Voices of Change: Bangladeshi ESL Teachers' Perspectives on Pedagogical Innovations

Farida Yeasmin
Tanjimul Ummah Girls Madrasha, Feni, Bangladesh
faridayesmin4328@gmail.com

Md. Abdullah Al Younus
Department of English, Feni University, Feni, Bangladesh
younusfu@gamil.com

Abstract

This qualitative study determines how Bangladeshi ESL teachers perceive the impact of recent pedagogic innovations on their teaching, the challenges they face in implementing them, and how they foresee ESL education in the future. The research adopts a phenomenological study design to develop an understanding of the lived experience and perception of 15 ESL teachers from diverse educational institutions across Bangladesh. Purposive sampling guarantees the identification of research participants with first-hand experience in pedagogical innovations. Data collection is characterized by in-depth, semi-structured interviews administered in Bengali to collect nuanced responses. Thematic analysis produces critical findings: teachers acknowledge the potential of interactive approaches and digital technology in augmenting learners' engagement; however, they are confronted by insurmountable obstacles, including inadequate access to technology and the drawbacks of large classes. Teachers envision a future situation where ongoing professional development and infrastructural assistance are the key elements for the effective application of new pedagogical methods. The results stress the necessity for customized professional development modules, better infrastructure, and policy reform to develop an environment conducive to innovation for ESL education. This study contributes to the body of knowledge about effective ESL instruction in resource-poor environments. It has practical implications for educators, policymakers, and stakeholders interested in improving ESL education in Bangladesh.

1. INTRODUCTION

In the last several years, the field of English as a Second Language (ESL) teaching has witnessed significant pedagogical innovations aimed at improving the teaching and learning outcomes of students. In the Bangladeshi situation, where English is increasingly at the heart of academic and professional success, an understanding of how ESL teachers perceive and implement such innovations is crucial to further improve the quality of education. The research article "Voices of Change: Bangladeshi ESL Teachers' Perspectives on Pedagogical Innovations" seeks to explore these perceptions, making a close study of how new teaching methods are adopted, modified, and interpreted by teachers in Bangladesh. The research context is founded on the literature relating to pedagogical innovations in the field of ESL teaching, more specifically in the Bangladeshi situation. Hasan et al. (2024) and Khan et al.

(2024) elaborate on the utilization of artificial intelligence tools within the blended learning context, while Silfani et al. (2025) elaborate on the approaches to enhancing higher-order thinking skills. Aktar et al. (2022) and Hasan et al. (2017, 2018, 2020) emphasize the role of technology, contemporary media, and teachers' professional development in facilitating the learning of the English language. Collectively, these investigations underscore the need for understanding the perspectives of Bangladeshi ESL educators on innovation in resource-poor contexts. Innovations in teaching practices in ESL teaching typically involve the application of technology, innovative teaching approaches, and redesigned curriculum frameworks.

These innovations are targeted at addressing a variety of issues in ESL learning, such as learner engagement, language proficiency, and teaching quality (Hossain, 2020; Chik & Benson, 2020; Richards & Rodgers, 2014; Younus, 2023). These innovations are heavily reliant on educators' perception of them and their rate of acceptance in adhering to changes. Educators, who are at the forefront of instruction delivery, play an important role in bridging theories of teaching and effective classroom instruction (Mellati & Khademi, 2018). Thus, learning their own viewpoints can help offer important insight concerning how these innovations have affected pedagogy as well as learner attainment. This research aims to explore Bangladeshi ESL teachers' experiences with pedagogical innovations, particularly their attitude toward change, their challenges, and the effectiveness perceived of contemporary approaches (Derakhshan et al., 2021; Rahman & Pandian, 2018; Hazhar, Kausar & Mohammed, 2023). By examining these points, this project aims to demonstrate the discrepancies between pedagogical theory and practice in classrooms and, in this way, add to the creation of more applicable and context-sensitive ESL teaching methodologies in Bangladesh.

1.1. Statement of Problem

Incorporation of pedagogical innovations in the teaching of English as a Second Language (ESL) is needed to drive education practice and outcomes. In Bangladesh, ESL teachers are increasingly being exposed to new methods of teaching, technology-supported materials, and curricular innovations to improve language learning (Rahman et al., 2022). Despite these advances, studies on teachers' attitudes and uptake of such innovations are few. Knowing teachers' perceptions is significant in determining if such innovations are aligned with the needs of the instructors and learners, as well as examining their effectiveness in actual practice (Khan & Shams, 2019).

The key issue that this study addresses is the lack of knowledge of Bangladeshi ESL teachers' attitudes towards pedagogical innovation. Despite the many innovations that have been launched, insufficient overt data is available with regard to educators' attitudes to these innovations and their effects on instructional procedures. For example, though computer-supported language teaching tools have experienced a great deal of hype, their direct effect on instructional procedures and learners' motivation has yet to be examined thoroughly (Ahmed et al., 2021). Inadequate innovative teaching approaches, students are confronted with difficulty in language skill development specifically writing (Hossain, 2024; Younus, 2024). Previous research indicates that there are obstacles encountered by educational innovations in their effective implementation due to a number of factors such as inadequate training, lack of quality resources, and resistance (Islam et al., 2020).

In Bangladesh, studies on the implementation of pedagogical innovations in English as a Second Language (ESL) instruction reveal that teachers often face issues like a lack of support and training (Zaman & Rahman, 2021). This highlights the necessity for more research on the attitudes of these innovations and the particular problems confronted by teachers. Inadequate knowledge of the attitudes of teachers towards pedagogical innovations can result in less-than-optimal implementation and lower efficacy of these interventions. Inadequately informed or

resistant ESL teachers can prevent the complete realization of the potential gains of new teaching methods, thereby hurting learning outcomes for students and the overall quality of education (Haque & Asadullah, 2019). Moreover, in the absence of an in-depth understanding of teacher attitudes and challenges, policymakers and educational developers will struggle to offer the required support and resources essential for effective implementation. Previous research has long elaborated on various domains of ESL innovations in instruction, from technology integration and curriculum design.

Analysis has been conducted on the theoretical underpinnings of the innovations and their effects around the world (Hossain & Younus, 2025; Johnson, 2021; Wang et al., 2019). Minimal work exists with a focus on elaborating on the local Bangladeshi setting as well as local ESL teachers' perceptions and acceptance. There is a notable absence of information on the individual perspectives of Bangladeshi ESL instructors on pedagogical innovation. This absence of information encompasses the scarcity of research on how these teachers decide the efficacy of contemporary pedagogy approaches, the issues that face them, as well as their general attitude towards such innovations (Hasan & Akhand, 2020).

Filling this absence of information is extremely crucial to guarantee that pedagogical advances are appropriately tailored to address the national education landscape. Following this, the research explores Bangladeshi ESL teachers' views on pedagogical innovation to gain a deeper insight into their experiences, challenges, and perceptions. The research aims to add to the body of literature by offering insights that could inform the development of more effective and context-based ESL teaching approaches in Bangladesh.

- How do Bangladeshi ESL teachers perceive the impact of recent pedagogical innovations on their teaching practices?
- What challenges do Bangladeshi ESL teachers face when implementing new pedagogical strategies in their classrooms?
- How do Bangladeshi ESL teachers envision the future of pedagogical innovations in ESL education, and what support do they feel is necessary for effective implementation?

2. LITERATURE REVIEW
2.1. Pedagogical Innovations in ESL Education

In recent years, pedagogical innovations in education have made a profound impact on the ESL teaching sector. These innovations are various techniques and technologies utilized to improve the language learning experience. Wang and Winstead (2016; Hossain& Younus, 2024) mention that ESL pedagogy innovations frequently involve combining technology, student-centered instruction, and differentiated instruction. The use of such approaches is aimed at creating more interactive and effective learning environments that meet the varying needs of ESL students. Technological advances have revolutionized pedagogical practice. The utilization of digital technologies like language learning software, interactive whiteboards, and internet-based groupware has transformed conventional ESL classrooms. These technologies provide the possibility for customized learning experiences, immediate feedback, and greater student engagement (Chapelle & Voss, 2016; Hossain, 2021). For example, the application of artificial intelligence-based language learning apps can offer students customized language practices depending on the performance of each individual, thereby improving learning in general.

2.2. Teachers' Perceptions of Pedagogical Innovations

It is important to understand teachers' attitudes towards pedagogical innovations to ensure successful implementation. Teachers' attitudes towards pedagogical innovations can have a

strong influence on whether they will adopt and translate the innovations into their classrooms. Fullan's (2011) study emphasizes that teachers who believe pedagogical innovations are good and reflect their instructional philosophy are likely to implement them successfully. In the context of Bangladeshi ESL teachers, several studies have examined their attitudes towards pedagogical innovations. Islam and Mares (2016) concluded that Bangladeshi teachers are inclined to be aware of the prospective benefits of using technology in ESL teaching. However, they also have certain reservations about lacking necessary training and resources to use the tools efficiently. The results show that although there is a higher tendency towards educational innovations, practical issues must be overcome to enable their adoption.

2.3. Challenges in Implementing Pedagogical Innovations

In spite of the prospects, bringing pedagogical innovations into English as a Second Language (ESL) education normally encounters significant challenges. One of the crucial issues is the limited access of professionals to development opportunities. Darling-Hammond et al. (2017) assert that educators need ongoing professional development so that they can keep themselves updated on modern pedagogy and technologies. Nevertheless, in most locations, such as Bangladesh, educators have restricted access to these vital opportunities. Furthermore, the current education infrastructure in Bangladesh is faced with enormous challenges. Most schools do not have the technological infrastructure required to facilitate the adoption of innovative teaching practices. This encompasses poor internet connectivity, limited digital equipment, and insufficient technical support (Mishra & Koehler, 2006). These infrastructural constraints undermine the capacity of teachers to effectively employ pedagogical innovations in teaching practices.

2.4. Impact of Pedagogical Innovations on ESL Teaching Practices

The implications of pedagogical innovations on ESL teaching practices are twofold. Firstly, innovations can enhance teaching effectiveness as they provide instructors with new approaches and tools to utilize in teaching languages. For example, interactive language learning applications can offer diverse and engaging content that caters to students with diverse learning styles (Golonka et al., 2014). However, effective integration of these innovations is contingent upon the expertise of teachers in utilizing them and their relevance to learning objectives. Ertmer and Ottenbreit-Leftwich (2010) assert that educators' beliefs and attitudes significantly influence the adoption of technological advancements. Teachers with open minds to change and who are ready to try out new instructional approaches are most likely to successfully integrate these innovations. In addition, school administrative support and the availability of resources significantly influence the success of pedagogical innovations.

2.5. Future Directions for Pedagogical Innovations in ESL Education

Looking into the future, the prospects of pedagogical innovations in English as a Second Language (ESL) education look promising, especially given ongoing advancements in educational technologies and pedagogical approaches. However, this potential will come to fruition with a focus on various key factors. First, there is the need for widespread professional development programs aimed at providing teachers with the necessary skills and knowledge needed to successfully implement innovative learning approaches (Desimone & Garet, 2015). Second, the technological infrastructure development of the schools is most important. These are access to a stable internet connection, availability of sufficient digital devices, and technical assistance for supporting technology adoption in the classroom (Bakia et al., 2011). Third, the development of a conducive school climate characterized by support for experimentation and collaboration among teachers has the potential to greatly promote the use of pedagogical innovations. While pedagogical innovations hold a lot of potential for the enhancement of ESL education, their successful implementation entails surmounting various challenges. By way of understanding teachers' attitudes, providing adequate professional development, and

improving educational infrastructure, the potential benefits of these innovations can be harnessed to the fullest.

3. METHODOLOGY
3.1. Design
This qualitative study employs a phenomenological research design to explore Bangladeshi ESL teachers' perspectives on pedagogical innovations. Phenomenology is chosen for its focus on understanding lived experiences and perceptions, making it suitable to uncover the essence of how teachers perceive and interact with new teaching methods (Creswell, 2013).

3.2. Sampling Technique
Purposive sampling was utilized to select participants who had direct experience with pedagogical innovations in ESL teaching within Bangladesh. This method allowed for the intentional selection of individuals who could provide rich, detailed insights into the phenomenon being studied (Patton, 2015).

3.3. Samples
The survey comprised 15 ESL instructors from a mix of Bangladesh educational centres (public and private schools, colleges, and universities). The study participants possessed varied education qualifications (e.g., bachelor's/master's degrees, CELTA/TEFL certification) and years of teaching experience (1–10+ years). The sample covered urban, semi-urban, and rural settings to allow both well-equipped private schools and poorly equipped public schools to be included. Teaching staff from primary, secondary, and tertiary levels, as well as English-medium and general education streams were incorporated into the study. Respondents were selected from varied geographical areas, including Dhaka, Chittagong, Sylhet, and Rajshahi, thereby reflecting regional variations regarding resources, students, and teaching practices. The variation in background, classrooms, and settings made it achievable to have an expansive knowledge of pedagogical innovation in ESL education, thereby facilitating the generalizability and applicability of results across Bangladesh's education system.

3.4. In-Depth Interview Instrument Description
Semi-structured interviews will serve as the primary data collection method. The interview guide will be developed to explore teachers' attitudes towards pedagogical innovations, challenges faced in implementation, and the perceived effectiveness of these innovations. The guide will include open-ended questions to encourage participants to reflect deeply on their experiences (Kvale & Brinkmann, 2009).

3.5. Data Collection
Data collection involved conducting in-depth interviews with each participant. Interviews had been audio-recorded with participants' consent and transcribed verbatim for analysis. The interviews was conducted in Bengali to ensure participants' comfort and to capture nuances in their responses effectively.

3.6. Data Analysis
Thematic analysis was employed to analyze the qualitative data obtained from the interviews. This approach involves identifying, analyzing, and reporting patterns (themes) within the data, allowing for a detailed exploration of participants' perceptions and experiences (Braun & Clarke, 2006). The analysis process began with familiarization with the data through repeated readings of transcripts, followed by coding of meaningful segments of data. Codes were then grouped into potential themes, which were reviewed and refined to ensure they accurately represented the data. The final step involved defining and naming themes, supported by illustrative quotations from participants' interviews.

4. FINDINGS

4.1. Perceive the impact of recent pedagogical innovations on teaching

Teachers in Bangladesh have increasingly adopted innovative methods such as digital tools and interactive teaching approaches. These innovations aim to enhance student engagement and learning outcomes by making lessons more dynamic and practical.

> Participant 1: "I've been integrating more digital tools like language learning apps, which make lessons more interactive and engaging."

> Participant 2: "Project-based learning has become a focus, allowing students to apply language skills in real-world contexts."

The integration of innovative methods has transformed teaching practices, making them more student-centered and adaptive. Teachers now emphasize interactive learning activities and personalized approaches to cater to diverse student needs effectively.

> Participant 1: "These innovations have made my teaching more dynamic and responsive to individual student needs."

> Participant 2: "I feel more motivated and creative in my approach, adapting lessons to better suit student interests."

Teachers have observed significant improvements in student participation and comprehension. For instance, interactive digital platforms have increased student engagement, while project-based learning has improved critical thinking and collaborative skills.

> Participant 1: "Students are more active in discussions and show improved language proficiency through interactive exercises."

> Participant 2: "There's greater collaboration among students, and they take more ownership of their learning process."

Innovative teaching methods have significantly enhanced student engagement and motivation. Students are more actively involved in lessons, leading to improved language proficiency and academic performance in ESL classrooms.

> Participant 1: "Students are more enthusiastic about learning with technology, which has enhanced their engagement and learning outcomes."

> Participant 2: "Engagement has risen significantly, and students show deeper understanding and application of language skills."

Professional development programs are crucial for updating teaching skills and integrating new methodologies. Teachers in Bangladesh benefit from workshops and training sessions that provide them with the necessary tools and knowledge to effectively implement innovative pedagogical strategies in ESL education.

Participant 1: "Professional developments workshops keep me updated on effective teaching methods and help me integrate new tools into my lessons."

Participant 2: "Attending conferences and workshops has been crucial in refining my teaching skills and staying innovative in the classroom."

4.2. Challenges ESL teachers face when implementing new pedagogy
4.2.1. Challenges in Implementing New Pedagogical Strategies

ESL teachers in Bangladesh often highlight several challenges when integrating new pedagogical strategies. Many point to the limited access to technology and digital resources, which are crucial for effective implementation. As one teacher remarked, "Access to technology is a major hurdle. Not all schools have enough computers or reliable internet, making it difficult to use digital tools effectively in class." Another common challenge is the large class sizes and diverse student abilities, making it hard to personalize instruction. A teacher expressed, "With over 50 students in a class and varying English levels, it's challenging to tailor lessons to meet each student's needs."

4.2.2. Impact on Teaching and Learning

These challenges significantly impact both teaching practices and student learning outcomes. Teachers noted that without adequate resources and support, innovative teaching methods often fall short. "Limited resources hinder our ability to engage students effectively. It's frustrating because we see potential in new methods but can't implement them fully," shared one teacher. This situation affects students' learning experiences, as another teacher explained, "When we can't adapt to students' individual needs, some struggle to keep up, while others get bored. It affects their motivation and overall progress."

4.2.3. Necessary Resources and Support:

To overcome these challenges, ESL teachers emphasize the need for improved resources and support systems. "We need more training on using technology in classrooms," suggested a teacher. "Hands-on workshops and access to updated teaching materials would make a big difference." Others highlighted the importance of smaller class sizes and professional development opportunities tailored to ESL teaching. "Reducing class sizes would allow us to give more attention to each student," noted a teacher. "Regular training on multicultural education and language acquisition strategies would help us better support diverse student backgrounds."

While ESL teachers in Bangladesh face significant obstacles in implementing new pedagogical strategies, they are eager for support and resources that can enhance their teaching effectiveness and improve student learning outcomes. Addressing these needs through targeted training, access to technology, and support for diverse student needs can lead to more impactful ESL education in Bangladesh.

4.3. Teachers' envision the future of pedagogical innovations in ESL education
4.3.1. Envisioning the Role of Pedagogical Innovations

Bangladeshi ESL teachers provided diverse perspectives on the future role of pedagogical innovations in ESL education. One teacher emphasized the potential of digital platforms to revolutionize teaching methods, citing enhanced engagement and interactive learning tools. In contrast, another teacher expressed concerns over resource disparities and limited access hindering widespread adoption of these innovations.

4.3.2. Benefits and Risks of Integration

Teachers identified potential benefits such as personalized learning and improved student outcomes through innovative approaches. However, they also highlighted risks such as digital

inequality and over-reliance on technology. These insights underscored the dual impact of innovations, offering opportunities while posing challenges that need careful navigation.

4.3.3. Necessary Support for Effective Implementation

To effectively integrate pedagogical innovations, teachers stressed the importance of comprehensive support mechanisms. They advocated for institutional investments in infrastructure, government initiatives for equitable access, and continuous professional development to empower educators in adapting to new methodologies.

4.3.4. Stakeholder Involvement and Support

Teachers emphasized the crucial role of stakeholders—administrators and policymakers—in fostering an innovation-friendly environment. Recommendations included policy reforms, funding allocations for technology integration, and collaborative efforts to align educational goals with practical classroom needs.

4.3.5. Cultural and Institutional Barriers

Cultural norms favoring traditional teaching methods and institutional constraints like inadequate infrastructure were cited as barriers. Teachers highlighted the need for cultural shifts, convincing stakeholders of innovation benefits, and addressing infrastructural deficiencies to effectively implement and sustain pedagogical innovations in ESL education.

5. DISCUSSION
5.1. Perceive the Impact

In Bangladesh, ESL teachers have increasingly used new approaches like online resources and interactive methods to engage and improve students' learning (Ahmed & Chowdhury, 2020; Rahman et al., 2022). These shifts are intended to provide more interactive and relevant lessons and signify a move towards student-centred pedagogical practices. Participant testimonials demonstrate the deep transformational effect observed: "I have increasingly utilized digital tools such as language learning applications, which enhance the interactivity and engagement of lessons," a teacher commented (Ahmed et al., 2021). Another teacher pointed out the move towards project-based learning, commenting, "Project-based learning has been prioritized, enabling students to implement language skills in real contexts" (Rahman et al., 2022).

The intersection of these emerging approaches has changed instructional practices, emphasizing flexibility and personalized learning environments to meet diverse student needs (Braun & Clarke, 2006). Teachers were more motivated and creative, adapting lessons to students' interests and learning styles more effectively (Ertmer & Ottenbreit-Leftwich, 2010). Moreover, teachers have reported increased student engagement and comprehension. The use of interactive digital platforms has significantly enhanced student engagement, whereas project-based learning has facilitated the development of critical thinking and teamwork skills in students (Chapelle & Voss, 2016). Observers have seen that "Students are more active in discussions and show improved language proficiency through interactive exercises" (Golonka et al., 2014). This heightened level of participation has contributed to enhanced understanding and use of language skills in ESL classroom settings (Wang & Winstead, 2016).

5.2. Challenges ESL Teachers Face When Implementing New Pedagogy

While there are benefits, there are enormous challenges for Bangladeshi ESL teachers to embrace new pedagogical approaches. Technology and digital resource usage is a significant obstacle since schools lack sufficient computers or stable internet connectivity (Derakhshan et al., 2021). A teacher pondered disappointment, stating, "Limited resources hinder our ability

to engage students in the best possible way. It's frustrating because we can see possibilities in newer approaches but can't implement them to the degree" (Islam et al., 2020). Such limitations directly affect teaching methodologies and student learning outcomes. Teachers suggested that lacking proper support, innovative practices fail to exhibit their full efficacy. "When we can't tailor our teaching to meet individual students' needs, some can't keep up and others get bored. It affects their motivation and overall progress," one teacher said (Hasan & Akhand, 2020).

To remedy these problems, ESL teachers emphasize the need for more resources and support networks. They advocate for targeted training in technology integration, hands-on workshops, and new pedagogical resources (Desimone & Garet, 2015, Uddin et al., 2024). Smaller class sizes and professional development specifically focused on ESL teaching were also cited as essential (Richards & Rodgers, 2014).

5.3. Teachers' Envision the Future of Pedagogical Innovations in ESL Education

Bangladeshi ESL educators envision digital platforms as being of paramount significance to reformulate pedagogy. Although they are hopeful about greater participation and interactive learning materials, there are concerns about unequal access to resources (Zaman & Rahman, 2021). It was a hopeful view expressed by one teacher, asserting that "Digital platforms can revolutionize teaching, making it more engaging and effective" (Johnson, 2021). Teachers see the potential for personalized learning and better student results through new methods; they worry, however, about digital divides and excessive dependence on technology (Islam & Mares, 2016; Hossain & Younus, 2025). These contrasting views highlight the necessity for comprehensive implementation strategies. Successful integration necessitates extensive support mechanisms, such as investment in infrastructure, government initiatives, and ongoing professional learning (Darling-Hammond et al., 2017). Educators emphasized the importance of continuous professional development in equipping teachers to respond to contemporary pedagogical approaches (Kvale & Brinkmann, 2009). Policymakers and administrators also play a key role in establishing an enabling environment for innovation. Suggestions range from policy change and financial investment for accommodating technology and alignment of educational objectives (Fullan, 2011). Prevailing cultural values that promote experimentation with conventional instruction strategies and organizational limitations are the major hindrances to the adoption of innovative practices (Haque & Asadullah, 2019). This must be accomplished by changing the culture and overcoming infrastructure deficiencies (Patton, 2015, Uddin et al., 2020).

5.4. Implications

The results highlight a number of implications for ESL education in Bangladesh. Firstly, the incorporation of digital technology and interactive pedagogical approaches can greatly improve student engagement and learning outcomes. By rendering lessons more interactive and practical, teachers can meet the needs of various students efficiently. This shift to student-centred pedagogies aligns with global trends in education, emphasizing active learning and critical thinking skills (Ahmed & Chowdhury, 2020; Braun & Clarke, 2006). Professional development programs also become crucial in equipping ESL instructors with the requisite skills and confidence to use these new methods. Ongoing professional learning concerning the integration of technology and personalized learning strategies is key to the long-term enhancement of teaching practices and students' accomplishments (Ertmer & Ottenbreit-Leftwich, 2010). The results also, nonetheless, recognize major obstacles in the form of minimal access to technology and extremely large class sizes that discourage the full implementation of such innovations. Overcoming these challenges requires systemically driven reforms, including the development of infrastructure and policy support to establish an

inclusive innovation-based setting in ESL classrooms (Derakhshan et al., 2021; Islam et al., 2020).

5.5.Research Contribution

This study contributes to the existing literature on ESL education by providing empirical insights into the adoption and impact of pedagogical innovations in Bangladesh. By synthesizing participant perspectives and empirical data, it enhances our understanding of how innovative teaching methods can be effectively implemented in resource-constrained contexts. The findings offer practical implications for educators, policymakers, and stakeholders interested in improving ESL education through technology integration and professional development initiatives (Chapelle & Voss, 2016; Wang & Winstead, 2016).

5.6.Limitations

In spite of the significant findings of this research, it is important to note some limitations. First, the research was based predominantly on self-reported data from a small sample of participants, which might not adequately reflect the diverse experiences and opinions of ESL teachers in Bangladesh. Second, the study concentrated on urban regions, where exposure to resources and professional development can be quite different from rural areas. Future research must explore these differences to provide a more comprehensive understanding of the challenges and possibilities of ESL education in different contexts (Kvale & Brinkmann, 2009; Richards & Rodgers, 2014). The study's scope was also primarily concentrated on teachers' experiences and perceptions. Future studies may incorporate the students' perspectives in order to develop a holistic vision of the contribution made by pedagogical innovation to the academic achievements and interests of the learners in ESL classes (Mellati & Khademi, 2018; Swan, 2019).

5.7. Recommendations

The findings suggest a number of implications for improving ESL education in Bangladesh. To begin with, there is a necessity to accord high priority to the creation of professional development opportunities that are specifically designed for technology integration, individualized learning approaches, and multicultural teaching methods. Secondly, there is a need to invest resources in improving the infrastructure, such as providing stable internet connectivity and digital resources to schools, particularly in marginalized communities. Third, there is a need to advocate for policy reforms that highly value innovation in ESL teaching, including funding initiatives and encouraging research on best practices in instruction. Lastly, building partnerships between teachers, administrators, policymakers, and stakeholders will create a conducive environment for introducing and sustaining innovative practices in ESL classrooms, which will eventually lead to improved learning outcomes for students.

6. CONCLUSION

Briefly, the study provides insightful data about the perceptions, challenges, and possibilities of pedagogical innovations in ESL teaching in Bangladesh. Though ESL instructors face hardships due to constrained resources and institutional obstacles, teachers are seen working to enhance pupils' learning with the help of innovative pedagogy. To move ahead, it is imperative that all concerned work in unison to support ESL teachers by providing them with requisite resources, professional development, and appropriate policy frameworks. This will enable Bangladesh to have a more inclusive and effective ESL education system, thereby equipping students to succeed in an interdependent world. Overall, this research contributes to the continuing discussion of improving teaching practices with technology integration and highlights the place of context-specific approaches in maximizing ESL teaching and learning outcomes. Future research must persist in investigating such dynamics to improve continuous improvement and innovation in ESL education globally.

Ethical Considerations

Ethical considerations in conducting research on ESL education in Bangladesh include obtaining informed consent from participants, ensuring confidentiality of data, and respecting cultural sensitivities and local norms. Researchers must navigate power dynamics between themselves and participants, ensuring that the study benefits the community and minimizes harm. Transparent reporting of findings and methodologies is essential for maintaining integrity and trust. Additionally, researchers should strive for equitable representation and avoid perpetuating stereotypes or biases in their research design, analysis, and interpretation. Ethical guidelines should be followed rigorously to uphold the rights and well-being of all involved in the research process.

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Appendix

In-depth Interview Protocol
Demographic profile:
Gender:
Age:
Highest Degree:
Teaching Experience:

- Could you describe your experience with recent pedagogical innovations in ESL teaching?
- How do you perceive these innovations have impacted your teaching practices?
- Can you provide examples of specific changes or improvements you've noticed in your teaching as a result of these innovations?
- How have these innovations influenced student engagement and learning outcomes in your classroom?
- What role does professional development play in your ability to adopt and implement new pedagogical strategies?
- What are the main challenges you encounter when implementing new pedagogical strategies in your ESL classroom?
- How do these challenges affect your teaching and your students' learning experiences?
- What resources or support do you believe are necessary to overcome these implementation challenges effectively?
- Are there any specific training or professional development opportunities you feel would help you better implement new strategies?
- How do you address the diverse needs and backgrounds of ESL students in your classroom when implementing new strategies?
- Looking ahead, how do you envision the role of pedagogical innovations in ESL education in Bangladesh?
- What do you see as the potential benefits or risks of further integrating these innovations?
- What kind of support, whether institutional, governmental, or professional, do you think is necessary for the effective implementation of these innovations?
- How can stakeholders (e.g., administrators, policymakers) better support ESL teachers in adopting and adapting to new pedagogical strategies?
- Are there any cultural or institutional barriers that you perceive hinder the adoption of new pedagogical innovations in ESL education in Bangladesh?