



The teaching situation of the department of English in the universities of Bangladesh: a critical evaluation

Mrs. U. Sridevi, Mrs. G. Suguna
Department of English
Samata Degree College

Abstract

It has a rich tradition of introducing students to the English language and literature on this continent. Although this teaching was brought to this land by European colonial rulers for their personal gain, it has ironically helped the native population in many ways. As a nation, we take great pride in the fact that our finest individuals have emerged from our nation's educational institutions' English departments, which have long been held in the highest esteem. Recent events in Bangladesh's social and intellectual spheres, however, have had a profound impact on the teaching landscape in these departments. These days, students want their country's universities' English departments to do what's needed to fix such issues and restore their programs' prestige. This research sets out to identify the issues plaguing these departments' pedagogical practices, which are bringing disgrace upon them, and to provide solutions to these difficulties.

Key words: Department, English language, problem, teaching, literature, universities.

Introduction

During the East India Company's reign in 1835, the English Education Act was established, marking the beginning of English education in the Indo-Bangladesh-Pakistan subcontinent. As a member of the committee tasked with promulgating that Act, Macaulay adamantly advocated for the use of English as the language of government, education, and advancement, rejecting the use of Persian—which had been the official language under the Moguls and was still in use today—or any vernacular. He also believed that the primary goal of the Company's administration should be to encourage European literature and science among Indians, rather than native or Oriental literature and education. From that point on, "imparting to the native population knowledge of English literature and science through the medium of the English language" (Aggarwal 1984 cited in Krishnaswamy and Sriraman 1995) started taking precedence over any efforts by the then-governing government to improve indigenous peoples' access to education.

A watershed moment in the history of English literary education on the Indian subcontinent came in 1857, when three universities—Calcutta, Bombay, and Madras—opened their doors to students from all across the country. The area of investigation was expanded even more when, throughout time, additional institutions were also founded in other sections of undivided India under British administration. Established in 1921, the University of Dhaka was the only institution of higher learning in this region—East Bengal in undivided India. Four more universities were founded in this region, which was then known as East Pakistan, after the partition of India in 1947, during the Pakistan era.

While it's true that Serajul Islam Choudhury (2001) states that one of Macaulay's motivations for insisting on English as the medium of education was "to create through this education a class of natives who, despite their color and blood, would be English in culture and be able to serve as interpreters between the rulers and the millions the English were destined to rule," it's also true that despite Macaulay's ill-motivated goals, Indian nationalist sentiments were paradoxically fostered by English education, especially English literature. According to K. Chowdhury (1986), a number of prominent Indian nationalists from the late 19th and early 20th century had a solid grasp of democratic literature written in English. In addition to enriching our intellectual and emotional lives, studying English literature from its inception has played a significant role in shaping our culture, taste, and native language and literature. For this same



reason, English literature has always been regarded as a

esteemed, diverse, progressive, and intellectually challenging field on this subcontinent that, as Ahmed (1986) has said, "Should train sensibility and intelligence" and that, as he puts it, "has drawn some of our best minds." Consequently, there has always been a focus among scholars and fans of the English language and literature on how to effectively teach the language in order for it to generate the kind of citizens that are expected.

There are now 39 state universities and 93 private universities in Bangladesh, which is an independent nation. Aside from the English departments of the university-level institutions under the National University, there are a considerable number of private universities and almost twenty public universities that have their own English departments. The English departments of our country's first colleges and universities primarily taught English literature, but things have changed since then. These departments' course offerings now include not just English literature but also English language and associated topics, similar to the English departments of newly-founded institutions. However, the current state of affairs in our nation's university English departments is far from ideal. There must be some apparent causes for it, and these must be determined. Learning demands, student English proficiency, instructor expertise, technological resources, pedagogical practices, supplementary materials, etc. have all evolved over time, and this is something that no one can dispute. Consequently, the English departments must consider the new realities and take the necessary steps to preserve the honor and reputation they have inherited. Keeping this goal in mind, the current investigation addressed two research questions:

1. What are the problems the English departments of the universities of Bangladesh are now suffering from?
2. What are the solutions to these problems?

2. The Problems with the Teaching of English Literature:

There have been several shifts over the years in the various facets of English language instruction in Bangladeshi universities, as shown in the preceding section.

The teaching situation...(Amin)

Undoubtedly, these developments have caused some major conflicts with the long-established methods of instruction in these fields. As a result, the English departments are facing significant challenges. When we examine these issues critically, we find that, in a broad sense, they fall into four groups: (1) students' language competence issues, (2) inappropriate course materials, (3) questionable pedagogical practices, and (4) inadequate professional development opportunities for educators. Notably, the academic factors have been the only ones considered in order to identify the issue regions. As a result, these are the only topics covered in the current research.

2.1. The Lack of Competence of the Students coming to Study English Literature

Of all the problems mentioned above, the most acute one is the quality of the students who are coming to the English departments of the universities of Bangladesh for studying English literature. Though they are coming to these departments after completing their primary, secondary and higher secondary levels of education, they are found to be linguistically poor and, therefore, quite ineligible for bearing the linguistic load on the subject. Referring to this miserable condition of the linguistic competence of the students who get admission to the Department of English of Dhaka University, Alam (2001) says, "... something had gone drastically wrong with the English being taught in our school and colleges: the majority of the students coming into the department from these institutions were unable to read, write, or speak English with any fluency." Relevantly it can be mentioned here that the standard of English education in our country began to fall from the time when the status of English



was relegated from second language to foreign language in the early seventies of the last century after the independence of the country. According to Jalil (1986), "This relegation of English to the position of a foreign language largely accounts for students' lack of motivation to learn it." He opines that two factors are very important for the effective learning of English --- one is learners' exposure to it and another is their motivation to learn it. After the degradation of the status of English of a second language to a foreign language, these two factors suffered a setback, resulting in the heavy damage to the learning of this language in this country. The decline of English as a national language has had negative effects, as pointed out by Professor Aali Areefur Rahman (2008). "Students began to arrive in the Department who were extremely deficient in English language," Prof. Rahman recalls, describing the situation in which English literature courses were offered at Rajshahi University in the mid-1970s. It is worth noting that the level of English education declined even further when, in 1983, in an effort to show our patriotism, our government passed the "Bengali introduction Law" which mandated the use of Bengali in all aspects of national life, with the exception of interactions with foreign governments, organizations, and governments. All industries started to feel the effects, but higher education was hit the worst. Teachers at lower levels did not devote sufficient time and energy to teaching English since it was no longer mandated as a medium of instruction (A.M.M.H. Rahman 1999). But looking at it from our own contextual perspective, the attempt to introduce the Communicative Language Teaching (CLT) approach in the second half of the last nineties to improve the quality of English education was unsuccessful because of some poor decisions made in the name of CLT. It was a huge mistake for our country's English language teaching (ELT) specialists and decision-makers to ignore the cultural and contextual realities of our students' home countries while designing ELT lesson plans. There was little success with the English textbooks developed at the time that used these processes for secondary and upper secondary education. There are a lot of classroom exercises in these textbooks, but many of them don't get used since they don't reflect our country's cultural and political reality. Not considering that we are learning a foreign language in a classroom setting led to another major error: eliminating English grammar instruction at the elementary level. The fact that this error persisted for almost ten years is worth noting. As a result, for a long time, the lack of explicit grammar for learning English correctly was a major obstacle for students at lower levels of our education. Repairing the harm that has already been done will need time, even if the teaching of English grammar has only just been reinstated.

With the exception of a small handful of students, the English majors struggle mightily with the language and, by extension, the subtlety, eloquence, and philosophical challenges presented in their literary books. Because of this, instructors are finding it exceedingly challenging to instruct pupils in a topic like English Literature, which necessitates a high level of linguistic complexity. When, despite their best efforts, their pupils do not respond as anticipated in class, teachers often feel very uncomfortable and powerless. They "bleed" or "fall upon the thorns of life" when faced with such challenges. In this regard, Dutta (2001) states,

"When we attempt to introduce English literature to a large number of students who are linguistically and conceptually unprepared, it can be a challenging situation in a First Year B. A. Honors class." On the other side, students with language impairments report high levels of frustration when they struggle to understand their instructors' explanations or the language used in their textbooks. Hence, a large portion of them annually succumb to dropping out, and among those who manage to persevere over the language barrier of English literature, an additional large portion get very low scores on the exams.

2.2. *The Inappropriate Syllabus(es)*

In terms of the issues with the curricula, it is fair to say that the English courses offered by our public institutions follow rather reasonable curricula, with a focus on the classics of British literature. Many writers' works have been included in course curricula throughout the years, including those of Geoffrey Chaucer, Edmund Spenser, John Donne, Addison, Steel, William Shakespeare, Christopher Marlow, John Milton, Dryden, Ben Jonson, Alexander Pope, William Wordsworth, John Keats, P.B. Shelley, Alfred Tennyson, Robert Browning, D. H. Lawrence, Charles Dickens, Thomas Hardy, and countless more. On the other hand, these course descriptions include not just works by British authors but also those of renowned American writers and poets, as well as other classics translated into English from other languages. American poets and authors such as Robert Frost, Emily Dickinson, Walt Whitman, and Robert



International journal of basic and applied research

www.pragatipublication.com

ISSN 2249-3352 (P) 2278-0505 (E)

Cosmos Impact Factor-5.86

Honored among the authors of other languages are Homer, Virgil, Aeschylus, Sophocles, Leo Tolstoy, etc., and among the American writers are Frost, Hawthorne, Mark Twain, Eugene O'Neill, Ernest Hemingway, etc. These course descriptions have only lately begun to include works by authors whose native language is not English. But these curricula nevertheless put an emphasis on classics and canonical works written or translated by native English speakers, which may be "too heavy" for pupils with less developed language skills. Furthermore, these course syllabi include several English language teaching (ELT) classes, linguistics, computer science, Bangla literature, etc., on top of these literary works, thereby adding to the already "heavy load" for students with insufficient language skills. All universities, with the exception of a small handful of large, long-standing institutions, have adopted the semester system, which has only made matters worse. Such course syllabi are "notorious" according to Alam (2001), who has said that they "put the most earnest students to sleep" or "drive her/him to distraction." "No one reads the original texts that are prescribed, neither teachers nor learners, and yet we talk about 'experiencing' great literature!" Krishnaswamy and Sriraman (1995) noted in describing a comparable scenario in English literature classes in India. We may agree with Krishnaswamy and Sriraman that what they claimed about English literature classes in India is also accurate.

I should emphasize that, with a few exceptions, under the present semester system, the English department of every institution offers a four-year Honors degree with eight semesters, two semesters per year. Students are required to earn 126 credits, the equivalent of 42 courses, within this four-year period. A semester may seem to last six months, but in reality, students seldom spend more than three and a half months in class since the other four months are usually taken up with exams and other important activities. The overall amount of textbooks for a semester may easily reach a large number, especially considering that each of these courses often comprises many volumes, averaging four or five. My main point is that there are a lot more books required for English courses now than there were in the past, particularly at more recently founded institutions. Before that, when



The teaching situation...(Amin)

The current syllabus is twice as long as the former one, and that was with a three-year Honors program that used an annual schedule. Even the two-year Master's programs of yesteryear didn't cover more ground in their two semesters than the modern, one-year degree does. Consequently, the current English department curriculum is "too heavy to carry" for students with language problems. Put another way, it's ironic that the curriculum has become heavier for students even as their competency has declined.

2.3. The Inappropriateness of Teaching Method

Just as much may be said about the curricula as it does about the current approach to teaching English literature. In our nation, the teaching of English literature is based on the extremely conventional method. Under this model, classrooms revolve on professors, who impart knowledge by way of "information-packed" and "scholarly" lectures on a variety of subjects. Throughout this procedure, students do nothing more than sit quietly and take notes when something particularly salient is spoken. What this means is that while teaching students about different areas of literature and language is important, there is little focus on helping them learn to think critically, developing their analytical skills, increasing their ability to see things from multiple angles, etc. They are under no obligation to participate in any kind of practice activities pertaining to language or literature. The amount of information imparted to them by their instructors is limited. In discussing the current methods of teaching literature, Dutta (2001) states,

"These methods could be seen as a sort of 'dramatic monologue,' where the instructor is the sole speaker and the students, who are more accurately described as 'passive recipients' than 'active agents,' are essentially confined to just listening to the teacher, regardless of their level of comprehension."

There may be some exceptions, but this is more or less the common picture in all the universities of the country. This very tradition of teaching literature has come down from generation to generation in our country, though the question

2.4. Lack of Teachers' Training and Research

Conversely, educators do not get training on how to improve their teaching practices. Before speaking with colleagues or administrators, they hastily begin teaching literature in the classroom. They depend significantly on the information they received from their teachers in regards to this. Inadequate pedagogical preparation, stage fright, loneliness, incompetence in time management, and other similar worries and anxiety are common among rookie teachers. This is an autobiographical description of Alam's experience teaching English literature to first-year students at Dhaka University written in 2005. Since they have never dealt with such a large audience before, entering a classroom to teach makes them feel uncomfortable and embarrassed. Showalter claims that a shortage of chances for professional development is one of seven main concerns held by literary instructors (2003, p.3). "Teaching is a demanding occupation." She adds that few have studied the topic. Because they haven't done their homework, they can't possibly guide students in any of the many possible classroom activities that go beyond just listening to lectures. It is normal practice in educationally developed countries to need a certain number of teaching assistant experience before becoming certified to teach real classroom subjects, but this is not the case in our country. Public school and college employees, like new hires in any other profession, do not get the same basic or formal training as university academics. Sadly, most of our colleges do not encourage faculty members to participate in continuous research in order to keep up with the latest advancements in their respective disciplines and topics. While it's true that some faculty members in our nation do research, it's mostly only for their own professional benefit. They only do the necessary research since climbing the corporate ladder depends on earning a doctorate or master's degree and/or publishing a certain quantity of scholarly publications.

3. What should be done?



All of the aforementioned issues must be resolved if our nation's English literary programs are to be successful. Nevertheless, enhancing the language circumstances of the students who enroll in this course must be given the utmost attention. It becomes a huge challenge to teach pupils literature in English if their language skills are severely lacking. It seems to me that English departments, in conjunction with literature classes, should spearhead efforts to help students improve their language abilities when they are so severely underprepared. Then your sincere attempts to introduce them to literature would have been for nothing. As a result, a growing number of educators are calling for remedial language classes for recently accepted pupils. In the mid-70s, Professor Aali Areefur Rahman recounted an incident that occurred in his department at Rajshahi University. A few teachers expressed reservations about adding a literature-based language course to the curriculum. However, the rest of the teachers were adamant that the Department needed to teach even more intensive language courses because "the secondary level of education was incapable of equipping our students with the necessary command over the language." I think it's very important that English departments take it upon themselves to help students improve their language abilities until our lower-level educational institutions can provide them with qualified language teachers. Nevertheless, they should begin by reviewing their curricula to ensure that their pupils are adequately prepared linguistically.

3.1. Revising the Syllabuses

As things stand, English department curricula need a major overhaul. This overhaul should primarily consist of three parts: (1) adding a plethora of language courses; (2) decreasing the overall amount of literary texts; and (3) boosting the quantity of works by non-native speakers.

prose writers. When asked about the need to update English department curricula in Bangladeshi institutions, Islam (1986) made the following comment in his "Welcome Address" at a conference on "The State of English in Bangladesh Today" at Jahangirnagar University thirty years ago:

Worryingly, we cling tenaciously to our outdated literary and highly intellectualized curriculum, even if the use of English has evolved and its quality of instruction has declined in recent years. To put it mildly, the scenario is completely implausible.

Similar to Islam, Siddiqui (1986) voiced his worry about "those students whose English is not adequate" and proposed a solution in his "Inaugural Address" to that seminar. And he called attention to the need to take "new courses, new approaches" in relation to these methods. For his part, Ahmed (1986) has stressed the importance of taking into account "the needs as well as the abilities of the students who want to read the subject at the university level" when proposing changes to the English literature curricula taught in Bangladeshi universities. The study of literature, in his view, will be pointless unless pupils develop sufficient linguistic awareness. Regarding the Indian setting, Krishnaswamy and Sriraman (1995) also disagree with the concept of keeping the very traditional curricula for pupils with language impairments.

Language and literature, say many scholars, go hand in hand. One must be linguistically competent to enjoy or comprehend literature, and one must also study literature in order to acquire the beauty of language. In this respect, Jakobson's (1960, p. 377) perspective is very pertinent—"All of us here, however, definitely realize that a linguist deaf to the poetic function of language and a literary scholar indifferent to linguistic problems with linguistic methods, are equally flagrant anachronisms." Teaching literature without considering language is obviously going to fail. According to Moody (1983, quoted in Dutta 2001), who criticizes the current method of teaching literature for ignoring language, the current system of "teaching literature has faltered."

The teaching situation...(Amin)

"students have been led busily but aimlessly through forests of inspired literary gossip."



Not only should the aforementioned factors be considered, but so should the fact that students are now enrolled in our colleges' English departments. With the exception of a few, it is clear that the majority of them come here with the hopes of securing a decent career upon graduation. English is more of a focus than literature for them because of the language's centrality to global communication and the high need for native speakers in both domestic and international employment markets. Very few of them enter with an innate passion for literature and an aspiration to become academic experts or successful writers. Consequently, when considering their wants and aspirations, it is essential to pay attention to the large number of students whose main objective is to become proficient in English so that they may get a suitable job.

So, my main point is that English departments should update their course offerings to include more literature and language classes. To put it another way, in addition to literary classes, they should provide an overwhelming amount of language classes so that our kids may shore up their language skills. The first phase, or the first four semesters after entrance, should focus entirely on improving their language abilities. If we take an alternative approach, we should ensure that Honors first and second year students take a variety of language classes covering topics such as grammar, syntax, phonetics, phonology, and other necessary areas of linguistics. This way, our students will be able to make significant progress in overcoming their language deficiencies during this time. Although some of these classes are currently required by most university English departments, the quantity of these classes has to be substantially expanded since they are often inadequate.

There has to be a major reduction in the overall amount of literary works in addition to a greater focus on language training. If the textbook load is not too heavy, the pupils will feel lot better and less frustrated. When they read the original, they'll feel assured and excited. texts, as opposed to just perusing the notes. Once again, it's not enough to just cut down on book counts; students should also be required to read works of literature that are accessible to them in terms of language and concepts, rather than those that are considered classics or 'too heavy' cognitively and linguistically. This is why it's important to prioritize the works of non-native authors, particularly those from the Indian subcontinent. It is true that English department curricula already include works by non-native writers (including those from the Indian subcontinent) such as R.K. Narayan, Amitav Ghosh, Salman Rushdie, Joseph Conrad, Chinua Achebe, Arundhoti Roy, V.S. Naipaul, Nirad C. Chaudhuri, Wole Soyenka, etc., but this number needs to grow. The works of non-native writers, particularly those from the Indian subcontinent, will be more accessible to our students because they are more likely to be familiar with the cultural elements and the language used in these works. Kachru (1984) argues that when non-native literary works are exposed to local influences, their language becomes more native and changed. As a result, learners begin to regard English as an integral part of their culture.

Remembering that studying English literature and the English language in our nation is primarily for "functional" purposes rather than "integrative" ones is another important consideration. Regarding the purpose of students studying literature, Littlewood (1964) suggests that those who want to become functional language users might benefit from reading a contemporary novel for its linguistic contents, while those who want to become academic specialists in the future could talk about the universal themes in a classical play. As Littlewood pointed out, it goes without saying that while choosing literary works for our country's classrooms, we must keep the first group of pupils in mind. As Kachru (1984) notes in his commentary on the topic of English literary instruction, the majority of non-native nations teach English not with a "integrative" but with a "instrumental" motive. He concludes that teaching English literature using works written by people whose first language is not English is the best approach.

3.2. Bringing Innovation into the Teaching Method

Introducing new approaches to literary instruction is the next step. It was formerly It has been noted that the teaching of English literature and language in Bangladesh follows a very conventional model, in which instructors impart information and pupils just absorb it. However, in order to maximize student engagement in the teaching-learning process, it is necessary to alter this very method of instruction. "If students do not have the proper sense of belonging to and involvement in the class, the classroom activities are likely to be dull and non-rewarding," remarks Dutta (2001),



who discusses the significance of student participation in literary classroom activities. He has made a compelling case for an efficient approach of instruction in which students take an active role rather than a passive one. But Dutta has proposed a student-centered method for this very reason, and I don't believe it would work for English literature classes in Bangladesh by itself. His perspective that "the maximum participation of the students" should be guaranteed in classroom activities and that the classroom should be made interactive is, of course, without space for disagreement. However, one may ask if this is the best way to do it. Considering the cultural and contextual conditions of our nation may lead one to believe that a student-centered approach will not be viable. Learners are expected to carry a great deal of responsibility for their own learning in a learner-centered approach. This includes making decisions about what and how they will learn, as well as keeping tabs on their own progress and encouraging each other to make mistakes (Brindley 1984, p. 15). However, in our setting, students prefer to study with the oversight of their instructors rather than taking on all these tasks on their own. Consequently, the teacher-centered approach, not the student-centered one, will work best in the Bangladeshi setting. Put simply, our educational system dictates that all classroom activities must be guided by an instructor, and this is particularly true when it comes to the topic of literary instruction. In his discussion of ELT, Rahman (1999) notes that the current educational and socio-psychological climate in Bangladesh is not conducive to the "culture of learner-centered, discovery-oriented tasks in the progressive tradition," which is popular in communicative ELT circles. In his empirical investigation of Bangladeshi teaching and learning practices at the secondary level, Shahidullah (1997, pp. 124–128) discovered



says Bangladeshi students prefer to study in a classroom setting. Teachers also tend to think that pupils learn best when they are able to direct their own learning. Teachers in Bangladesh do not believe that their students should be responsible for their own language acquisition, according to another research by Wasiuzzaman (2012) on the topic of English language instruction at the university level. "If the students are left on their own, they will hardly understand what is useful and useless for them." This shows how seriously they take the role of making sure kids learn on the part of professors. Teachers are seen by students as the most suitable individuals to shoulder the burden of their education. There are significant obstacles to implementing some of the principles of a learner-centered approach in our context, which include cultural realities as well as situational realities like larger class sizes and the heavy pressure to complete a syllabus and hold examinations within a stipulated time.

Consequently, it is imperative that our nation's English language and literature educators remain at the core of all classroom activities. These educators play a crucial role in making learning successful by using a variety of strategies to engage students in a wide range of activities and tasks. Teachers may engage students in the learning process via a variety of methods, including whole-class activities, pair work, group work, and individual work. Students may strengthen their English skills and learn to consider other points of view by participating in a class debate based on a concept or point from a book as an activity for the entire class. Asking pupils the right questions and encouraging them to do the same are two more strategies at their disposal. Using these methods, they may maximize the quantity of interactions that take place between instructors and students, as well as between students and the books they are studying. In other words, teachers have the power to pique their students' interest in the texts by having them actively participate in class discussions. Showalter claims that veteran educators create their own methods of instruction and encourage student participation in class discussions (2003, p. 55). Students' analytical, critical, and creative thinking skills are visibly enhanced when they actively engage in classroom activities such as debates, open discussions, and question and answer sessions.

The teaching situation...(Amin)

In addition to honing their creative abilities, students acquire experience evaluating arguments from many angles. A teacher's role, therefore, is to foster an environment conducive to active learning by instituting a specific pedagogy of conversation and problem-solving.

Nevertheless, an integrated method is required for the instruction. To rephrase, language and literary classes should work hand in together. It has been much too long since "English classrooms are required to integrate language and literature instruction," as Carter put it (1982, p. 12). Like Collie and Slater (2087, p. 10), we should allow students to benefit from communicative and other language enhancement activities within the framework of appropriate works of literature while teaching literature. Thus, instructors should pay equal attention to the literary and linguistic components of a literary work while instructing students on it.

Every time they are going to educate their students about a new text or topic, instructors should use warm-up exercises to pique their students' interest before diving into the literary material. According to Collie and Slater (1982, p. 16), students' first perceptions of a literary work have a significant impact on how they feel about the whole endeavor. Teachers, in their view, should use warm-up exercises to help students immediately engage with the material in a way that makes them want to read more on their own. It is easier for instructors to handle new texts if pupils have an interest or curiosity in them. Teachers might take advantage of students' natural curiosity and interest by having them read aloud from portions of the book as they work on other parts in class. Teachers should make sure their students are reading the given material at home and then make connections between what they read at home and what they learn in class. By doing so, teachers are able to engage their pupils in the learning process while also managing their time effectively.

3.3. Developing Teachers' Competence

The obvious absence of training on the part of university lecturers in Bangladesh with respect to teaching is already mentioned up above.



on the one hand, and neglecting their research responsibilities on the other. However, nothing can replace qualified educators when it comes to imparting knowledge of literature and language. Without them, it will be pointless to try to change the way we teach or update the curriculum in any way. To make the classroom productive and accomplish the desired outcomes, instructors must be skillful, energetic, pedagogically conscientious, and informed. In order to cultivate university instructors who are competent, knowledgeable, pedagogically aware, and resourceful, it is crucial to prioritize their training and research. Regarding training, it can be claimed that a teacher may enhance their professional abilities and expertise by acquiring new and applicable information via training. Put simply, he or she has the opportunity to enhance their professional abilities by acquiring new knowledge and approaches. One has to have both theoretical and practical knowledge, argues Richards (1990), in order to be an effective educator. In order to carry out classroom activities effectively, one needs training that helps them integrate these two types of knowledge. In order to effectively manage classroom activities, it may be concluded that training is crucial. Teachers should always be striving to improve their teaching skills, and training is definitely a great way to accomplish just that, since teaching is seen as a skill that can be acquired. Institutions or training centers staffed by education specialists should be set up to aid in the professional development of university faculty members in order to better equip them to teach. "Most universities in North America have their in-house centers/institutes specifically aimed at fostering excellence in teaching among their teachers," says Haseeb (2005), referring to this topic. All levels of faculty may benefit from the seminars and training programs that these institutions provide. With an emphasis on the need of formal training, he believes that all institutions throughout the globe are increasingly realizing the growing need to formally educate university professors in pedagogy.

Regarding the significance of research, Showalter (2003, p.11) argues that university-level research and teaching are complimentary, and that an effective educator is one who engages in ongoing research for professional growth and to stay abreast of current developments.

continuing education in both the topic matter and the pedagogical approaches used in the classroom. As a teacher gains knowledge and skills via research, they gain confidence in their teaching abilities. Actually, by following a rigorous and methodical procedure, research helps us get reliable information. Then, we can apply that knowledge successfully to the difficulties of learning and teaching inside the official educational framework. Mouly, in discussing the meaning and relevance of research (as stated in Cohen and Manion 1994, p. 40), states,

The ideal way to think of research is as a series of steps taken to solve issues by methodically gathering, analyzing, and applying facts. It is a valuable resource for expanding human understanding, fostering development, and improving human interactions with the world around us so that we may achieve our goals and put our differences behind us.

Research can help us a great deal if we examine Mouly's concept, as the setting of Bangladesh has its own quirks and issues.

Nevertheless, there are other necessities for an effective educator beyond just attending classes and reading up on the subject. Inspiring pupils to read more and more, he or she will quench their need for information. The goal of a teacher, argues Showalter (2003, p. 25), should not be to impart knowledge but rather to help pupils learn. A competent teacher, she says, will provide just the correct amount of information transmission while also encouraging critical thinking among her pupils. She thinks that encouraging pupils to think critically should be the primary focus of education. According to Wilbert J. McKeachie (1999), "the objective of a course is not to cover a certain set of topics, but rather to facilitate student learning and thinking." This is something she alludes to. Regarding the other attributes, a good teacher should be approachable and open to student feedback and suggestions in order to make class more engaging and pleasant for everyone. Additionally, this individual will have no problem using many forms of current technology in the classroom, including videos, films, multimedia, etc.



International journal of basic and applied research

www.pragatipublication.com

ISSN 2249-3352 (P) 2278-0505 (E)

Cosmos Impact Factor-**5.86**

Conclusion

The English departments of Bangladeshi institutions have a rich history in our nation and have consistently made significant contributions to the development of knowledgeable and ethical professionals and citizens. However, there are now four main areas of the teaching-learning activities where these departments are experiencing issues. On the one hand, in light of recent advances in education and the demands of today's students, the conventional wisdom about how and what kids should be taught has become stale and ineffectual. There has been a precipitous decline, however, in both student and teacher proficiency in English and in the quality of their professional work. Teachers are not receiving enough professional development, and students are being admitted to English departments without the necessary level of English competence. Additionally, they are not developing intellectually since they are reluctant to participate in research activities. All of these issues have made it hard for these departments to implement effective teaching and learning techniques. It is critical to promptly resolve all these issues and set these departments on the correct path if we want to eliminate this predicament. Obviously, everyone involved—including English department faculty, university administration, the Bangladeshi government, etc.—needs to step up and do their bit in this matter.