International Journal of Language and Literary Studies
Volume 7, Issue 6, 2025
Homepage : http://ijlls.org/index.php/ijlls

Bridging Language and Technical Learning: The Role of English Lab Courses in Agricultural Education at City University, Bangladesh

Riyad Md. Arefin Sohan
Lecturer, Department of English, City University, Bangladesh
riyadsohan27@gmail.com

Nilufa Akter
Assistant Professor, Department of English, City University. Bangladesh

DOI: http://doi.org/ 10.36892/ijlls.v7i6.2428
APA Citation: Sohan, R. M.A. & Akter, N.(2025). Bridging Language and Technical Learning: The Role of English Lab Courses in Agricultural Education at City University, Bangladesh. *International Journal of Language and Literary Studies. 7*(6).537-556. http://doi.org/10.36892/ijlls.v7i6.2428

Received:
13/10/2025

Accepted:
29/11/2025

Keywords:
English Lab Courses; Agricultural Education; Speaking and Listening Skills; Communicative Competence; Bangladesh

Abstract

This study investigates the communicative and technical proficiency needs of students in the Department of Agriculture at City University, Bangladesh, emphasizing the importance of integrating English laboratory courses to enhance speaking and listening competencies. Employing a mixed-methods design, data were collected from 55 students through surveys and from 10 faculty members via semi-structured interviews. The survey findings indicate that students face significant challenges in delivering oral presentations and comprehending technical lectures, while expressing strong support for the introduction of English labs to boost their professional confidence. Thematic analysis of faculty interviews identified six key areas: the necessity for advanced communication support, assessment of lab effectiveness, recommended pedagogical activities (such as group discussions, role-plays, and technical vocabulary enhancement), improvements in learning outcomes, challenges in implementation (including time constraints, limited resources, and low student motivation), and the critical role of faculty training. Overall, the findings suggest that English lab courses can effectively bridge the gap between theoretical instruction and practical communication proficiency, thereby improving students' academic performance and professional preparedness. The study recommends implementing context-specific lab activities, discipline-oriented content, and ongoing faculty development to ensure the sustainability and impact of English language laboratories in agricultural education. This research paper constitutes a needs analysis. The laboratory and speaking courses were not implemented in practice. They were at the proposal stage.

1. INTRODUCTION

Agriculture, as a globally recognised academic discipline, underscores its indispensable role in ensuring human survival, fostering economic development, promoting environmental sustainability, and advancing scientific research. Historically grounded in practical application, the discipline gained significant institutional prominence through the establishment of land-grant universities, particularly those formed under the Morrill Act of 1862 in the United States. In contemporary contexts, agricultural education and research contribute directly to several United Nations Sustainable Development Goals (SDGs), notably SDG 2 (Zero Hunger), SDG 12 (Responsible Consumption and Production), and SDG 13 (Climate Action).

The field is supported by a robust body of scholarly literature, with leading peer-reviewed journals such as Agricultural Systems (Elsevier), Field Crops Research (Elsevier), and the Journal of Agricultural and Food Chemistry (ACS) shaping global research agendas. Major agricultural databases—including AGRICOLA, Scopus, and Web of Science—are primarily indexed in English, reinforcing the language's dominance in knowledge dissemination. Similarly, authoritative institutional resources published by the FAO, CGIAR, and the World Bank are predominantly available in English, positioning it as the central communicative medium for policy and technical guidance. International conferences, such as the International Conference on Agriculture and Horticulture and the Global Forum for Innovations in Agriculture (GFIA), also rely on English as their principal working language.

According to the Food and Agriculture Organization, proficiency in English enhances the capacity of future agriculturists to engage with global researchers, practitioners, and farming communities, thereby facilitating the transfer of advanced technologies and innovative practices. Students pursuing postgraduate study abroad or aiming to publish in international journals require strong academic English skills, which are systematically cultivated through laboratory-based language courses focusing on academic writing, oral presentations, and disciplinary communication (Hyland, 2006). As widely noted, English operates as the principal linguistic conduit that unifies the global scientific community (Flowerdew, 2013; Hyland, 2016).

Rooted in task-based learning and authentic communicative contexts, English laboratory courses seek to enhance the relevance and applicability of language acquisition to students' academic and professional trajectories. For agricultural students in particular, such structured exposure holds transformative potential—bridging the gap between technical expertise and global communicative competence (Li & Flowerdew, 2020).

This study aims to examine the prospective role of English laboratory courses within the agricultural curriculum at City University, Bangladesh. Specifically, it investigates the extent to which such laboratory-based instruction can enhance students' communicative competence and research capabilities, thereby contributing to improved academic performance and greater employability. At present, English courses offered within the program remain largely theoretical, providing limited opportunities for authentic, practice-oriented language use. Employing a mixed-methods design that integrates surveys, semi-structured interviews, and classroom observations, the research seeks to generate evidence-based insights and actionable recommendations for curriculum development. More broadly, the study contributes to ongoing scholarly discourse on language education, interdisciplinary readiness, and higher education reform in the Bangladeshi context and beyond.

2. LITERATURE REVIEW

English, as the dominant language of academic research and international communication, is crucial for professionals across scientific fields, including agricultural sciences (Hyland, 2016; Flowerdew, 2013). However, much of this research focuses on Western contexts, and its

applicability to Bangladesh is limited due to differences in educational systems, resources, and language exposure.

English for Specific Purposes (ESP) research emphasizes tailoring instruction to learners' professional goals and communicative tasks (Hutchinson & Waters, 1987). In agriculture, these tasks include writing research reports, delivering technical presentations, reading scientific literature, and engaging in international collaboration. Despite these insights, many ESP studies rely on small-scale interventions or short-term programs, limiting generalizability and leaving practical implementation challenges—such as large class sizes and limited trained faculty—underexplored (Basturkmen, 2010).

English language laboratories have been proposed to bridge this skills gap. Studies indicate that language labs enhance speaking and listening competencies through interactive tasks, individualized practice, and the use of digital multimedia resources (Meddour, 2006; El-Sayed, 2022; Pramana Research Journal, 2019). Yet, most of these studies focus on non-technical or Western contexts, and few investigate their effectiveness in agriculture programs or in Bangladesh specifically.

Locally, research highlights significant gaps in English proficiency among technical students. Ahmed and Islam (2019) found that students often struggle with basic communication tasks, affecting academic performance and confidence. Shrestha, Awasthi, and Pahari (2020) noted that limited English proficiency can negatively affect job performance, especially for engineers working in international contexts. These findings indicate a clear need for practical, applied English training tailored to agricultural students, but there is a lack of empirical evidence on the use of English labs in Bangladeshi agriculture programs.

This study addresses these gaps by evaluating the integration of English lab courses at City University's Department of Agriculture. By combining student surveys and faculty interviews, it examines both the effectiveness and practical challenges of implementing such courses in a local context. Unlike previous research, this study links global ESP insights with Bangladesh-specific evidence, offering actionable recommendations for improving communicative competence in agriculture students.

2.1.The Need for English Lab Courses in Agricultural Education

Local evidence indicates that students in Bangladesh's agricultural programs often face significant gaps in English proficiency — particularly in oral communication, listening comprehension, technical vocabulary, and writing. Chanda and Rahman (2019) observed that English instruction at agricultural universities struggles to fully develop students' competence in speaking, listening, and writing. Rafi (2019) further highlighted the need for specialized English courses for agriculture students, pointing out deficiencies in both general communication and discipline-specific vocabulary. English lab courses provide a practical solution to these challenges by offering immersive, skill-based training that goes beyond traditional classroom instruction. Task-based activities and individualized guidance help bridge the gap between theoretical knowledge and applied communication skills, fostering confidence and fluency.

3. METHODOLOGY

This study employed a mixed-methods approach to investigate the impact of English lab courses on the speaking and listening competence of agriculture students at City University, Bangladesh. Combining quantitative survey data with qualitative faculty interviews allowed

for a comprehensive understanding of student proficiency gaps and the practical benefits of lab-based instruction.

3.1.Participants and Sampling

A total of 55 undergraduate students from the Department of Agriculture participated in the survey. Additionally, 10 faculty members were purposefully selected for semi-structured interviews based on their teaching experience in English and agriculture courses. This sample size was considered sufficient to capture diverse perspectives while remaining feasible within institutional constraints.

3.2. Survey Design

The student survey consisted of 21 questions addressing multiple aspects of English communication in agriculture, including:

- Confidence in speaking (Q1, Q10)
- Challenges with technical vocabulary and comprehension (Q2, Q6, Q12, Q13, Q17)
- Practical application of English in fieldwork and presentations (Q3, Q4, Q5, Q7, Q11, Q19)
- Perceptions of syllabus relevance and effectiveness (Q14–Q21)
- Importance of English for global communication (Q9)

Responses included multiple-choice and open-ended questions, allowing both quantitative measurement of skill gaps and qualitative insights into student strategies.

3.3.Interview Protocol

Faculty interviews were guided by six questions exploring: the perceived need for English communication support, the effectiveness of current lab activities, recommended resources, anticipated student outcomes, implementation challenges, and faculty collaboration. Interviews were documented with consent.

3.4.Data Collection

Surveys were administered in person during scheduled class sessions. Interviews were conducted individually in private settings to encourage candid responses. Participants were informed about the study's purpose, confidentiality, and their right to withdraw.

3.5.Data Analysis

- Quantitative Analysis: Each survey question was analyzed to identify areas of strength and weakness in students' speaking and listening skills. For example:
    1. Q1 and Q10 measured confidence levels in speaking and listening.
    2. Q2, Q6, Q12, and Q17 identified vocabulary and comprehension challenges in agricultural contexts.
    3. Q3, Q4, Q5, Q7, Q11, and Q19 evaluated practical application and strategies used by students.
    4. Q14–Q21 assessed perceptions of syllabus relevance, skill emphasis, and effectiveness.

    Open-ended responses were summarized to provide illustrative examples of challenges and strategies.

- Qualitative Analysis: Interview transcripts were analyzed using thematic analysis, producing six key themes:
    1. Need for enhanced communication support
    2. Effectiveness of current lab activities
    3. Recommended activities and resources (e.g., group discussions, role-plays, technical vocabulary practice)
    4. Anticipated improvements in learning outcomes
    5. Implementation challenges (time, resources, student motivation)
    6. Faculty collaboration and support

This approach ensured that both student perspectives and faculty insights were systematically captured, providing a well-rounded evaluation of English lab courses in the local agricultural education context.

4. FINDINGS

The review from the participants has been collected through the survey questions. In the questionnaire survey, the authors received responses from 55 participants for 21 questions related to the objective of the study. This part of the study presents the percentage of the opinions of the contributors on the questions.

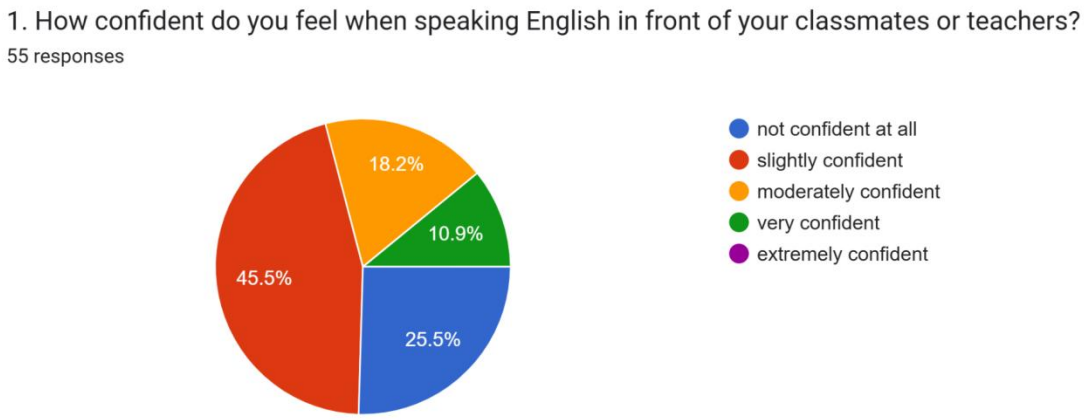


Figure 1 shows that 45% students are slightly confident, 25% not confident at all, 18% are moderately confident, and only 10.9% very confident with the idea that they want to feel when speaking English in front of their classmates or teachers

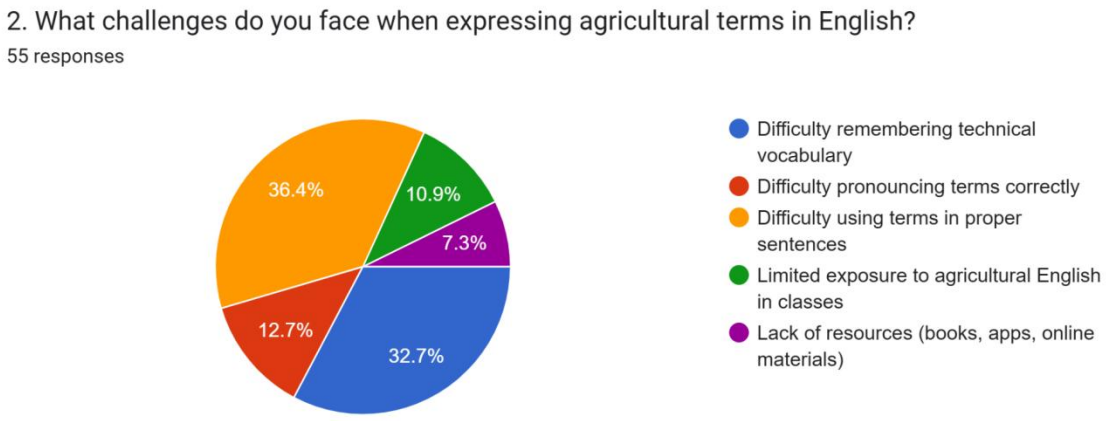


Figure 2 shows that 12.7% students feel difficulty pronouncing terms correctly, 36.4% face problems in using terms in proper sentences, 10.9% have limited exposure to agricultural English in the classroom, 7.3% feel the lack of resources or materials, and 32.7% face difficulty remembering technical vocabulary, with the idea that they face challenges when expressing agricultural terms in English.

Figure 3 shows that 36.4% students can describe but make some mistakes in vocabulary or grammar, 34.5% students struggle to describe and need help, 23.6% students can not describe, with the idea that they can describe a recent farming practice or project they have worked on in English.

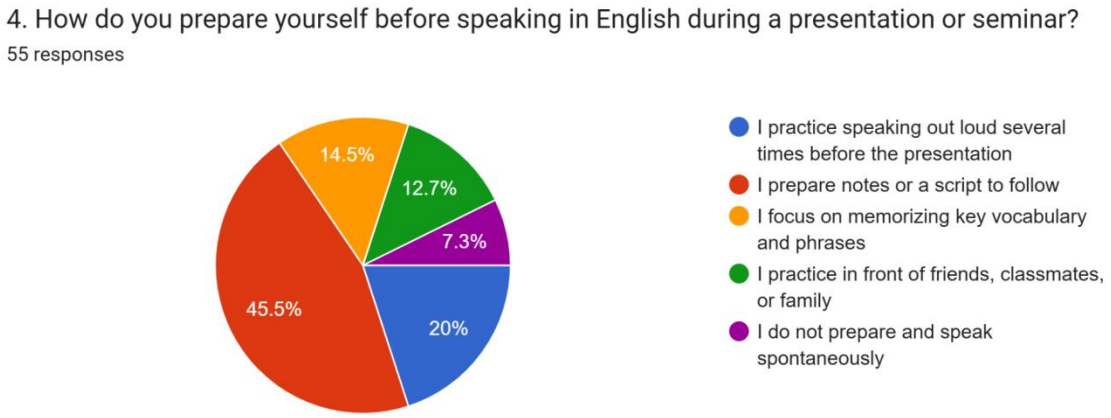


Figure 4 shows that the 45.5% participants prepare notes or a script to follow, 14.5% participants focus on memorizing key vocabulary and phrases, 12.7% participants do practice in front of friends, classmates or family, 7.3% participates do not prepare and speak spontaneously and 20% participants do practice speaking out loud several times before the presentation with the idea that they prepare themself before speaking in English during a presentation or seminar.

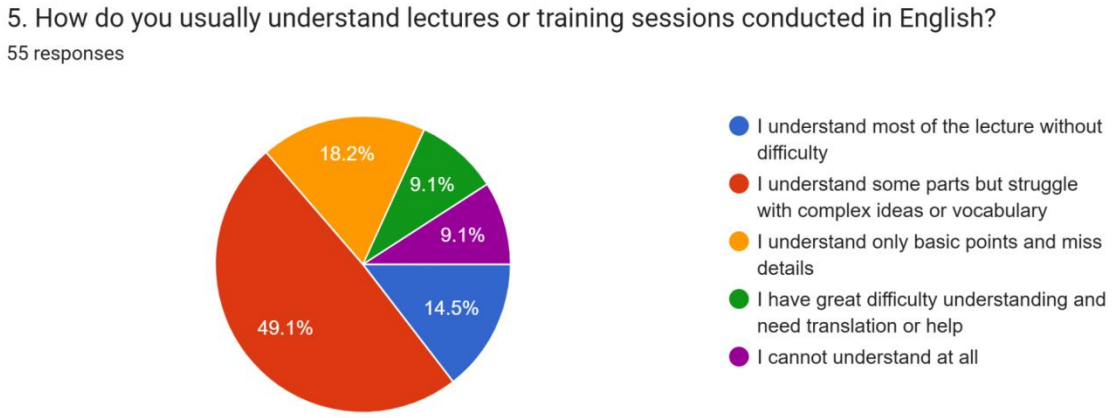


Figure 5 illustrates that 49.1% students understand some parts but struggle with complex ideas or vocabulary, 18.2% students understand only basic points and miss details, 9.1% students have great difficulty understanding and need translation or help and 9.1% students can't understand at all, only 14.5% students understand most of the lecture without difficulty with the idea that they usually understand lectures or training sessions conducted in English.

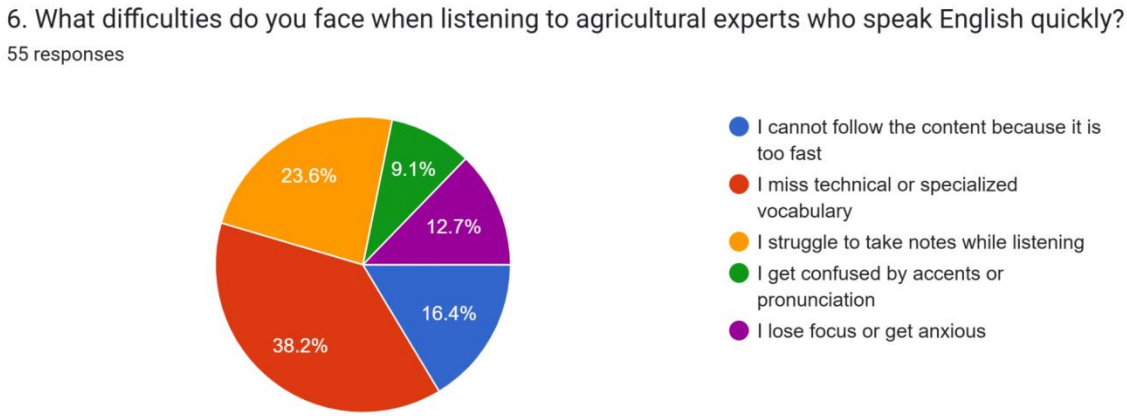


Figure 6 represents that 38.2% participants miss technical or specialized vocabulary, 23.6% participants do struggle to make notes while listening, 9.1% participants get confused by accents or pronunciation,12.7% participants lose focus or get anxious,16.4% participants can not follow the content because it is too fast with the idea of difficulties they face when listening to agricultural experts who speak English quickly.

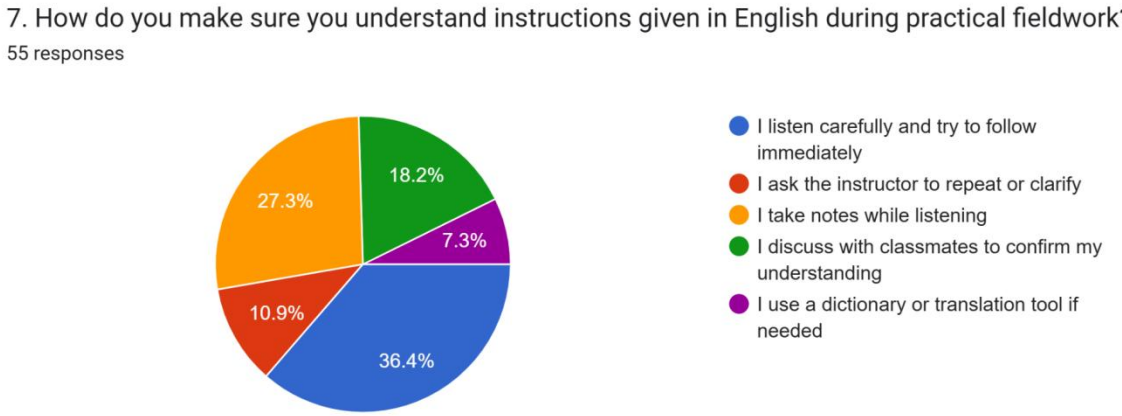


Figure 7 presents students' strategies for understanding English instructions during practical fieldwork. The majority of respondents (36.4%) said they listen carefully and try to follow immediately. The second most common strategy, chosen by 27.3%, is asking the instructor to repeat or clarify. About 18.2% of students discuss with classmates to confirm their understanding, while 10.9% prefer to take notes while listening. A smaller portion, 7.3%, reported that they use a dictionary or translation tool if needed.

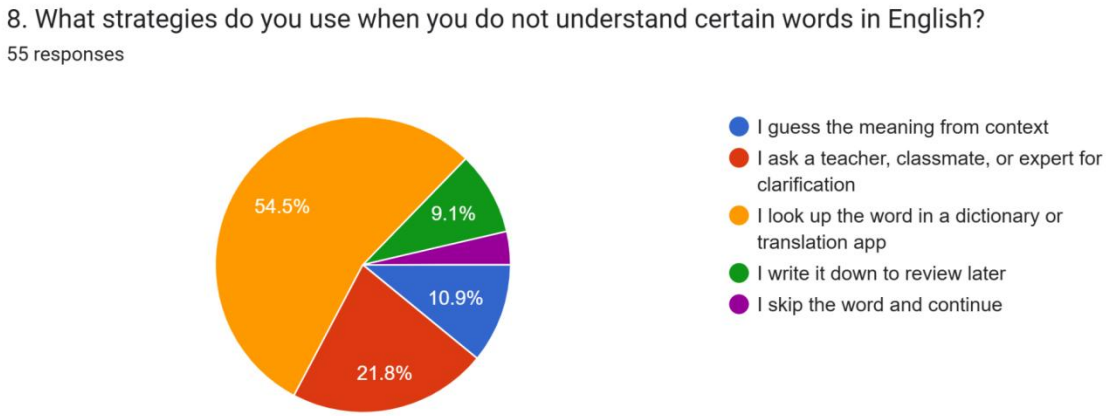


Figure 8 illustrates the strategies students use when they face difficulty understanding certain English words. The majority of respondents (54.5%) reported that they look up the word in a dictionary or translation app, making it the most common strategy. The next most frequent approach, chosen by 21.8%, is asking a teacher, classmate, or expert for clarification. About 10.9% of students guess the meaning from context, while 9.1% write the word down to review later. Notably, none of the respondents indicated that they skipped the word and continued, showing that most students actively try to understand unfamiliar vocabulary.

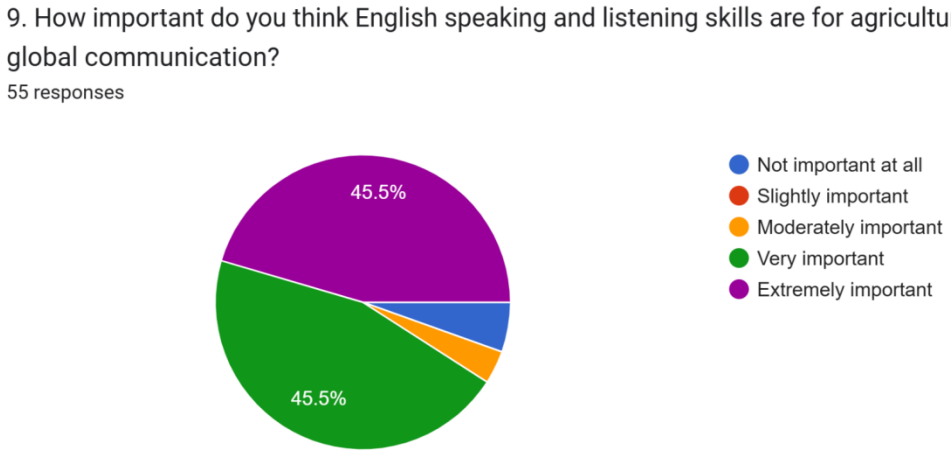
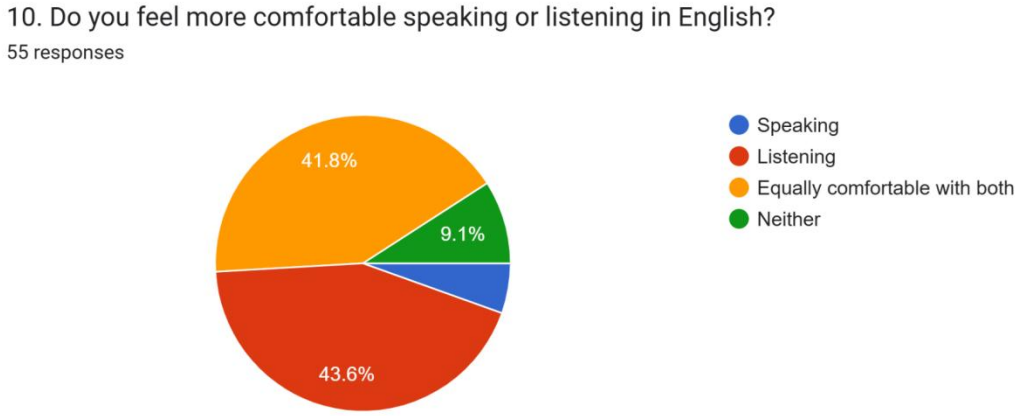


Figure 9 shows that the majority of respondents consider English speaking and listening skills to be highly significant for agricultural research and global communication. An equal proportion of participants, 45.5%, rated these skills as very important, while another 45.5% marked them as extremely important. Only a small percentage (5.5%) viewed them as slightly important, and none selected "not important at all" or "moderately important."



According to Figure 10, listening in English is the area where most respondents feel comfortable, with 43.6% choosing this option. A similar proportion, 41.8%, reported being equally comfortable with both speaking and listening. Meanwhile, 9.1% indicated they feel comfortable with neither, and only 5.5% said they feel more comfortable speaking than listening.

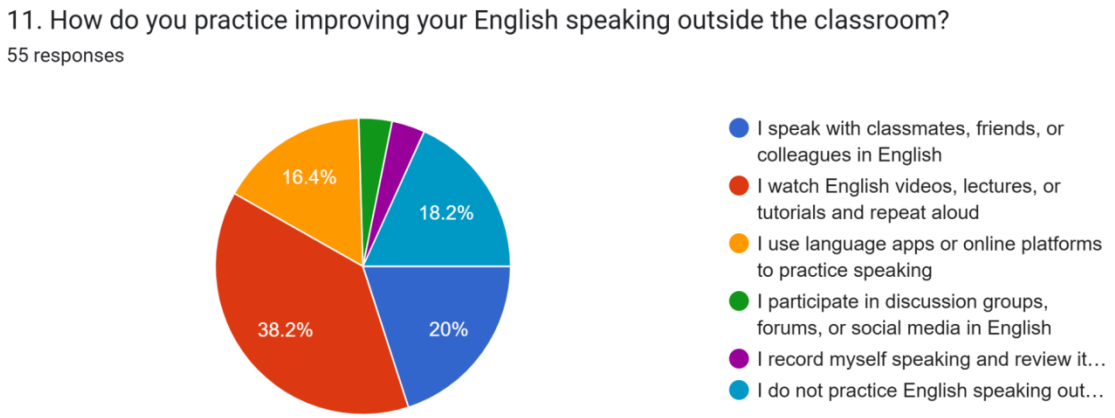
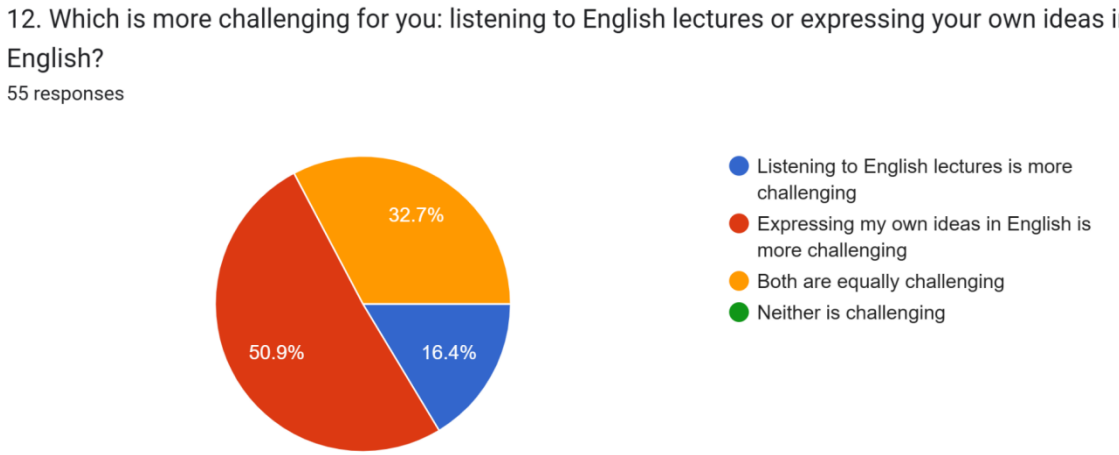


Figure 11 reveals that 38.2% of participants are recording themselves speaking and reviewing it. This is followed by passive input, with watching English videos, lectures, or movies selected by 20% of respondents. Direct interpersonal practice, through speaking with classmates, friends, or family, is also highly utilized at 16.4%. Less common methods include using language apps or online platforms (11%) and participating in discussion groups (8.2%). Finally, a small minority of 6.2% reported that they do not practice English speaking outside of the classroom setting at all.



Based on the responses of the 55 participants, the greater challenge in English proficiency clearly lies in production rather than reception. The majority of respondents (50.9%) find expressing their own ideas in English to be the more challenging skill. A significant portion, 32.7%, still struggle more with listening to English lectures. Finally, a smaller group of 16.4% feel that both skills are equally challenging. Notably, no respondent indicated that neither skill was challenging for them.

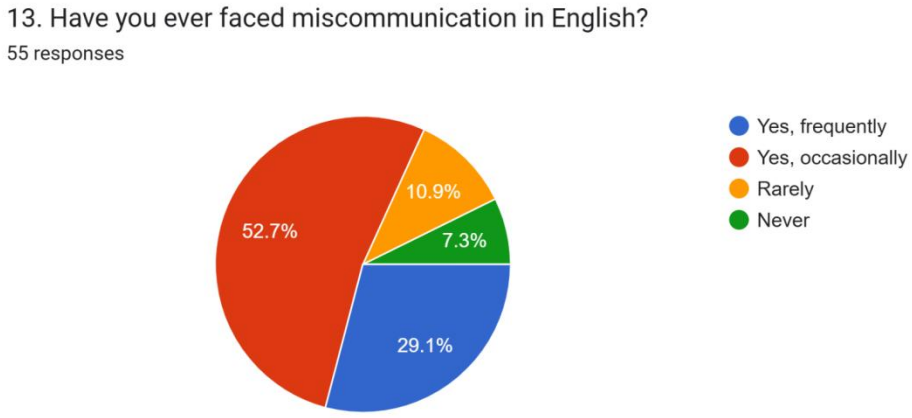


Figure 13 shows that the majority of respondents, 52.7%, indicated that they have faced miscommunication occasionally. A significant number of participants, 29.1%, reported facing miscommunication frequently. Only a small minority stated that they faced miscommunication rarely (10.9%) or never (7.3%). Overall, the data shows that over 80% (81.8% to be precise) of the respondents experience miscommunication in English at least occasionally.

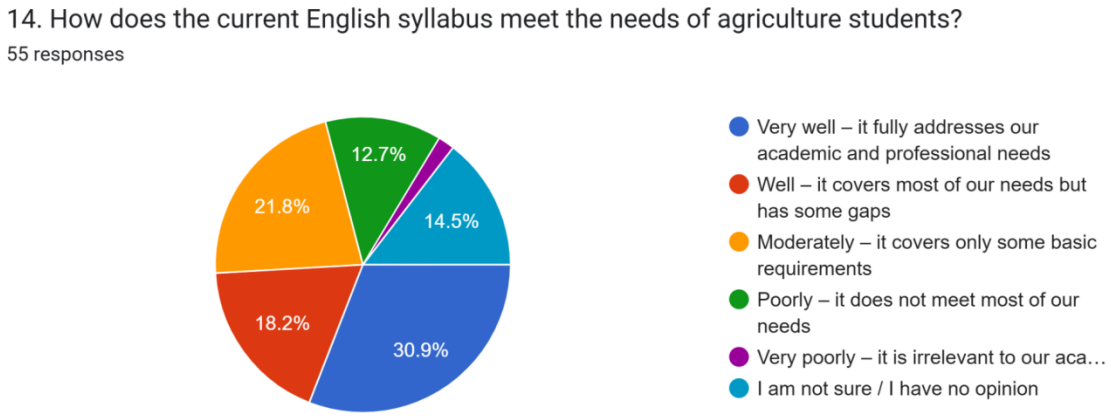


Figure 14 shows that the largest group of students, 30.9%, believes the syllabus meets their needs moderately, meaning "it covers only some basic needs." Following closely, 21.8% rated the syllabus as Well, meaning "it covers most of our needs but needs improvement," and 18.2% rated it as Very well, indicating "it fully addresses our needs." Conversely, 12.7% felt the syllabus was poorly meeting their needs, stating "it does not meet most of our needs." Finally, a combined 16.4% either felt the syllabus was very poorly (1.8%) or had no opinion (14.6%). This suggests a mixed but generally fair perception, with a majority (70.9%) believing the syllabus meets their needs at least moderately or better.

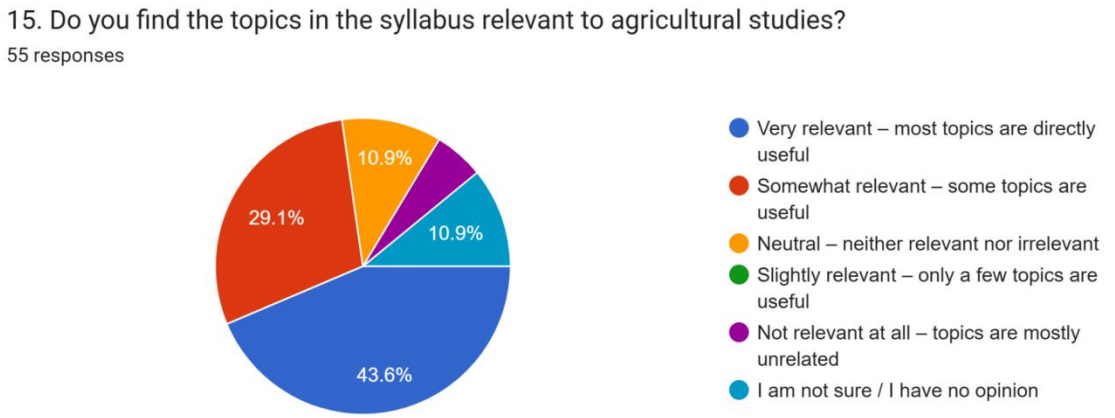


Figure 15 shows that when assessing the relevance of the syllabus topics to agricultural studies, the majority of the 55 respondents found the material to be relevant. 43.6% believe the topics are Very relevant (most topics are directly useful), and an additional 29.1% find them Somewhat relevant (some topics are useful). This means over 72% perceive a significant connection. A smaller group, 10.9%, felt the relevance was Neutral (neither relevant nor irrelevant), while 10.9% found the topics Mostly relevant (only a few topics are useful). Finally, a minimal 5.5% considered the topics Not relevant at all (mostly unrelated).

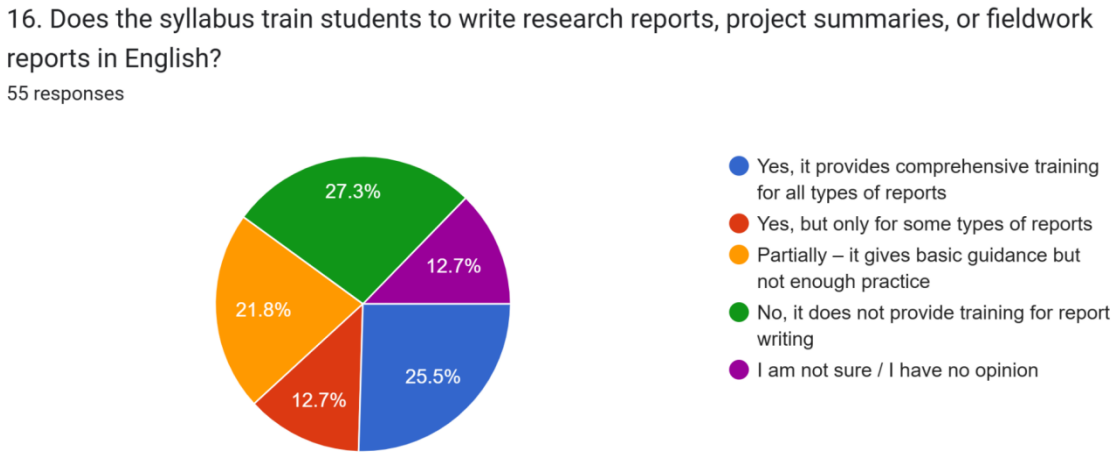


Figure 16 evaluates whether the syllabus trains students to write various professional reports in English, and 27.3% indicated that the syllabus partially trains them (gives basic guidance but needs more focus). A quarter of respondents, 25.5%, answered Yes, stating it provides comprehensive training for all types of reports. However, 21.8% felt the syllabus only covered some specific types of reports, and an equal percentage, 12.7%, chose No (it does not provide training for report writing), and I am not sure / I have no opinion.

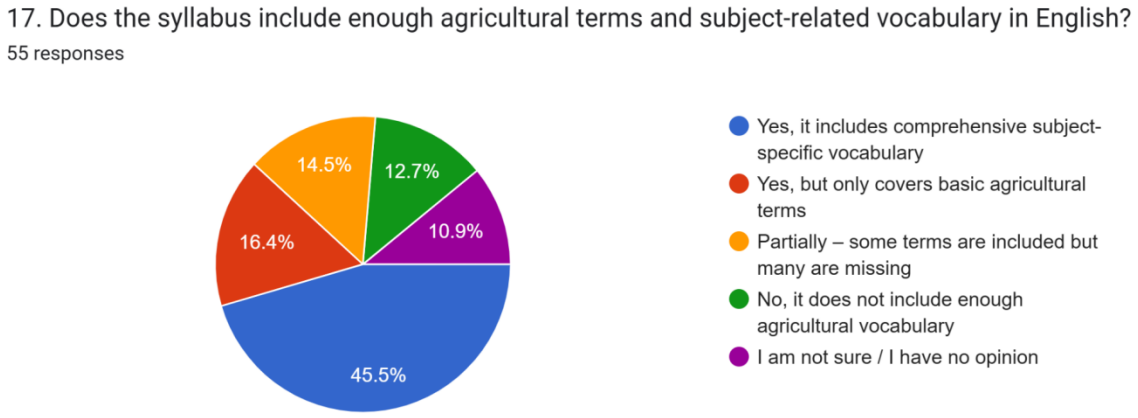


Figure 17 represents whether the syllabus includes enough agricultural terms and subject-related vocabulary in English. The majority of respondents (45.5%) believe the syllabus only partially includes terms, noting that some are included but many are missing. A combined 31.1% express satisfaction, with 18.4% stating Yes, it includes comprehensive subject-specific vocabulary, and 12.7% agreeing it covers basic agricultural terms. However, a total of 20.6% believe the syllabus is lacking: 10.3% say it does not include enough agricultural vocabulary, and 10.3% have no opinion.

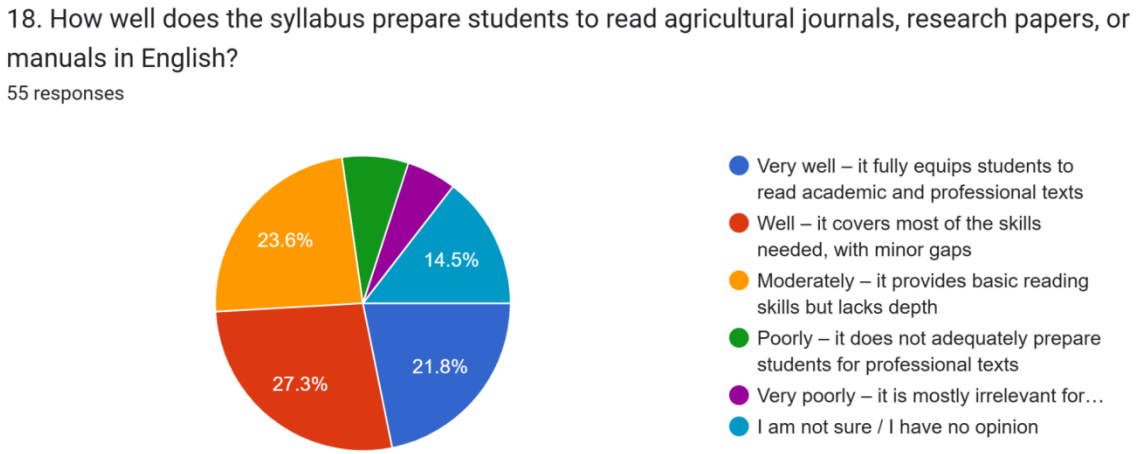


Figure 18 evaluates how well the syllabus prepares students to read agricultural journals, research papers, or manuals in English. The largest group, 27.3%, feels the syllabus does not adequately prepare students for professional texts (it provides limited support for reading). Following closely, 23.6% say the syllabus satisfactorily prepares them (provides the basic reading skills but lacks depth). Conversely, 21.8% believe it prepares them very well (fully equips students to read professional texts and develops the skills needed). The smallest group, 14.5%, rates the preparation as Well (equips students to read professional texts, with minor gaps), and 12.8% have no opinion.

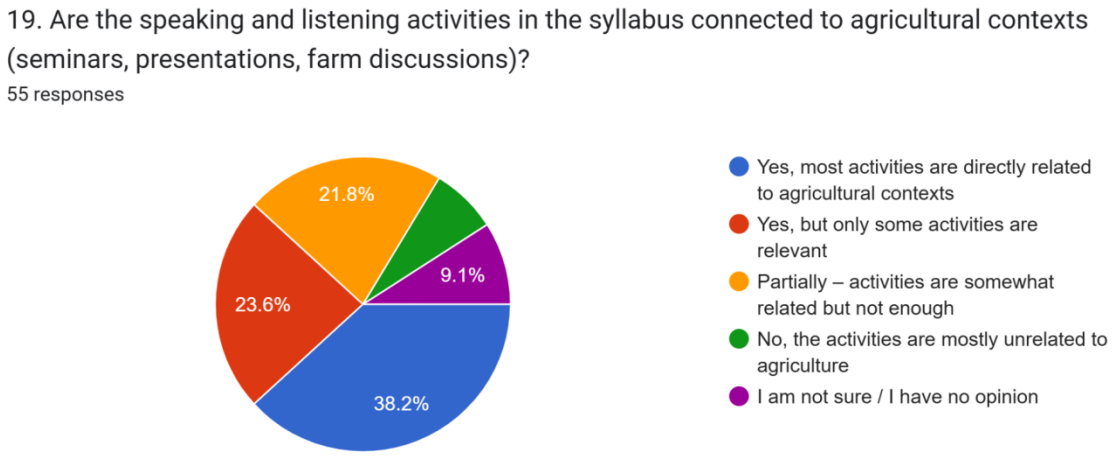


Figure 19, based on 55 responses, asks if the speaking and listening activities in the syllabus (such as seminars, presentations, and farm discussions) are connected to agricultural contexts. The majority (38.2%) of students feel the connection is only Partial, meaning the "activities are somewhat related but not fully." A substantial portion, 23.6%, responded Yes, but only some activities are directly related, while 21.8% stated Yes, meaning most activities are directly related to their studies. Conversely, a small minority of 7.3% found the activities mostly unrelated, and 9.1% were not sure/had no opinion.

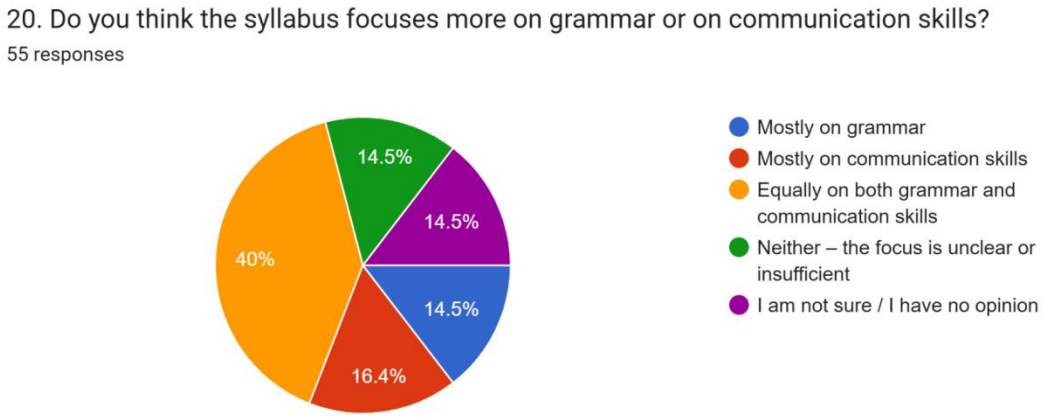


Figure 20 explores the students' perception of whether the syllabus focuses more on grammar or on communication skills. The largest group, 40%, believes the syllabus focuses mostly on communication skills. The second largest response, 28.6%, indicates a perceived balance, with the syllabus focusing equally on both grammar and communication skills. A smaller percentage, 14.5%, feels the focus is mostly on grammar. The remaining respondents either felt the focus was unclear (14.5%) or had no opinion (2.4%).

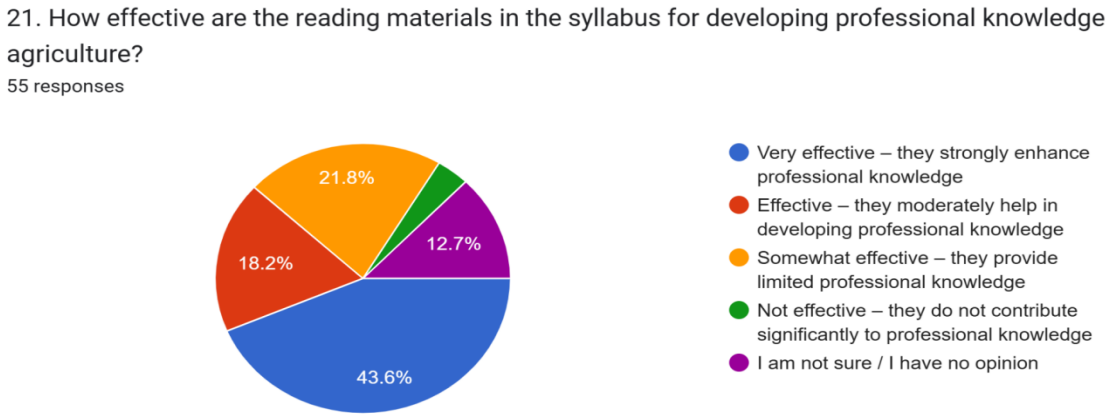


Figure 21 illustrates how effective the reading materials in the syllabus are for developing professional knowledge in agriculture. Based on 59 responses, the majority of respondents found the reading materials to be effective, with 43.6% indicating they were Very effective - they strongly enhance professional knowledge (blue segment). An additional 21.8% found them Effective - they moderately help in developing professional knowledge (orange segment). However, a significant portion reported limited effectiveness: 18.2% said the materials had limited professional knowledge (red segment), and 12.7% felt they were ineffective - they do not contribute significantly to professional knowledge (purple segment). Only a small number of respondents, 3.6%, selected I am not sure / I have no opinion (green segment).

5. DISCUSSION

This study sought to identify the key challenges encountered by agricultural students in acquiring and applying English language skills at the tertiary level, as well as to examine the potential of English laboratory courses in addressing these deficits. The findings indicate that, although students acknowledge the critical role of English in academic advancement and professional development, their overall proficiency—particularly in speaking and listening—remains suboptimal. These limitations largely arise from inadequate opportunities for communicative practice, limited exposure to discipline-specific English, and an instructional focus that overemphasizes grammar-based pedagogy.

Feedback from faculty members further highlights the transformative potential of English laboratory courses in enhancing students' language competence. By incorporating interactive activities, pronunciation training, and agricultural vocabulary development, such courses can promote meaningful engagement and strengthen learners' communicative confidence. However, successful implementation requires careful instructional planning, ongoing professional development for teachers, and sustained institutional support.

In conclusion, the integration of English laboratory courses into the agricultural curriculum constitutes a necessary and pragmatic strategy for bridging the gap between theoretical instruction and practical communication skills. Such an initiative would not only enhance students' linguistic and professional competencies but also better prepare them to contribute effectively to both national and global agricultural sectors. Future research should investigate the effectiveness of technology-enhanced language laboratories and blended learning models

to further advance English language instruction within technical and vocational education in Bangladesh.

Drawing on the findings of this study, several pedagogical and institutional measures are recommended to strengthen English language learning among agricultural students. First, universities should incorporate English laboratory courses as a compulsory component of the agricultural curriculum. These courses must emphasize authentic communicative competencies—such as group discussions, oral presentations, and technical report writing—anchored in agricultural contexts. Second, faculty members should receive systematic training in the use of modern pedagogical tools and laboratory-based materials. Targeted professional development initiatives can enable instructors to design interactive, discipline-specific activities that foster greater learner engagement. Third, institutions should ensure the provision of adequate infrastructural support, including well-equipped multimedia classrooms, access to specialized language-learning software, and digital learning resources. Such facilities would create opportunities for students to practice English in realistic and contextually meaningful settings. Finally, curriculum developers should revise existing English syllabi to adopt more task-based, context-driven approaches. Embedding agricultural content within communicative tasks can significantly enhance learners' confidence and their ability to apply English effectively in both academic and professional environments.

6. CONCLUSION & RECOMMENDATIONS

This study aimed to identify the key challenges faced by agricultural students in acquiring and applying English language skills at the tertiary level and to examine the potential of English laboratory courses in addressing these deficiencies. The findings reveal that, although students recognize the importance of English for academic advancement and professional success, their proficiency—particularly in speaking and listening—remains inadequate. This limitation primarily stems from insufficient communicative practice, limited exposure to discipline-specific English, and an overreliance on grammar-oriented pedagogy.

Feedback from faculty members further underscores the transformative potential of English lab courses in enhancing language competence. Through interactive activities, pronunciation practice, and agricultural vocabulary exercises, such courses can foster meaningful engagement and improve students' communicative confidence. Nevertheless, effective implementation requires strategic planning, continuous teacher training, and adequate institutional support.

In conclusion, integrating English laboratory courses into the agricultural curriculum represents a necessary and pragmatic approach to bridging the gap between theoretical instruction and practical communication skills. This initiative would not only strengthen students' linguistic and professional competencies but also better equip them to contribute effectively to both national and global agricultural sectors. Future research should investigate the efficacy of technology-enhanced language labs and blended learning models to further advance English language instruction within technical and vocational education in Bangladesh.

Based on the findings of this study, several pedagogical and institutional measures are recommended to enhance English language learning among agricultural students. First, universities should integrate English laboratory courses as a compulsory component of the agricultural curriculum. These courses should prioritize authentic communicative

competencies—such as discussions, oral presentations, and report writing—situated within agricultural contexts. Second, faculty members require systematic training in the use of modern pedagogical tools and lab-based instructional materials. Targeted professional development programs can equip instructors to design interactive, discipline-specific activities that foster greater learner engagement. Third, institutions must ensure adequate infrastructural support, including well-equipped multimedia classrooms, access to specialized language software, and online learning resources. Such facilities would provide students with opportunities to practice English in realistic and meaningful settings. Finally, curriculum developers should revise existing English syllabi to adopt a more task-based and contextually relevant approach. Embedding agricultural content within communicative tasks can significantly enhance learners' confidence and ability to apply English effectively in both academic and professional environments.

6.1.Limitations and Future Research

This study was limited to a single private university in Bangladesh, which may restrict the generalizability of its findings to the wider landscape of agricultural education across the country. The modest sample size, combined with the reliance on self-reported data gathered through surveys and interviews, further constrains the depth, reliability, and interpretive scope of the conclusions. As such, the results should be viewed as an initial exploration into the potential contributions of English laboratory courses within the context of agricultural education.

Future research should adopt a broader and more diverse sampling framework, incorporating participants from both public and private institutions, in order to generate a more comprehensive and representative understanding of the issues at hand. Longitudinal studies that track the sustained effects of English laboratory courses on students' academic performance, communicative competence, and professional development would provide particularly valuable insights. Moreover, empirical investigations into technology-enhanced pedagogical models—such as virtual simulations, mobile-assisted language learning, and blended laboratory formats—could offer important guidance for designing innovative and contextually responsive strategies to advance English language instruction within discipline-specific and technical education settings.

REFERENCES

Ahmed, S., & Islam, M. (2019a). English communication needs in tertiary education: A study on technical students in Bangladesh. *Asian ESP Journal, 15*(3), 45–62.

Ahmed, S., & Islam, M. (2019b). English proficiency among technical students in Bangladesh: Challenges and implications. *Journal of Language Teaching and Research, 10*(3), 578–587.

Al Amin, M., & Greenwood, J. (2022). *Communicative English in Bangladesh: Where are the communicative elements? MEXTESOL Journal, 46*(4), 1–15. https://files.eric.ed.gov/fulltext/EJ1374043.pdf

Ammon, U. (2010). *The dominance of English as a language of science: Effects on other languages and language communities.* Mouton de Gruyter.

Basturkmen, H. (2010). *Developing courses in English for specific purposes.* Palgrave Macmillan.

British Council. (2015). *The English effect: The impact of English, what it's worth to the UK and why it matters to the world.* https://www.britishcouncil.org

Chanda, S. S., & Rahman, A. (2019). *The system of teaching English at agricultural universities in Bangladesh*. *International Journal of Language and Linguistics, 7*(6), 319–326. https://doi.org/10.11648/j.ijll.20190706.20

Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.

El-Sayed, A. (2022). *The impact of virtual language labs on developing speaking and listening skills among EFL learners*. *Journal of Foreign Language Education and Business*, 3(1), 45–60.

Flowerdew, J. (2013). *English for research publication purposes.* Cambridge University Press.

Food and Agriculture Organization of the United Nations (FAO). (2011). *The role of agricultural education and training in improving rural employment and livelihoods.* FAO.

Food and Agriculture Organization of the United Nations (FAO). (2021). *The role of education in sustainable agriculture.* FAO. https://www.fao.org

Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach.* Cambridge University Press.

Hyland, K. (2006). *English for academic purposes: An advanced resource book.* Routledge.

Hyland, K. (2016). Academic publishing and the myth of linguistic injustice. *Journal of Second Language Writing, 31,* 58–69.

Islam, M. S., & Stapa, M. B. (2021). Students' low proficiency in spoken English in private universities in Bangladesh: Reasons and remedies. *Language Testing in Asia, 11*(1), Article 1. https://doi.org/10.1186/s40468-021-00139-0

Jahan, I. (2022). *Challenges on English language teaching (ELT) at the polytechnic institutions in Bangladesh: Educators' insights on curriculum effectiveness and student outcomes. International Journal of English Language Teaching, 10*(1).

Li, Y., & Flowerdew, J. (2020). Teaching English for research and publication purposes to agriculture students: Challenges and strategies. *English for Specific Purposes, 59,* 45–57.

Meddour, M. (2006). *Teaching listening and speaking through the language laboratory*. University of Biskra.

Pramana Research Journal. (2019). *Language lab activities to enhance listening skills*. *Pramana Research Journal*, 9(1), 492–497.

Quoc, P. D., Nguyen, T. T. T., & Thanh, C. V. (2019). *The impacts of task-based language learning on accuracy of EFL learners' speaking performances.* European Journal of Applied Linguistics Studies, 2(2), 111–123. https://doi.org/10.5281/zenodo.3456624

Rababah, L. (2022). *An experimental study of the effectiveness of role-play in improving fluency in Jordanian EFL students' speaking skills.* World Journal of English Language, 12(4), 30–38. https://doi.org/10.5430/wjel.v12n4p30

Rafi, S. M. (2019). *English for agriculture students in Bangladesh: Necessity, nature and approach towards designing the course*. *EBAUB Journal, 1*, 156–169.

Rahman, M. M., Islam, M. S., Karim, A., Chowdhury, T. A., Rahman, M. M., Seraj, P. M. I., & Singh, M. K. M. (2019). English language teaching in Bangladesh today: Issues, outcomes and implications. *Language Testing in Asia, 9*, Article 9. https://doi.org/10.1186/s40468-019-0085-8

Rao, P. S. (2019). The role of English language communication skills in the development of employability skills. *Journal for Research Scholars and Professionals of English Language Teaching, 3*(17), 1–6.

Safitri, H., Rafli, Z., & Dewanti, R. (2019). *Improving students' speaking skills through task-based learning: An action research study.* International Journal of Multicultural and Multireligious Understanding, 6(2), 627–638. https://doi.org/10.18415/ijmmu.v6i2.1176

Senate of the United States. (n.d.). *Morrill Land Grant College Act (1862).* https://www.senate.gov/artandhistory/history/common/civil_war/MorrillLandGrantCollegeAct_FeaturedDoc.htm

Shrestha, R. N., Awasthi, J. R., & Pahari, B. R. (2020). *Impact of English language proficiency on the quality of job execution of engineers in and outside Nepal: A study at a glance. Journal of the Institute of Engineering, 15*(1), 250–256. https://doi.org/10.3126/jie.v15i1.27742

Singh, R., & Singh, K. (2018). Employability skills in agriculture: An analysis. *International Journal of Current Microbiology and Applied Sciences, 7*(5), 1549–1555.

Tardy, C. M. (2004). The role of English in scientific communication: Lingua franca or Tyrannosaurus rex? *Journal of English for Academic Purposes, 3*(3), 247–269.

UNESCO. (2014). *Shaping the future we want: UN Decade of Education for Sustainable Development (2005–2014).* https://unesdoc.unesco.org

AUTHORS' BIOS

***Riyad Md. Arefin Sohan** is a Lecturer in the Department of English at City University, Dhaka, Bangladesh. He holds an MA in Applied Linguistics and ELT, and a BA (Hons) in English from Jahangirnagar University, Bangladesh. His interests include philosophy, psychology, literature, language, and popular media such as TV series and anime.*

***Nilufa Akter** is an Assistant Professor of English with expertise in language, literature, and applied linguistics. She is dedicated to enhancing students' critical thinking and communication skills through innovative teaching methods. Her academic interests include English education, gender studies, post-colonial literature, and educational technology.*

Nilufa actively engages in research and academic development, contributing to the advancement of English studies in higher education..