

# Exploring the Relationship between Effective English Teaching and Students' Performance in Secondary Schools in Bangladesh

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## Abstract

*This study aimed to explore the relationship between effective English teaching and students' performance in secondary schools in Bangladesh. The researchers used an exploratory research approach to conduct this study. Positivist and constructivist views were emphasized to produce quantitative and qualitative data for a more credible understanding of the investigated phenomena. The research was designed based upon a questionnaire survey and focus group discussion (FGD). 90 teachers, purposively selected from twenty-four (24) randomly selected schools, constituted the sample of the study. Schools were located in Dhaka city and the rural areas of four different districts of the Dhaka division. Some robust findings were obtained from the study, and it is expected that these findings can provide guidelines for researchers, education experts, and policymakers to consider when making future policies.*

*Key words: effective teaching, performance, relationship, secondary schools*

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## 1. Introduction

The issue of English language education in Bangladesh, with all its consequences, has been a subject of long-standing debate and discussion. Concern has been expressed from all sides over the decline in the standard of English at the school level. The term 'Effective Education in English', however, has been raised as an important issue. Effective Education requires a purposeful and responsive effective teaching and learning context, yet such a context varies widely across students,

classrooms, and schools. As early as Brophy & Good (1986, p. 586; See also in Jahan, 2012) stated, “not a single naturalistic study of effective schools provides basic data... to demonstrate that the behaviour of individual teachers in one school differs from the behaviour of teachers in other schools”. Such criticism pointed out the weak empirical base for distinguishing teacher effectiveness from school effectiveness. In school effectiveness research (SER), teaching and learning are considered to be of primary importance for student performance (Creemers & Kyriakides, 2008). Early educational effectiveness research concludes that classroom-level factors have a stronger influence on student performance than broader school-level factors (Scheerens, 1992; Caldwell & Spinks, 1993; Creemers, 1994; Muijs & Reynolds, 2000; Patall et al., 2023; Zhang, 2025). According to Kyriakides et al. (2000), classrooms had unique effects on student learning, independent of factors operating at school and individual levels.

In the UK, Day et al. (2006) investigated how variations in teachers’ work and lives impacted pupils, focusing on issues of raising standards of student attainment, improving teaching quality, and retaining teachers. Given the importance of teacher effects, Muijs & Reynolds (2000) found that a composite measure of teaching quality explained 60% to 100% of the unexplained between-classroom variance in student learning (after controlling for student prior achievement and student background factors). Referring to Muijs & Reynolds (2000, 2002), Reynolds (2007) summarized that 20% of the variance in student attainment, that is, approximately four times the variance, was attributable to teacher effects. The Victorian Quality Schools Project (VQSP) likewise reported that “the percentage of variances in value-added measures of literacy (English) and mathematics achievement, accounted for by class and school effects revealing the difference among classes within the same school are many times higher than differences between schools, indicating a high variability in teacher or class effectiveness” (Hill, 1998, p. 423). These findings explain that most of the variations in student attainment occur within the classroom, implying that the teachers, who teach individual classes within the schools, are the main actors for students’ academic performance.

Recent research emphasizes the centrality of teacher and teaching effectiveness, indicating that teaching quality has a direct impact on student performance (Engida et al., 2024; Benjamin & Ethel, 2023). Multifaceted predictors have been identified from the recent international studies, which exert a strong influence on student performance. Some of such predictors include effective classroom management, teaching practices, teaching strategies, language skills, professional development, effective learning time, positive behavior, attendance, homework, communicating with students, and using questioning and discussion techniques (Belbase & Roblee, 2025; Engida et al., 2024, Putra & Yanto, 2025; Sanfo & Malgoubri, 2023; Tomaszewski et al., 2022; Oktavia et al., 2022).

The research on effective teaching remains limited in Bangladesh. Most existing studies have explored the methods and challenges of English teaching (Barman, 2020; Amin, 2022). Thus, this study aims to investigate the teaching effectiveness of English language teachers and their impact on student academic performance in secondary schools in Bangladesh, recognizing teachers as pivotal in shaping student performance. By focusing on English teachers’ teaching practices in the Bangladeshi context, the study tries to build on both the legacy of educational effectiveness research (EER) and the emerging evidence on English teaching and learning in Bangladesh.

## **2. Literature Review**

The study reviewed a number of literature to build its conceptual framework, which highlighted the direct link between teaching quality and student learning (Darling Hammond & Young, 2002; Odden et al., 2004). Factors related to teaching effectiveness, like years of teaching experience (Goldhaber & Brewer, 1997) and specific teaching practices (Kemp & Hall, 1992;

Taylor et al., 1999), have a direct association with student performance. Research by Ganyaupfu (2013) in South Africa compared different teaching methods' impact on students' academic performance, while Shishavan & Sadeghi (2009) explored perceptions of effective English language teaching qualities among Iranian teachers and learners. Factors they found include assigning homework, integrating group activities, being well prepared for lessons, using lesson plans, assessing what students have learnt, teachers' mastery of the target language, possessing strong pedagogical knowledge, using effective instructional techniques and methods, and also teachers' good personality. Borrough et al. (2019) emphasized the critical role of teachers in students' academic success, identifying five measures of students' higher achievement as given in Table 1.

**Table 1:** Five associated measures with higher student achievement

Predictors	Measures
• Teacher experience	• Measured by years of teaching
• Teacher professional knowledge	• Education, and • Self-reported preparation to teach mathematics
• Teacher provision of opportunity to learn	• Time on mathematics, and • Content coverage

Source: Borrough et al., 2019; p.7

The study of Bird (2017) investigated the relationship among teacher evaluation scores, teacher quality (i.e., teacher experience and teacher education), and student achievement for Algebra I, Biology, and English 10. Findings showed that students' performance was better when teachers had higher evaluation scores and English teachers held at least a master's degree. In contrast, Waseka et al. (2016) identified teacher-related factors, such as pedagogical degree and gender (female), that influenced students' academic performance significantly, explaining 59.4% of the variance. Conversely, students' academic performance was adversely affected when teachers had only Form IV qualifications. Based on factors related to teacher effectiveness, this study, therefore, seeks to explore key aspects of teaching effectiveness in the Bangladeshi context.

### Research objectives

The broad objective of this study was to explore a relation between effective English teaching and student performance in secondary schools in Bangladesh. The specific objectives were considered to address the broad objective were-

1. to identify the key underlying dimensions of English teaching practice in the classroom;
2. to examine the relationships between teachers' background factors (i.e., age, gender, educational qualifications, pedagogical qualifications, and teachers' salaries) and students' English performance.
3. to examine the relationships between teachers' classroom teaching practices and students' English performance.
4. to assess the relationships between factors observed in English teachers' classroom teaching-learning activities and students' performance.

### 3. Research Methods

The study employed a mixed research approach integrating quantitative and qualitative methods, where the researchers of this study “analyze, interpret, and write up their research in such a way that the quantitative and qualitative components seem mutually illuminating” (Bryman, 2007, p.8; Teddlie & Sammons, 2010, p.116). Quantitative data were gathered through a survey questionnaire and class observations (60 teachers), while qualitative insights were obtained by conducting focus group discussions (30 teachers). The survey design is used to describe the nature

of existing conditions, or to identify standards against which existing conditions can be compared, or to determine the relationships that exist between specific events (Cohen et al., 2000, p. 169). The observation schedule supports the researchers “to enter and understand the situation that is being described” (Patton, 1990, p.202). In contrast, the researchers used FGD as it is “helpful in the elicitation of a wide variety of different views in relation to a particular issue” (Bryman, 2004, p. 348, Jahan & Karmaker, 2023). Simple random sampling was used to select 24 secondary schools, with 90 English teachers participating in the study. Data analysis involved bivariate analysis in SPSS for quantitative data and factor analysis for identifying underlying factors. Qualitative data were analyzed for frequencies and participant opinions (Cohen et al., 2007; Jahan & Karmaker, 2023). The researchers strictly followed ethical protocols, including obtaining verbal consent and ensuring confidentiality.

## 4. Results

Findings derived from analyzing the data are presented in the subsequent sections.

### 4.1 Key underlying dimensions of English teaching practices in the classroom

Findings from key underlying dimensions of English teaching practices are discussed in the subsequent paragraphs.

#### 4.1.1 Teaching methods teachers use in teaching English

Once in Bangladesh, only teacher centered or conventional teaching method was used for teaching. Now more attention is given to a student-centered teaching approach, believing that students’ engagement in teaching-learning activities influences their performance (Fredricks, 2011; see also Murshidi, 2014). In Bangladesh, four English teaching methods, such as lecture, grammar translation, communicative language teaching, and participatory teaching, are used. It can be gleaned from Table 2 that only 26.7% of teachers use all four methods. 16.7% use both communicative and participatory methods, 10% use only the communicative method, and the rest use either one or a combination of methods. The findings suggest that teaching methods need improvement and that teachers should receive more training and opportunities to use innovative methods to enhance student performance in English.

**Table 2:** Teaching methods teachers use in teaching English

Teaching Methods	N (%)
• All methods (Lecture, grammar translation, communicative, and participatory teaching methods)	16 (26.7)
• Communicative and participatory teaching methods	10 (16.7)
• Only communicative language teaching methods	6 (10)
• Lecture, communicative, and participatory teaching methods	5 (8.3)
• Only participatory method	5 (8.3)
• Lecture and communicative teaching methods	4 (6.7)
• Lecture and participatory teaching methods	4 (6.7)
• Only grammar translation method	3 (5)
• Grammar translation and lecture methods	2 (3.3)
• Grammar translation, communicative and participatory teaching methods	2 (3.3)
• Grammar translation and participatory teaching methods	1 (1.7)
• Only lecture method	1 (1.7)
Total	59 (98.3)

**Note:** N= 59 (98.3%); Missing= 1 (1.7%)

#### 4.1.2 Teaching aids used by teachers for effective English teaching

Teaching aids are essential for effective teaching. Table 3 shows 98.3% of teachers use only English textbooks, while 71.7% use multimedia, 60% use pictures, 58.3% use charts, and 23.3% use flashcards. Additionally, 31.7% of teachers use a guidebook alongside the textbook.

**Table 3:** Teaching aids used by teachers in teaching English

Teaching Aids	Yes, N (%)
• Textbook	59 (98.3)
• Multi-media	43 (71.7)
• Picture	36 (60)
• Chart	35 (58.3)
• Flash card	14 (23.3)
• Use the guidebook along with the textbook	19 (31.7) *

**Note:** N (%): 60 (100); \* Valid = 57 (95%); Missing: 3 (5%)

#### 4.1.3 Language skills used by teachers in English teaching practice

Table 4 shows that 88.3% of teachers practice all four English language skills (listening, speaking, reading, and writing) in the classroom. Meanwhile, 11.7% focus on specific skills, for example, 5% on speaking only, 5% on reading and writing, and 1.7% on three skills.

**Table 4:** Language skills that teachers use in English teaching practice

Language Skills	N (%)
• All skills (i.e., listening, speaking, reading, and writing)	53 (88.3)
• Speaking	3 (5)
• Reading and writing	3 (5)
• Speaking, reading, and writing	1 (1.7)
Total	60 (100)

From the FGD data, 27 out of 30 teachers (90%) reported focusing mainly on reading and writing skills in their English classes, with little emphasis on speaking skills. Here are two differing teacher perspectives from Table 4.

*“It is hard to practice all four skills of the English language in the classroom. Further, students’ performance is assessed based on writing skills. There is no option in the school’s evaluation system to assess other skills of the English language, although it is clearly stated in the curriculum to teach four skills. So, I teach reading and writing skills in my English class most of the time”* (Assistant teachers).

#### 4.1.4 Use of assessment method, lesson plan, and homework by teachers

Findings related to the assessment method, lesson plan, and school homework used by teachers are presented in the following sections.

##### 4.1.4.1 Assessment methods of the English language

In secondary schools teachers usually use formative and summative assessments to assess students’ learning progress and findings of the study also declare that most of the teachers (91.7%) in the sample use both kinds of assessment approaches to measure their students’ progress of English performance though a negligible number of teachers reported using either of the assessment approaches, i.e., formative (1.7%) and summative (5%) assessment approach.

**Table 5:** Assessment approaches that teachers use to assess students’ progress

Assessment Approaches			
Formative	Summative	Both	Total
3 (5%)	1 (1.7%)	55 (91.7%)	59 (98.3%)

Note: Missing= 1(1.7%)

#### 4.1.4.2 Lesson Plan of the English language

When the teachers were asked about the lesson plan. As shown in Table 6, most teachers (80%) said lesson plans are required for effective teaching. Additionally, 53.3% reported they consistently use lesson plans in their teaching, and 41.7% use them occasionally.

**Table 6:** Information related to the lesson plan

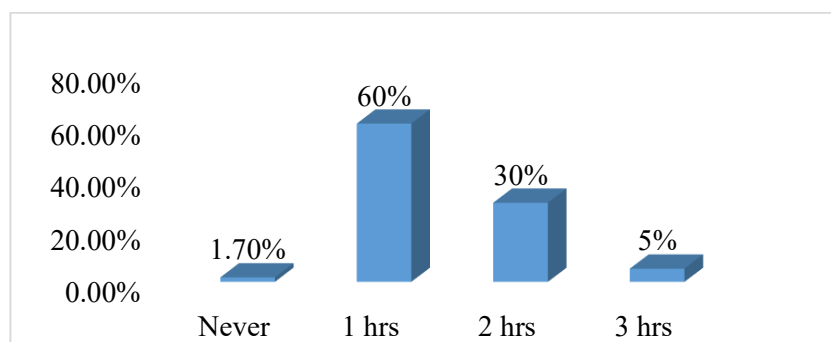
Mandatory Lesson plan at school			Teachers use lesson plan in the classroom			
Yes	No	Total	Yes, always	Sometimes	No	Total
N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
48 (80)	10 (16.7%)	58 (96.7)	32 (53.3)	25 (41.7)	1 (1.7)	58 (96.7)

Note: Missing= 2 (3.3%)

During the FGD session, teachers were asked about the necessity of following a lesson plan in their teaching; all 30 participants (100%) agreed it was necessary. However, some acknowledged they couldn't always use lesson plans due to constraints, like limited class duration and being overloaded with classes, hindering effective use. Here is one of their views on lesson plans.

*“Approaching a class with a lesson plan helps accomplish the class in a planned way. As everything gets taught step by step, the learners learn to enjoy the lesson. But, given that the teachers have to teach more than one class on one single day, they rarely manage to prepare lesson plans”* (Assistant teacher).

Figure 1 shows that 60% of teachers spend one hour per day preparing their lesson plans, while 30% spend two hours. A small portion (5%) spends three hours daily, and 1.7% of teachers do not spend any time preparing lesson plans.



Note: Missing= 2 (3.3%)

**Figure 1:** Time teachers spend on lesson plans

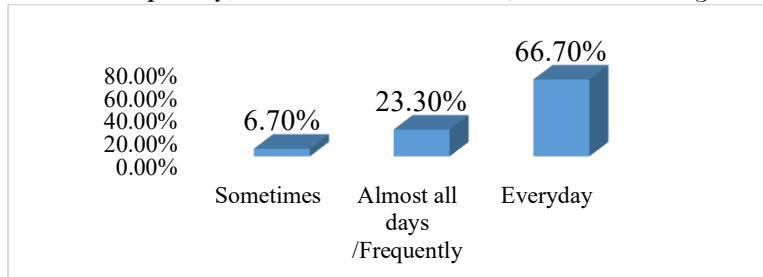
In the FGD, all teachers (30-100%) state clearly that they do not spend time preparing a lesson plan for their English classes. Instead, the school provides diaries containing all necessary

instructions on what and how much of the syllabus they should be taught throughout the year, and this perspective is reflected in the teacher's views given below.

*"I do not spend any time for preparing lesson plan. Rather, I follow my school diary, where all instructions are given to complete the syllabus"* (Assistant teacher).

#### 4.1.4.3 Homework of English language

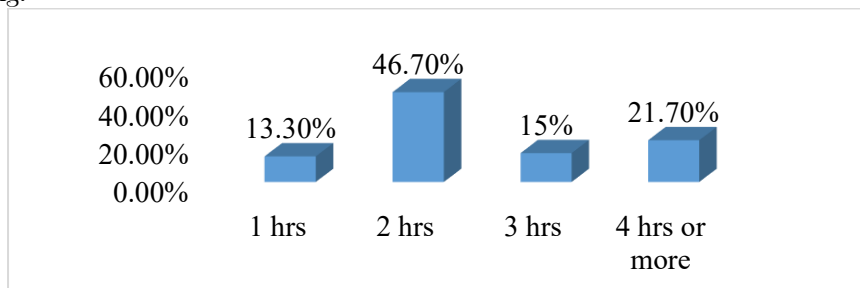
Teachers were surveyed about assigning homework, where 66.70% teachers said that they give it daily, 23.30% frequently, and 6.70% sometimes, as shown in Figure 2.



Note: Missing= 2 (3.3%)

**Figure 2:** Teacher-assigned homework

Teachers were also asked about the time spent on checking homework. Looking at Figure 3, it is observed that 46.70% spend 2 hours weekly, with significant numbers spending 4 or more hours (21.70%). Additionally, 15% spend 3 hours and 13.3% spend 1 hour weekly on homework checking.



Note: Missing= 2 (3.3%)

**Figure 3:** Time teachers spend on checking homework

Almost all of the teachers (96.67%) who participated in FGD sessions opined that they give homework to their students, though one of them provides a weekly sheet, which holds the homework for a whole week. Regarding homework, two of the teachers' voices are given below that echo the findings achieved from quantitative data.

*"I always give homework to my students and write the homework on the board for students"* (Assistant teacher).

*"For homework, I provide a weekly sheet, which holds the homework for a whole week"* (Assistant teacher).

#### 4.1.5 Explore the underlying structure of teaching processes with exploratory factor analysis

Exploratory factor analysis (EFA) was conducted, as discussed below, to determine how and to what extent the observed variables measured the underlying dimensions representing classroom teaching processes.

The classroom teaching process, as shown in Table 7, involves five items representing two factors, such as "teacher facilitation" (3 items) and "teacher motivation" (2 items). Exploratory Factor

Analysis (EFA) revealed two factors with eigenvalues greater than 1. All items related to the teaching process showed significant and positive loadings (0.676 to 0.861) and good communalities. Internal consistencies (reliability) of the factors were acceptable, with factor 1 (teacher facilitation) having a higher reliability (0.622) than factor 2, i.e., teacher motivation (0.475).

**Table 7:** Teaching process teachers use in classroom English teaching

Factor	Item no	Items descriptions	Factor loading	Communalities (h <sup>2</sup> )	Cronbach's Alpha
Teacher facilitation	7	I take quick initiatives to solve my students' problems, as they do not understand my lecture.	0.687	0.487	0.622
	8	I give additional time to my students	0.697	0.519	
	9	I give homework to my students always	0.794	0.679	
Teacher motivation	10	I speak English in my English class.	0.861	0.747	0.475
	11	I encourage my students to speak English in my class.	0.676	0.684	

**Note:** N=60 (100%), KMO=0.583, Chi-Square=1637.082, significant at 0.000 level, and variances of Eigenvalues=36.406% for Factor 1 and 25.926% for Factor 2.

#### 4.2. Factors identified from the findings derived from classroom observation

Four different factors, as described below, were identified from the classroom observation checklist.

##### 4.2.1 Teacher's preparation for teaching

A teacher's quality significantly contributes to student performance. One component of teacher quality is teacher preparation, represented by three items, as given in Table 8. Two out of three items showed significant loadings (0.832 to 0.894), though one item had a low and negative loading (-0.346). The Cronbach's Alpha reliability coefficient for the teacher preparation factor was remarkably low (0.22). Despite the low reliability, the two items with significant loadings (items 1 and 2) could still be useful for further analysis.

**Table 8:** Teachers' preparation for English teaching

Factor	Item no	Items descriptions	Factor loading	Communalities (h <sup>2</sup> )	Cronbach Alpha
Teacher's preparation	1	Warm up	0.894	0.799	0.22
	2	Lesson declaration	0.832	0.693	
	3	Class preparation	-0.346	0.120	

Note: N= (100%), KMO=0.468, Chi-Square=25.978 significant at 0.000 level and variance of Eigenvalue=53.73%

##### 4.2.2 Language use and practice language skills

Six items represent the variable of language use and practicing English language skills in the classroom. Two factors, presented in Table 9, were identified from this variable. The speaking skill was excluded as it formed a separate factor. In Bangladesh, English teaching focuses more on reading and writing skills, with less emphasis on speaking and listening. Exploratory Factor Analysis revealed that two factors had eigenvalues greater than 1. All items related to language use and practicing English language skills showed significant and positive loadings (ranging from 0.578 to

0.961) and good communalities. The internal consistencies (reliability) of both factors were reasonable.

**Table 9:** Language use and practice Language skill in teaching

Factor	Item no	Items descriptions	Factor loading	Communalities (h <sup>2</sup> )	Cronbach's Alpha
Use of language	4	Use of the English language	0.847	0.846	0.906
	5	Effectiveness of English language use	0.961	0.945	
Practice English language skills	R6	Listening skill	0.682	0.596	0.455
	7	Reading practice skill	0.578	0.673	
	8	Writing practice skill	0.722	0.559	

**Note:** N=60 (100%), KMO=0.425, Chi-Square=124.497, significant at 0.000 level, and variances of Eigenvalues=42.96% for Factor 1 and 29.41% for Factor 2.

#### 4.2.3 Teacher content and pedagogical knowledge

Four items, as shown in Table 10, constituted the factor teacher content and pedagogical knowledge, indicating significant and positive loading, ranging from 0.656 to 0.821. Further, three items showed a good level of communalities (item 10=0.674, item 11=0.660 & item 12=0.613) and item no. 13 indicates an acceptable level of communalities (0.430). The measure of Cronbach's Alpha was 0.724, which indicated a good level of internal consistency.

**Table 10:** Teachers' content and pedagogical knowledge

Factor	Item no	Items descriptions	Factor loading	Communalities (h <sup>2</sup> )	Cronbach's Alpha
Teacher content and pedagogical knowledge	10	Lesson presentation	0.821	0.674	0.724
	11	Lesson transfer	0.813	0.660	
	12	Content knowledge	0.783	0.613	
	13	Teacher's enthusiasm	0.656	0.430	

**Note:** N= (100%), KMO=0.445, Chi-Square=91.017, significant at 0.000 level, and variance of Eigenvalue=59.44%.

#### 4.2.4 Teachers' classroom management skills

Seven items were entered for EFA to extract factors for teacher classroom management skills. Two factors with eigenvalues greater than 1 were identified, such as 'classroom management' (five items) and 'use of technology' (two items). Looking at Table 11, it is observed that factor loadings ranged from 0.549 to 0.798, with good communalities except for item 14 (0.352). High Cronbach's Alpha values suggest both factors are reliable for further analysis.

**Table 11:** Teachers' classroom management skills

Factor	Item no	Items descriptions	Factor loading	Communalities (h <sup>2</sup> )	Cronbach's Alpha
Classroom management	14	Single, pair or group work	0.549	0.352	0.754
	15	Sitting arrangement	0.733	0.759	
	16	Teacher's attention	0.711	0.711	
	17	Students' active participation	0.795	0.795	
	18	Teaching environment	0.606	0.606	
Use of technology	19	Use of multimedia	0.798	0.798	0.964
	20	Use of ICT	0.749	0.749	

**Note:** N= (100%), KMO=0.558, Chi-Square=224.741 significant at 0.000 level and variances of Eigenvalues for factor 1=43.633% and factor 2 =23.909%

#### 4.3 Relationship measures between exploratory variables and students' English performance

The pattern of relationships between student English performance and exploratory variables considered for the study is summarized in Table 12.

**Table 12:** Associations among teachers' background factors, classroom teaching process and students' English performance

Variables	r value	Significant (p)
Teacher background factors		
• Teacher gender	-0.130	0.000
• Qualifications	0.037	0.043
• Training on pedagogy	-0.087	0.000
• Training in English teaching	0.239	0.000
Teaching process		
• Use Text book	-0.137	0.000
• Use guide book	0.132	0.000
• Use a flash card	-.058	0.001
• Use a chart	0.081	0.000
• Use multimedia	-0.083	0.000
• Use the GT method	0.205	0.000
• CLT method	-0.078	0.000
• Language practice	-0.061	0.001
• Teacher facilitation to practice the English Language	-0.082	0.000
• Teacher motivation to practice the English Language	-0.127	0.000

Significant associations were found between teachers' background factors and students' English performance, implying that:

1. Poor performance occurred when taught by female teachers (-0.130) and when teachers lacked pedagogical training (-0.087).
2. A trivial but positive correlation was noted with higher teacher qualifications (0.037) and training in English teaching (0.239).
3. Negative associations with performance were found when teachers did not use prescribed textbooks, flash cards, or multimedia. Positive associations were found when teachers used guidebooks and charts.
4. For English teaching, a positive relationship revealed that the GT (grammar translation) method (0.205) was more effective than the CLT (Communicative Language Teaching) method (-0.078).
5. Good English performance requires classroom practice. Negatively significant relationship indicated that poor performance was linked to a lack of practice of the four language skills (-0.061), students did not get facilitation (-0.082), and motivation (-0.127) from teachers.

#### 4.4 Relationships between observed teaching activities and students' performance

Relationships were measured between students' English performance and observed teaching activities, as shown in Table 13, as follows.

**Table 13:** Relationships between teaching-learning activities and students' performance

Variables	r value	Significant (p)
• Teacher preparation	-0.089	0.000
• Language practice	-0.170	0.000
• Teacher knowledge and presentation	-0.224	0.000
• Class management skill	-0.099	0.000

Trivial and negatively significant correlations were derived for all factors, explained as follows.

1. Students performed poorly when teachers were not well prepared.
2. Negative correlation indicated that poor grades in English were linked to teachers practicing the four language skills less.
3. Negatively significant associations implied that a lack of teacher content knowledge and poor presentation style led to students' poor performance.
4. Negatively significant association explained that ineffective class management by teachers was associated with poor student performance.

## 5. Discussion

This study explores the relationship between effective English teaching and student performance in Bangladeshi secondary schools. The findings portray a complex and multifaceted picture of resource use, teaching method, and teaching quality that collectively influence learners' outcomes. Key findings indicate that teachers like to use all approaches of teaching strategies, although the grammar-translation approach remains the preferred method. Despite global recognition of CLT in promoting students' communicative competence (Kiran, 2021), its implementation in Bangladesh remains constrained. Consistent with the literature, the study suggests that active student engagement through participatory or CLT methods enhances learning outcomes (Fredricks, 2011; Murshidi, 2014; Oktavia et al., 2022; Imran et al., 2024).

Findings of the study reveal that the majority of teachers rely solely on textbooks, while many also use guidebooks, which are inhibited in Bangladesh. Teachers' dependence on a narrow range of materials, i.e., textbooks and guidebooks, reflects limited pedagogical and innovative practices in English teaching. These findings align with previous research, which states that teaching and learning become monotonous when teachers rely exclusively on textbooks as the only source of language input, whereas the integration of audio-visual aids can make lessons more engaging and effective (Mathew & Alidmat, 2013; p.88; Mamun, 2014). Although effective English teaching requires balanced practice across all four language skills (i.e., listening, speaking, reading, and writing), most English teachers in Bangladesh emphasize only reading and writing, resulting in poor English performance among students. This highlights the urgent need for regular monitoring, diversified instructional resources, innovative teaching practices, and teachers' professional development to promote effective language teaching and learning (Belbase & Roblee, 2025).

Effective teaching emphasizes the teachers' dispositions that raise students' achievement as reflected in the findings (Gupta & Verma, 2021). Such dispositions include lesson planning, assigning homework, assessment approaches, teachers' qualifications, and professional development, with teachers' gender (Guo et al., 2024; König & Rothland, 2022; and Abe, 2014). Assessment is critical for evaluating students' progress and skills (Giacomazzi et al., 2022; Juanjuan & Mohd Yusoff, 2022). Formative and summative assessment approaches remain the dominant ways of measuring students' progress worldwide (Iqbal et al., 2024). In Bangladesh, teachers prefer to use both approaches of assessment, believing that formative assessment improves teachers' teaching technique and enhances students' performance, checking their understanding level (Cañadas, 2023; Nsabayezu et al., 2023; Barghaus et al., 2023; Hooda et al., 2022). Additionally,

students perform poorly when taught by female teachers or untrained teachers, highlighting the need for enhanced training and qualification standards. Teachers' efficiency and competence are crucial for effective teaching, which can be developed through training and professional development (Sattar & Awan, 2019; Hill et al., 2021). Together, these findings imply that policy and practice should prioritize teachers' preparation, regular formative assessment training, and sustained professional development to translate lesson plans and homework into measurable learning gains.

Findings of the study also indicate that certain teaching aids (e.g., printed guides and charts) positively correlate with students' English achievement, while multimedia tools and digital flashcards remain underutilized due to limited teacher training, preparation time, and infrastructure constraints. These findings align with Adebayo & Adigun (2018). Instructional materials appear to have conditional effects, and the teaching method is a critical element of effective English instruction (Natsir & Sanjaya, 2014).

A negatively significant relationship between the practice of four core language skills and students' low English scores implies insufficiently integrated language instruction contributes to poorer language outcomes, consistent with prior research (Maleki & Zangani, 2007; Sahragard et al., 2011). Evidence shows that neglecting one or more skills or treating them in isolation can result in lower student performance (Neupane, 2024). Teachers' facilitation and motivation are critical, as they guide student understanding and sustain teacher-learner efforts, which have effects on students' achievement (Bateman, 2006; cited in Oko, 2014; Yousaf et al., 2025). However, correlation does not ascertain unidirectional causation; low achievement may both reflect and reinforce limited instructional practices, with contextual factors (i.e., assessment process, class size, training, and resource availability) mediating this relationship.

Teachers' preparation and content knowledge are powerful predictors of student performance. This study aligns with previous findings indicating that well-prepared teachers positively influence student academic achievement (Monk, 1994; Luschei & Chudgar, 2011; Gustafsson & Nilson, 2016). Teachers' cognitive skills or content knowledge are identified as a strong measure for student performance, supported by previous studies (Chingos & Peterson, 2011; Hill et al., 2005; Shuls & Trivitt, 2015; Baumert et al., 2010; Metzler & Woessman, 2012), though some studies report no significant association (Blazar, 2015; Garet et al., 2016; Rockoff et al., 2011). The evidence suggests that while the effects are conditional, teachers' content knowledge, pedagogical content knowledge (PCK), classroom practice, training, qualification, and experience collectively contribute to students' learning outcomes.

Effective classroom management plays a crucial role in facilitating both teaching and learning, as echoed by George et al. (2017), who note that it "sets the stage for teaching and learning" (p. 43). Poor management skills are negatively associated with student scores, highlighting the urgent need for improved classroom management practices (Bassey, 2012; Ndiyo, 2011; Ndiana, 2009; Baker, 2000; George et al., 2017; Gunersel et al., 2023).

Overall, this study highlights that effective English teaching in Bangladesh requires a combination of interactive teaching methods, diversified instructional resources, integrated language skills instruction, teacher preparation, professional development, and strong classroom management, all of which can significantly enhance students' English performance and learning outcomes.

### **5.1 Limitations of the study**

The study had limitations as it focused on 90 teachers from Dhaka city and rural areas in four districts of Dhaka division, omitting schools from other districts and rural areas due to financial and

time constraints. Data was collected only through questionnaires, observation, and FGDs, missing the depth that could come from methods like face-to-face interviews or case studies. Other limitations included initial reluctance from some teachers and difficulty in arranging FGD sessions. Despite these constraints, researchers aimed to uphold credibility, reliability, validity, and objectivity in their study.

## **5.2 Policy Implications of the Study**

The study's findings suggest several recommendations aimed at policymakers, educational researchers, educators, and other stakeholders:

1. Encourage English teachers to adopt a participatory-based CLT (Communicative Language Teaching) method alongside lecture-based GT (Grammar-Translation) for effective teaching and improved student grades.
2. Promote the use of teaching aids, such as multimedia, pictures, charts, etc., alongside the English textbook to enhance teaching effectiveness and classroom engagement.
3. Discourage the use of guidebooks as teaching resources, with strict monitoring by authorities.
4. Emphasize the practice of the four language skills (listening, speaking, reading, writing) during English teaching, ensuring regular monitoring and supervision to align with curriculum objectives.
5. Encourage English teachers to prepare lesson plans and follow them consistently, while assigning regular homework to students.
6. Enhance teachers' pedagogical and subject-specific training to improve teaching efficiency, particularly focusing on increasing female teachers' English teaching skills through in-service training, workshops, seminars, and stricter educational requirements.
7. Recognize and promote the importance of teachers' facilitation, motivation, teaching preparation, content knowledge, presentation style, and effective classroom management as critical factors for effective teaching.

## **6. Conclusion**

Several significant findings from the study highlight key areas for enhancing the quality of English teachers in Bangladesh. To improve teaching effectiveness and educational outcomes, it is imperative for all English teachers to possess a pedagogical degree. Training opportunities in English teaching need to be established at both the school and government levels to enhance teachers' teaching efficiency and skills. Particularly, attention should be focused on female teachers to accelerate their teaching efficiency and pedagogical knowledge. Teachers should confidently utilize innovative teaching methods, i.e., participatory-based Communicative Language Teaching (CLT), and employ teaching aids to enhance students' English performance. Additionally, teachers need to be proficient in facilitating and motivating students, managing classes and delivering content knowledge effectively, assigning homework, and using lesson plans regularly, as these proficiencies influence students' English performance and teaching quality. The findings of this study are expected to inform policy decisions contributing to improving the quality of English teachers, despite certain theoretical and methodological limitations. For instance, sampling constraints, with only 90 teachers participating in the study, reduce the representativeness and generalizability of the findings. Therefore, further research is recommended to explore additional aspects of effective teaching through longitudinal, case study, or experimental designs rather than a cross-sectional study.

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