

Original Research Article

Sustainable Teaching-Pedagogy in ESL Classroom Trailed by Different University Faculty Members in Bangladesh

Mainul Islam^{1*}, S. Jubair Al Ahmed², Muhammad Ishtiaq³, Tamanna Nowrin Azam⁴

¹Assistant Professor, Department of English, Dhaka International University

²Assistant Professor, Department of English, Southeast University

³Assistant Professor, Department of English, Port City International University

⁴Assistant Professor, Department of English, Cox's Bazar International University

Article History

Received: 25.08.2025

Accepted: 14.10.2025

Published: 16.02.2026

Journal homepage:
<https://www.easpublisher.com>

Quick Response Code



Abstract: Bangladeshi university faculty members are nowadays expending multi sustainable teaching pedagogy through their endeavour to set the environment of English as second languages (ESL) for the target learners to speak with inclusive norms overcoming provincial challenges and competition. This study reconnoitres the teaching Pedagogy in tertiary English education, focusing on semi-structured interviews with 50 faculty members from public, private as well as globally connected former Bangladeshi university teachers. The results determine wide-ranging sustainable teaching methods those extending from eclectic, lecture information-based, and technology-driven methods to communicative language teaching (CLT), content-based instructions (CBI), learners-centered approaches includes task-based language teaching (TBLT), open-discussion and group discussion technique, flipped classrooms, information-based instructions (IBI), interactive, post-method approach, multimodal learning, eco-pedagogy and question-based innovative approach are commonly appreciated as more sustainable, as they foster learners' autonomy, teamwork, and durable skills improvement. Besides updated approaches old version approach similarly grammar-translation (GT) method and lecture-based methods are also connected to dwindled engagement and satisfaction, displaying some potential problems in achieving up-to-date instructional expectations. The innovative research uncover some noteworthy decorations of teaching along with exclusively divulges sustainable pedagogy in Bangladesh rely on conforming institutional goals in liaison of the unavoidability of institutional elasticity in accelerating the sustainable English pedagogy.

Keywords: Flexible, Flipped, ESL-Classes, Sustainable-Pedagogy, University-Faculty.

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INTRODUCTION

Bangladeshi university faculty members depend on mixed method, blended method, and sometimes on eclectic method approaches, assimilating ancient and contemporary teaching approaches to provide somewhere to stay numerous ESL learners' necessities. After that, blended learning and flipped classrooms are gaining steam, showing a move toward technological integration and active learning. Later on, institutional support appeared as crucial for sustaining innovation. Digital infrastructure, professional development, and supportive policies help instructors to adopt flexible, learner-centered techniques more successfully. English language Teaching (ELT) has changed dramatically over the last thirty years,

fluctuating from GT method to more communicative CLT method, Learners'-centered methods. Sustainable pedagogy in ESL classroom has become a pressing topic since English is taught in Bangladeshi higher education as both a worldwide language-franca and an academic requirement (Hamid & Baldauf, 2008; Rahman & Pandian, 2018). In this context, "sustainable pedagogy" refers to instructional strategies that offer Learners' lifetime communicative abilities in addition to being flexible, inclusive, and successful in fostering short-term language competency (Sterling, 2010). Bangladeshi universities confront a distinct set of difficulties in this area. Afforded by Chowdhury and Le Ha (2014), traditional lecture-based instruction is still the norm in many institutions, which frequently results in little

*Corresponding Author: Mainul Islam

Assistant Professor, Department of English, Dhaka International University

opportunities for critical engagement and discussion. Faculty members are also experimenting more and more with alternative pedagogies including flipped classrooms, TBLT and CLT. These methods seek to promote Learners' autonomy, teamwork, and involvement of qualities that are consistent with sustainable education (Littlewood, 2014; Richards, 2015). The long-term viability of these approaches, however, is contingent upon teacher preparation, institutional support, and technical resources, and their integration is uneven (Alam & Sultana, 2020).

In addition, the discussion of sustainability in pedagogy takes into account cultural circumstances and more general educational practices outside of the classroom. For instance, Bangladesh's exam-driven system frequently prevents educators from implementing creative teaching methods since evaluation frameworks value memorisation above communication skills (Hamid & Honan, 2012). At the same time, institutions are under pressure to update their teaching strategies due to globalisation and the increasing need for English proficiency in the labour market (Rahman, 2015). This conflict emphasises how important it is to re-evaluate ESL instruction in ways that strike a balance between conventional norms and cutting-edge, Learners'-centered methods. Using qualitative information from semi-structured interviews, this study examines the teaching strategies used by university faculties throughout Bangladesh. Finding of sustainable pedagogy and examining their consequences for Learners' learning and institutional policy are the goals of the project, which will analyse the teaching practices reported by 50 faculty respondents. In elevating the perspectives of Bangladeshi faculty members and placing their experiences within larger theoretical and policy framework, this study adds to the continuing conversation on sustainable ESL pedagogy. It contends that pedagogical sustainability involves more than just implementing novel techniques; it also entails developing resilient, inclusive, and adaptive learning environments that meet regional demands while adhering to international norms.

Research Questions

1. What instructional strategies do Bangladeshi university faculties now employ in their ESL classroom?
2. How sustainable teaching pedagogy do faculty members trial for endorsing learner's happiness and engagement?
3. How do university environment affect the sustainable teaching pedagogy?

LITERATURE REVIEW

In the last ten to twenty years, the idea of sustainability in education has expanded to encompass not only economic and environmental issues but also educational approaches that are mostly flexible, resilient, and sensitive to the evolving of Learners' needs. Instead

of focussing on short-term knowledge acquisition, Sterling (2010) & Islam (2025) contends that sustainable pedagogy must be transformative, encouraging long-term skills, critical thinking, and learner autonomy. Sustainability in ESL environments refers to pedagogies that guarantee lifelong learning, intercultural awareness, and communicative competence (Richards, 2015). In South Asia, Employability, academic mobility, and globalisation are all linked to the need for English competence (Hamid & Baldauf, 2008). This puts pressure on academic institutions to implement novel and useful pedagogies. Despite their historical roots, research indicates that teacher-centered approaches frequently fall short in providing Learners' with the analytical and communication abilities they need (Littlewood, 2014). On the other hand, interactive pedagogies and learner-centred approaches are vital to disputes of sustainability in ESL schooling since that have been associated to enrich durable outcomes and intensified groundwork (Rahman & Pandian, 2018).

In Bangladesh, in the year of 1990s it was witnessed the well-known implementation of CLT as a module of instructive deviations destined to depth beyond memorisation language form. Undoubtedly, research displays that owing to exam-driven syllabi, lack of faculties' groundwork, and supplementary boundaries, application has not been levelled (Hamid & Honan, 2012). Particularly, learners' urgencies implications, authentic linguistic usage, and interactional skills indispensable for constant communicative competence; CLT is a feasible methodology despite these impediments (Richards, 2006). In ESL-classes, TBLT has also developed extra-standard. Ellis (2009) accentuates how TBLT can endorse unpretentious verbal practise over supportive as well as problem-solving activities. Paralleling TBLT to lecture information-based methods has been executed in some regions of Bangladesh, generally at private institutions of tertiary level, and has been linked to increase Learners' satisfaction (Sultana, 2018). However, a persistent obstacle to the long-term adoption of task-based pedagogy is the incompatibility of this approach with conventional evaluation methods (Rahman, 2015). A lot of teachers use eclectic approaches, integrating aspects of CLT, grammar-translation, audio-lingual, and task-based methods, owing to the variety of Learners' needs and institutional surroundings. Larsen-Freeman (2012) cited that eclectic pedagogy is flexible and adaptable, allowing teachers to meet the requirements of their Learners' as well as the expectations of the situation. In Bangladesh, Rahman and Akter (2021) discovered that teachers frequently use eclectic approaches as a workable middle ground between pedagogical principles and institutional demands. Because it is flexible, eclecticism can improve sustainability, but if it is not based on sound pedagogical principles, it also runs the risk of becoming inconsistent.

Islam (2025) Flipped classrooms, in which Learners' communicate during class time and interact with the material outside of it, have become one of the most promising sustainable pedagogies in ESL instruction. Bishop and Verleger (2013), conferred flipped models promote deeper classroom involvement, Learners' responsibility, and active learning. Flipped classrooms in Bangladesh may boost Learners' engagement, according to preliminary data, especially in private universities in the city with better access to technology (Chowdhury, 2020). Blended learning extends learning beyond the confines of the classroom and gives sustainable opportunities by combining online and in-person training (Graham, 2013). However, digital literacy and fair access to technology continue to be major obstacles in Bangladeshi universities, which restrict the scalability of such innovations (Alam & Sultana, 2020).

In Bangladesh, the sustainability of ESL instruction is inextricably linked to larger institutional and cultural processes. Teachers are discouraged from implementing creative methods since the high-stakes examination system emphasises written precision and memorisation above communication abilities, as argued by Hamid and Honan (2012). Furthermore, old pedagogies continue to be used as a result of less professional development, strict curricula, and large sizes-classroom (Rahman & Pandian, 2018). On the other hand, faculty agency matters. Research has demonstrated that educators are more inclined to try out interactive and Learners'-centered teaching strategies when they have proper training and institutional support (Rahman, 2015). Consequently, institutional changes that match curriculum, evaluation, and teacher preparation with communicative and learner-centred objectives are vital to sustainability, in addition to pedagogical decisions.

The following theoretical concepts form the foundation of sustainable pedagogy in ESL: Vygotsky (1978), celebrated constructivism places a strong emphasis on active learning, in which Learners' build knowledge via interaction and reflection. Afrin & Islam (2025) methods like scaffolding, TBLT, and collaborative learning are based on this. Humanistic methods, which support suggestopedia and learner-centred classrooms, place a high value on the autonomy, motivation, and emotional involvement of Learners' (Brown, 2007). In accordance with the sociocultural theory, learning takes place via social interactions and emphasises the value of peer cooperation and communication (Lantolf, 2000). Together, these ideas contend that adaptable, context-sensitive practices that strike a balance between tradition and innovation—rather than strict adherence to a particular approach—are the means by which sustainability is attained.

RESEARCH METHODOLOGY

To scrutinize the sustainable teaching pedagogy for ESL university faculty members in Bangladeshi different universities; this study has been experimented a qualitative research methodology and two or three non-participants' observations that proposes mate-cognitive ample awareness into language teachers' skills, perceptions, and instructive decisions that are incredibly reshaped with sternly quantitative dimensions, a qualitative approach was selected for semi-structured interviews expedited the arrival of sustainable teaching pedagogy ensuring 50 faculty university participants from different universities along with flexible questions and environment while consenting their teaching attitudes as sustainable pedagogy.

Participants

Fifty different university faculty members took part in this research ground. They epitomised a diversity of formations, just as different Bangladeshi public as well as private universities and some academicians' in perusing academic Ph.D. throughout the universe. To do the safeguard of existing participants' names anonymous, short-form in text literature and some ORCID identities were included in the data to make the domains' transparency. Diverse sustainable teaching pedagogy, attitudes, and institutional locations in different parts of Bangladesh among the participants boosted English teaching's sustainable pedagogy. Most of the faculty accentuated operating multi-instructional stratagems including lecture-information-based models, flipped-classrooms, eclectic approaches, collaborative learning, mixed or blended method, CLT and TBLT. Learners' satisfaction range speckled from 75% to 95%, representing variable effects in regards of different universities.

Data Collection

Between July and September 2025, virtual and real interviews were designed for accumulating data and this interview session were conducted in-person at English department and online-platform, for example: LinkedIn, WhatsApp, Messenger, Zoom and Google Meet based on participants accessibility and lasted roughly 10 to 20 minutes where some research related questions guide interview:

1. Which instructional strategies are you mostly applying in your ESL class right now?
2. How successful do you think these approaches are in terms of learning outcomes?
3. What hurdles must you overcome to implements sustainable teaching pedagogy?

With the permission from the participants, the interviews were noted down to collect actual verbatim texts' that were inspected.

Data Analysis

Six-phase model, proposed by Braun and Clarke (2006) which was used to analyse the data: (1)

familiarisation with the data, (2) creation of initial codes, (3) topic search, (4) review, (5) definition and identification of themes, and (6) report production. To find reoccurring themes and categories, transcripts were read several times. Teaching approaches (such as lecture-based, flipped classrooms, CLT, and TBLT); attitudes towards sustainability, and Learners' happiness were first given codes. These codes gave rise to more general topics, like:

1. Methods that are interactive and focused on the needs of the Learners (e.g., CLT, TBLT, collaborative learning).
2. Pedagogies augmented by technology (e.g., multimedia, mixed, flipped).
3. Conventional and lecture-based approaches (e.g., direct method, grammar-translation).
4. Flexibility and eclectic approaches (e.g., integrating several methods).
5. Restrictions imposed by institutions and culture (e.g., exams, class size, lack of training).

These themes served as the foundation for the findings and discussion sections, enabling links to previous research on sustainable ESL teaching methods.

Research Gap

Few studies have specifically explored pedagogy through the perspective of sustainability, in spite of the fact; an earth-shattering quantity of scholarship has looked at ELT changes and issues in Bangladesh. Hamid and Baldauf (2008) and Rahman and Pandian (2018) coined that the majority of current research focuses on either structural obstacles to reform or the application of CLT. The sustainability of ESL

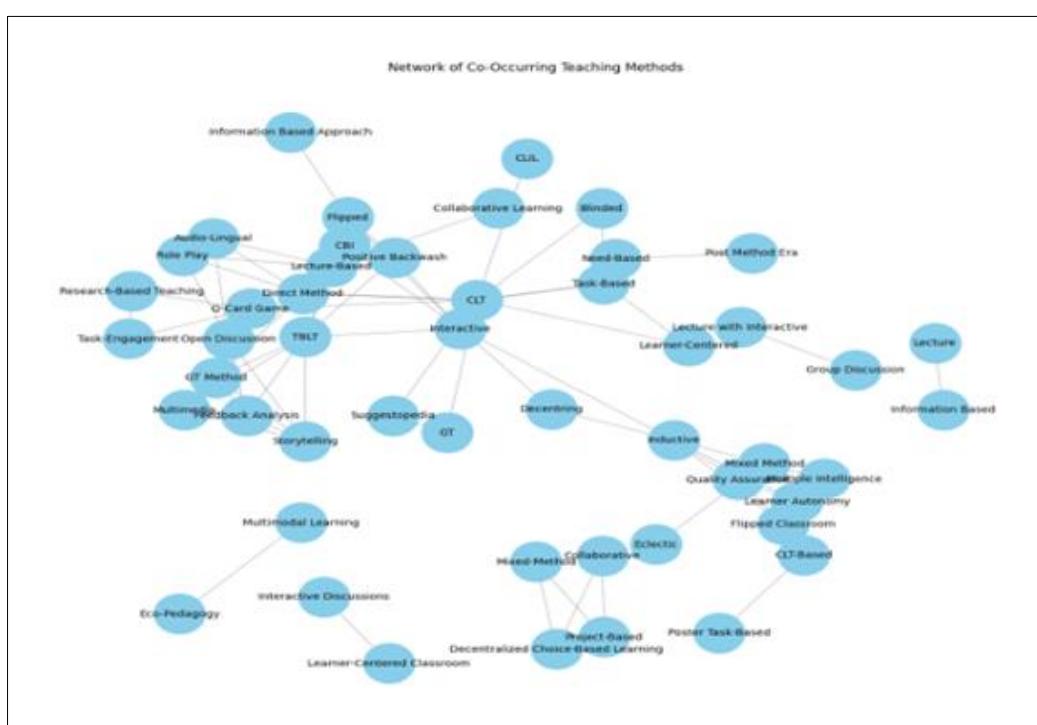
teaching techniques is strongly impacted by the pedagogical decisions and innovations prepared by faculty members, thus it is still necessary to highlight their viewpoints. In order to adjacent this gap, this study looks at the teaching strategies used by university faculties in Bangladesh, assesses their sustainability potential, and places them in larger institutional and cultural settings.

Trustworthiness of the Research

The individual faculty members of specific university have approved to collect data before facing the interview. The goal of this research was explained to the participants, and they were guaranteed clandestineness of the information. To publish the authentic concern of the researcher with view to analyzing and reporting, even though some participants have ORCID identifiers to be used in the dataset. All respondents have approved consent to use tactics of data credibility. All these settings and instructional approaches helped to facilitate transferability, enabling readers to evaluate the material's suitability for use in different ESL contexts (Lincoln & Guba, 1985).

RESULTS & DISCUSSIONS

The semi-structured interviews with 50 university faculty members exposed in teaching methods those are mostly interconnected with others, especially learners'-centered and apparent sustainable teaching pedagogy. **Picture-1** (Python-Implication-Reflection) and **Table-1** recaps all sustainable pedagogical connections, participants' opinions and self-reported satisfaction levels of ESL learners.



Picture-1

Different University Faculty Members as Responders**Table-1**

Serial	Participant	University	Teaching Methods	Learners' Satisfaction
01	Interviewee-1 (0009-0008-8080-1372)	Dhaka International University	Flipped, Interactive, TBLT, CBI, Positive Backwash	95%
02	Interviewee-2 (0009-0001-1444-4687)	RA-Florida Atlantic University-USA On Leave Feni University	Interactive Discussions, Learner-Centered	90%
03	Interviewee-3 (0000-0001-9766-0758)	Dhaka International University	Eclectic Approach	95%
04	Interviewee-4 (0000-0003-2101-632X)	South East University	Inductive, Interactive, Decentring	90%
05	Interviewee-5	Dhaka International University	Eclectic Approach	80%
06	Interviewee-6	Former AP-Port City International University	Flipped Classroom	85%
07	Interviewee-7	Dhaka International University	Direct Method, Open Discussion, Audio-Lingual	80%
08	Interviewee-8	Dhaka International University	Eclectic Approach	80%
09	Interviewee-9 (0000-0003-3921-9889)	University of Liberal Arts Bangladesh	Flipped Classroom, Inductive, Multiple Intelligence, Learner Autonomy	95%
10	Interviewee-10 (0009-0003-2315-4889)	East Delta University	Learner-Centered Approach	85%
11	Interviewee-11	Northern University Bangladesh	CLT, Task-Based, Blinded	80%
12	Interviewee-12	Dhaka International University	Blended Method	75%
13	Interviewee-13	Britannia University	CLT, Direct Method	85%
14	Interviewee-14	CCN University, Cumilla	Open Discussion, GT Method, Storytelling	80%
15	Interviewee-15	Port City International University	Collaborative Learning Method	80%
16	Interviewee-16	Hamdard University Bangladesh	CLIL, CLT	80%
17	Interviewee-17	Northern University Bangladesh	TBLT	80%
18	Interviewee-18	Cox's Bazar International University	Task-Engagement, Q-Card Game, Research-Based Teaching	85%
19	Interviewee-19	Port City International University	Lecture-Based	80%
20	Interviewee-20	University of Eastern Finland Ph.D. Student (PCIU on leave)	Lecture with Interactive & Group Discussion	85%
21	Interviewee-21	Dhaka International University	Guided Instructions	80%
22	Interviewee-22	NDSU Ph.D. Candidate, USA -Former AP Premier University	Mixed Teaching Method	95%
23	Interviewee-23	Hamdard University Bangladesh	Learners'-Centered	95%
24	Interviewee-24	Former Faculty The Millennium University	Suggestopedia, CLT, GT	80%

Serial	Participant	University	Teaching Methods	Learners' Satisfaction
25	Interviewee-25	Khwaja Yunus Ali University	Suggestopedia	80%
26	Interviewee-26	Hamdard University Bangladesh	CLT	80%
27	Interviewee-27	Asian University for Women	Decentralized Choice-Based Learning	80%
28	Interviewee-28	Dhaka International University	CLT, Q-Card Game	85%
29	Interviewee-29	Dhaka International University	CLT, Learner-Centered, Task-Based	80%
30	Interviewee-30	South East University	CLT-Based, Poster Task-Based	85%
31	Interviewee-31	Dhaka International University	Direct Method GT Method	80%
32	Interviewee-32	Dhaka International University	Direct Method & CLT	80%
33	Interviewee-33	South East University	Content Based Instruction	80%
34	Interviewee-34	American International University Bangladesh	Eclectic, Mixed Method	85%
35	Interviewee-35	Dhaka International University	Post Method Era Need-Based	80%
36	Interviewee-36	Comilla University	Information Based	85%
37	Interviewee-37	Northern University Bangladesh	Information Based Approach & Flipped	80%
38	Interviewee-38	East West University	Question-Based Innovative Approach	90%
39	Interviewee-39	East West University (On Leave)	Multimodal Learning, Eco-Pedagogy	85%
40	Interviewee-40	National University Bangladesh	TBLT	75%
41	Interviewee-41	NPI University of Bangladesh	CLT	75%
42	Interviewee-42	National University	CLT	75%
43	Interviewee-43	Bandarban University	Blended Method	80%
44	Interviewee-44	National University	Task-Based	85%
45	Interviewee-45	Noakhli Science & Technology University	Lecture Information	80%
46	Interviewee-46	National University	CLT	85%
47	Interviewee-47	Feni University	Blended Method	80%
48	Interviewee-48	Dhaka International University (On Study Leave USA)	TBLT	85%
49	Interviewee-49	Bangladesh University of Business & Technology	Lecture-Based, Eco-Pedagogy,	90%
50	Interviewee-50	University of Queensland & Islamic International University of Chittagong.	Literary Information Based	90%

Analysis on Sustainable Teaching Pedagogy Interactive and Learners'-Centered Approaches

Among the 50 participants only 6 faculty members are following methods such as: the flipped classroom, CLT, TBLT, learner-centered classrooms, and joint learning as collaborative learning were widely reported. These approaches consistently received high satisfaction ratings (85–95%) shown at table-1. Faculty noted that when interactive methods were supported with scaffolding, content-based instruction, or project-based

learning, learners showed increased engagement and autonomy. This reflects a growing preference for participatory and sustainable ESL pedagogies (JI, MI, MMH, RFC and RI).

Technology-Enhanced Pedagogies

Technology integration emerged as a strong theme. Several faculty members reported employing flipped classrooms, blended methods, Q-card games, post-method approaches, and multimedia resources.

Flipped classrooms achieved the highest satisfaction level (95%), followed by blended methods with moderate satisfaction (75%). While technology was recognized as a catalyst for sustainable learning, challenges related to accessibility and implementation persisted (MI, MMH, RFC, and TNA).

Traditional Lecture-Based Methods

A significant number of participants indicated reliance on lecture-based, direct, and audio-lingual methods (TJ, AYS, MI, and PM). These approaches received moderate satisfaction ratings (75–85%), suggesting that while they remain institutionally dominant, they are less effective in ensuring long-term skill development and learner engagement.

Eclectic and Mixed Approaches

Faculty frequently reported combining multiple pedagogies depending on context; these methods were valued for flexibility and adaptability, with satisfaction ranging from 80–95%. Many participants emphasized the use of eclectic strategies, blending multiple pedagogies to adapt to context (MAR, AS, ABM, JTB, and TAM). Faculty emphasized adaptability as a sustainable teaching practice like eclectic that idea is conceived by Larsen-Freeman (2012) teaching pedagogy as responsive and learner-centered.

Institutional and Cultural Constraints

Challenges included exam-focused curricula, large class sizes, limited resources, and unequal technology access. Faculty highlighted that institutional support and professional development were crucial to sustaining interactive and technology-driven methods. The findings illustrate clear patterns in sustainable ESL pedagogy among Bangladeshi university faculties; Learners'-Centered and Interactive Methods Enhance Sustainability Consistent with Littlewood (2014) and Richards (2015), CLT, TBLT, and collaborative learning approaches were linked with higher Learners' satisfaction (85–95%) and considered sustainable. Faculty emphasized learner engagement, autonomy, and critical thinking as key outcomes of interactive approaches. Without structural support, the sustainability of innovative pedagogies remains limited.

Technology as a Catalyst for Sustainability

Flipped classrooms, suggestopedia (Islam, 2025) and multimedia integration demonstrated high efficacy (95% satisfaction), supporting Bishop and Verleger's (2013) argument that technology can expand classrooms interaction and foster deeper learning. Blended approaches showed moderate results (75%), reflecting limitations in infrastructure and access. Flipped classrooms and multimedia integration demonstrated high efficacy (95% satisfaction), confirming Bishop and Verleger's (2013) argument that technology expands classroom interaction and fosters deeper learning.

Challenges with Traditional Methods

Lecture-based and direct methods, though persistent, were associated with moderate satisfaction (75–85%). These findings support Hamid and Honan's (2012) argument that traditional pedagogy does not adequately support sustainable ESL skill development. Faculty often adapted multiple methods to meet learner needs and navigate institutional constraints. This adaptability, supported by satisfaction ratings of 80–95%, reinforces eclectic pedagogy as a viable, sustainable option.

Learner-Centered Approaches Enhance Sustainability

Reliable to Littlewood (2014) and Richards (2015), CLT, TBLT, and collaborative learning approaches were strappingly connected with sophisticated learners' satisfaction (85–95%) and deliberated extra-sustainable. This key-note sequence involved learners' autonomy, active participation and critical thinking.

Adaptive Eclectic Practices

Faculty members who assimilated numerous approaches modified their teaching to Learners' necessities and institutional limits, supporting Larsen-Freeman's (2012) notion that eclectic pedagogical supports flexible environment and ESL responsiveness. Extraordinary satisfaction range (80–95%) recommends that flexibility is a key module of sustainable teaching pedagogy.

Institutional and Cultural Influences

The answers focus logistic obstacles, including large sizes ESL classrooms, inflexible assessment process, and inadequateness of specialized progress. Faculty members accentuated that supportive institutional rules and entrance to training as well as logistic resources are acute for sustaining modern learners'-centered technological pedagogy. Largely, the datum proves that sustainable ESL pedagogy in Bangladesh depends on interactive, Learners'-centered, and adaptable-approaches, supported by technology and institutional frameworks. Faculty members give emphasis to the necessity of supportive environmental English training, and reasonable entrance to resources to sustain innovative pedagogy. The ranges of satisfaction for these approaches underline their potential to nurture long-term communicative competence, learner empowerment, and engagement, supporting universal practices.

CONCLUSION AND RECOMMENDATIONS

This study surveyed sustainable teaching pedagogy in ESL classrooms across Bangladeshi public, private and worldly connected Bangladeshi faculty members, the central role of faculty members employing pedagogy in teaching those are exclusively practical and authentic upgraded model of Flipped classrooms, CLT, TBLT, and collaborative learning consistently reported

potential Learners' satisfaction from (85–95%) compared to traditional lecture-based methods. The usage of eclectic and mixed methods also authenticated adaptability, empowering instructors to answer to appropriate cultural defies while safeguarding learners' rendezvous acts. The results specify that sustainable ESL pedagogy relies not only on the choice of teaching method but also on institutional support, professional development, and access to technological resources Islam. (2025) flipped classrooms, blended learning, and multimedia integration emerged as particularly effective in nurturing learners' autonomy, critical thinking, and long-term retention of language skills. As equally, traditional lecture-based and grammar-translation methods, while still prevalent, were associated with moderate satisfaction and limited engagement, highlighting the needs for pedagogical innovations.

Adapting Learners'-Centered Methods: Universities should encourage faculty to implement interactive methods like: pair work, group combined learning, and project-based instruction, which improve learner engagement and autonomy. **Integrate Technology Effectively:** Investment in infrastructure and training for flipped classrooms, blended learning, and digital tools is essential to maximize Learners' learning outcomes and pedagogical sustainability. **Promote Professional Development:** Ongoing faculty training programs on modern ESL pedagogies, classroom management, and assessment strategies are crucial to sustaining effective teaching practices. **Embolden Eclectic and Adaptive Methods:** Faculty members should be supported in blending multiple teaching strategies to meet diverse learner needs while maintaining flexibility in curriculum implementation. **Institutional Maintenance and Strategy Expansion:** Universities must provide supportive policies, reasonable class sizes, and adequate resources to facilitate the adoption of innovative and sustainable teaching methods. **Continuous Positive Backwash and Assessment:** Systematic Learners' responses and insightful practices had better integrated into classroom management to enhance pedagogical efficacy and sustainability. To sum up, sustainable ESL teaching in Bangladesh requires a holistic approach that combines Learners'-centered pedagogy, technological amalgamation, professional development, and institutional professional support. Obviously, embracing these strategies, faculty can foster long-term communicative competence, learners-autonomy, and meaningful engagement, aligning with universal preeminent practices and reimbursing to the progression of sophisticated tertiary education in Bangladesh.

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Cite This Article: Mainul Islam, S. Jubair Al Ahmed, Muhammad Ishtiaq, Tamanna Nowrin Azam (2026). Sustainable Teaching-Pedagogy in ESL Classroom Trailed by Different University Faculty Members in Bangladesh. *East African Scholars J Edu Humanit Lit*, 9(2), 21-29.
