education. Particularly in grammar, reading, and writing instruction, traditional approaches appear more prevalent than communicative ones, possibly due to students' prior exposure to GTM in school and teachers' instructional comfort with explicit teaching methods. While these techniques may ensure exam success and foundational language development, they may not equip learners with the communicative competence necessary for real-life English use.

This study's findings carry implications for curriculum design, instructional policy, and teacher training in similar tertiary settings. The gap between the teaching approach and CLT principles indicates that a gradual introduction of CLT is more appropriate. It should be implemented in a way that aligns with the local educational context rather than all at once. Bridging the gap between curriculum goals and classroom realities may involve introducing hybrid methods—such as interactive grammar tasks, peer dialogues, and real-world simulations—that maintain the structure of traditional approaches while fostering oral communication skills. This blended strategy can help transition learners from rule-based learning to practical language application.

Teacher development initiatives must also respond to the evolving demands of English language instruction. Professional training programs should equip instructors with practical strategies to implement Communicative Language Teaching (CLT) effectively, particularly in resource-constrained environments. Recently, using the Production-Oriented Approach (POA) in blended learning has shown good results in improving integrated English teaching (Cheng, 2025). Practical workshops that offer model lessons, encourage reflective teaching, and address barriers to communicative participation—such as anxiety or large class sizes—can empower educators to make meaningful pedagogical shifts. In parallel, institutional support—through manageable class sizes, access to communicative materials, and sustained mentoring—can reinforce these efforts.

Ultimately, while current instructional methods meet the course's foundational goals, aligning classroom practices with communicative objectives remains a crucial step forward. This study not only identifies effective strategies rooted in traditional pedagogy but also stresses the importance of harmonizing these with interactive, learner-centered techniques. Such alignment is vital to prepare students for authentic language use beyond the academic environment, particularly in professional contexts such as Bangladesh's RMG sector. The findings contribute to a nuanced understanding of pedagogical practice and support the call for a balanced, locally responsive approach to English language instruction.

Limitations of the Study

This study's findings are context-specific, as it was conducted at a single private university and relied solely on qualitative methods. The absence of quantitative data and long-term outcome measures, along with potential observer effects, may limit broader applicability. Future research should incorporate mixed methods and include multiple institutions to enhance generalizability.

Conclusion and Implication

Classroom practices are instrumental in facilitating learners' comprehension of course content. Teachers are required to assess varied learning needs and adjust their instructional strategies accordingly. This study highlights three principal teaching methods—definition, structure, and contextualization—used consistently across student groups: clear articulation of concepts, systematic explanation of grammatical rules, and application through contextual examples. Classroom observations and student interviews confirm that the structured methods used in the Basic English course help students stay engaged and understand the lessons better. These approaches—such as clear explanations and real-life examples—allow learners to grasp the subject matter successfully, meeting the course's goal of building foundational skills in grammar, reading, and writing.

Future English courses should place greater emphasis on developing speaking and listening abilities, ensuring that students can apply foundational knowledge in practical, real-world communication. This research meets its goal by identifying the effective instructional strategies employed in the Basic English course and addressing an existing gap in the literature by specifying

techniques that directly support student learning. The identified strategies—structured instruction and contextualization—were consistently effective in supporting grammar, reading, and writing across observed classes. Moreover, the study emphasizes the dynamic role of students in the learning process, indicating that active learner engagement plays a crucial role in the success of these instructional approaches.

Recommendations

Educators and institutions are encouraged to implement a blended teaching approach that combines structured instruction with interactive communicative tasks to address the diverse needs of learners. It is advisable for educators to embrace student-centered methodologies and promote active learner participation while serving as facilitators of meaningful engagement. Institutions can strengthen students' communicative competence by deliberately incorporating activities such as role-playing, group discussions, and real-life simulations into the curriculum, complementing grammar-focused instruction. Moreover, teacher preparation programs should emphasize strategies that enable educators to integrate traditional and communicative methods effectively, ensuring they align with specific course objectives. Institutions should also periodically review course syllabi—based on feedback from both teachers and students—to ensure that stated goals are reflected in actual classroom practices, thereby fostering a coherent learning environment.

Future research should consider longitudinal studies to evaluate the sustained impact of these instructional techniques. Comparative studies exploring the effectiveness of traditional versus communicative methods in different educational contexts could provide valuable insights (Ok, 2024), particularly for underrepresented rural settings in Bangladesh, as could research on how learner preferences shape language learning outcomes. Further, examining the integration of technology in supporting traditional practices and analyzing the influence of cultural and contextual variables—particularly in settings such as Bangladesh—would offer practical recommendations for enhancing pedagogical approaches.

Contributions to the Field of ELT

This study contributes meaningfully to the field of English Language Teaching (ELT) by presenting empirical evidence on the effectiveness of traditional instructional methods in foundational language courses. Although existing literature often emphasizes communicative approaches such as CLT, this research highlights the significance of a blended methodology, demonstrating that traditional techniques remain highly relevant and essential for meeting targeted learning outcomes. The findings reaffirm the need to align classroom practices with learners' specific contexts and needs, offering evidence-based perspectives on how foundational English instruction can effectively integrate grammar-based teaching with the development of communicative competence.

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Author Contributions

S.M. Samuel Karim, Lecturer (Corresponding Author): Conceptualization, data collection, methodology, writing—original draft, writing—review, editing, and proofreading.

Md Roman Talukder Badhan, Student: Writing, data curation, transcription, investigation, and editing. All authors reviewed and approved the final manuscript.

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Institutional Affiliation

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Data Availability

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

Competing Interests

The authors declare no competing interests.

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