

Exploring the Impact of Teacher Education Programs in Shaping English Language Teaching in Bangladesh

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Abstract

Although English is a crucial instrument for the development of a nation like Bangladesh, research suggests that current practices of teaching English require substantial improvement to make students globally competitive. Globalization has complicated English teachers' approaches to preparing students for an era of rapid technological advancement, requiring ongoing professional development opportunities beyond academic qualifications. In Bangladesh, people qualify to apply for faculty positions at the tertiary level with their BA and MA in English, even though professional training and degrees like MA in ELT, CELTA, and 'MA in TESOL' are also available. This raises the question as to how TESOL/CELTA programs may help these teachers be competent in teaching English. This qualitative study investigates the influences of English Teacher Education programs for English educators at Bangladeshi private universities. Using purposive sampling, this study generated data through semi-structured interviews with 4 private university English language teachers who had received no formal ELT training but engaged in such programs after a few years of teaching. In response to the research questions, the data suggests that professional degrees or training for English teachers positively impact their professional practices by improving their teaching skills and helping them deal with the challenges of teaching better. Overall, the findings underscore the importance of continual professional development of English language teachers.

1. Introduction

1.1 Background of the Study

In today's fast-changing world, teachers face numerous challenges due to factors like globalization, rapid technological advancements, population growth, migration, cultural and economic shifts, rising extremism, social conflicts, and political instability in many regions (United Nations, 2023). Education itself is constantly evolving and can be unpredictable. However, in these challenging times, education

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plays a crucial role in preparing young learners for future socio-economic changes and helping them adapt to rapid social and economic growth in their careers. We need a setting that encourages a competitive labor market and prepares students to meet future technological and social challenges in order to meet these demands. This emphasizes how teacher education programs need to be rethought in order for educators to acquire the knowledge, abilities, and convictions necessary to successfully handle the problems they face in the classroom (Madalińska-Michalak & Bavli, 2018). Recent studies continue to emphasize the need for robust teacher education systems that respond dynamically to technological, social, and pedagogical changes (Theodorio, Waghid & Wambua, 2024).

English is more than just a language; it serves as a gateway to national growth and a survival tool in an increasingly interconnected world (Karim *et al.*, 2020). In developing countries like Bangladesh, English is often seen as a key to the future (Coleman, 2010). In 2016, the World Bank recognized Bangladesh's consistent economic growth over the previous ten years and categorized it as a middle-income country (Rahman & Pandian, 2018). It is indisputable that English plays a crucial role in maintaining this growth and creating a workforce that is globally competitive. As a result, enhancing English teaching and learning has become a national priority due to its economic significance (Rahman *et al.*, 2019; Hamid, 2010). Moreover, recent policy reviews have stressed the necessity of enhancing English education infrastructure in middle-income nations like Bangladesh to align with global workforce standards (UNESCO, 2023).

Although English plays a crucial role in Bangladesh's development, it is not the country's first language. Interestingly, Bangladesh does not have an official second language, but apart from Bangla, English is the most widely spoken language in the country. The debate over whether English functions as a second language or a foreign language in Bangladesh continues. Some argue that its role is very similar to that of a second language (Ara, 2020), while others, including Begum *et al.* (2005), Banu (2002), and Ashrafuzzaman (2018) maintain that English is learned as a foreign language. Recent research by Basu *et al.* (2024) confirms that proficiency in English along with the local national language strongly correlates with higher employability in Bangladesh's public sector, particularly for mid- to high-level positions. Regardless of this debate, the importance of English learning and teaching remains strong. Due to globalization and crucial trade relationships with the outside world, the influence of English is ever-present, and its status in Bangladesh is now widely recognized (Ara, 2020).

English has long been a compulsory subject in the primary school curriculum, and schools have consistently emphasized its teaching and learning (Ashrafuzzaman, 2018; Choudhury, 2006). However, the conditions for teaching English are not always ideal (Rahman, Begum & Zinnah, 2009; Yasmin, 2007; Yasmin, 2009). To enhance students' English proficiency, teachers must be well-trained and capable of delivering effective lessons. Consequently, English Language

Teacher Education (ELTE) has become essential for improving the professional skills of English teachers in Bangladesh.

Bangladesh offers various in-service and part-time teacher education programs that help English teachers develop their skills and teaching strategies. Karim *et al.* (2019) identified several ELTE programs in the country, including 'Bachelor's Degree in English,' 'Master's Degree in ELT,' and 'Master's Degree in TESOL.' Additionally, CELTA (Certificate in Teaching English to Speakers of Other Languages) is another widely recognized program available worldwide to enhance English teaching skills (Birgün, 2020; Thornbury & Watkins, 2007). Because English Language Teaching (ELT) is complicated in Bangladesh, this study intends to investigate the difficulties that English teachers encounter, especially those who have not participated in an ELTE program, and how they resolve these issues after finishing one. With a large population studying English primarily for academic and professional purposes, it is crucial to assess the impact of English teacher training programs on their teaching practices and effectiveness.

Although teaching is a humble career, it can be difficult and demanding. With the rise of new teaching methods and the integration of digital and intelligent learning tools, the role of teachers has changed significantly over time. Today, teachers must keep up with the latest developments in education, which makes continuous skill development essential (Tadas, 2019). As a result, teacher education and training programs have become crucial for enhancing teachers' skills and professional growth.

In Bangladesh, most ELT practitioners do not have specialized ELT qualifications. Typically, English teachers in the country hold an MA in English Literature or an MA in Applied Linguistics and ELT, but many do not have actual ELT training. Hamid & Baldauf (2008) pointed out that students often struggle to pass exams or master the language when taught by untrained or underprepared teachers. The real issue lies in the system, where fresh graduates without formal ELT training enter the field. Additionally, many English Literature graduates, who have studied British, American, Continental, and Contemporary Literature, enter the ELT profession but face challenges when teaching in real classrooms. Furthermore, only a few universities in Bangladesh offer master's programs focused on language teaching, and many of the available teacher education courses lack practical insights into classroom application (Ali, 2014).

Over the years, various studies have examined ELT-related issues and assessed teacher education programs in different countries, including Bangladesh. However, little research has been conducted on the challenges faced by non-ELT-trained English teachers in English language teaching and the effectiveness of their ELTE training. While several teacher education programs exist for ELT professionals in Bangladesh, the lack of research on their usefulness makes it difficult to evaluate their impact. As a result, many teachers might believe that simply speaking English well is enough to teach it. This misconception may limit their ability to take steps to improve their teaching skills. Therefore, it is important

to examine how ELT teacher education programs influence the difficulties faced by both new and experienced English teachers in the classroom. This study was designed to analyze and compare the teaching strategies acquired by teachers in different training programs to understand how effectively they prepare participants to address classroom challenges.

1.2 Research Questions

The study was guided by the following research question(s):

1. What types of challenges do English teachers face in the classroom prior to attending a formal teacher education program?
2. How does an ELTE program, such as TESOL or CELTA, impact teachers' professional practices including class performance?

2. Literature Review

2.1 Challenges Faced by Teachers in ELT

We must examine teachers' practices in order to comprehend the difficulties they encounter. The challenges teachers face when attempting to implement recently acquired techniques in the classroom are gradually made clear by their practice. These practices influence their experiences. Farrell (2008) examined the experiences of educators and connected them to their values, elucidating how professional degrees and training programs frequently influence these values. It is possible to determine whether a teacher's values and beliefs have been influenced during such programs. It's critical that educators adapt their teaching methods to reflect changing viewpoints.

A study by Madalińska-Michalak and Bavli (2018) on the challenges in English language teaching (ELT) found that teachers identified students' lack of motivation to learn English as one of their biggest concerns. Additionally, many teachers admitted they were not entirely clear about their roles. They also struggled with teaching large classes where students had different skill levels and abilities. Through hands-on experience and collaborative research, these teachers emphasized the need for effective teacher education to help navigate these challenges.

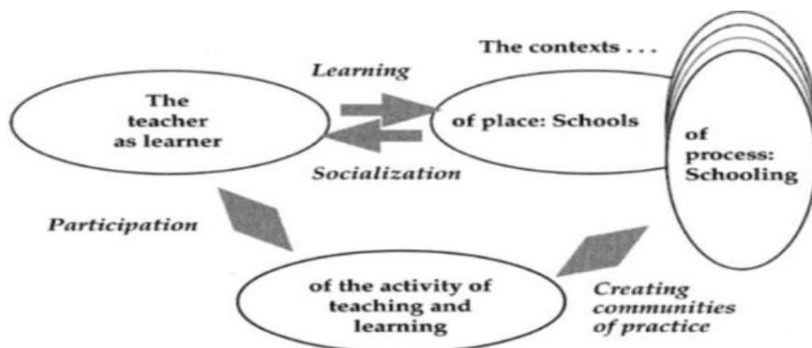
Farrell (2012) drew attention to the discrepancy between teachers' pre-classroom theoretical preparation and their post-classroom practical development. He emphasized that the duties of a language teacher include lesson planning and delivery, classroom management, and self-awareness of one's own obligations as a teacher. English teachers need to be properly trained to address these issues. Effective teacher education (TE) is crucial, according to research, since it has a direct impact on the strategies teachers use in the classroom, regardless of the subject (Rahman & Pandian, 2018).

2.2 Role of ELT Training Programs

In language teaching, there has long been a belief that teachers must continuously enhance their teaching and learning knowledge (Farrell, 2008; Mann, 2005). This

understanding is primarily shaped through teacher education programs (Tedick, 2005). Many researchers have explored teacher learning as part of professional development. Desimone (2009) examined ways to improve the impact of professional development on student learning. According to him, the theoretical framework for studying teacher professional development consists of two main components. The first is identifying key characteristics that define effective professional development. The second is developing an organizational theory that explains how improved teacher skills influence both teacher and student performance. Teacher education programs play a crucial role in establishing this framework for professional development.

English Language Teacher Education (ELTE) programs emerged as a distinct field in the early 21st century. These programs underwent major transformations during the 1990s and 2000s (Crandall, 2000; Öztürk & Aydın, 2019). Some researchers argue that the culture of teacher education programs has shaped teachers' abilities to develop practical teaching methods. However, it has also been debated that these programs were not always effective enough in fostering practical teaching skills. As a result, some academics began emphasizing the need for stronger research support in teacher education programs. These insights led to a shift in focus—from simply defining what teachers should know to emphasizing teacher learning and knowledge development in real classroom contexts. This shift positioned teachers as learners within a broader socio-cultural and institutional environment. Following this evolving perspective, Freeman and Johnson (1998) proposed a framework for understanding knowledge in language teacher education.



Freeman and Johnson (1998) emphasized the need for research to confirm the effectiveness of the concepts in their model. Richards (2008) found the model relevant to ELTE programs and suggested that teachers see education as a form of social interaction within educational communities. According to Johnson (2009), learning takes place through practice and ongoing discussions within a cultural and social framework. Teachers develop professionally by engaging in reflective practices that align with socio-cultural or institutional contexts, helping them understand teaching as a structured profession.

Öztürk and Aydın (2019) supported the idea of placing teachers in productive professional networks, viewing them as active participants in their own growth. This perspective could encourage policymakers to develop strategies that strengthen ELTE programs by implementing widely accepted practices from socio-culturally advanced countries. Furthermore, these guidelines would be valuable for both novice and future English teachers.

2.3 Current Status of ELT Training in Bangladesh

Many studies in the field of general education, such as those by Gage and Berliner (1998), highlight the development of teacher expertise in British culture. In Bangladesh, various teacher training programs are available at both undergraduate and postgraduate levels. These programs include, but are not limited to, a Bachelor's degree in English (with majors in ELT, TESL, TEFL, TESOL, etc.), a Master's degree in ELT, and a Master's degree in TESOL. The admission criteria for undergraduate programs vary depending on institutional standards. However, at the MA level, selection is based on several factors, considering the professional nature of the program, such as academic background, purpose of study, and career goals.

For aspiring or inexperienced teachers who want to become certified English language instructors, the MA in TESOL or MA in ELT is considered a professional qualification (Karim *et al.*, 2019). To improve ELT abilities, another well-known English teacher training program is the CELTA (Certificate in Teaching English to Speakers of Other Languages). The internationally recognized CELTA certification for English teaching is provided by the Local Exams Syndicate of the University of Cambridge. Participants can participate in experiential learning and use their knowledge in authentic teaching settings thanks to the course's emphasis on practical methodology and classroom application. These pre-service teacher education programs aim to equip learners with the skills and knowledge needed to become effective English teachers.

3. Methodology

3.1 The Research Paradigm

This study examines how teacher training programs influence English language teaching in Bangladesh. It employed a qualitative research paradigm as it allows an in-depth understanding of teachers' personal experiences and perceptions. The aim was to explore individuals' lived experiences and how they make sense of them in specific contexts (Creswell, 2008).

The questions in this study were designed based on the phenomenological concept of personal experiences, as phenomenology focuses on how individuals encounter and interpret certain experiences. This study aims to explore the challenges English teachers face in the classroom and how teacher education (TE) influences these challenges. Since teaching experiences vary from person to person, each teacher perceives challenges and their implications differently. Therefore, the two research questions in this study were designed to highlight the challenges

English teachers in Bangladesh face in English language teaching (ELT) and the impact of teacher education on these challenges. Phenomenological literature emphasizes that the goal of phenomenological research is to understand and interpret experiences as individuals live through them (Cilesiz, 2010). Given this focus, this qualitative study adopted phenomenology as its methodological approach

Phenomenology has developed into a process of uncovering truths through observations of people's lived experiences (Yüksel & Yıldırım, 2015). Additionally, it is a widely used approach in qualitative research that analyzes individuals' experiences to understand how their everyday realities and shared perceptions are formed (Karim *et al.*, 2020). This study examines how teachers perceive the impact of their teacher education programs on the ELT challenges they encounter.

3.2 Research Setting

Data were collected at a private university in Dhaka that provides undergraduate students with a variety of English language courses. Even though the majority of instructors had postgraduate degrees in English, taking professional development classes like CELTA or TESOL was optional. Furthermore, there was little or no opportunity for funding to help teachers pay for this kind of training. To learn more about their teaching transformations and developmental paths, interviews were conducted with four instructors who voluntarily participated in these programs.

3.3 Participants

A purposive sampling method, specifically homogeneous sampling, was used to select participants who shared similar backgrounds relevant to the research goals. The participants included four English instructors from a private university who:

1. Had a Bachelor's degree in English.
2. Started teaching English before completing their TESOL or CELTA.
3. Completed a teacher education program after beginning their teaching career.
4. Had a minimum of two years' teaching experience at the university level.
5. Taught English to higher secondary or tertiary students.

Pseudonyms were used to ensure anonymity: T1, T2, T3, and T4.

Participant	Gender	Academic Background	Training Program	Position	Experience
T1	Female	MA in English Literature	TESOL	Lecturer	4 years
T2	Male	MA in Applied Linguistics & ELT	TESOL	Lecturer	3 years

Participant	Gender	Academic Background	Training Program	Position	Experience
T3	Female	MA in Applied Linguistics & ELT	CELTA	Senior Lecturer	7 years
T4	Female	MA in English Literature	TESOL	Assistant Professor	7 years

3.4 Data collection & Data Analysis

Before collecting data, the researchers called the participants to explain the purpose and goals of the study. They clarified the nature of the questions and assured participants that their responses would remain confidential. Semi-structured interviews were conducted, featuring four open-ended questions and one closed-ended question, to explore the relationship between factors influencing English Language Teaching (ELT) difficulties and the impact of teacher education programs at a private university in Dhaka, Bangladesh. The interview sessions were recorded, and the transcripts were created verbatim. These transcripts were shared with the participants for their review. The data were securely stored in the first author's personal Google Drive account.

To structure the interview process, the researchers adapted elements from [Karim et al. \(2020\)](#), specifically drawing on three guiding questions (numbers 2, 3, and 4) from their framework. These questions reflect established themes in the literature concerning teachers' professional beliefs, pedagogical practices, and the influence of formal training on classroom performance. For example, [Karim et al. \(2020\)](#) originally asked, "How did you define your role in the classroom before enrolling in the TESOL program? How do you currently define your role in the classroom? How do you expect your students to understand this?" In this study, the researchers contextualized the question to better suit the local scenario by rephrasing it as: "How would you define your role in the classroom before enrolling in an MA in TESOL or CELTA?" This modification allowed participants to reflect more directly on their professional growth post-training.

The interview framework and its corresponding analytical objectives are summarized in the following design matrix ([adapted from Choguill, 2005](#)):

Table 2: Interview Design

Q. No.	Interview Questions	Research Objectives	Data Collection Technique	Data Analysis Technique
1(a)	Did you find your role as a teacher challenging? How would you define your role in the classroom before	To identify the challenges encountered by English language teachers prior to	Semi-structured interviews	Thematic Analysis

Q. No.	Interview Questions	Research Objectives	Data Collection Technique	Data Analysis Technique
	attending TESOL/CELTA program?	receiving ELT-specific training		
1(b)	How would you define your role in the classroom after attending the TESOL/CELTA program?	To explore the impact of ELT training on teachers' classroom roles	Semi-structured interviews	Thematic Analysis
2(a)	Did you use any ELT methods or approaches before attending TESOL/CELTA?	To examine instructional limitations before formal training	Semi-structured interviews	Thematic Analysis
2(b)	What influence did TESOL/CELTA have on your use of ELT methods and approaches in class?	To assess how training programs shaped teaching strategies	Semi-structured interviews	Thematic Analysis
3(a)	What challenges did you face in designing materials and activities before training?	To investigate difficulties in resource development pre-training	Semi-structured interviews	Thematic Analysis
3(b)	How did TESOL/CELTA help you improve materials development and classroom activities?	To analyze changes in instructional design post-training	Semi-structured interviews	Thematic Analysis
4(a)	Was it difficult to provide feedback before completing the TESOL/CELTA program?	To understand feedback-related challenges before training	Semi-structured interviews	Thematic Analysis
4(b)	Do you believe your feedback became more effective after the training? Please give an example.	To explore the influence of training on feedback practices	Semi-structured interviews	Thematic Analysis
5	Do you think TESOL/CELTA helped shape you into a more effective teacher? Please elaborate.	To capture overall perceived impact of training	Semi-structured interviews	Thematic Analysis

In this qualitative study, transcripts from the participants' semi-structured interviews were analyzed thematically to capture the overall information (Harding & Whitehead, 2013). As part of the data analysis, data from all participants were investigated independently. An interactive process was followed when transcribing the interviews (Harding & Whitehead, 2013; Petty *et al.*, 2012). In an interactive process, transcripts are analyzed by occasionally reading, rereading, and listening to audio recordings of interviews for more in-depth analysis.

4. Findings

4.1 Challenges in Teachers' Roles

The participants in this study shared that being a teacher was challenging before they started their TESOL/CELTA training. They explained that before TESOL/CELTA, they were more like traditional 'English teachers' rather than facilitators. Their teaching approach was teacher-centered, which made students passive and disengaged in the classroom. However, after completing TESOL/CELTA, they felt they had regained their role as language teachers.

T1 said: "After completing TESOL, I became calmer in helping my students. I now understand their thoughts much better. Their background and perspectives are part of the class, and I try to incorporate that into my teaching."

Before TESOL/CELTA, T2 said he focused too much on Teacher Talk Time (TTT) instead of Student Talk Time (STT). "Before my CELTA, I spent a lot of time talking, but now I talk less and try to get my students to speak more."

T3 shared similar thoughts: "Yes, it was tough. Even though I had some ideas about the teacher's role in effective language teaching, I struggled with it." She admitted that "Before TESOL, I took a more passive approach. After TESOL, I became more active in engaging the learners, whereas before, I was mainly focused on delivering lectures."

T4 also explained that she was confused about her role in the classroom. "Before TESOL, my classes were teacher-centered. Now, after TESOL, I act as a facilitator, and my classes are more student-centered. I get my students involved in various activities before, during, and after the lessons."

4.2 Implementing Teaching Methods More Effectively

All the teachers who participated in the study mentioned that they had taken an ELT course during their bachelor's degree, so they had some knowledge of ELT methods and approaches. However, this knowledge was mostly theoretical and wasn't very useful when it came to actually applying it in the classroom. T2 and T3, who completed their MA in Applied Linguistics and ELT, still found it difficult to apply their ELT knowledge in class.

T4 explained that she tried using the methods she learned in her BA Honors course in ELT, but she struggled because she only knew the theory. "I didn't know many methods and approaches." During her MA in TESOL, she had the opportunity

to “practice these methods and theories during my teaching practicum courses, which helped me identify which methods and approaches worked best for my class.”

Two participants highlighted the importance of using CLT (Communicative Language Teaching) for a more learner-centered approach after completing the ELTE program. T2, who focuses on CLT, said: "After CELTA, my classes are more learner-centered because I apply CLT in my speaking lessons.

Similarly, T3 said: "Before TESOL, I didn't consciously use any specific method in my classes, but now I rely a lot on elicitation and student engagement, which are key elements of CLT." She also believed that her classes were more learner-centered and effective.

4.3 Material Design and Classroom Activity Planning

Participants highlighted in their answers to question 3 that they struggled to create materials and plan classroom activities before TESOL/CELTA was introduced because they were not aware of the needs of their students. According to T1, she had trouble creating materials and designing activities prior to TESOL: “My materials and activities were either too easy or too difficult for my students at different times. The concept of $i+1$ (Krashen's Input Hypothesis) has been very helpful to me in creating materials and class activities since TESOL.”

Priorities for student needs in post-TESOL/CELTA material development and activity design were explicitly mentioned by T2, T3, and T4. T2 stated, for instance: "CELTA taught me to cater learner's needs in a better way while working with materials and class activities." T3 explained that before doing TESOL, she could not understand her students' needs while developing materials because she was not aware of the needs analysis concept: “I learned from TESOL to prioritize the needs of my students before creating any lesson plans.” In addition to student needs, T4 emphasized the use of adapted and authentic materials as an impact of ELTE on classroom teaching: “Now, I use simplified and localized authentic materials based on the needs of my students.”

4.4 Evolving Feedback Strategies

One of the most delicate subjects in language instruction is providing feedback. This survey's fourth question asks us to look at the difficulties a teacher has giving feedback prior to finishing her ELTE and how she responds to feedback following her ELTE. Regarding her TESOL/CELTA feedback before completion, a teacher expressed perplexity and student disengagement. But after TESOL/CELTA, she gives feedback in a methodical, encouraging, and moderate way. As T1 stated: "Giving feedback has been easier after TESOL because I now know how much to give, what to leave out, and what should definitely be mentioned. I now always point out "good points" and "could improve points" in a T diagram.”

T3's report was essentially the same: "Prior to TESOL, I was very direct in my feedback, frequently correcting students right away, which made my students scared about their mistakes and eventually scared of me." After TESOL, however,

she now prefers to provide feedback indirectly by using encouraging phrases like "could improve" and "could include."

"Previously, I used to give only negative feedback," T4 admitted, acknowledging that TESOL had taught her the proper way to provide feedback. Additionally, after doing TESOL, she discovered that using a red pen to provide written feedback was discouraging to my students: "I now make an effort to provide constructive criticism. I write something in my students' notebooks using a green pen. If they perform well, I also give them credit, and if they make mistakes, I let them know how to improve."

Each participant reported that ELTE improved their ability to provide feedback. They now encourage their students to learn English by giving them positive feedback instead of unfavorable ones. Teachers who took part also tried to offer advice on how students could succeed.

4.5 Teachers' Perceptions of Their Professional Growth

The only closed-ended question posed to the participants was question number 5. It concerned their self-perception as a teacher following their completion of the ELTD program. Every participant gave an affirmative response. They believe they were now better teachers than they were before completing TESOL/CELTA. This response illustrates how her ELTE program has generally improved teachers' teaching methods.



Figure 1: Teachers Perceptions

5. Discussion

This study explored the real classroom challenges faced by English teachers in Bangladeshi private universities and how professional training programs like TESOL and CELTA helped them overcome these problems. The findings reveal that before getting trained, most teachers had difficulty managing their roles, selecting the right teaching methods, designing effective materials, and giving useful feedback. After completing the training, they became more confident, student-centered, and better equipped to handle classroom needs.

The study confirms what earlier researchers such as Hamid and Baldauf (2008) and Ali (2014) had warned—that many English teachers in Bangladesh enter the profession without specialized ELT training, which negatively affects their performance. Our study builds on this by showing that structured programs like TESOL and CELTA can fill this training gap. Participants reported that these programs helped them redefine their teaching roles—from being passive content deliverers to active facilitators of learning, aligning with the reflections of Farrell (2012) who emphasized the transformation of teacher identity through professional education.

Furthermore, although most participants had previously studied ELT theories in their undergraduate programs, they found it hard to apply these in real classroom settings. This reflects the same issue highlighted by Karim *et al.* (2020), who pointed out that practical teaching experience is often missing in traditional degree programs. Our study addresses this problem by showing how TESOL/CELTA, with hands-on practice and reflection, bridges the gap between theory and practice.

The study also points to the need for more practice-based teacher training, as discussed by Freeman and Johnson (1998) and Richards (2008). Participants reported being able to use Communicative Language Teaching (CLT) and other student-centered methods more effectively after training. They mentioned specific changes, like encouraging more student talk time (STT), using elicitation strategies, and applying the input hypothesis (Krashen's $i+1$) in lesson planning. These changes reflect a clear shift from teacher-centered to learner-centered instruction, which is one of the main goals of modern ELT pedagogy.

Another major improvement was in designing classroom materials and activities. Before the training, teachers admitted they failed to assess students' needs properly and created activities that were either too hard or too easy. After the training, they became more aware of learners' levels, interests, and challenges, which helped them develop better lessons. This supports the findings of Nunez and Tellez (2009), who emphasized that professional development helps teachers create more engaging and suitable materials for learners.

Feedback practices also improved significantly. Before ELTE training, participants gave mostly direct or negative feedback, which made students uncomfortable or afraid of making mistakes. After the training, they learned to give balanced and encouraging feedback using positive language, praise, and suggestions. This matches what Brown and McIntyre (1989) have said about the importance of constructive feedback in promoting learner confidence and autonomy.

Finally, the study highlights those teachers felt more professionally confident after TESOL/CELTA. All participants said they had become better teachers, which aligns with the arguments made by Desimone (2009) and Earley & Porritt (2013), who emphasized the lasting impact of quality professional development on teacher growth and student success.

In summary, this study fills a clear research gap by providing firsthand evidence of how ELTE programs improve classroom practices for teachers in Bangladesh—something that was previously underexplored. While many past studies (e.g., [Hamid, 2010](#); [Rahman & Pandian, 2018](#)) identified problems in English teaching and teacher preparation, this study shows how professional training can solve those problems, especially when the training includes practical components. It also calls for more support for ongoing professional development (CPD) so teachers can continue to improve throughout their careers.

6. Conclusion

Overall, the challenges in ELT and the efforts to address them through the ELTE program can be key moments for educators teaching ESL/EFL. The participant's perspective clearly answers the research questions, showing that the problem still exists in her ELT practice and that ELTE offers helpful solutions for overcoming these challenges. Teachers who do not choose TE face difficulties when teaching English. This study highlights that teacher professional development is a crucial tool for improving teaching practices and student outcomes. TESOL/CELTA can be seen as essential for successful English teaching and learning, but additional professional development helps teachers gain the skills and knowledge needed to become more effective in their teaching.

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Conflict of interest

The authors declare no potential conflict of interest regarding the publication of this work. In addition, the ethical issues including plagiarism, informed consent, misconduct, data fabrication and, or falsification, double publication and, or submission, and redundancy have been completely witnessed by the authors.

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