Effectiveness of Existing Language Courses and Classroom Tactics for ELT at the Engineering Universities in Bangladesh

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Abstract—**This study aimed at investigating the English language teaching (ELT) at eight engineering universities in Bangladesh with a particular focus on the existing language courses and classroom teaching techniques used in English language education of those selected universities. During the study, students' perceptions and their academic, social, and emotional standpoint regarding English language teaching were also considered. The study sample encompassed 144 present and former students of those selected universities. A mixed-method approach, both qualitative and quantitative, was administered to collect data on the present English language courses and the classroom teaching techniques. Under the qualitative approach, the study's findings revealed that the classroom teaching techniques and instructional methods of the selected engineering universities require modification based on the identified needs and expectations of the teachers, students, and the responsible persons of the workplace.**

Index Terms—**ELT, classroom teaching techniques, engineering students, professional development**

I. INTRODUCTION

Engineering is the most significant arena of education in the world. But English is an instrument that affects engineering students in their life. Engineering students face lectures, labs, tutorials, papers, and project reports in English in academic life. Not only that, they need to deal with the internet now and then, and the internet delivers the information in English. At the office, English is the operative language of an extensive range. So, English communication capability plays a significant role in engineering students' academic careers, for competitive examinations, for securing a scholarship or executing their duties. Still, very often, many engineering students do not possess sufficient capability in using communicative English. Clement and Murugavel (2015) claimed that many engineering graduates remain unemployed due to poor communication skills. However, this study dealt with ELT at engineering universities in Bangladesh, focusing on English language courses and classroom teaching techniques.

Sultana et al. (2019) researched the effectiveness of English courses for diploma engineers admitted into the undergraduate level at engineering universities in Bangladesh through the depth evaluation of the whole procedure. They focused that evaluation should consider a significant number of issues, including efficacy of the English language course, materials used in a teaching-learning way, learning environment, assessment and feedback procedure.

The medium of instruction (EMI) in engineering universities is primarily English. Khan et al. (2020) mentioned that even after twelve years of academic study, students are weak in using the English language. However, in the case of engineering students, specific English courses need to be completed irrespective of their discipline or background knowledge. Gradually, English has continued to be an essential part of the communication matrix. Communicative Language Teaching (CLT) was a necessary shift for ELT in Bangladesh. At the tertiary level, engineering universities have adopted different methods and approaches to develop the English proficiency of future engineers to prepare them for the career struggle in terms of communication skills. This study concentrated on the English language courses and the classroom teaching techniques of engineering universities to address the loopholes with suggestive measures for their effectiveness.

The two dominating factors of the current world are globalisation and information technology which demand sound knowledge of English. Knowledge of English is a prerequisite for computer literacy again, and globalisation will face hindrances without successful communication, which requires proficiency in the English language. Thus, the need for proficiency in English is multi-folded as it has a considerable impact on academic, social, and professional fields. Students of engineering universities often displayed unsatisfactory English language performance despite their twelve years of compulsory education in English. A majority of them could neither cope with the academic requirements nor with the challenges of the professional domain. However, the objectives of this paper were (i) to identify the ways of improving English language teaching from learner perspectives at the engineering universities in Bangladesh; (ii) to

identify the problems of engineering students' language education in Bangladesh; and (iii) to explore the efficacy of classroom techniques used in English language classrooms at engineering universities in Bangladesh.

II. THEORETICAL ASPECTS

The English language has become prevalent for the commerce, cultural and business sectors and particularly for internet infrastructures around the globe as it is extensively used by information and technology industries. English language skill is the foremost of getting a decent job in those countries as their mother tongue is English. So, there is a high demand for people in foreign countries who can speak better English. Bhuiyan (2021) mentioned that English for specific purposes (ESP) could focus the learners' attention on the language and communication requirements in a particular professional field. Generally, engineering students need English language proficiency (ELP) to understand, coordinate and accomplish their projects, reports, graphs, and lectures and communicate with various people from different parts of the world. The students need ELP for academic purposes, future jobs, and to communicate with the outer world (Ibrahim, 2016). Therefore, quality assessments and evaluations need to be enacted to reaffirm engineering education's advancement and cater to their needs (Olds et al., 2005). A need-based and effective English language and training course enhance engineering students' communication skills (Riemer, 2002). The theoretical basis is found in the ideas of Hutchinson and Waters (1987) as they mentioned that ESP focuses on the awareness of the need, rather than the existence of a need. So, it is clear that learning the English language should be need-based and specific.

When a person is skilled in English, it increases employability, such as facilitating international mobility like tourism, migration, and studying abroad. Higher levels of English proficiency graduates in Bangladesh generally find jobs quicker in reputed intuitions than others. Students interested in going abroad for higher study or work purposes need to know the international language better (Shaheen et al., 2013).

Pardayevna et al. (2021) study emphasised the core concept of ESP that includes the approach and the designing of the syllabus, course design, materials selection, evaluation systems, etc. Mahmood (2014) postulated that technology-based and innovative methods could facilitate the teaching-learning process a lot. It is a tremendous challenge for the instructors to make the classroom activities attractive & enjoyable. This paper also focuses on selecting various authentic tasks to make the classroom activities live and attractive to improve the English communication skill of the learners. The report recommends some effective procedures for enhancing communication skills and promoting students' creative, critical and analytical thinking in ELT programs in a unique way.

III. REVIEW OF RELATED STUDIES

English communication skill has become a vital prerequisite for an applicant to be employed in different national and international establishments. Engineers all around the world would like to use English for some features of their occupations. Considering this, the existing English courses need to be redesigned for professional ground.

Latha (2014) shows that many rudiments in the engineering field necessitate preparing theoretical information such as projecting or lab reports etc., that need a decent command over English in the respective area. Hence a good grasp of the English language is necessary. This study focuses on the importance of English in the job sector.

Gözüyeşil (2014) showed that engineering pupils mainly need to develop their skills for reading English texts. The students of engineering background consider the speaking skill as really imperative, but scopes are less available. Eshreteh and Siaj (2017) opined that English language learners should not be limited to curriculum-based study; rather cultural aspects and technological superiority would be an added platform for self-development though Sultana & Dovchin (2019) consider that the EFL students have some educational allegations for foreign language instruction out of the classroom as digital language applications. This study injected the feeling that learners should go out of the box with a positive perception note apart from their discipline.

Rahman et al. (2017) study's findings unfold several challenges faced in the instructional and learning processes, including the inappropriateness of the courses to reach the goal, time constraints, ineffective teaching techniques, etc. It is suggested that teachers' training should be provided regularly to make the whole English language teaching procedure more effective at engineering universities.

Tasić (2009) conducted a study in the department of mechanical engineering. The study's findings show that though the ESP approach is applied to teach English, modifications are required. Shamrao (2013) carried out a study that deals with different significant issues related to the English teaching-learning process of rural engineering students, including the importance of being skilled in English communication, challenges faced by the students, and overcoming the challenges. Several of the students in engineering colleges are from rural areas. The study's findings show that a significant number of rural engineering students cannot perform well in their professional life only because of their poor English communication skills.

Kainth and Kumar (2014) reveal that teaching English in India has not reached the expected standard, particularly at engineering institutions. That is a big reason for the unemployment of a significant number of technical graduates. As a neighbouring and developing country, Bangladesh is facing the same kind of problem. The current paper is an effort to find out the difficulties confronted by both the learners and the teachers in the educational process for English language teaching at the undergraduate level in the engineering and technological institutes.

Ngama et al. (2015) researched 20 entrepreneurs and 70 students from the engineering department as the participants in the interview method to overview their professional needs of English communication skills. The students took the Test of English for International Competency (TOEIC) to evaluate their general English ability. The study's findings show that the performance of both groups is low.

The above discussion clearly shows the importance of learning English for a better career, lifestyle, and education. It is undeniable that nothing can give you better opportunities in this tech-friendly digital era if you are fluent in English language skills. It is applicable for every citizen of the world as well as for Bangladeshi as well. Engineering students of our country can do their best in every sector of their life if they give the utmost attention to learn English properly.

IV. METHODOLOGY

The researchers used a mixed-method approach that integrated both qualitative and quantitative methods of data collection. The mixed-method approach enables the researchers to draw on all possibilities (Tashakkori & Teddlie, 1998) and provides a broader perspective to the study. The qualitative data helps to describe the aspects that quantitative data cannot address (Creswell & Creswell, 2017).

A. Sampling and Instrumentation

The populations of this study are the present and ex-students of engineering universities in Bangladesh. Eight engineering universities were randomly selected from different divisions of Bangladesh for the study.

The present students belong to level I/II/III of CE, CSE, EECE and ME departments. The ex-students were the students of the same departments with a minimum qualification of M.Sc. in engineering. The eight universities were chosen for the study from different country locations considering the different geographical settings. The purpose of selecting those universities from different parts of the country was not to compare the universities but to include respondents from diverse geographical backgrounds. Table 1 illustrates the demographic information of the participants. The sample has comprised a total of 144 participants from eight engineering universities. From each university, 15 present students (15X8=120), three ex-students (3X8=24) were randomly selected as the participants for the survey.

TABLE 1
DEMOGRAPHIC INFORMATION

SL	Participants	N	Gender (M / F)		Age	Discipline	Location
1	Present Students	120	65%	35%	18-22	CE, CSE, EECE, ME	Dhaka (02), Cumilla (01), Khulna (01), Gazipur (01), Rajshahi (01), Natore (01), Saidpur (01)
2	Former Students	24	67%	33%	26-32		

Krathwohl (2009) mentioned that a large amount of data could be collected quickly and economically from a large sample with the help of the questionnaire. Therefore, the primary tool for data collection was questionnaires in this study. The researchers administered six queries for each of the two domains, e.g., English language courses and classroom teaching techniques, to the existing students. Another set of questionnaires were directed to the ex-students with five queries for each domain. One open-ended question was asked to all to identify the significant problems in the related issues. The primary concepts for the questionnaires were adapted from Gözüyeşil (2014) and Sultana et al. (2019). However, the responses were received on a five-point Likert scale (1932), mainly in the format of Strongly Disagree (SD), Disagree (D), Neutral/No Opinion (N), Agree (A) and Strongly Agree (SA). The questionnaires entailed both open-ended and close-ended questions. The present and former students of selected engineering students were asked the questions keeping those three variables in mind.

B. Data Collection

The survey was carried out among the students of engineering universities in Bangladesh through questionnaires. Some of the questions were translated into Bengali for learners' easy comprehension and understanding. The students took about 50 minutes to answer all the questions. The data were collected from November 2019 to February 2021. At the outset of the data collection, a consent form was given to the participants to make them aware of the purpose and nature of the research. It was ensured that the participants' involvement was completely voluntary. They were assured that the provided information would remain confidential and not be disclosed without their prior permission. The participants were also ensured that this study is for academic purposes and there is no risk of participating in the study.

C. Data Analysis

Berns (1990) opined that data analysis means to find "meanings from the data and process by which the investigator can interpret the data" (p.430). Similarly, as noted by Marshall and Rossman (1999), the goal of the data scrutiny is to bring sense, construction and order to the information. As the preliminary phase in examining the facts for this study, the researcher read all the information gathered from the completed questionnaires, interviews and other data sources. As the researcher has practical experience in the teaching-learning process at the engineering universities, he has perceived and interprets the data obtained in the questionnaire and other data sources. The data have been coded with the support of MS Excel and subsequently were analysed with the help software. Moreover, the literature review has provided guidelines for data analysis.

V. Findings and Presentation of Data

A. Present Students' Observation of English Courses Taught at the Universities

In the first stage, the data were collected from the existing students. The first query was to know the perception about the English courses.
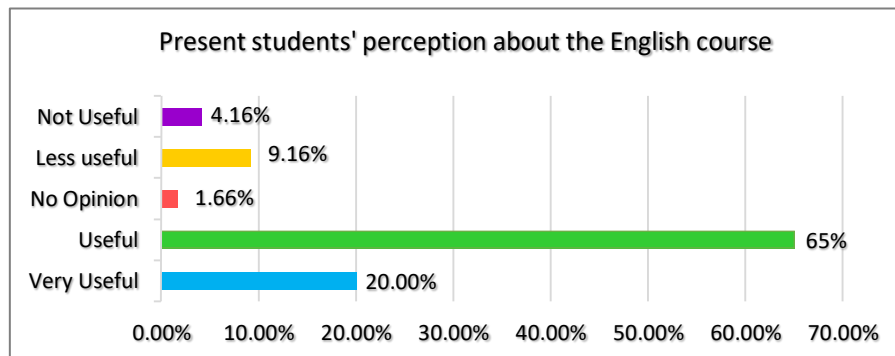

Figure 1. Learners' Perception About the English Course of Engineering Universities

20% of present students find English courses beneficial for them. 65% of the participants find the English courses as useful. Only a handful of 4.16% students have found the English courses not practical to make them competent in learning the English language to their needs. Therefore, the study implies that most of the engineering students are positive and intrinsically motivated to learn English (Mean 3.87).

Afterward, the participants responded to five more statements which indicates that the syllabus for the engineering students needs modifications.

TABLE 2
PRESENT STUDENTS' OPINION OF ENGLISH COURSES TAUGHT AT THE UNIVERSITIES

SL	Statements	Responses in percentages					Mean
		SD	D	N	A	SA	
1	English courses are perfectly focused on my future need of English.	8.33	48.33	2.50	37.50	3.33	2.80
2	The number of English courses offered at engineering universities is sufficient.	13.33	34.16	2.50	30.83	19.16	3.08
3	English courses to be conducted in the final year along with level one.	0	25.83	0.83	9.16	64	4.11
4	Learners' aims and expectations are fulfilled by the English courses offered at universities.	16.66	27.50	10.83	38.33	6.66	2.91
5	Which skill would you like to prioritise to learn in the English courses as per the needs of English proficiency?	Listening	Speaking	Reading	Writing	Other Opinions	
		10.83	57.5	3.33	28.33	0	

Statement-1 showed whether the existing courses focused on the participants' future needs or not. More than 48% disagreed that the course outline has less required content for the future career, whereas about 38% thought that the current courses possess career-related lessons. From this survey, it seemed that the English course outlines need to be redesigned based on the requirements of the workplaces. In *statement-2*, the present students were asked about the number of English courses offered by the universities during their engineering programs. About 34% expressed their dissatisfaction. However, 30.83% agreed and around 20% strongly agreed that the number of offered courses is sufficient. This also specified that the existing English courses need to be rearranged.

The students expressed their opinion (64%) in favor of English courses in the final year, while 25% thought that classes were conducted at the level I only (*Statement-3*). As the engineering students are from varied backgrounds, the students with good backgrounds may not feel the necessity of an additional English course in the final term. But, most of the students felt the necessity of the English courses in the final term, which indicated that more emphasis is required.

When asked about the expectations of the present students regarding the English course, around 38% agreed that they were benefited and more than 27% disagreed. Therefore, it is clear that there were some rooms to redesign the course, which might help the students to get maximum from it (Mean 2.91, *statement-4*).

In *statement-5*, the participants were asked to prioritise the English language skills, and more than half of the participants (57%) think speaking as the topmost prioritised skill as they needed it for communication. More than 28% of participants opined writing as the second important skill, whereas a meagre 10.83% considered listening and 3.33% reading as their required skills. Most present students thought speaking as the most important skill as they need to

communicate with friends, teachers and to establish an expected social value. However, as expected, 65% of students voted for speaking skill.

B. Present Students' Viewpoints of Classroom Teaching Techniques

TABLE 3
CLASSROOM TEACHING TECHNIQUES

SL	Statements	Responses in percentages					Mean
		SD	D	N	A	SA	
1	My English teachers let me understand the practical usage of English	25	25.83	9.16	23.33	16.66	2.81
2	I have learned English I would require in my future workplace from my university English teacher.	16.66	23.33	7.5	27.50	25	3.21
3	In my English classes, I have seen my university faculty applying new teaching techniques which I have not seen in my school and college classroom.	30	34.16	9.16	17.50	9.16	2.42
4	Numbers of trained teachers are available to conduct classes.	18.33	24.16	6.66	27.50	23.33	3.13
5	Teachers use diverse materials in classroom to bring interest among learners.	16.66	22.50	8.33	29.16	23.33	3.20

In the above table, *statement-1*, more than half of the students consider that their teachers do not let them understand the practical uses of English majority of the participants disagree that their English teachers let them understand the practical usage of English (Mean 2.81). However, 23.33% of the respondents agreed with the statement. In *statement-2*, the research finds that 27.50% of participants agreed and 25% strongly agreed, but also some participants disagreed (disagreed 23.33% and 16.66% strongly disagreed, respectively). So, it is clear that many students are not learning English satisfactorily, which may be required for their future workplace from their university English teachers (Mean 3.21).

In *statement-3*, another critical view has been depicted. 34.16% of the participants do not consider that their university teachers use innovative techniques for English teaching. So, they feel their learning process is very traditional (Mean 2.42). In *statement-4*, the research shows that around half of the participants feel trained teachers can conduct their classes (Mean 3.13). Again, 42.49% of the respondents were not at all agreed with this view. However, *statement-5* gives an idea that more than half of the participants feel that their teachers use diverse materials in the classroom to stimulate students' learning process, while several students disagree with it. So, it is clear that some engineering universities still do not have updated instructional practices (Mean 3.20).

In Figure 2, an essential aspect of students' point of view has been revealed. The majority of the learners (29.16%) preferred the blending of grammar-translation method (GTM) and communicative language teaching (CLT) for the teaching-learning process of the English language. However, 23.33% wanted GTM, and 24.16% voted for the CLT approach.
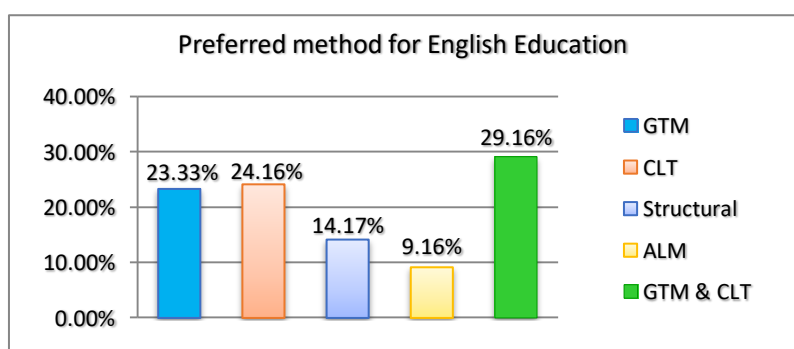

Figure 2. Learners' Perception About the English Course of Engineering Universities

C. English Courses Accomplished at the Universities: Former Students' Perspectives

In the second stage of the questionnaire survey, the researcher wanted to know the perception of the former students about the English courses they have experienced at engineering universities. From Figure 3, it is found that most of the former students considered their university English course as less valuable (54.16%) or not useful (20.83%). However, a few participants think those courses are helpful. Most of the students found the courses less useful (Mean 2.04).
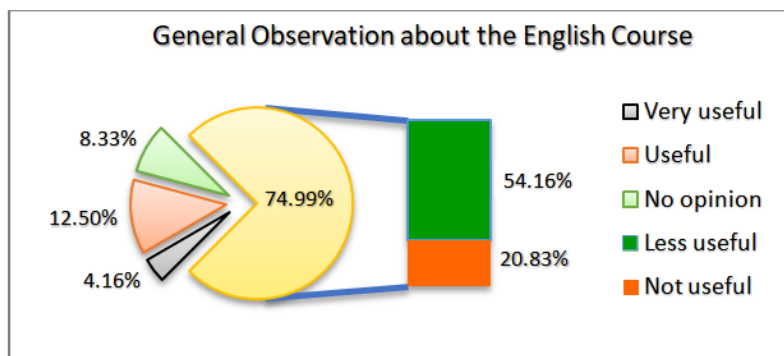
Figure 3. Former Students' Perceptions of the English Courses Taught at the Engineering Institutions

TABLE 4
PERCEPTIONS REGARDING ENGLISH COURSES TAUGHT AT THE ENGINEERING UNIVERSITIES

Sl.	Statements	Responses in percentages					Mean
		SD	D	N	A	SA	
1	The English courses are designed for career development.	8	17	4	63	8	3.06
2	The number of offered English courses is sufficient.	4.16	50	4.16	29.16	12.50	2.33
3	English courses need to be taught at level- IV along with level-I	83.33	8.33	0	8.33	0	1.33
4	The learnings from the English courses meet the expectations of the corporate officials.	8.33	33.33	4.16	37.50	16.66	2.37

In Table 4, item-1 shows that the majority of the participants disagreed (62.50%) and strongly disagreed (2%) that the university English courses are designed according to the career requirement and commensurate the professional necessity. In contrast, very few people agreed with the view. However, the responses to the statement prove that the English courses should be redesigned as per the learners' needs for career requirements. In item-2 in the above table, some ex-students also informed that the courses are sufficient (agreed 29.16% and strongly agreed 12.50%). But the majority of the participants (50%) did not agree with this. Such scenario again necessitates the probe into the facilities universities provide to their students. Item-3 in Table 3 strongly stated that the English courses must be taught at the final term. 83.33% of participants believed that English courses should be taught at level-IV, whereas 8.33% disagreed. Engineering students felt the necessity of this English course after joining the career field. Thus, the syllabus should also be planned as per the requirements of the learners. The responses for item-4 in the table-3 delineated a critical survey regarding the usage of English learning in the corporate world. 37.50% of participants claimed that the earned knowledge from the English courses didn't meet the need of the workplace. Of course, a considerable number of participants (33.33%) stated agreed. As the majority opined that the existing English courses did not meet the expectations, there might be some room to develop the contents of those courses.

D. Former Students' Opinions Regarding Classroom Teaching Practices

TABLE 5
REGARDING CLASSROOM TEACHING PRACTICES AT THE ENGINEERING UNIVERSITIES

Sl.	Statements	Responses in percentages					Mean
		SD	D	N	A	SA	
1	My English teacher let me understand the practical usage of English.	8.33	29.16	8.33	45.83	8.33	3.12
2	I have learned English I require in my workplace from my university English teacher.	16.66	20.83	20.83	29.16	12.5	2.99
3	Teachers use diverse materials in the classroom to prepare the learners suitable for the work field.	12.5	16.66	4.16	29.16	37.5	3.62
4	The teachers were adequately trained to conduct the language classes.	29.16	16.66	4.16	41.66	8.33	2.83
5	I received proper feedback whenever I needed.	12.5	20.83	8.33	37.5	20.83	3.33

In Table 4, *statement-1* is the representation of learners' perception of educational context. It is an excellent sign that more than half of the participants, 45.83% and 8.33%, understood the practical usage of English learning under the supervision of teachers. Contrastively, 29.16% and 8.33% of learners disagreed with the statement, which is also a considerable number. In *statement-2*, it has been noticed that half of the participants (20.83% and 16.66%) disagreed that they learnt required English from their university teachers for their workplaces while almost half (29.16% and 12.50%) disagreed. It is to be mentioned that 20.83% of participants refrained from an answer. This is alarming because a good number of students are not aware of their progress. This survey indicated that the English course needs to be redesigned. In *statement-3*, collected data claimed that more than 60% of the participants agreed that their teachers used

diverse and suitable materials in the classroom to prepare the learners for the work field. In *statement-4*, the former students expressed that the adequately trained teachers were not available satisfactorily (Mean 2.83). However, in *statement-5*, most of the students agreed that the English classes were exciting (Mean 3.33). So, it necessitates the teacher-training and modifications of classroom contents as the classes seems interesting to a good number of students. However, few students did not find the classes stimulating.

E. Major Problems Identified

The students were also asked about the frequent problems they recognise for ELT in the classrooms. The survey results helped the researchers identify and summarize twelve decisive barriers of three domains in English language education for engineering students in Bangladesh that may support the further investigation on the related fields. These are shown in Figure 4.

		Fewer contact hours for students
	Regarding classroom	Difficulties in the EFL classrooms
		Lack of exposure to real-life practice
		Overemphasis on grammar teaching
	Syllabus issues	Inappropriate reading materials
Problems identified		Lack of teaching aids and resources
		Unmanageable class size
	Students-related	Heterogeneity among the Students
		Extra focus on scientific subjects
		The lack of ELT trained teachers
	Concerning teachers	Inadequate focus on four essential skills
		Lack of focus on the objectives

Figure 4. Problems in English Language Education at the Engineering Universities

VI. DISCUSSION AND IMPLICATIONS

Teaching is a ceaseless progression of learning. Successful English language teaching can improve engineering students' communication capability. Insufficient incentive and lack of opportunities sometimes become a clog for the ELT, but ensuring the required training and motivation may resolve this problem. Practical and purpose-based English language teaching can facilitate the students to get a good job and hold a better position at the workplace. Kim (2013) also emphasised the needs analysis to develop an English for Specific Purpose (ESP) course for engineering students. Generally, the essential ability in job placement would be major-related abilities, but English is regarded as one of the most critical abilities for job seekers' major requirements. As the engineering universities offer three to four English language courses during the undergraduate programme, students get less time to come across the language teachers. The students want their language classes to be more student-centered, task-based, less lecture-oriented, and process-oriented. So, the teachers can think about the ideas of Carter and Mcrae (1996) who mentioned that there should be some arrangement to provide supports to students. The study indicated that the classroom teaching techniques should fill with innovative ideas and hands-on activities. For that teacher training requires intensively. Different contextual pieces of training would equip teachers with skills and strategies such as engaging various activities for engaging students, creating communicating atmosphere, organising audio-visual aids, etc. (Karim & Mohamed, 2019). Thus, the learning becomes attractive to the students. Applying the latest digital technologies for language teaching will develop an interest in the young learners for the course.

The study found that many students like existing teaching practices though most of them claimed modifications. Shamrao (2013) recommends that both the teachers and students participate in many interactional activities that are very important to improve English communication skills. Tasić (2009) suggested several improvements should be made to make the procedure more effective, including motivating learners to give more focus on English language skills so that they can easily understand the English technical terms used in their field. Sultana et al. (2019) also suggested that the syllabus, materials and assessment system should be modified in accordance with the objectives of the course.

This study also indicates the need for modifications in the syllabus contents or teaching tactics (table-2, statement-4, Mean: 2.91). In another point, the present students (table-2, statement-1) former students (table-4, statement-1 and 4) both disagreed that the courses are not career or future needs-oriented. Latha (2014) and Kainth and Kumar (2015) also found similar opinions that though the courses are designed to make the learners skilled in some specific English

communication skills, they still fail to do so. In such regard, Gözüyeşil (2014) recommends altering the current curriculum in keeping with the requirements of pupils and the prospects of academics.

VII. RECOMMENDATIONS

The recommendations can be practical only when teachers and students can act together. However, some suggestions are appended below to address the English language teaching at engineering universities in Bangladesh:

A. Teachers' Training

University English teachers are often not willing to attend the training program as there are no rewards for attending the course. On the contrary, teachers' training is an essential part of elevating teachers' skills irrespective of the subjects they teach. Furthermore, it contributes to constructing teachers' perception and teacher individuality which governs teachers' accomplishments in the classroom. Any teacher training program aims to achieve teaching modification (Hargreaves & Fullan, 1992). Training for the teachers should be arranged regularly to make them acquainted with the up-to-date teaching strategy. Teachers' training programs should be compulsory for the teachers to update their teaching skills and promote the next rank at the organisations. The teacher training program should consider teachers' learning styles and motivation. The training program should be designed based on teachers' specific needs and expectations to help them teach effectively in the actual classroom.

B. Motivation

In the case of engineering students, teachers usually motivate the learners to know that these English courses have impact on their professional life. Moreover, there is not much fun, rather a great deal of stress in engineering education. Many students fail to turn up to classes because they fail to see the relevance of attendance and, at times, the relevance of the English topics being taught. Many engineering students are not incredibly motivated to learn the English language primarily because they have no real idea why they need English courses and whether all of the material is actually required for their career. So, besides teaching, the teachers need to motivate the learners and at the same time need to engage the students in a fun way to learn enthusiastically.

C. Evaluation and Testing Apparatus

Assessment and testing Apparatus should be another important aspect which the English teachers should follow intensively. Assessment of learners' language attainment is a significant part of teaching. Teachers should make questions according to the learners' acquisition. To engage the students creatively, there should be more open-ended questions where the learners can comprehend the text better with their imagination. A question that requires only 'information retrieval' and memorisation should be evaded. Besides, self-evaluation and peer evaluation should be sought along with teachers' evaluation. The selected engineering universities usually conduct written examinations to evaluate the students' language competency. These written evaluations hardly reflect the communicative competency of the students as a whole. Instead of these, students should be evaluated based on their day-to-day performance to be motivated to improve their communication skills rather than just their writing skills. Moreover, a good amount of score should be reserved for viva-voce, too.

D. Classroom Teaching Techniques

Students experienced a variety of classroom teaching techniques which often became a clog for the learners' perspective. The syllabuses for the engineering students contain the basic components of listening, speaking, reading and writing part, but the integration of these four skills is not planned rationally. The study has found that teachers with general English teaching experiences deal with the students at engineering universities who need ESP based approach in class. However, the following are recommended for resolving the English classroom teaching techniques:

E. Classroom Size

For effective classroom teaching, the strength of the students is fundamental, especially for language classes. It is recommended that an English language class contain 20 to 25 students' maximum so that the teacher can concentrate on each student and teach them and correct them individually. Engineering universities usually prefer the CLT approach for teaching English, where students demand continuous attention from their peers and teachers. A small class can facilitate this avenue and allow for a qualitative study, not a quantity one.

F. Infrastructure and Resource Bank

A resource bank can be established in each university where teachers and learners can store or issue required literature, text and other materials. Teachers should have the liberty to select texts for students and explore different paths of teaching. Our teachers should build up discrete teaching resources so that students can relate themselves to language teaching according to their understanding. Teachers can use the available resource books relevant to the engineering students' needs.

G. Workshop

Under the supervision of teachers, students can organise workshops on how to select texts for the engineering students and make different kinds of worksheets with intensive class activities for the engineering students during English sessions. This will develop leadership quality and will also instil interest in the course. At the same time, this will reduce the stage frights of the learners.

H. Multimedia

Engineering students are usually technologically sound. They depend on the internet and multimedia for entertainment-source. These sources can assist the students in improving their English language skills because the students do not feel like education. They can connect with the song's lyrics and movie characters and this assists them understand the language, expressions, comparisons, personifications, etc. The visual-only video teaching strategy (VOVTS) of Santos (2019) can be a tool for English language teaching effectively.

I. Newspaper, Magazines and Books

These are handy tools for developing English language proficiency in the classroom. Universities may plan for a compulsory reading hour of newspapers, magazines, books and novels for at least 30 minutes with 10 minutes discussion. Reading English newspapers and magazines daily helps a student to learn new words and enrich his vocabulary.

J. Class Activities for Students

Some class activities can be arranged for the students in an innovative way to learn with fun. Teaching through games can be an exciting way for engineering students as they remain under pressure of core subjects. Game of words can do an excellent job to increase the collection of vocabulary by teaching them the meaning of the words and practising them in everyday life. Games like hangman, scrabble, anagrams, word puzzles, etc., have been intended for this specific purpose of increasing vocabulary. Students can be interested in planning an extensive range of exercises, such as voting a quote, predictions, pyramid discussion, jigsaw, matching, gap filling, grids, charts, creative writing, cloze, rewriting, etc.

VIII. CONCLUSION

Presenting an individual's skills and professional capabilities does not depend on their knowledge of core subjects only, rather proficiency in the English language regarding communication skills matters a lot nowadays. Ensuring timely English courses and a suitable teaching environment at engineering universities to learn English in a modernised way can provide engineering students with easy access to the job market. Many Bangladeshi engineering students are displaying excellent performance in different countries of the world. Nowadays, seeking a good job or applying for higher education, proficiency in English has become a prerequisite factor for engineers. The lucrative jobs around the globe will be snatched away by competitors if the course contents fail to be commensurate with the professional requirements. Thus, this study has investigated the effectiveness of the English language courses and teaching techniques in English classrooms for developing English proficiency, teaching tactics, and the scopes of a better employment opportunity. The study faced several limitations also. The selection of the participants for the survey was a limitation. Had more students participated in the study, the research would have been richer in its findings and recommendations. Besides, interview of employees from the workplaces would be an essential source to get the actual need for linguistic competence, which was not considered because of the pandemic and time constraints. However, more research studies are required to know the students' motivational strategies, teachers' oral and written feedback, teacher-talk, teacher-research, teacher-training, professional development, and neuro-linguistic issues with greater concentration and participants' involvement.

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