

Comprehensive approaches, materials, and evaluations of TEFL along with the manifestation of multilingual competencies' challenges from the perspective of public and private universities of Bangladesh

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ABSTRACT: *Language is the one of the important mediums of expressing thoughts. It has the power to create tremendous revolution, devastating conflict as well as fruitful solution. Due to the blessings of language; social, cultural and regional gap has also been reduced. Years after years, we are habituated with the habit of viewing English Language teaching from one or two modes in our country. The fact cannot be denied that so many teachers from the public and private universities are not aware of the modified policies and materials for that reason learners are still caged at the turbulent level. It can also be highlighted that at this time multilingual environment is keeping a positive impact both socially and economically in drawing profit at many countries. Time has come to consider the issues.*

KEYWORDS: comprehensive approaches, materials, English language, multilingual environment, challenges, resolution

INTRODUCTION

Policies, materials, and evaluations are an exigent part of a country because they assist an organization or institution to have specific rules and regulations. It also stimulates the regulatory body for capturing the wings of development after maintaining a higher-standard quality. Ages after ages, we are nourishing English Language teaching from one or two modes. The fact cannot be denied that so many teachers both from the public and private universities are not that much conscious regarding the modified policies and materials of TEFL (Teaching English as a Foreign Language) as a result, learners feel troubled and suffocated at the time of capturing information in the related subject. Beside this, the point can also be highlighted that it is the time of giving concentration towards multilingualism.

Background

For creating a favorable environment, both direct and indirect methods (related to teaching styles and materials) should be considered. The major characteristic of the functional-notional approach to language teaching is sensitivity to the individual needs of students (Finocchiaro, 1983). On the other side, Ellis (1994) identifies the substantial contribution to SLA, despite the methodological flaws in the study of second language acquisition in a magnificent way. The critical analysis is also exposed boldly that the advantages of nurturing a multilingual environment are paramount. If we look at the development rate of other countries, then it can be viewed that the success rate is high, especially in those countries where collaborative learning systems, discussion and analysis are combined. Judith F. Kroll and Paola E. Dussias (2017) uphold the significant issues of multilingualism in “The Benefits of Multilingualism to the Personal and Professional Development of Residents of the US” in this way- “New research on multilingualism has changed our understanding of the consequences of learning and using two or more languages for cognition, for the brain, and for success and well-being across the entire lifespan. Far from the stereotype that exposure to multiple languages in infancy complicates language and cognitive development; the new findings suggest that individuals benefit from that exposure, with greater openness to other languages and to new learning itself. At the other end of the lifespan, in old age, the active use of two or more languages appears to provide protection against cognitive decline.” Day by day, the people of the advanced nations are getting more interested in learning new languages. For language scientists, the multilingual speaker is now seen as a model for understanding the way that language experience shapes the mind and the brain (Kroll, Dussias, Bice, & Perrotti, 2015). It is believed wholeheartedly by most of the linguists and scientists that to learn something new, teaching and learning systems should be interactive. Kenneth A. Bruffee (1984) delineates the note that the Modern Language Association scheduled a multi-session forum entitled “Presence, Knowledge, and Authority” in the Teaching Literature. One of the associated sessions, called “Negotiations of Literary Knowledge,” included a discussion of the authority and structure (including the collaborative classroom structure) of “interpretive communities” (p.635). In this research, modified policies, materials, and evaluations on TEFL have been brought out along with the multilingual competencies’ challenges from the perspective of public and private universities of Bangladesh. Considering the present scenario, probable solutions have been delineated.

The core objectives of this research are:

- i) to capture the present scenario of TEFL at the university level of Bangladesh;
- ii) to identify modified policies and materials that can be followed;
- iii) to reveal the phases of possibilities;
- iv) to detect the challenges;
- v) to show the probable solutions.

MATERIALS AND METHODS

Nature of the Study: Without a doubt it can be said that the nature of the question or problem which is investigated to have information, determines whether the study is qualitative or quantitative. At the time of viewing core research objectives, it will be found that all the research objectives demand quantitative data. As the research needs quantitative type of data, the whole research follows a quantitative research method. But it can also be mentioned that in some cases, qualitative data are used to support the quantitative data.

Research Area: The study areas were confined to Dhaka and Chittagong, the two biggest division of Bangladesh. Areas have been selected considering the location of the prominent universities, economic importance, easy access of the researchers, convenient communication system, availability of time, financial support etc. To complete the research perfectly and timely, the researcher chooses the specific areas. The point can be mentioned with bold note that most of the renowned public and private universities of Bangladesh are in these two divisions.

Sampling and Sample Size: Research accelerates its flow with deep thought and evidence. Sampling is an indispensable technique of research. The research work cannot be undertaken without the use of sampling (Francis, 2010). In this research, twelve universities were selected through convenient sampling, where six were public and six were private. From selected universities, teachers and enthusiastic students were taken by random sampling technique. The whole sample design of the study is depicted below:

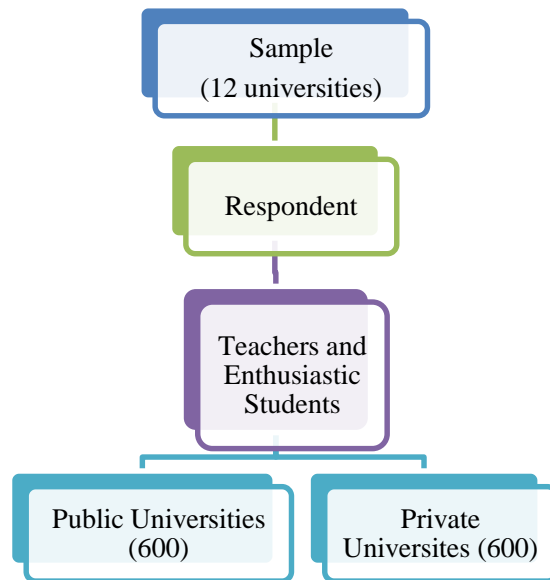


Fig-1: Sample design of the study

This research project is based on TEFL with the manifestation of Multilingualism from the perspective of Public and Private Universities of Bangladesh. Data is analyzed here through a comparative discussion. The result of a questionnaire survey on 1200 participants (teachers and students: 600 from public and 600 from private universities) was examined through a comparative analysis and discussion. For data collection a 4-part questionnaire, having 28 items were designed and administered on about 1200 participants. A quantitative method was adopted to guide the whole study. This research study is an attempt to identify the challenges and the possibilities of TEFL and the multilingual competencies' challenges and the prospective phases.

Materials for Data Collection: Defining appropriate material is important for successful research. The researcher only used questionnaire as material for assorting necessary data. The questionnaire was structured; however, there was also room for open responses from the respondents.

Ethical Considerations: Ethical issues were specific codes of professional conduct for researcher. Maintaining ethical standards in research is so challenging. However, at the time of collecting data and conducting the research, special considerations were given on ethical issues.

The following ethical criteria were taken under consideration throughout the research:

- ❖ For collecting data, the researcher used a consent letter along with the questionnaire where the title, researcher's information and the main purpose of the study were given.
- ❖ Data were collected after receiving the permission from the authority and the researcher was responsible for the confidentiality of data.
- ❖ All participants were equal. During data collection, no group received any special privilege.
- ❖ The researcher did not create any pressure or bring any uneasy situation for the institution or groups or individual at the time of data collection.
- ❖ The report was based on the actual data collected from the current situation.
- ❖ The researcher assures us that the obtained data and evidence would be used only for the research purpose.
- ❖ The researcher did not give any opinion or judgment to the respondents so that it could influence their reflection.

RESULTS AND DISCUSSION

English Language is playing an inseparable role in social, economic, and educational advancement. For keeping pace in the continuous progression, it has become crucially important to nurture the field with innovative thoughts. Year after year, we are in a stuck to follow the same proportion. Time has come to think of it newly. For the betterment of education, we must furnish our education system with modified policies and materials as well as view the challenges and evaluate the probable solutions.

Challenges in TEFL/ in Multilingual Environment:

a) Gap between coherence and cohesion/Lack of thought: Idea builds according to the knowledge and experience. Despite having a glorious result, few faculty members of this research project have shared the note that they are not satisfied with their performance due to the gap between coherence and cohesion. Among the participants, 16% strongly agreed, 72% agreed whereas 8% strongly disagreed and 4% disagreed with this cause.

b) Lack of proper practice: In this post-modern world, all are extremely busy in fulfilling their material needs. About 44% of the participants strongly agreed and 48% agreed whereas 8% disagreed with this issue.

c) Unable to communicate: Communication skills are an excellent set of skills by which one can achieve credibility. Proper understanding level can make a fruitful bondage. It is acknowledged by more than half of the participants in this research study that their messages are not taken by the learners exactly according to their expectation. With this opinion, about 40% of the participants agreed, 52% strongly agreed, and 04% disagreed.

d) Grammatical Problems: Grammar is the set of rules that help us to communicate properly. The teachers who were participants in this research study have shared the note that they do not face that much problem in grammar during teaching and learning. However, few of them delineated the point that at certain fields of grammar few issues are little bit challenging to capture. In favor of this point, 56% agreed and 40% strongly agreed. On the other hand, 4% disagreed with this cause.

e) Lack of Confidence: One can depict his or her name in the heart of an individual perpetually by nourishing a mesmerizing personality. This is that type of personality where confidence, politeness, and wisdom all three powerful criteria are intermingled. The absence of anything represents a house without a roof. All the faculty members have agreed that they always try to capture all the qualities; however, few enthusiastic students who have participated here have shared the note that they cannot expose themselves at the public field due to the lack of confidence. However, 56% agreed, 40 % strongly agreed and 4% disagreed among the participants.

f) Nervousness: It is proved scientifically that when we learn new things, see challenging situations, face reality unexpectedly and/or hold expectations at the peak level without any certainty we are extremely nervous. The people who have high command over the situation do not face that much difficulty as they can control it. However, in opposite cases, they feel suffocated and shattered due to the gap between expectation and reality. About 88% of the participants agreed with this side. On the contrary, 4% disagreed and 8% strongly disagreed with this cause.

g) Unskilled Teachers: Teaching reflects that service where the perpetual task of sharing knowledge and giving shelter is embellished. Harley, B. et al. (1990) highlights the point regarding the duties of a teacher in this way- "Teachers are responsible for planning, developing teaching

aids for the activities, and conducting English program to motivate pupils to learn English in an effective English environment.” Although in the previous time, teachers had only one identity and that is- the person is involved in teaching and learning. However, painfully true, the situation has changed drastically. According to the present situation, teachers can be divided into three categories professional, political, and moral. The first group members have come to this field only to use it as a source of income; no ethical standard is having its place here. They just want to complete the course or syllabus without having any clarification as well as without touching the heart of the learners. The second group members are politically powerful. The group members of this category have come here to fulfill their personal agenda. They have no interest in doing research or activities like that. However, there are also few members even now who belong to the moral group. The members of this group are honest, hardworking, and deeply dedicated to their duties and responsibilities. Although they have a fervent desire, they cannot expose it according to their expectation due to the lack of materials and adequate facilities. Despite having glorious results, many teachers are not getting proper training, and for that reason many of them remain unskilled at certain issues of the teaching field. As a result, the teaching and learning system is facing hindrance. Among the participants, 40% agreed, 16% strongly agreed, whereas 28% disagreed and 16% strongly disagreed with this cause.

h) Limited Vocabulary: Sufficient words can help a person to express him or her within an efficient way. We do not face any problem expressing our thoughts in Bangla as it is our mother tongue. However, at the time of teaching English or other language before the second language learners many of the participants in this research study have acknowledged the matter that they have limited stock of vocabulary to some extent and due to that reason it is little bit difficult for them to overcome that specific situation. About 76% of the participants agreed and 20% strongly agreed whereas 4% strongly disagreed with this opinion.

i) Caste / Skin disparity: Those days have gone where human beings were given priority according to color or caste. Time has changed. Most of the people are conscious regarding their rights. However, few participants believe that caste or skin disparity has created a frame in their mindset, and the net is much stronger, which is difficult for them to break. In this research study among the participants, about 4% agreed, 8% strongly agreed. On the other hand, 36% disagreed and 52% strongly disagreed.

j) Pronunciation Problem: Excellent pronunciation upholds the speaker’s credibility and personality among the audience. Nevertheless, the point can also be mentioned that due to the regional attachment, the correct pronunciation of the target language has become a challenging matter. About 12% strongly agreed and 68% agreed whereas 8% disagreed and 12% strongly disagreed with this note. The entire scenario of participants’ response about the of challenges in TEFL/ in Multilingual environment is presented below graphically for easy on eye-

Challenges

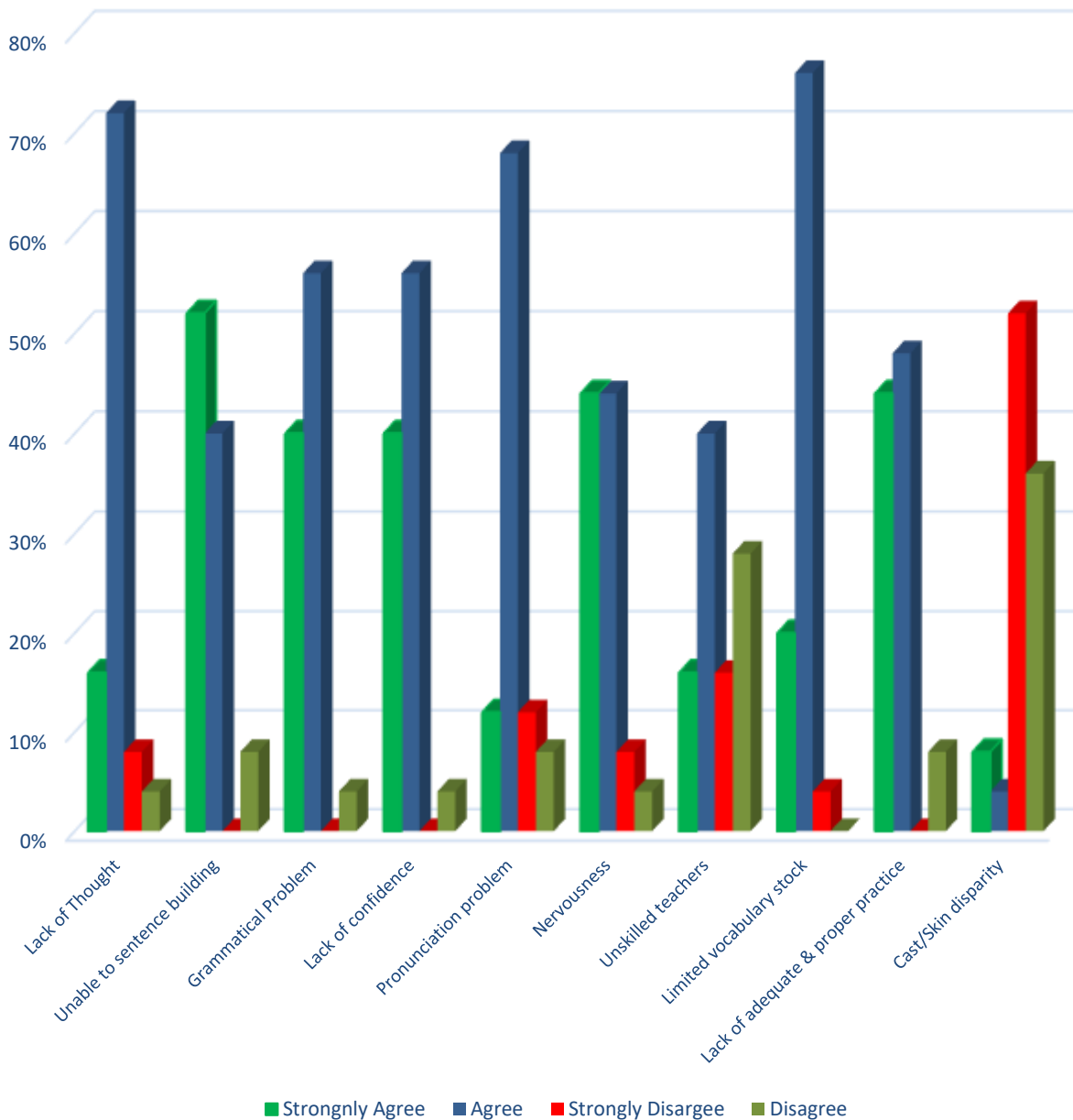


Fig-2: Challenges in TEFL / Multilingual Environment (Source: Author's, On the basis of data analysis)

✚ The view of the participants regarding challenges is tabulated here:

Table 1: *Challenges in TEFL / Multilingual Environment*

Challenges/ Causes	Strongly Agree	Agree	Strongly Disagree	Disagree
Gap between Coherence and Cohesion/ Lack of thought	16%	72%	8%	4%
Unable to sentence building	52%	40%	0%	8%
Grammatical Problem	40%	56%	0%	4%
Lack of confidence	40%	56%	0%	4%
Pronunciation problem	12%	68%	12%	8%
Nervousness	44%	44%	8%	4%
Unskilled teachers	16%	40%	16%	28%
Limited vocabulary stock	20%	76%	4%	0%
Lack of adequate & proper practice	44%	48%	0%	8%
Cast/Skin disparity	8%	4%	52%	36%

(Source: Author's, On the basis of data analysis)

Effects

a) Inferiority Complexity: The affirmation is given by few of the participants that they consider themselves inferior compared to others when they find the other proficient at the target language. On the contrary, few participants have shared the note that they do not get any interest in learning other languages because of the difficulties and limitations. However, the lion's portion of the participants agreed that they give value, deep respect and regard the person as superior if they can speak other languages perfectly. About 80% agreed with this whereas 20% disagreed.

b) Fall of Prosperity: People of other countries are soaring high due to their set of skills, knowledge, and productive qualities. Time has come, we must nourish an environment where besides English language, few other demanding languages will also have the priority in learning. This magnitude will attract the foreign investors to invest more in an organized way with higher pay. Despite having potentialities, capabilities, and resources, we are not keeping pace up to the mark because of the lack of efficiency and proficiency. With this opinion about 60% of the participants agreed and 40% disagreed.

c) Misunderstanding in communication: Due to the challenges, misunderstanding takes its place in communication. About 88% of the participants agreed with this point whereas 12% disagreed.

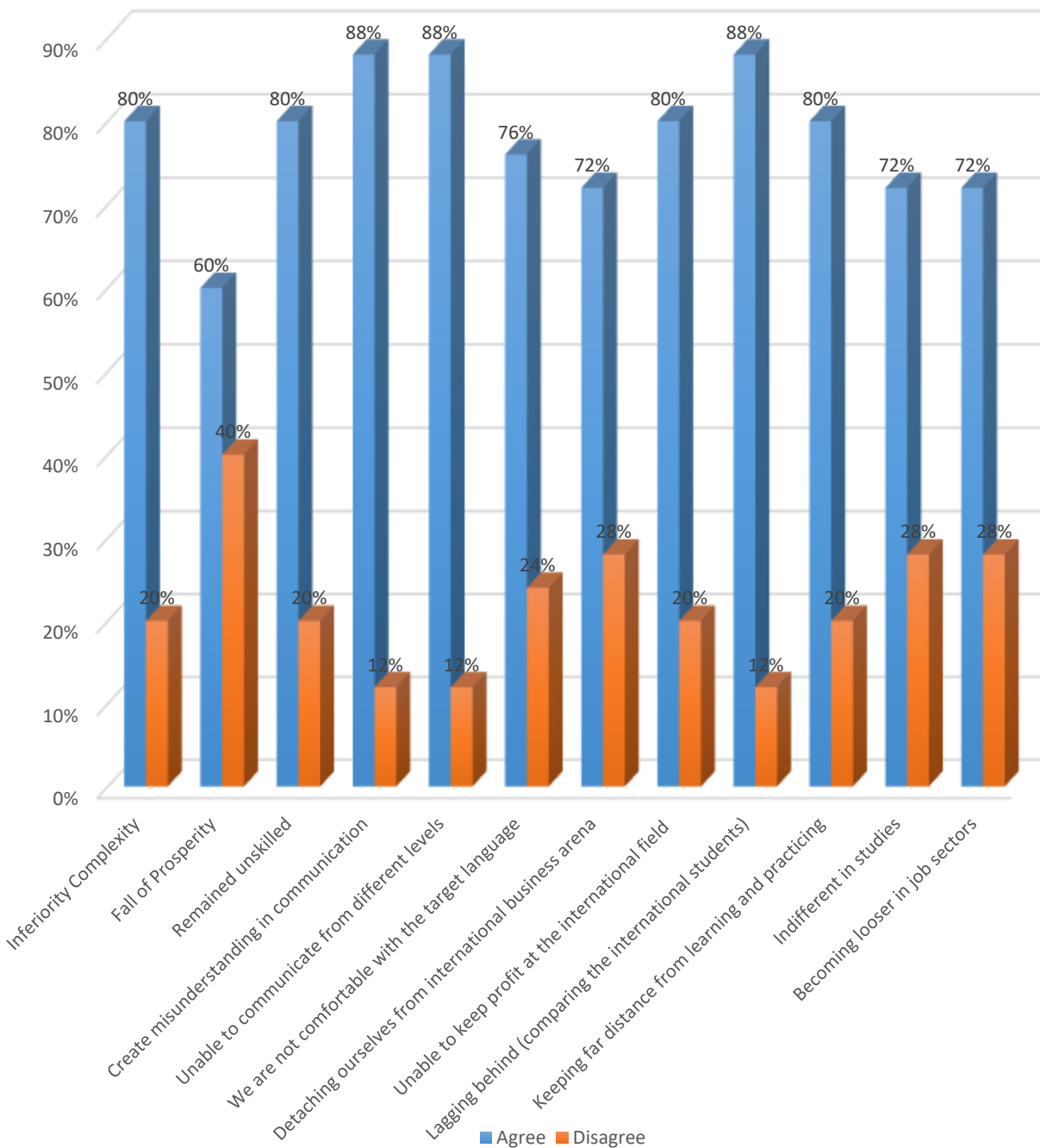
d) Remain Unskilled: Without having proper training, materials, and other related issues, we are forcing our brain to follow an imposed decision blindly which creates a huge gap between the expectation of the teachers and learners. On account of this issue, a fragile system is accelerating in the educational field. About 80% of the participants agreed with this view, on the other hand, 20% disagreed.

e) Unable to communicate from distinct levels: Soft skills always help us to cut profit from various levels. However, scarcity of soft skills and lack of sound knowledge on the related subject at the time of teaching English as a second language may create problems from diverse levels especially from the perspective of pronunciation, communication, administration, and management. About 88% of the participants agreed with this point whereas 12% disagreed.

f) Detaching ourselves from the international business arena: International business is running upon diplomatic policies, materials, resources etc. However, we are detaching ourselves from the international market. If we embellish ourselves effectively in more than two demanding languages then, the job market will be broader for us. But, painfully true, we have not taken the issue solemnly yet. About 72% agreed with this opinion and 28% disagreed.

The entire scenario of participants' response about the effects is given below graphically-

Fig-3: Effects



The opinion of the participants' regarding the effect is tabulated here:

Table 2: Effects

Effects	Agree	Disagree
Inferiority Complexity	80%	20%
Fall of Prosperity	60%	40%
Remain unskilled	80%	20%
Misunderstanding in communication	88%	12%
Unable to communicate from diverse levels	88%	12%
We are not comfortable with the target language	76%	24%
Detaching ourselves from international business arena	72%	28%
Unable to keep profit at the international field	80%	20%
Lagging behind (comparing the international students)	88%	12%
Keeping far distance from learning and practicing	80%	20%
Indifferent in studies	72%	28%
Becoming looser in job sectors	72%	28%

(Source: Author's, On the basis of data analysis)

Comparative Analysis:

Comparative analysis regarding the Challenges of TEFL/ Multilingual Environment:

If we keep a look on the participants' opinion then, it will be found that the view of the participants in the public universities differs from the participants of the private universities. However, both universities are playing an exigent role in social, economic, and educational fields. At the time of upholding views on challenges and the effect, the participants were not giving any homogenous

view. Craig Chaudron (1988) shares the note that “Various personality, attitudinal, cognitive, and other individual or social factors which are thought to influence observable classroom behaviors have been the object of instructional research...Careful evaluation of results can lead to well-informed decision making at all levels of educational planning: development of the curriculum, preparation of materials, training of teachers, preference for classroom teaching activities and techniques, decisions about individualization of instruction, and even teacher’s modifications of speech in explanations.”

If we see the unskilled teachers phase at the data analysis portion, then it will be found that public university participants (67%) have agreed and taken the point seriously and marked it as hindrance in TEFL and in multilingual environment where few (33%) of the participants have disagreed with this note. On the other hand, private university participants’ opinion is equal, 50%. Regarding pronunciation problems, in this research study, about 53% of the participants have marked it as a challenge from the public universities whereas 70% participants of the private universities have agreed that pronunciation problem creates a barrier in TEFL/ Multilingual environment. The view of the participants is differing from the perspective of public and private universities of Bangladesh. The comparative result of this research study from the perspective of public and private universities of Bangladesh is tabulated below:

Table 3: Comparative view from the perspective of public and private universities regarding the Challenges of TEFL/ of Multilingual Environment

Challenges/ Causes	Public University Ps				Private University Ps			
	Strongly Agree	Agree	Strongly Disagree	Disagree	Strongly Agree	Agree	Strongly Disagree	Disagree
Lack of Thought	67%	16.5%%	0%	16.5%%	30%	53%	7%	10%
Unable sentence building	10%	80%	5%	5%	30%	40%	20%	10%

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Grammatical Problem	27%	57%	6%	10%	10%	70%	20%	0%
Lack of confidence	50%	13%	10%	27%	50%	30%	10%	10%
Pronunciation problem	53%	40%	0%	7%	20%	70%	0%	10%
Nervousness	50%	43%	0%	7%	20%	70%	0%	10%
Unskilled teachers	17%	50%	3%	30%	0%	50%	10%	40%
Limited vocabulary stock	33%	60%	0%	7%	23%	67%	0%	10%
Lack of adequate & proper practice	33%	40%	0%	27%	20%	70%	0%	10%
Cast/Skin disparity	3%	7%	57%	33%	10%	10%	53%	27%

Comparative analysis regarding effects from the perspective of public and private universities of Bangladesh:

In the above discussion, we have seen distinct types of challenges. Let us have a comparative view from the perspective of public and private universities. Here, a comparative analysis on significant issues will be given. In this research study, about 83% of the participants from public universities have agreed that due to the challenges, we are falling from prosperity whereas 17% disagreed. On the other hand, about 70% agreed with this from the private universities and 30% disagreed. Many of the participants have acknowledged that among them who are not sound and that much confident in organizing the thoughts at the target language regard others superior. About 93% agreed and 7% disagreed with the public universities where the percentage of giving consent is lower in private universities in this issue. About 70% agreed and 30% disagreed. Due to the gap between communication levels, we are parting ourselves from the international business arena. Both participants from public and private universities have agreed equally that we are not able to cut that much profit in the international market on account of carrying that type of challenge. Among the participants, about 80% agreed with this opinion and 20% disagreed both from public and private universities. Besides this, all the participants of this research study have given their opinion on different points regarding effects. The comparative analysis of the result in this research study is given here in a tabulated way:

Table 4: Comparative view from the perspective of public and private universities regarding the Challenges of TEFL/ of Multilingual Environment

Effects	Public University (Ps)		Private University (Ps)	
	Agree	Disagree	Agree	Disagree
Inferiority Complexity	93%	7%	70%	30%
Fall of Prosperity	83%	17%	70%	30%
Remained unskilled	90%	10%	90%	10%
Misunderstanding in communication	90%	10%	90%	10%
Unable to communicate from distinct levels	83%	17%	60%	40%

We are not comfortable with the target language	87%	13%	50%	50%
Detaching ourselves from international business arena	76%	24%	70%	30%
Unable to keep profit at the international field	80%	20%	80%	20%
Lagging (comparing the internationals)	83%	17%	80%	20%
Keeping far distance from learning and practicing	83%	17%	80%	20%
Indifferent in studies	60%	40%	50%	50%
Becoming looser in job sectors	67%	33%	80%	20%

Comprehensive approaches and materials that can have priority:

Human beings are engaged with each other socially, economically, regionally, and globally. Brown (1994) highlights the point that “We are agents for change in a world in desperate need of change: change from competition to cooperation, from powerlessness to empowerment, from conflict to resolution, from prejudice to understanding”

At the time of teaching and learning distinct types of methods or approaches can be applied. However, six stages can be followed to overcome the challenges and to get a fruitful result. The initial stage is the most important depiction. This stage will predict the reasons and objectives of the goals. Then, thought provocation stage. Here, deep thoughts and different perspectives regarding the issue will have priority. After this stage, the teacher can divide the learners into groups where they will be engaged in conversation in the target language. Fictional books or articles in the target language should be given. Next stage is activities. Here, several types of activities like debate, recitation or extempore speech competition will have greater importance. After this stage, the representation stage can have its preference where distinct types of information

of the target language will be presented in various structures, graph, map, and/or in drawings. The last stage and approach that can have its special consideration in teaching and learning is discussion where creative thoughts will make a fruitful contribution to organize the issues. Here, workshops, seminars, symposiums and/or conferences will be included. Positive change should be brought out. The comprehensive approaches that can be used in teaching as well as in multilingual environment are given here in the following figure:

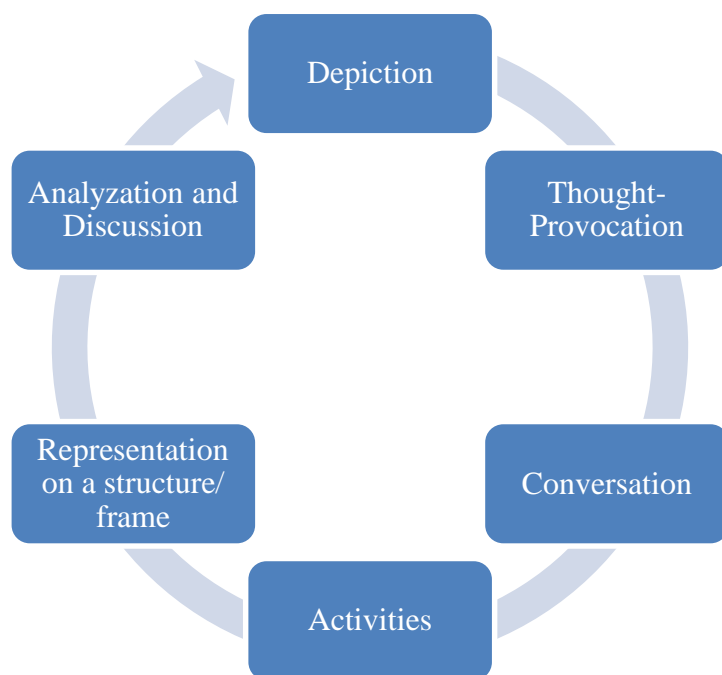


Fig 4: Comprehensive approaches that can be followed in TEFL/ Multilingual Environment

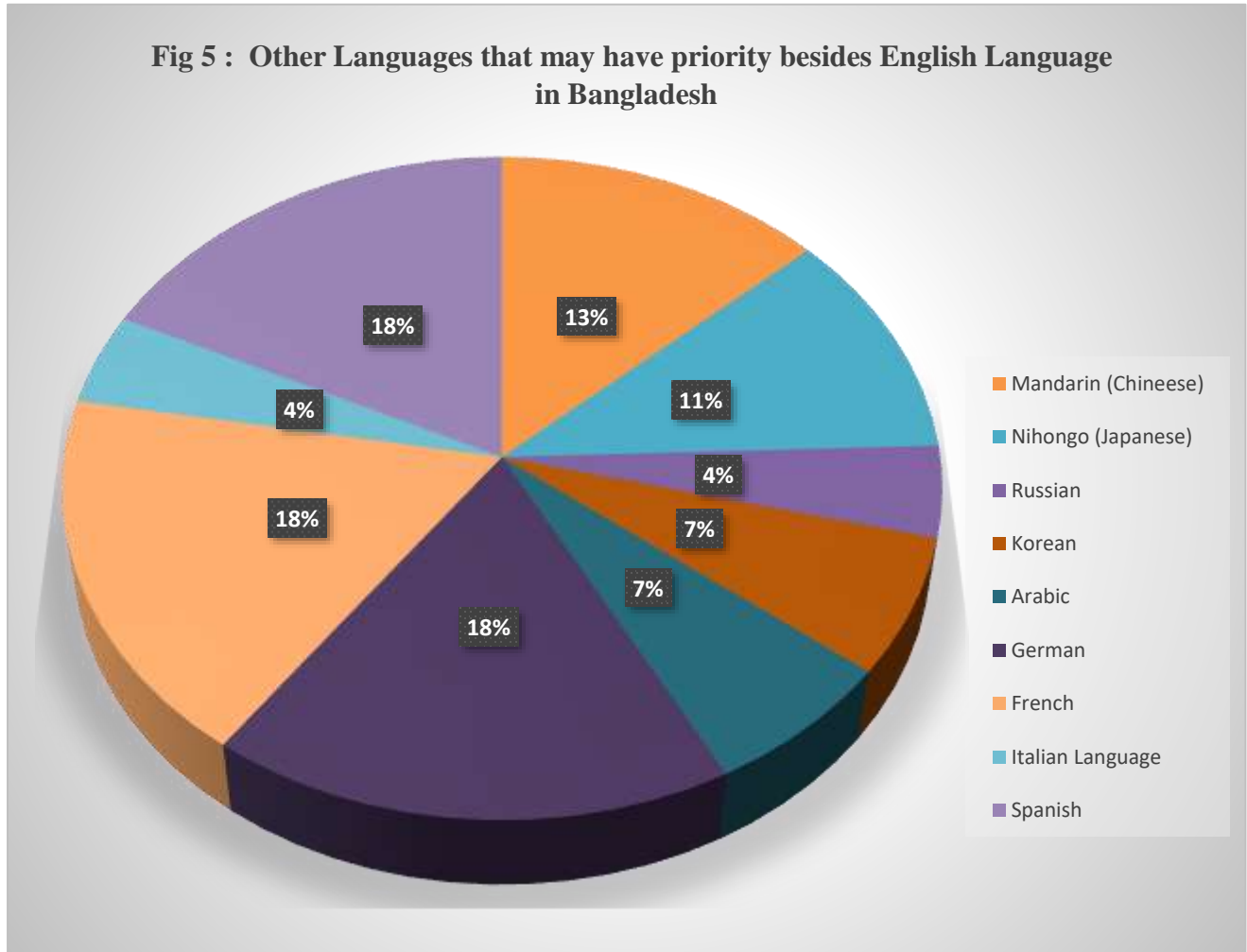
Multilingual Environment

Besides English language, the language that may have priority:

Bangladesh is known as the region of culture and unity. Certainly, we have deep respect towards our mother tongue. However, besides English Language, we must nourish other language too. Mohammad Nurul Islam (2019) exposes the exigent note regarding the phases of language from the perspective of Bangladesh in this way “Although Bangladesh is considered to be by and large a monolingual country in which majority of the population is speakers of Bangla language whereas a sizeable minority are speakers of more than ten additional languages like Urdu, Monipuri,

Chakma, Santali, Garo, Rakhain, Tipra. The status of English in Bangladesh can be made into three sections colonial period, post-colonial period & post-liberation period.” (2019, p.247). During data collection, the researcher kept a phase at the questionnaire regarding multilingual environment for getting the view of the participants. All have responded positively. This fact is acknowledged by the most of the participants that for keeping a fruitful contribution as well as for capturing the lion's share of investment in the international field, multilingual environment is necessary. Jean-Louis Arcand and François Grin (2013) expose their note strongly in this way- “Our main concern is on establishing the plausibility and magnitude of a link between language on the one hand, and development on the other hand.” The relationship between language and economic development is crucial. Those days have gone, where Monolingual or Bi-lingual has received the prime concern. The matter cannot be avoided in any way because it is the time of Multilingualism, and we must flourish ourselves with this stream. Due to this skill and other issues, countries like China, France, Spain, Russia, Japan, and America all are having surprising success. Amazingly true, Bangladesh is also starting to walk in this path. Because of the task of Rooppur Nuclear Power Plant in the Ishwardi Upazilla of Pabna District, excellent experts from Russia and other different regions have come. As a result, cultural exchange, friendly relations, and an economic investment are also having its place. It is mentionable that most of the people of that specific area in Bangladesh can speak to the Russian language also. Besides mother tongue, Bengali people have also named restaurant, salon, cafe, shopping mall, shops etc. in Russian Language. At the present time, "Roopoor Green City Project" is also known as "Mini Russian City" all over the area. Fruitfully true, the people of that area are now making enormous profit comparing the previous years. People from Russia and Belarus are also trying to learn our mother tongue- Bengali Language. No one can deny the issue that due to the fertility and possibilities; Bangladesh is regarded as a piece of gold to other countries. Due to the economic zones, investors from Korea, China, Japan, and Saudi Arabia are highly interested to work from different sectors in our country. For accelerating the social, economic and regional progress, it will be great if careful attention is given to make a multilingual environment. Participants of this research study have given different opinions in selecting languages. About 54% participants have given their opinion to give priority to French, Spanish and German language whereas 11% have shared their view on Japanese and 13% on Chinese. Besides these languages, few are interested in learning Arabic and Korean. About 7% of the participants in this research study have given their desire to learn Arabic and Korean language. Here, the least proportion (4%) of the participants has given their opinion to prioritize Italian and Russian language. The views of the participants have been delineated here in the following figure:

Fig 5 : Other Languages that may have priority besides English Language in Bangladesh



Reasons for having a multilingual environment:

A multilingual environment accelerates the economic wheels of a country in a stronger way. More people can be engaged both in national and international fields. It is found in much research that the people who can speak more than two languages can think and work faster compared to others. It boosts the brain's activity and enhances the ability to work with creative thoughts. The fact cannot be denied that multilingual environment will create cultural bondage and attract foreign investors to invest handsome amount in our country. The point can be highlighted that our social, economic, and cultural relationships will also be more improved if we can embellish ourselves with the most demanding languages.

Contributions & Limitations:

The aim, objectives and findings of this research supported the students, teachers and the enthusiastic researchers to get an idea with the demanding issues. It will also assist them to view the present conception, expectations and the gap between teaching and learning systems of Bangladesh from the perspective of public and private universities of Bangladesh (on the standpoint of TEFL and multilingualism). Latest approaches and materials that are discussed here will have prime considerations among the teachers and students at the time of accomplishing the learning objectives. Future researchers will also be inspired to work in this arena. The point can be noted that the researcher could not reach all the public and private universities of Bangladesh due to the limitations of time and funds. The methodological limitations should be equally considered.

CONCLUSION

We have fervent respect towards our blood and mother tongue Bangla. However, for keeping pace at the international field, for capturing the lion's share of investment as well as for establishing rights and for ensuring the correct wage according to the skills and labor, a favorable environment from the perspective of TEFL and Multilingual environment must be ensured. Nevertheless, our cognitive thoughts should be developed positively. We must not forget that renowned countries are having surprising success due to their hard labor, soft skills and for the blessings of a multilingual environment. Within this fleeting time, even if it is not possible to bring a multilingual environment into our country, however, at least, we should try to start learning the most demanding languages without delay.

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Competing Interest: The researcher has no competing interest.

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