

A Study on Teachers' Departments and Pedagogical Skills at the Intermediate Level in an EFL Context

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Abstract: The study depicted the classroom environment during the teaching and learning process, focusing on appraising the teachers' demeanour and pedagogical strategies in the intermediate classrooms of the 'English as foreign language (EFL)' context of Bangladesh. The intermediate level denotes the higher secondary level of the 11th and 12th grades. Sixteen teachers of eight intermediate institutions from three districts of Bangladesh were selected as the key participants of this study. The study used two tools: classroom observation and interview. The researchers observed the teachers' departments both from the outside and inside the classroom. The teachers and the students were observed to understand the current classroom scenario by evaluating the teacher's interactions, abilities and inabilities to manage the EFL classrooms. The interview was conducted in the 'Key Informant Interviews (KII)' format to know their viewpoints about their classroom departments. The study found that some teachers have yet to develop their classroom management techniques to teach intermediate learners effectively. Later, the teachers participated in KII to provide more information about their departments in the classrooms that effectively reveal the limitations and development aspects of teaching in the higher secondary classrooms. The study finally recommended some imperative measures to be taken by the institutions' management or the central authority.

Keywords: EFL Classroom, teachers' demeanour, teacher-focus, effective teachers, use of English

INTRODUCTION

Teacher's disposition in the attitudinal understanding is a significant issue in teacher's comportment with prodigious impression on the characters of the learners and their

attainment. Moreover, the demeanour of the teachers conveyed with a sense of "hope, generosity, respect, and joy" (Wallace, 1994) can be effective to refine the felonious pupils with past depraved annals. EFL teaching is not an easy job for the teachers, particularly in a non-native English-speaking classroom. Varieties of students from different backgrounds and merits are found in the classrooms. Sometimes, there are understanding complexities, and sometimes, there are psychological quandaries. For a "constructive" classroom environment, the teacher's interaction matters to a great extent (Khan, 2020). The study observed the classrooms to evaluate the teachers' success in the EFL classrooms from the perspectives of previous researchers. Classroom observation can measure the "quality of teaching" (Borg, 2018, also cited in Alshehri, 2019) and classroom progressions, as well as teaching tactics, instructional facets, and teacher-student connections (Hinchey, 2010; Richards & Farrell, 2011). Though teacher efficacy can be defined upon the development of education policy or in the littlest logic, their skill to advance pupils' learning, it is also true that the "teachers are not exclusively responsible for student learning" (Little, Goe, & Bell, 2009).

Many teachers misbehave with others in different academic settings and do not possess amiable and interactional relationships with the students. Some of them even smoke before their learners that can affect the virtues among the learners. In few cases, the biased appointment also creates bad teachers. However, the regular teachers often cannot behave teacherly due to their personal or familial tensions. A teacher must not bring emotional problems to the classroom that affect his deportment before the students. As there are no particular monitoring rules or laws to check the teacher development, many teachers become stubborn and rude to the students.

Consequently, they are proved to be incapable or demotivated to manage their classes with integrity and ability. Crowley (1993) suggests that the class-teachers should have an adaptable demeanour with no stubborn approaches to be considered a friendly student mentor. So, the study investigates how the teachers behave in the classroom and their needs to develop the present situations. The study also tends to bring out the actual scenario of the classroom management strategies and teachers' behavioural patterns in the intermediate EFL classroom.

CONCEPTUAL FRAMEWORK

The primary idea of the current study was generated from two articles that create the foundation for analysing the collected data of the present study. Both of the studies were conducted in the US context, respectively, in California and New York. The first article was authored by Poplin et al. (2011) and titled "She's strict for a good reason: Highly effective teachers in low performing urban schools", which was published in *Phi Delta Kappan*, a Scopus-indexed Q2 journal published by SAGE Publications Inc. Poplin and her team sought for the instructional strategies and personal characteristics of highly-effective 31 teachers in some low performing urban schools where 24 were female and 7 were male. They finally spotted six significant issues in those teachers' teaching departments, e.g., strictness, instructional intensity, movement, traditional instruction, exhorting virtues and strong and respectful relationships (p.42).

On the other side, the second article was authored by Torff and Sessions (2005) titled "Principals' perceptions of the causes of teacher ineffectiveness." and was published in the *Journal of Educational Psychology* by American Psychological Association (APA). The journal is Scopus-indexed and assigned a Q1 quartile. In their study, principals in high- and low-performing schools gave similar ratings, except the lesson-planning skills were

appraised as more frequently a seeming cause of teacher ineffectiveness in low-performing schools. Two hundred forty-two principals completed the survey, including 112 (46%) low-performing schools and 130 (54%) high-performing schools. Torff and Sessions studied under the five dimensions of teacher quality unanimously set after the intellectual guidance of 20 selected teachers' guides. These qualities are as follows:

Skills	Elucidation
Content knowledge	Suitable expertise in the subject being taught
Lesson-planning skills	Preparation of appropriate learning experiences before an instructional period
Lesson-implementation skills	Effective execution of planned learning experiences during an instructional period
Ability to establish rapport with students	Adequate human relations and communications skills
Classroom-management skills	Ability to successfully keep students on task and attentive

Torff and Sessions (2005) showed the "qualities of ineffective teachers" along with their shortcomings, which they called a "three-level model of threats to teacher quality" (p.535) where the first level includes the pedagogical knowledge of *classroom-management skills, lesson implementation skills, and rapport with students*. The second and third levels have the lesson-planning skills and content knowledge, respectively. But the current study did not deal with the lesson planning skills and content knowledge as these requires another long study among the teachers. This study tentatively explored the three inabilities of the teachers in the EFL classrooms. These inabilities were to manage the classrooms, implement lessons and establish rapport with the students in the class. Accordingly, the authors of the current study attempted to find out the teachers' departments to control, manage and make the class successful with their interactional and behavioural tactics in different situations in the EFL classrooms with reference to the features identified by Poplin et al. (2011) and Torff and Sessions (2005) in the context of Bangladesh.

LITERATURE REVIEW

Classroom management is imperative for both the teachers; when classrooms are not appropriately managed, students may act hazardously and become a hazard to the school's peaceful setting (Qureshi, 2013). The entire observation process took around two months to be accomplished. Since it needs considerable elaboration to discuss all the facts and flaws of the observations, the researchers have summarised several vital points that represent the whole discussion. However, the study of Poplin et al. (2011) and Torff and Sessions (2005) functioned as the framework for this study. Both of the studies provided some key aspects to making teaching more effective in the classroom. Moreover, analysis of high-quality teaching is important in guiding decision-making and progress in the teaching profession (Barnett, 2019).

Behaviour is a visible and discernible phenomenon (Joyce, 1980) that can be "positive or negative, effective or ineffective" (Shah, 2009, p.69). So, teachers' behaviour or teachers' control in the classroom always impact the students. However, Chandra (2015) thinks teaching is not about controlling but moderately working with the learners to acquire, nurture, and flourish through an interactive student-teacher relationship. Hence, a teacher's positive demeanour can work as a catalyst to influence the students' behaviour. Again, the teachers' working style and nervousness may cause the students' disappointment. So, it is always crucial for a teacher to interact confidently in the classroom. Shahmohammadi (2014) also depicts that the teacher's aptitude and skill in teaching and elucidating the class

lesson has a constructive "co-relation with self-regulation in the students" (p.134). In that case, the preparation for a class can be a useful tactic for the teachers to conduct a successful class. In another research, Pianta and Hamre (2009) emphasised that a set of emotional support with an unswerving and benign classroom environment can help learners be more self-confident.

Derk (1974) stated that teachers should be thoughtful about reacting as they retort using admiration, acceptance, indemnification, or reproach in replying to the learners because their responses can long-term affect the students' minds. Ahmed (2019) emphasises that the teachers must inform the students about the subject matter of the next class in the classroom that would facilitate the students to congregate some prior understanding on the said topic and comprehend the lectures successfully. In another study, Ali (2004) outlined five features of effective teachers' specialised growth: design, delivery, content, context, and outcomes. But the theoretical issues cannot outweigh the practical facts and flaws of the teachers. So, the current study finds the gap to deal with the classroom management behaviour and teaching supposition of the intermediate English teachers through a practical observation from the EFL perspectives.

METHODOLOGY

The current study used the classroom observation tool to explore the teachers' departments and classroom management tactics through hands-on experience in the intermediate EFL classrooms. A classroom observation is the purposeful inspection of the teaching and learning events through the systematic processes of data collection and analysis (Bailey, 2001). However, the classroom observation was accomplished in a qualitative approach following the naturalist observation to bring out the present scenario of the classroom manners.

Since the students might behave in a controlled manner, the researchers had to observe the classroom scenario defensively. The duration of the six classes were 45 minutes and the rest 40 minutes. The first half of each class was observed from outside the room and later half from inside the classroom when the students were fully conscious of the enquiry. The researchers observed the classroom management techniques from outside and inside the class with full consent of the teachers from the six parameters detected by Poplin et al. (2011) where six characteristics of highly effective teachers, e.g., strictness, instructional intensity, movement, traditional instruction, exhorting virtues and strong relationship with the students were observed. The issues sought for each of these six qualities were mainly adopted from the perspectives of Poplin et al. (shown in Appendix-I). Sixteen classes having at least two from each of the institutions were considered. The study also found out the three significant pedagogical inabilities of the teachers in the classroom formulated by Torff and Sessions (2005), e.g., inability to manage classrooms, implement lessons, and establish rapport with the students. The inabilities were taken from the first level of threat to teacher quality included in pedagogical knowledge (Appendix-I).

Table 1. Teachers' demographic profile

Teaching Experiences	Total	Education	Total	Gender	Total
0-5 years	07	BA (Honors), CELP	01	Female	06
6-10 years	02	BA (Honors), B Ed	02		
11-15 years	02	BA (Honors), MA	11	Male	10
Above 15 years	05	Double MA	02		

In table 1, CELP stands for Certificate in English Language Proficiency offered by Bangladesh Open University, B.Ed. means Bachelor of Education (a one-year professional degree offered by different universities in Bangladesh and a recommended course for secondary level teachers).

Interviews were also conducted with ten questions, and the reports were summarised. Key informant interviews are qualitative in-depth interviews with people who know what is going on in the community (UCLA, n.d.). Key informant interviews resemble a conversation among 15 to 35 acquaintances who have first-hand experience in the topic of interest, allowing a free flow of ideas and information (USAID, 1996). However, 16 teachers from eight institutions of three districts were selected as the key participants of the study. The districts were from two divisions (Dhaka and Chattogram) of the country. The data was collected from January to February 2020 in collaboration with the participants. The teacher-participants were coded from T1 to T16. The checklist of the major issues was shown to the teachers before each class. Overall, this tentative study only detected whether the participants possess the expected features and utilize those in the classrooms or not. But their departments were not rated.

FINDINGS AND DISCUSSION

Teacher-focus as the EFL Educators

Several key factors were observed to measure the teaching efficiency of the participants as the EFL teachers keeping their particular focus in the classroom. Teachers' emphasis on pronunciation, realia, grammar, and digital content were observed. And as the teaching is not a one-way process, their use of interactional English and their feedback to the students' responses were also observed during the classroom observation.

Table 2. Teacher-focus itemized during classroom observation

Focus	Participants	Total
Textbook	T1, T3, T7, T8, T9, T10, T15, T16	8 (50%)
Pronunciation	T5	1 (6.25%)
Realia	T2, T7, T9, T12, T13, T15	6 (37.5%)
Grammar	T5, T6, T7, T10, T11, T14	6 (37.5%)
Digital Contents	T5, T16	2 (12.5%)
Interactional English	T3, T4, T11, T16	4 (25%)
Feedback to the students' responses	T1, T2, T6, T8, T14	5 (31.25%)
Students' engagement	T3, T4, T16	3 (18.75%)
Writing on board	T1, T5, T10, T14	4 (25%)

Highly-effective Characteristics of the Teachers in the EFL classrooms

A well-managed classroom provides the pupils with the scopes to efficiently study the school work and learn chastisement and self-restraint (Gordon, 2001). Accordingly, this

present classroom observation report was inspired by the six major characteristics of highly effective teachers presented by Poplin et al. (2011), also cited in the doctoral study of Qureshi (2013). However, if any one of the themes is absent, the teacher was not considered possessing that particular feature. As hypothesised, the students behaved in a controlled way in the later part of all classes while the observer stayed in the class. Finding an outsider with them, they tried to be a bit introverted than that of the time the observer was outside the classroom. Nevertheless, in two suburban areas, the students did not behave well with the teachers where the teachers were also found to be immobile which is not satisfactory as Shahmohammadi (2014) postulated that the teacher's prototypical behaviour and respect for the students inspire inactive self-regulation. Regarding teachers' gestures and posture, only six teachers (37.50%) were in teacherly clothing. Others were not well-dressed, which can be a considerate level of smartness and attract and influence the students. It so happens sometimes, especially when the teachers have no proper training on accurate teaching. Nevertheless, the following figure has summed up the classroom observation report according to the six characteristics of highly effective teachers exposed by Poplin et al. (2011) though Ramsden (2003) supposed that there is no exact answer to the query of how to teach students better; there are, however, methods that may be better for each teacher. Ten teachers (62.50%) were found to have a good relationship with the students. 56.25% of the participants were strict in the class. 50% of teachers were teaching with instructional intensity, whereas others used less important content while teaching. 68.75% of teachers had proper movements in the classroom, but 37.50% were using the traditional approaches to teaching with no innovation. About giving inspirations or motivations, only 37.50% of participants had such exhorting virtues.

The figure-1 shows an essential fact that there is no such category from those six features, where the study could claim that 80% of teachers had good possession of those characteristics. Therefore, this study summed up that the participants are yet to reach the desired teaching capability. So, it is high time the respective authority took initiatives to develop teacher's behaviour. Teachers' prosocial behaviour can increase classroom management quality, one of the most crucial factors for institutional effectiveness.

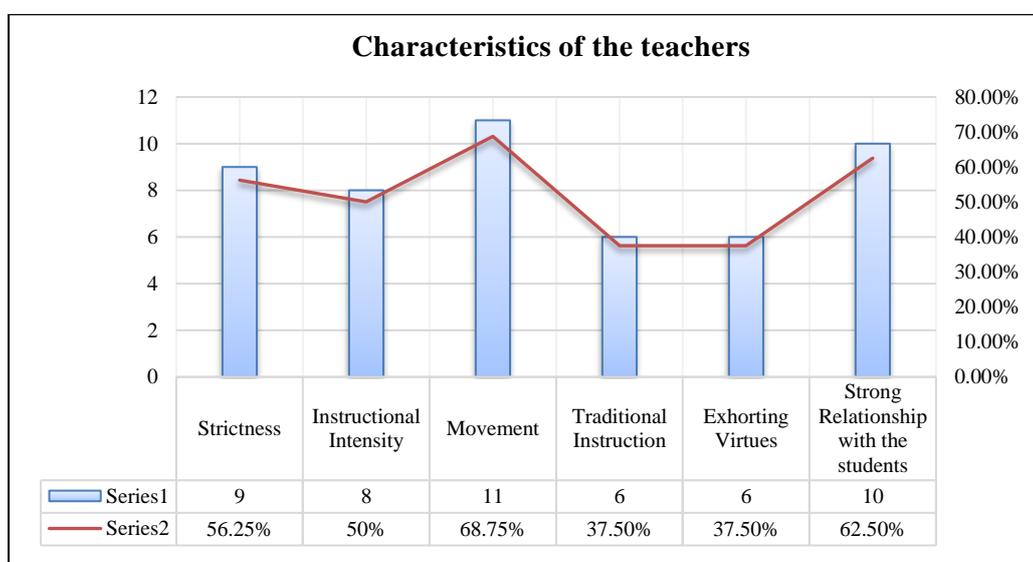


Figure 1. Six characteristics of highly effective teachers observed in the classrooms

9 (nine) of the 16 teachers were aware of utilising their own capabilities and behaviour regarding class control with strictness. These nine teachers possessed Kounin's idea (1970)

of with-it-ness (also cited in Chandra, 2015) that implies the teachers' awareness of what is happening in the classroom. The students could not make noise or disturb their classes though others were getting a bit of failure. Ten teachers had a good connection with the students. Only six participants provided enthusiasm and inspiration through exhorting virtues to the students to enhance their overall performances. They discussed social issues raising awareness related to the lesson that supports Maximchuk's (2018) opinion that the teacher's principal goal is to increase responsiveness. The shared purpose with the students is to formulate their expertise stronger.

Three Pedagogical Inabilities of the Teachers

This section deals with the participants' inabilities in the classroom. For this part, if two themes (Appendix-I, Part-2) are found absent, the respective teacher is considered having that feature of inability. Figure-2 shows the incapability of the teachers found from the classroom observation. As per the result, 43.75% of teachers failed to manage classrooms. 50% of participants could not implement the lessons in the class. Their lessons remained incomplete, and they did not even check the class works. However, another 37.50% of participants were found less interested in establishing rapport with their students.

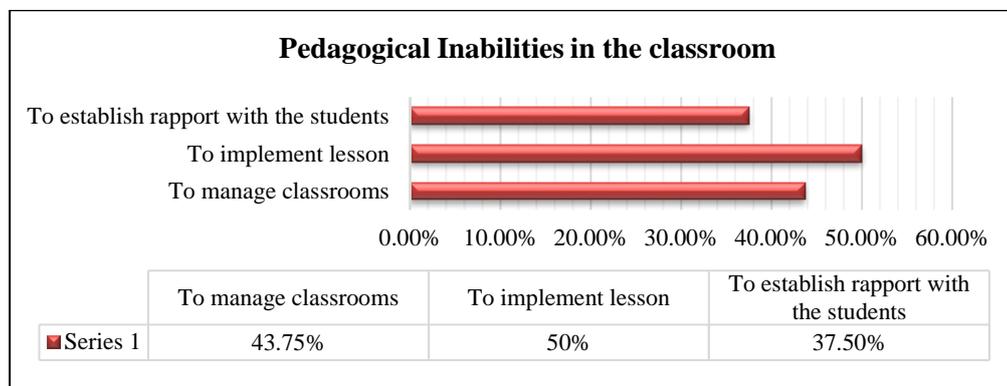


Figure 2. Inabilities of the teachers in the observed classrooms

However, the classroom observation reports that seven participants could not be considered as effective from different discernments as they could not match the outline of classroom management techniques of Evertson and Weinstein (2006). They depicted two significant purposes of classroom management: firstly, keeping an organised environment and strengthening students' psychosocial development. But seven teachers were not found encouraging the students or showing a positive attitude. Poddar (2017) suggested recruiting teachers with pedagogic and andragogic knowledge. But this study finds seven teachers lack pedagogical skills in some options. So, on average, it can be concluded that the overall condition of the teachers' behaviour was not substantial.

Synopsis of Key Informant Interviews

a) What are the needs of the teachers in the EFL classrooms for successful teaching?

According to the key informants, a teacher needs to have standard eligibility, efficiency, well-preparation for the class, interactional power, and teaching passion as the unique features. Besides, course plans, coursebooks, alternative materials or real-life materials,

congenial classroom environment, etc., are the basic needs of the teachers in the EFL classroom for successful teaching.

b) What are the obstacles to a suitable teaching environment for you?

The teachers pointed out that they face obstacles in student quality and perceptions. The total number of students in proportion with the teacher, lack of technological devices, lack in the students' essential quality, and imbalanced syllabus is the main obstacles of the suitable teaching environment.

T16 opined that "the capability of the teachers depends on the class size indeed". T8 also considers the same. T12 mentioned that "an intermediate classroom should not have more than 50 students whereas we have around 200 to 300 students in the English classes." However, teachers' needs can be identified by managing large class sizes (Akbari, 2015; Rahman et al., 2019). T3 considered that "the poor classroom setting is a bar for a suitable teaching environment", whereas T9 mentioned the biased/unplanned teacher selection process.

c) Which language do you use inside the EFL classrooms?

Most of the participants informed that both English and Bengali are used in the intermediate EFL classrooms. However, they do not even like such mingling. T2 opined that "90% of the students do not understand thorough English in the class. The system itself could not prepare them to understand English from early childhood."

The researchers considered it significant to depict the extent of English as a second language (ESL) in the classrooms. Ahmed (2019) assumed that the teachers might take the EFL classes in the legible mingling of Bengali and English as per the needs. According to the participants, six teachers admitted that they conduct the EFL classes entirely in Bengali for regular conversation. The other teachers opine that they use a degree of English language for the general interactions in the classes. T14 ranted his views that "the majority of the students cannot get their point if they speak English at a stretch". T7 also agreed on this point. However, T14 was found to focus on writing on board and grammar with the extent of the feedback. Below in Figure-3, the extent of English used in the EFL classroom is shown.

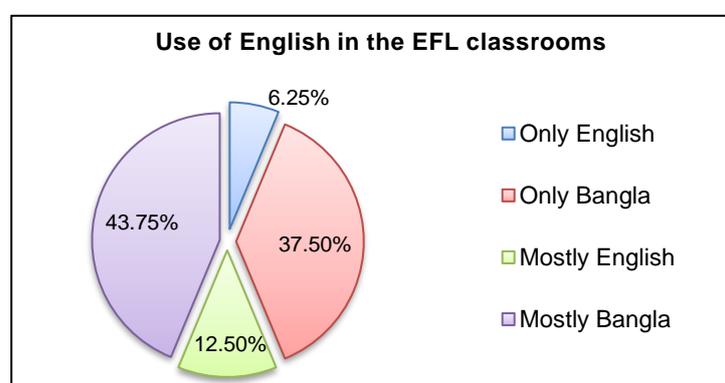


Figure 3. Degree of using English in the EFL classrooms

Though the researchers found that a few teachers delivered lecture with wrong pronunciation and grammar use, another fact prospects us that 25% of teachers used interactive English where two teachers used English for a majority of the time during their class time. One participant spoke all through English through repetition of the same sentences were found unexpectedly. T11 opined that "we must speak English in the class

though we may not be accurate all the time." T16 added that "the teachers' adequate use of English encourages the learners to use English while responding to the class."

d) Do you usually take preparation for an English class?

Eleven (11) participants out of 16 owned up that they usually do not take preparations before the class. In this regard, T7 mentioned, "as we teach the same things every year, we need not take any sort of preparations for the classes". T15 also stated that "no special preparation is required for the same syllabus every year".

e) How do you consider teachers' wrong EFL pronunciation in the classroom?

Pronunciation must not be faulty; rather, it should be acceptable. In this regard, T1 opined that "teachers must avoid affected accent as well". The wrong pronunciation of the teachers is one of the biggest hindrances to the effective teaching-learning process. T13 said that "we generally have no impactful training or workshop on English pronunciation. As a result, many teachers are continuing classes with wrong or affected accent".

f) Do you believe that technology can enhance your teaching efficacy to a great extent?

In another query, the majority of the participants believed that technology could facilitate the teaching process. T11 mentioned that the "inadequate support of technological facilities is the obstacle to EFL teaching in the institutions and EFL classrooms". However, Carhill-Poza & Chen (2020) consider that only technologies cannot guarantee the highest "instructional support" for English learners. However, T5 also mentioned similar views with T11 that "technological gadgets can improve the English language teaching and learning situations at the intermediate level".

g) Have you attended any training programs yet? If yes, how were the outcomes effective for your classroom teaching? If not, why not?

Five participants opined that they have not yet attended any training program in the last few years, even after joining. T10 mentioned that "training sessions are quite meaningless because we never implement 10% of the learning in the EFL classes". A 15-year experienced teacher (T3) said, "training programs are moderately effective to grow gradually from the early to matured teaching stage".

h) What are the ways to recover the inabilities of the teachers who fail to show a satisfactory teaching standard?

Real-life (purpose-oriented) motivation, task-based instruction, boosting communication, and increasing interactional capability are some ways to overcome the obstacles of the teachers. Training, observation, creative skill development, and follow-up are reported as ways to be effective in the classroom. However, T13 remarked that "implementing lesson plans can facilitate the instructional development in the classroom though there is no mandatory rule for using it."

i) How often do you consider that teacher behaviour can influence students' success in classroom learning academically and morally?

50% of teachers (T2, T3, T6, T7, T11, T12, T15, T16) strongly feel that teachers' prosocial behaviours are responsible for students' smooth learning that also matches the result of Khan (2020). However, to some extent, other teachers also agreed that teachers' behaviour could affect students' academic and moral education.

j) What do you do whenever you fail to interact with the students appropriately?

The teachers in the classroom should be as responsive as possible to fulfil the learners' needs. T3 stated that "I use amiable and social approach to handle any such issue". Mehdipour and Balaramulu (2013) found that the advanced positive comportment of educators to their pupils are supportive of the higher academic accomplishments of the students. T12 mentioned about calling the parents to discuss this issue. However, other participants pointed out keeping notes on that particular student (T9), asking them if they understood the lesson or not (T6), using audio-visual materials or counselling the learners (T7, T10).

ANNOTATIONS

No teachers among 16 participants used any structured or unstructured lesson plans in the classroom. So, the three Ps (presentation, practice and production) were absent in the observed classes. Torff and Sessions (2005) found lesson planning skills were a significant cause of teacher ineffectiveness at low-performing schools than at high-performing ones. The participants of this study also seem to lack lesson planning skills as no one of them brought a lesson plan in the class. It also caused their low-performing level. All the classes were lecture-based and, most of the time, in passive mode. In this regard, the respective institutions and authorities have some pivotal roles. When the institution's context is positive and predictable, implementing the classroom behaviour gets more straightforward, and practices are more likely to be sustained (Sugai & Horner, 2006). The teachers' high standard demeanour can achieve such a positive context. The observation also matches Khan and Bhuiyan (2018) research that the classroom activities, grammar correction, methodical teaching tactics, students' response, and teachers' feedback are hardly found in the language classrooms.

RECOMMENDATIONS

So, the study recommends that the teachers prepare for the class before entering the classroom to motivate the students by offering a calm and quiet environment for education. A teacher should make the students creative and imaginative about their daily lessons. Shahmohammadi (2014) also suggested that the educators as a professional must be adept in knowing the "art of communication" being considerate to others with the specialised capability to "learn from the experiences" (p.134).

Digital amenities must facilitate the classrooms for better platforms for legible teaching and learning. Power-point slides or other digital content should be utilised in classroom teaching for effective and sustainable educational development.

Again, teachers should be rewarded according to their accountability, as Garret and Steinberg (2015) considered that teacher effectiveness should be followed by teacher liability. So, there is no alternative to continuous development. The ongoing development should be a routine process to bring teaching efficacy to the best. The training outcomes should be monitored if they are appropriately implemented in the classroom. A "Training Outcomes Monitoring Council" may be formed, or the heads of the institutions may be asked to send a "Training Outcomes Implementation Report" on the teachers' evaluation to the higher authority immediately after three months of receiving the training.

The study emphasised the views of Islam (2020) that a well-organised 'mentoring program' can be significant to retain "young teachers in education and developing professionalism". Poddar (2017) thought that an experienced senior teacher could play a leadership role as a mentor to guide the probationary teachers. That mentor should be a subject specialist in the school or college popularly known for expert teaching.

The teacher selection process should be neutral, capability-based and unbiased. Fresh teachers should be trained before starting teaching. The authority should introduce a continual training process for the teachers.

Chandra (2015) believes that the educator must be prepared to take responsibility for classroom control and solution-oriented tactics to discrepancies. However, the study can be conclusively stated that "it's the teacher that makes the difference, not the classroom"- Michael Morpurgo (cited in Jogan, 2018) as the teachers can contribute more to make a class successful. So, there is no alternative other than making the teachers more skilled and trained for a better classroom environment.

Finally, the teachers' evaluation form should be filled up by the students and monitored by the authority. The principal of the institution should inform the respective teachers about their drawbacks.

CONCLUSIONS

The study conclusively depicts the existing panorama of classroom interaction that suggests developing the teachers' capacity and capability to make a more convenient environment. The results specify that if the classroom cannot be managed convincingly, there may have some adverse effects. As the scope for the investigation was limited to few institutions only, the results cannot be generalised for all educational conditions of the country as there are six more divisions in the country which were not included in the study. Another critical fact is that the current research assessed the related issues in hands-on experience. More participants could be involved, considering the time frame and other conflicting issues. The investigation faced troubles due to the sudden outbreak of the Covid-19 pandemic. Otherwise, it could not have been extended. However, this study hints at further research scopes on students' insights about their teachers' teaching tactics, neuro-linguistic matters of both the teachers and the learners, and classroom setting problems. The cross checking of students' remarks and teachers' departments can be sought further. Future researchers can also seek the conditions with lack of digital facilities and curriculum planning with post-method pedagogy in the EFL classrooms as the higher recognition level of teaching tactics is yet to be achieved. However, new normal pedagogies should be planned as the Covid-19 pandemic stopped and postponed all academic activities, and a very challenging situation is ahead to face.

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*A Study on Teachers' Departments and Pedagogical Skills at the Intermediate Level in an
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Appendix-I

PART-1

Effective characteristics of the teachers adopted from of Poplin et al. (2011)			
Features	Themes		
STRICTNESS	Class control and organised environment	Inattentive students handling	Ensuring safety and respect
INSTRUCTIONAL INTENSITY	Quick transition from one activity to another	Lesson completion	Teacher-student academic conversation outside the class
MOVEMENT	Around the class for class management	Providing feedback to each individual student	Informal assessments
TRADITIONAL INSTRUCTION	Lecture-based	Passive mode	Teacher-directed
EXHORTING VIRTUES	Encouraging talks	Moral guideline	Respecting self and others
STRONG RELATIONSHIP WITH THE STUDENTS	Friendly conversation	Care for the students	Respecting the students

PART-2

Inabilities of teachers according to Torff and Sessions (2005)			
Features	Themes		
TO MANAGE CLASSROOM	Suitable teaching aids	Digital content	Controlling the students
TO IMPLEMENT LESSON	Presentation	Practice	Production
TO ESTABLISH RAPPORT WITH THE STUDENTS	Friendly	Positive	Strategic