

University of Rajshahi

Rajshahi-6205

Bangladesh.

**RUCL Institutional Repository**

**<http://rulrepository.ru.ac.bd>**

---

Institute of Bangladesh Studies (IBS)

MPhil Thesis

---

2015

# State of English Teacher Education in Bangladesh

Hossain, Md. Akhtar

University of Rajshahi

---

<http://rulrepository.ru.ac.bd/handle/123456789/392>

*Copyright to the University of Rajshahi. All rights reserved. Downloaded from RUCL Institutional Repository.*

# STATE OF ENGLISH TEACHER EDUCATION IN BANGLADESH



## **A Dissertation**

*Submitted to the Institute of Education and Research, University of  
Rajshahi, Bangladesh, in Fulfillment of the Requirements for Degree  
of Master of Philosophy*

**By**

**Md. Akhtar Hossain**

M.Phil Fellow

Registration No-01

Session: 2010-2011

Institute of Education and Research

University of Rajshahi.

**Supervisor**

**Dr. M. Shahidullah**

Professor

Department of English

&

Director

Institute of Bangladesh Studies

University of Rajshahi.

**2015**



**DEDICATED  
TO  
MY DEPARTED FATHER**

# CERTIFICATE

This is to certify that the dissertation entitled “**State of English Teacher Education in Bangladesh**” is an original research work conducted by Md. Akhtar Hossain under my supervision for the award of the Degree of M.Phil from the Institute of Education and Research, University of Rajshahi. As far I know, no other person was associated with the completion of the study or anybody has done a research on the same topic as yet.

I have gone through the draft and final version of the dissertation and it appears to me as worthy of submission to the Institute of Education and Research, University of Rajshahi as fulfillment of the requirements for the award of the degree of Master of Philosophy.

(Dr. M. Shahidullah)  
Professor  
Department of English  
&  
Director  
Institute of Bangladesh Studies  
University of Rajshahi.

## DECLARATION

I do hereby declare that the dissertation entitled **“State of English Teacher Education in Bangladesh”** Submitted as a fulfillment of the requirements for the award of the degree of Master of Philosophy, at the Institute of Education and Research, University of Rajshahi, is exclusively the outcome of my own research work done under the supervision of **Dr. M. Shahidullah, Professor of the Department of English and Director, Institute of Bangladesh Studies, University of Rajshahi.**

I further declare that this dissertation has not been submitted in part or in full to any other academic institute or organization for the award of any degree or for receiving financial grant.

(Md. Akhtar Hossain)

M.Phil Fellow

Institute of Education and Research

University of Rajshahi

## ACKNOWLEDGEMENTS

At first I would like to express my profound gratitude to my honorable supervisor, **Dr. M. Shahidullah, Professor of the Department of English and Director, Institute of Bangladesh Studies, University of Rajshahi** for his active guidance and useful comments on the draft of the thesis. I am indebted to him for his continuing support in writing and finalizing the thesis.

I would like to extend my gratefulness to Rubaiyat Jahan, Associate Professor, Institute of Education and Research, Rajshahi University, and my former Supervisor, with whom I initially started the work, for his cooperation and guidance during my research. I am greatly indebted to the Director of the Institute of Education and Research for his support. I am also thankful to all teachers, staffs and fellows of the same Institute for their assistance and support regarding my research work.

I am thankful to the authority of Sher-e-Bangla Agricultural University, Dhaka for granting me deputation for the Degree of M.Phil.

I am specially thankful and grateful to my mother, wife and two sons for their sacrifice, patience and inspirations during my research.

Finally, a lot of thanks to the Almighty Allah for His blessing bestowed on me in completing this study.

Md. Akhtar Hossain  
M.Phil Fellow  
Institute of Education and Research  
University of Rajshahi

## **ABSTRACT**

With the introduction of modern approaches to language teaching like CLT in the Bangladesh context it was expected that the learners in the country would be more proficient in English. With this view some modifications and innovations were introduced in the syllabuses, methods of teaching and some changes were also made in testing and evaluation at the Secondary and Higher Secondary levels, but still there is no visible sign of improvement as far as the learning outcomes of English learners are concerned. The reasons for the poor outcomes could be ascribed to many factors. One probable reason, as it is assumed, could be its implementation in the classroom. To implement any changes, or innovation, one of the most appropriate factors is changing the teachers' attitudes and roles which is a precondition for implementing change/innovation. Changes were introduced in Bangladesh, but if the teachers were not sufficiently prepared for the changes, the proposed changes are doomed to fail. This may be one of the major reasons for not successfully implementing CLT in the Bangladesh classrooms. It is, therefore, important to examine the English teachers education programmes in the country. This is what the study proposes to do.

Under this reality this research was done on English teacher education programmes for the Secondary English teachers of Bangladesh to examine the strengths and the weaknesses and to explore the possible reasons that hinders their desired achievement. The study has three major objectives: (i) to present an overview of the teacher training programme for the English teachers in Bangladesh, (ii) to highlight the strength and weakness of the teacher training programme for the English teachers of Bangladesh, and (iii) to analyze the course content of the teacher training programme with reference to CLT objectives. The study tries to find to three research questions: (i) What are the trainees' and trainers' views of the training programmes?, (ii) Is there sufficient training on implementing the different activities of CLT, e.g. classroom management, lesson planning, group or pair works, learner's autonomy, participatory class feedback etc?, (iii) Is the content of the present syllabus good enough for implementation of CLT?

Two training institutions such as Teachers' Training College of Rajshahi and National Academy for Educational Management of Dhaka were randomly selected to conduct the study. The subjects of the study were the trainees and trainers of the training programmes. 10 trainers and 74 trainees were the samples randomly selected for the study. Data for this research were collected through questionnaire survey, observation and document analysis. Findings illustrate the fact that the trainers' and trainees' perceptions of the training programmes are positive. However, the training programmes do not seem to take effect in reality after the teachers go back to the classroom. Findings of this study also indicate that the training was not provided by experts. So it is expected that if this training is provided by the well-trained professional trainers it may have better outcomes. Another important finding of the study is that the transmissive model of teaching is still following in the training programmes. The study recommends that if instead of a one way transmissive model of in-service training, a comprehensive reflective model is used for both pre-service and in-service training, the teacher education in Bangladesh will produce better results.



## CONTENTS

Acknowledgement	i
Abstract	ii
Contents	iii
List of tables	vii
List of figures	vii
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-14</b>
1.1 Prelude	1
1.2 ELT Scenario of Bangladesh	3
1.3 Importance of the English Teacher Education	5
1.4 Teacher – Education: Basic Issues	6
1.5 Statement of the Problem	9
1.6 Research Question of the Study	10
1.7 Objectives of the Study	10
1.8 Justification and Rationale of the Study	11
1.9 Significance of the Study	11
1.10 Operational Definition of Some Key Terms	12
1.10.1 Teacher Education	12
1.10.2 English Teacher Education	12
1.10.3 Teacher	12
1.10.4 training	12
1.10.5 Trainer	12
1.10.6 Trainee	13
1.11 Outline of the Thesis	13
1.12 Limitation of the Study	13
1.13 Conclusion	14

## **CHAPTER TWO: ENGLISH TEACHER EDUCATION SCENARIO OF BANGLADESH**

**15-28**

2.1 Introduction	15
2.2 English Teacher Training Programme of ELTIP	16
2.2.1 Course Content of ELTIP	17
2.3 English Teacher Training Programme of TQI-SEP	18
2.3.1 Course Content of CPD	19
2.4 English Teacher Training Programme of NAEM	21
2.4.1 Course Content of NAEM	21
2.5 English Teacher Training Programme of BIAM	22
2.5.1 Course Content of BIAM	22
2.6 English Teacher Training Programme of Brac	24
2.6.1 Course Content of the Brac Training Programme	24
2.7 English Teacher Training Programme of TTCs	25
2.7.1 English Course Content of B.Ed .	26
2.8 Conclusion	28

## **CHAPTER THREE: THEORETICAL ORIENTATION OF LANGUAGE TEACHER EDUCATION**

**29-45**

3.1 Introduction	29
3.2 Meaning and Concept of Teacher Education	29
3.3 Training versus Development in Teacher Education	30
3.3.1 Training	30
3.3.2 Development	31
3.3.3 A Summary of Training and Development Perspective of Teacher Education	33
3.4 Teacher Knowledge in Teacher Education	34
3.4.1 Knowledge Organized into Topics	34
3.4.2 Individual knowledge	34
3.4.2.1 Content Knowledge	35
3.4.2.2 Pedagogical Knowledge	35
3.4.2.3 Curriculum Knowledge	35
3.4.3 Situated Knowledge Developing over Time	35

3.4.4 Investigating the Knowledge Base	36
3.5 Innovation in Teacher Education	36
3.5.1 Key Criteria of a Successful Cascade Training Programme	36
3.5.2 The Cascade Model in Sri Lanka's Primary English Language Project (PELP)	37
3.6 Prevalent Approaches to Teacher Education Programme in Bangladesh	38
3.6.1 The Professional Approach	38
3.6.2 The Personalistic Approach	39
3.6.3 The Competency Approach	39
3.6.4 The Academic Approach	40
3.6.5 The Enquire-Oriented Approach	40
3.6.6 The School-Based Approach	40
3.6.7 The Discovery Approach	40
3.6.8 The Process Approach	41
3.6.9 The Interactive or Constructivist Approach	41
3.7 Current Models of Teacher Education Programme	41
3.7.1 The Craft Model	41
3.7.2 The Applied Science Model	42
3.7.3 The Reflective Model	43
3.8 Characteristic of the Successful Teacher Education Programme	44
3.9 Conclusion	45

#### **CHAPTER FOUR: THEORETICAL APPROACHES AND CLASSROOM PRACTICES OF COMMUNICATIVE LANGUAGE TEACHING      46-62**

4.1 Introduction	46
4.2 Communicative Language Teaching Approach	46
4.2.1 Characteristics of Communicative Language Teaching	47
4.3 Theory of Language	48
4.4 Theory of Language Learning in CLT	49
4.4.1 Design	51
4.4.2 Procedure	56
4.5 Classroom Activities in CLT	59
4.6 Conclusion	62

<b>CHAPTER FIVE: RESEARCH METHODOLOGY</b>	<b>63-70</b>
5.1 Introduction	63
5.2 Purpose of the Empirical Investigation	63
5.3 Selection of Study Area	63
5.4 Sample	64
5.5 Sampling Size	64
5.5.1 Sampling for Questionnaire Survey	64
5.2.2 Sampling for Classroom Research	65
5.6 Sources of Data	65
5.7 Techniques of Data Collection	65
5.7.1 Detailed Description of Questionnaire for the Trainee Teachers	65
5.7.2 Detailed Description of the Questionnaire for the English Trainers	66
5.7.3 Description of the Classroom Observation	66
5.8 Development of the Instrument and Pilot Study	67
5.9 Data Collection Period	67
5.10 Administration of Empirical Study	68
5.10.1 Administering the Questionnaire for the Trainee Teachers	68
5.10.2 Administering the Questionnaire for the English Trainers	68
5.10.3 Administering the Classroom Observation of the Training Session	69
5.11 Data Processing and Analyzing	69
5.12 Procedure of Data Interpretation of Questionnaire Survey	69
5.13 Validity and Reliability of the Study	70
5.14 Conclusion	70
 <b>CHAPTER SIX: DATA ANALYSIS AND INTERPRETATION</b>	 <b>71-89</b>
6.1 Introduction	71
6.2 Section One	71
6.2.1 Summary of Findings	73
6.3 Section Two	74
6.3.1 Interpretation Scale	74
6.4 Section Three	80
6.4.1 Interpretation Scale	80

6.5 Section Four: Observation Results	86
6.5.1 The Findings of Observation of CPD Training Programme	86
6.6 Section Five	88
6.6.1 Analysis of the Course Content CPD Programme	88
6.7 Conclusion	89
 <b>CHAPTER SEVEN: CONCLUSION</b>	 <b>90-100</b>
7.1 Introduction	90
7.2 Recap of the Study	90
7.3 Findings in the Light of the Research Question	91
7.3.1 Findings for the First Research Question	92
7.3.2 Findings for the Second Research Question	93
7.3.3 Findings for the Third Research Question	97
7.4 Implication of the Study	97
7.5 General Recommendation for English Teacher Training	99
7.6 Conclusion	100
 <b>REFERENCES</b>	 <b>101-106</b>
 <b>APPENDICES</b>	 <b>107-113</b>
Appendix-1	107
Appendix-2	111
Appendix-3	114

## **LIST OF TABLES**

Table 2.1: List of the trainee teachers who took English as elective subject	16
Table 3.1: Difference between training and development	33
Table 5.1: Sample size and unit	64
Table 6.1: Trainee teachers' age, sex and location of school	71
Table 6.2: Trainee teachers' academic qualification	72
Table 6.3: Trainees teachers' Academic qualification in English	73
Table 6.4: Trainee teachers' view of training programme	74
Table 6.5: Trainee teachers' view of training programme	81

## **LIST OF FIGURES**

Figure 3.1: The craft model of professional education	42
Figure 3.2: Applied science model	43
Figure 3.3 Reflective model	44
Figure 4.1 Product and Process Syllabuses	54
Figure 4.2 Product and Process Syllabuses	57
Figure 4.3 Product and Process Syllabuses	57
Figure 4.4 Product and Process Syllabuses	58
Figure 4.5 Product and Process Syllabuses	59
Figure 7.1 Proposed Comprehensive Training Model	98

# CHAPTER ONE

## INTRODUCTION

### 1.1 Prelude

At this age while no one can ignore the importance of English, likewise it is an established fact that in countries like Bangladesh most of the learners solely rely on teachers to learn English. In Bangladesh, modern approaches such as Communicative Language Teaching (CLT) have been accepted for teaching, learning and testing English with a view to helping students to achieve communicative competence in English. For this, the curriculum and syllabuses at both Secondary and Higher Secondary levels were changed, new textbooks and teacher guides were produced, and different types of pre-service and in-service training initiatives for the teachers have been organized.

It is very important to realize the fact that the development of the English teachers especially in the primary and secondary levels should be the priority for the development of ELT in Bangladesh. Experts and researchers put emphasis on training for teachers because they are the ‘agents of change’ and it is essential to make them aware of the potential problems of implementing any innovation in the language classroom. Thus, the issue of teacher training is gradually being accepted as the highest priorities of the educational planning and practice into Bangladesh. Teachers training college (TTC), HSTTI, NAEM, TQI-SEP, PERC, and English Language Teacher Improvement Project (ELTIP) have been conducting training projects with varying duration in the county to train the teachers.

The prevalent ELT research trend in Bangladesh focuses mostly on effectiveness of communicative textbooks, CLT and classroom reality, teaching-learning scenario, and issues related to context sensitive teaching methodologies (Sahidullah, 2013) and it appears that this research trend emerges due to the implementational dilemma of CLT at the Bangladeshi schools. With the introduction of CLT in 1996 at the Secondary

and Higher Secondary levels in Bangladesh it was expected that learners' will be able to use English effectively in real life situation but the reality shows no visible signs of improvement from the past decades as far as English teaching-learning is concerned. From ELT research perspective it appears that each researcher is trying to locate the missing pieces of the puzzle, known as communicative classroom, which may help the best practice of communicative class, thereby ensuring Bangladeshi learners' communicative competence in English learning.

However, one key aspect which potentially can be the missing piece of that puzzle, seems to be undermined by the ongoing ELT research trend in Bangladesh, i.e., the teacher training programme for English teachers. Though not many academic researches on English teacher education programme has been available, almost all the ELT research outcomes recommend the importance of trained English teachers for communicative class (Chowdhury, R and Farooqui, S., 2011; Hossain and Siddiquee, 2009; Rahman, 2001; Sahidullah, 1998; etc). Teachers are the agents of change. No change is possible without the teaches. They are the people who implement ideas into classroom practice. It seems there exists a serious problem with the implementation of CLT in Bangladesh. Despite training, CLT has not been possibly implemented in classrooms. This poses question as to whether the teacher training programmes in the country has been effective or not. This study is an attempt to examine the effectiveness of English teacher training programmes in the country. The study queries and examines the existing ELT training programme of Bangladesh. It should be mentioned beforehand that when the research was conducted there was only one in-service training programme, Continuous Professional Development (CPD), going on for the secondary schools English teachers of Bangladesh. Therefore, data and the outcomes of the research are based on that existing CPD only. Also, this research outcome is limited to the ongoing in-service training for English teachers of Bangladesh.



## **1.2 ELT Scenario of Bangladesh**

Although much importance has been given on English language considering its status and importance in the present global situation, the teaching and learning of English language in Bangladesh has yet to reach the expected level. English language teaching-learning for primary and secondary level of education has been made compulsory. However English language as a subject of study for the students of all levels of education is still a matter of fear due to some identified as well as practical challenges as follows:

### **The classroom atmosphere**

Class size is too big but duration of lesson is 45 minutes. Large language classes are very common at every level of the educational institutions of Bangladesh. Like other classes, English class too starts with roll calling to check students' attendance in the classroom and this activity takes almost fifteen minutes. In Bangladeshi state schools and colleges, class work and homework are basically grammar-oriented, focusing on reading and writing skills. It is unfortunate that even the reading and writing skills are not being taught through any modern techniques such as scanning, skimming, cohesion and coherence. As a result, “when students are forced to answer reading comprehension questions in examinations, they do it without any kind of creativity but just by lifting different parts of the text itself and their writing is also full of grammatical mistakes and often lacks cohesion, unity and coherence” (Selim & Mahboob 2001: 145, cited in Yasmin, 2007).

Students' activities in the classroom such as group work, pair work, and role play etc are hardly seen. The teaching approach is teacher-centred. The teachers usually deliver lectures and the students listen to them. The students are hardly given any opportunity to ask questions regarding the content or related aspect to the teacher.

Generally, all classes, including the English language class, are teacher-fronted. The students usually sit on benches in rows, and the teachers deliver their lectures by facing the students (Yasmin, 2007). Moreover almost all English teachers tend to use Bengali language as the medium of instruction in the classroom. Very few students are interested to speak in English.

## **Teaching aids and materials**

In most of the schools of Bangladesh, textbooks, teachers' guide, black board, white board, chalk, marker, posters etc are commonly used as teaching aids and materials. Besides, different types of notebooks and guidebooks are also used by the students. These materials are being published by different private publishing houses. Thus the students are becoming more dependent on these types of notes and guides, but there is no such monitoring authority to control and ensure the quality of these books. Although CLT is in practice in Bangladesh, very few classrooms are well equipped with modern teaching aids such as audio visual aids, multimedia and sound system.

## **English teachers' qualification**

Although the qualification of the English teachers of the secondary level is an important factor to conduct an effective class, no specific qualification of English is required to be an English teacher at the secondary level. Without having academic qualification in English, it becomes more challenging for the English teachers to conduct any English class confidently. According to British Council, Dhaka poorly qualified English teachers is one of main weakness of Bangladeshi ELT (The British council, 1986; cited in Yasmin, 2007).

## **Lack of English teachers**

Besides the quality of English teacher, the quantity of English teachers is another big challenge in the ELT sector of Bangladesh. The number of English teacher compared to the number of students is too insufficient. Consequently only one English teacher has to teach all the students of a school.

## **English teachers' attitude to modern approaches**

Generally, teachers' attitude towards modern approaches to ELT is not positive. As already it mentioned, it is possible, in the context of Bangladesh, to be an English teacher without having any degree in English. As a result they are less motivated and less qualified to implement the present CLT approach in the classrooms. Moreover,

one English teacher in a school usually has huge work load in conducting all English classes of the school.

### **Students' attitude towards learning**

Most of the Bangladeshi students seem to prioritize examination oriented learning rather than acquiring basic skills of English. "Obedience teaching" is the basic notion in Bangladeshi teaching system and due to this practice; students become passive learners, oriented towards rote learning for examinations (Yasmin, 2007).

### **Relationship between teachers and students**

The relationship between teachers and students is not much friendly in the context of Bangladesh. Inside or outside the classrooms, the teachers are only seen as sources of knowledge and the students as receivers of that knowledge. The teachers want their students to be silent listeners in the classrooms. In reality, the students are still afraid of their teachers and they hardly dare to speak freely and friendly with their teachers inside or outside the classrooms.

### **1.3 Importance of English Teacher Education**

English Teacher Education has received much attention all over the world in the recent years. English language teaching is becoming more important and it is considered as an international as well as a global channel of communication and there has been an increased demand for English language teacher. To meet up the demand various types of training programmes are designed and different terms like teacher training, teacher education, teacher development and so on are used for teacher training. Teacher training courses in English as a foreign language around the world, both pre-service and in-service, usually consist of a fairly predictable set of component parts (Cullen: 1994). Teacher education programmes almost always have four components: general education, specialized knowledge, professional knowledge and practice. It is a general expectation that teachers would be proficient in pedagogy and sufficiently skilled in the subject they teach. There is a very positive and significant relationship between the quality of teacher education and the quality of

education all over the world; therefore, English teacher education has received significant attention in the recent decades.

#### **1.4 Teacher-Education: Basic Issues**

English teacher education programme, at both pre-service and in-service level, offer a traditional blend of ELT skills training and language awareness (Cullen, 1994). Ideally a trained teacher would be proficient in pedagogy and sufficiently skilled in teaching. Traditional approach to second or foreign language teacher education primarily concerns with ‘training’ model though in recent years teacher ‘development’ models seem to become more popular (Richards, 1989). In fact, the contrast between ‘training’ and ‘development’ models of teacher education helps in characterizing and describing options in teacher education.

The role of teacher training is to introduce the methodological choices available and to familiarize the trainees with the range of terms and concepts (pedagogical and subject based) that are necessary for English teacher (Mann, 2005). Among the pedagogical knowledge, subject/content knowledge, practical knowledge, etc are covered in typical teacher training programme. Freeman (1989) in a very precise way argues for the importance of *trainable* kind of skills (e.g. techniques for correcting errors, lesson plan development, task and activities for participatory classes, etc) for trainees. Trainable aspects include knowledge which can eventually be ‘practiced and mastered’ in isolation (Freeman (1989: 39).

A survey of literature on English teacher education programme clearly demonstrates its existing limitations. Tarone and Allwright (2005) state that English training programmes need to be reconceptualized; likewise Hayes (2000) calls for innovations ELT training programme. A traditional teacher education usually upholds a transmission model of training where the trainer tends to suggest a ‘ready-made’ recipe for the trainees and trainees are hardly provided with the space to reflect on their own teaching experiences. Thus in appropriating teacher education, Bax (1997: 234) addresses possible solutions to the traditional trainer centered teacher education

reality by providing 14 indicators where the trainers' role needs to change and suggests a trainee centered, trainee context-embedded , trainee's learning style preferred teacher education. Likewise, to minimize the communication failure of language learners and teachers due to their varied socio-cultural background Aktuna (2005) discusses the possibility of incorporating intercultural competence in English language teacher education programme.

Again, teachers'/learners' beliefs and attitudes towards modern approaches in ELT can also contribute in determining failure or success of modern innovations in practice. Despite the increasing popularity of the communicative approach almost throughout the world many studies (e.g. Burns, 1990; Kumaravadivelu, 1993; Nunan, 1987; Walz, 1993; cited in Karavas-Doukas, 1996) seem to suggest that communicative classes are rare in practice: "The communicative approach appears to have brought innovation more on the level of theory than on the level of teacher's actual classroom practices" (Karavas-Doukas, 1996: 187). In exploring the rationale behind this implementation dilemma of modern approaches like CLT, teachers' attitudes to teaching/learning seem to play a vital role in implementation of an approach. The introduction of a new approach tends to compete with well established theories of language teaching-learning which are the products of previous teaching and learning experiences, prejudices and beliefs (Karavas-Doukas, 1996). If it is really so, in that case even during the training programme the teachers may fail to acquire the desired skills due to psychological barriers.

Few studies may highlight the existing situation of training programmes for English teachers of Bangladesh. Barring the fact that English teachers are given priority for training provisions from the policy makers, the research findings of Maleque, et al. (2004) show that the performance of the English teachers is in the lowest position among other teachers of the different subjects (e.g., Mathematics, Science, etc) in Bangladesh. Although the English teacher education program is considered as the strongest instrument for preparing the teachers, it seems, in the context of Bangladesh, majority of the trained teachers fail to apply their skills that they earn from their training properly to produce an effective class (Sahidullah, 2006). Likewise,

Sahidullah (2006) cited the findings of an ELTIP research that shows that out of 520 minutes of observed classes by ELTIP trained teacher, only 63 minutes were used in pair work and 14 minutes were used in group work. This seems to suggest that even the trained teachers are not properly implementing what they were trained to do. This raises question about the effectiveness of the teachers training programmes in Bangladesh. In addition to this, Rahman (2001) asserts that most of the teachers in Bangladesh are not aware of their changing roles in implementing modern innovations into the classroom or even if some teachers are, it is because of the lack of teaching resources or aids that they fail to perform up to the mark.

As mentioned earlier, the prevalent teaching learning culture significantly contradicts with the teaching learning culture of CLT. Hence, some basic characteristics such as learner autonomy, learner centered participatory or interactive class that CLT demands, the Bangladeshi English teacher may find them hard to practice in a proper way. It is apparently seen that training provisions for English teachers in Bangladesh either fail to initiate any desired changes in the behavior of the teachers and develop teachers' professionalism. The teachers fail to use the training. As a result a question may raise about the nature of the initiatives taken by the government or foreign donor agencies: "Despite the emphasis on a 'communicative curriculum', the standard of English remains poor in Bangladesh. Since the 1980s, a number of English language initiatives (e.g. ELTIP, TQI-SEP, etc) were launched, however from a sustainability point of view, none of these initiatives managed to bring in any change in pedagogical practices" (Das, Akhtar and Rahman; 2013). Therefore it is important to examine the English teacher training programmes and the Bangladeshi English teachers' views and attitude towards modern innovations that have been introduced under CLT.

To be very precise, it is important to examine how the 'trainable' skills (e.g. techniques for correcting errors, lesson plan development, task and activities for participatory classes, etc) are addressed during the training sessions. It is needless to say that in implementing modern approaches like CLT the teachers need not only to be aware of the new theoretical issues but at the same time they need to know specifically how to do such new things in the classrooms. Again, if the trainee

teachers' psychological state or mind set stands against modern innovations on which they are trained then the trainee teachers may fail to implement the training. The trained teachers also are heard to say that English language teaching is impossible without formal teaching of grammar, though in the training it is emphasized that grammar is only one aspect of language, and it should be taught only implicitly. Most of the teachers lecture for most of the class times, though they are trained to use pair/group works. So the training programmes seem to fall short of requirements, at least it does not seem to help attain the goal of English language teaching.

### **1.5 Statement of the Problem**

Teachers are identified as a key factor in making learning effective in the classroom where students' learning relies much on the teachers teaching. For enhancing the quality of the teacher, training programmes can be considered effective instruments. ELT teacher education is considered very significant for effective teaching. If a revolution has to be initiated in education, it has to start with an effective teacher education. The education system can hardly develop without the quality of its teachers. The quality of teacher can be enriched by ensuring a good training programme. A teacher, through an effective training, can improve his knowledge, skill and attitude, and also learn the techniques of transmitting those to their students.

In Bangladesh, however, despite some teacher-training programmes English teaching-learning scenario does not show any visible sign of improvement. Even after attending training programmes, most of the English teachers continue to play traditional roles in the classrom, and students' learning outcome also is far below people's expectations. Chowdhury and Farooqui (2011) questions the appropriateness of the teacher education programmes in helping English language teachers use the new communicative textbook.

## **1.6 Research Questions of the Study**

As mentioned earlier, English teacher education programme Bangladesh apparently fails to meet the expectations of the local educators and stakeholders. Thus this research will try to examine the current situation of the English teacher education. To address the issues regarding the training programme for English teachers of Bangladesh this research will try to answer the following research question:

- I. What are the trainees' and trainers' views of the training programmes?
- II. Is there sufficient training on implementing the different activities of CLT, e.g. classroom management, lesson planning, group or pair work, learner's autonomy, participatory class, feedback etc?
- III. Is the content of the present syllabus good enough for implementation of CLT?

## **1.7 Objectives of the Study**

As discussed earlier the study shows its concern regarding the effectiveness of training programme for English teachers of Bangladesh. The major objectives of the study are to:

- I. present an overview of the teacher training programmes for the English teachers in Bangladesh.
- II. highlight the strength and weakness of the teacher training programme for the English teachers of Bangladesh.
- III. analyze the course content of the teacher training programme with reference to CLT objectives.



## **1.8 Justification and Rationale of the Study**

Available literature on ELT research in Bangladesh demonstrates that research on English teacher education programme in Bangladesh has been done rare. Although the usefulness of the English teacher education programmes in the context of Bangladesh has been emphasized, ELT scenario of Bangladesh appears to be gloomy. The existing training programme for English teachers in Bangladesh does not yield encouraging results. One can assume that either the training curriculum lacked something and therefore is failing to help much with the implementational issues of CLT; or the English teachers are so blind about the traditional values and methods of teaching that their mind set stands against these modern innovations (e.g. learner centered class, group work, pair work, etc) and stops them to learn anything that goes against their beliefs. Hence, this study will try to examine the prevalent English teacher education programme (s) of Bangladesh with a view to exploring the possible reasons for not being able to achieve the good in ELT. The study thus addresses a significant issue of English teacher education which is a priority area of education in the country.

## **1.9 Significance of the Study**

Teacher Education for the English teacher is the main issue as well as focus of the study. There is no alternative to training on English teacher. Giving due attention and importance to the fact, the Government of Bangladesh arranged several training programmes for the English teachers and some programmes are still going on. Evaluating of English teacher education programmes is a very important issue. The findings of the study will have significant implications English teacher education programmes and English education in the country as a whole. It is expected that the study will be able to make some useful recommendations for designing, executing, and monitoring of English teacher education programmes in Bangladesh in future.

### **1.10 Operational Definition of Some Key Terms**

Some important terms which have been used in the present study can be addressed as follows:

#### **1.10.1 Teacher Education**

Teacher education is the formal programmes which are arranged for the preparation of both pre-service and in-service teachers.

#### **1.10.2 English Teacher Education**

English teacher education is such a formal programme which is arranged specially for the English subject teachers to improve their performance on the present job of teaching. In the present study, English teacher education refers to the training programmes which are arranged for the English teachers of the secondary level in Bangladesh.

#### **1.10.3 Teacher**

The term “teacher” in this study is used to mean those who work in the secondary level schools and provide English language teaching for the students.

#### **1.10.4 Training**

Training, in this study, means the formal programmes for training of the English teachers of the secondary level in Bangladesh.

#### **1.10.5 Trainer**

Here the term “trainer” refers to those instructors who provide the formal training for the English teachers of the secondary level schools at the training institutions or centres.

### **1.10.6 Trainee**

The term “trainee” in this study is used to mean those English teachers of the secondary level schools who attend the English teacher education programme.

## **1. 11 Outline of the Thesis**

The thesis has been organized into seven chapters. The first chapter is entitled *Introduction* which presents the important issues of the study such as prelude, ELT scenario of Bangladesh, the statement of the problem, research questions of the study, objectives of the study, justification and rationale of the study, significance of the study, operational definition of some key terms, outline of the thesis, and the limitation of the study. The second chapter is entitled *English Teacher Education Scenario of Bangladesh* that provides an outline of English teacher training programmes in Bangladesh. The third chapter is entitled *Theoretical Orientation of Language Teacher Education*. This chapter focuses the issues of training, development, teacher knowledge, prevalent different approaches in relation with the teacher education programme. The fourth chapter is entitled *Theoretical Approaches and classroom practices of Communicative Language Teaching*. This chapter deals with the characteristics and objectives of CLT, Theory of language and theory of language learning and classroom activities in the principle of CLT. The fifth chapter entitled *Research Methodology* discusses the research methodology of the study as well as the validity and reliability of the study. The sixth chapter is entitled *Data Analysis*. It presents results and interpretation of the results. The final chapter which is entitled *Conclusion and Recommendation* summarizes findings and make some recommendations and concludes the study. It also includes implications of the study.

## **1.12 Limitation of the Study**

As mentioned earlier, questionnaire survey and classroom observation were done to collect the authentic data with a view to presenting the real picture of the current English teacher education programme in Bangladesh, however a critical look on this study will expose few limitations of it.

Findings of this study showed a contrasting difference between what the trainers and trainees think they are doing during the training programme (findings of questionnaire) and what actually they are doing (observation data), so it would have been better if some data of in-depth interviews with few trainers and trainees could be included. Therefore not having interviews can be seen as one of the limitations of this study.

Again, questionnaire data was collected from two different training institutes and observation was done in one institute. To add up more perspectives on this research two separate case studies on those two training institutes could have been done. But it was not tried due to time limitations.

Moreover no follow up activity of the trainee teachers, when they were back to their respective schools, was arranged as they were from far distance and different places of the country and the time was limited as well.

Though the sample size (74) was statistically significant, still a larger sample size (approx. 200) would help this study to generalize the findings into Bangladeshi context.

### **1.13 Conclusion**

In this chapter, ELT Scenario of Bangladesh, importance of English teacher education, teacher-education: basic issues, statement of the study, research questions of the study, objectives of the study, justification and rationale of the study, significance of the study, operational definition of some key terms, outline of the thesis and limitation of the study have been introduced with the attempt to highlight a study on English teacher education programme in Bangladesh.

## **CHAPTER TWO**

### **ENGLISH TEACHER EDUCATION SCENARIO OF BANGLADESH**

#### **2.1 Introduction**

English teacher education programmes in the form of in-service training primarily gained its prominence since the introduction of CLT in Bangladesh. Main objective of this initiative is to make the practicing English teachers familiarized with CLT approach and promote their skills to use it so that they can implement communicative approach in the classrooms. In doing so, different Teachers' Training Colleges (TTCs) with the help of Asian Development Bank (ADB) and Canadian International Development Agency (CIDA) started offering an in-service training programme for the Secondary school English teachers. This 21 day long in-service training programme known as Continuous Professional Development (CPD) operated under the Teaching Quality Improvement in Secondary Education project (TQI-SEP).

It can be mentioned that in B.Ed or M.Ed course, which has been made compulsory for all the teachers of the secondary level schools, there is also provision for English teacher training as optional component but a very few teacher trainees tend to take this elective English course though many of them teach English in their schools. The table below summarizes the percentile of trainees who chose optional English at BED programme:

**Table 2.1: List of the trainee teachers who took English as elective subject**

<b>Year</b>	<b>Total number of trainees enrolled in B.Ed</b>	<b>Total number of rainees with English (Elective)</b>	<b>Percentage of total</b>
2011	385	22	5.75%
2010	600	28	4.67%
2009	250	20	8%
2008	173	11	6.36%
2007	257	15	5.84%

(Source: Teachers Training College, Rajshahi, Bangladesh)

One recently concluded training initiative for English teachers in Bangladesh was English Language Teaching Improvement Project (ELTIP). Apart from developing context sensitive communicative textbooks for the secondary level, this project also worked to train the English teachers.

Besides such English teacher training programmes by the Bangladesh government various public and private universities in Bangladesh offer masters in ELT along with a few short courses on ELT.

## **2.2 English Teacher Training Programme of ELTIP**

English Language Teaching Improvement Project (ELTIP) is a project under the ministry of Education (MOE), Bangladesh, which had been working actively to promote teaching-learning of English at the secondary level in Bangladesh since 1997 is almost inactive now. The project was meant to implement communicative Language Teaching (CLT) in Bangladeshi schools and madrasahs. ELTIP introduced the communicative Language Teaching approach in the national English curriculum of Bangladesh for the first time (ELTIP: 2009) and worked with the following objectives:

- I. To strengthen human resource development initiatives of GOB through the teaching and learning of communicative English.
- II. To continue communicative English teaching methodology through
  - a programme of in-service teacher training.
  - developing appropriate teaching learning materials.
  - developing communicative competence in English Language among the secondary learners
- III. To introduce contextualized grammar teaching and learning
- IV. To monitor trained teachers in the classrooms

### 2.2.1 Course Content of ELTIP

The training course offers sessions on different areas of CLT and Teachers Development which includes theories of teaching and learning, classroom management, organizing teachers' professional practices, developing the four skills, teaching and learning grammar, vocabulary and pronunciation, writing compositions, assessment, testing and evaluation.

Day	SESSION 1	SESSION 2
1.	Registration, Introduction & Pre-test	About Teaching and Learning- 1
2.	About Teaching and Learning-2	Using ELT Teachers' Guides
3.	Lesson Planning-1	Lesson Planning-2
4.	Classroom Management-1: Giving Instructions	Classroom Management-2: Managing with Large Classes
5.	Teaching and Learning Listening Skills-1	Teaching and Learning Listening Skills-2
6.	Teaching and Learning Speaking Skills-1	Teaching and Learning Speaking Skills-2
7.	Teaching and Learning Reading Skills-1	Teaching and Learning Reading Skills-2
8.	Teaching and Learning Vocabulary-1	Teaching Learning Vocabulary-2
9.	Teaching and Learning pronunciation-1	Teaching and Learning Pronunciation-2
10.	Using Dictionaries	Using Visual Aids
11.	Teaching and Learning Grammar-1	Teaching and Learning Grammar-2
12.	Teaching and Learning 'Modals'	Teaching and Learning 'Participles' 'Gerund' and 'Infinitives'

13.	Teaching and Learning ‘Linking words’	Teaching and Learning ‘Clauses’
14.	Teaching and Learning ‘Tag questions’ and ‘Contractions’	Looking Ahead: Observing Your Colleagues
15.	Teaching and Learning Writing skills	General Principles of Writing
16.	Key Issues in Writing	Imaginative and Argumentative Writing
17.	Writing reports, CVs, E-mails, and filling up forms	Micro Teaching 1: Teaching and Learning Grammar
18.	Key Issues in Language Testing	Micro Teaching 2: Teaching and Learning Speaking
19.	Designing Tests of Written Composition and Grammar	Micro Teaching 3: Teaching and Learning Listening
20.	Group Presentations	Micro Teaching 4: Teaching and Learning Reading Skills
21.	Post-test	Closing ceremony and awarding of Certificate

Nearly 34,500 English teachers have received ELTIP training. The mode of training is participatory which include activities such as group discussions, brainstorming, responding to handouts, demonstration of lessons by trainers, Micro teaching, etc.

### **2.3 English Teacher Training Programme of TQI-SEP**

Teaching Quality Improvement in secondary Education project (TQI-SEP) has entered into a partnership with the English Language Teacher Improvement Project (ELTIP) to develop a new 21 days training course known as Continuous Professional Development (CPD) that builds on the training. ELTIP provided English training to the English teachers since 1997 (Islam: 2009). TQI-SEP is a six year project, implemented under Directorate for secondary and Higher Education (DSHE) with the assistance of ADB and CIDA. The focus is on teacher training and development.

Continuous Professional Development (CPD) is a very well known subjective training course for the English teachers of the secondary level offered by TQI-SEP. This training course is given due importance and implemented in two phases such as CPD (English)-1 and CPD (English)-2 which is also called CPD follow up (English). TQI-SEP aims at providing the English teachers of the whole country with CPD training of 21 days. CPD follow up (English) which consists of 05 days also carries important value to observe if the training provided to the teachers are followed and applied on



the students in the classroom. CPD-1 and CPD-2 both are being implemented all over the country using the trainers, resources and the buildings of the TTCs and NAEM under the supervision of TQI-SEP. TQI-SEP has almost covered its target providing 197,421 English teachers of targeted 20,0000 teachers with the CPD-1 till to the targeted time although the project has covered only 3661 teachers of targeted 18000 teachers under CPD-2. As far as English teacher education is concerned, CPD training addresses few approaches, e.g. the enquiry-oriented approach, the interactive approach, the discovery approach and the process approach. Again it addresses the reflective model as well.

### **2.3.1 Course Content of CPD**

The course offers training on the following topics:

- What students do in lessons
- Current ideas about quality pedagogy
- Key Concept's Related to Inclusive Education
- Tips for Teaching Large Classes
- Key Concepts in the Curriculum
- Aims and objectives of English Teaching
- Word Search
- Grammar Awareness
- A history of ELT approaches
- Basic Terminology used in the EFT and Teacher's Guides
- Key concepts in CLT
- Teacher's thoughts on lesson planning
- A typical lesson plan
- Exploring the needs of using TGs
- Characteristics of L1 and L2 listening
- Comparison of two techniques for teaching listening
- Grid for recording stages of lesson
- The lesson analyzed
- Opinions on observing and observers
- A simple observation checklist

- The sandwich feedback model
- Attitudes to teaching pronunciation
- Using Pair Work
- Silent reading and Reading Aloud
- Teaching Grammar 1: Strategy Session
- Teaching Grammar 1 Session 1
- Teaching Grammar 1: Session 2
- Lesson Plan (of Demonstration)
- Grid for analyzing grammar focus activities
- Suggested answers related to Handout 2.
- Teaching Grammar
- Analysis of writing activities
- Controlled writing activities based on EFT task types
- Guided writing activities based on EFT task types
- Writing task types in English for Today classes 9/10
- A typical class 9 student composition
- Correction symbols
- Corrected version
- A school visit
- Strengths and weaknesses of presentation techniques
- Vocabulary expansion: Spider grams
- Assessment Strategies
- Approaches to assessment: benefits to students and teachers
- Approach to assessment: benefits for students and teachers
- Characteristics of good tests
- Test types in English
- Example of a Banding Scale for testing English Speaking Skills
- Case Study: A difficult day.....
- Teaching Methods: The New and the Old
- Talking to your students
- Ideas for Continuing Professional Development
- Strategies for languages improvement

## **2.4 English Teacher Training Programme of NAEM**

The National Academy for Educational Management (NAEM) is an apex institution in the fields of education, administration, management, planning and research in Bangladesh. Presently, the activities of NAEM have increased manifold. The Communicative English Language Teaching (CLT) Course offered by NAEM is a training course which provides in-service training to the English teachers of the secondary level. The course runs for two weeks and aims at helping the teachers develop knowledge, skills and attitude for teaching English as a language, a tool for communication. The course covers a wide range of basic classroom teaching skills & practical techniques for developing listening, speaking, reading, writing and communicative grammar using teaching aids and materials in classroom and other areas of competences in the light of English for Today (EFT) and Teacher's Guide (TG).

### **2.4.1 Course Content of NAEM**

The course offers training on the following topics:

- Introducing communicative language teaching (CLT)
- Portfolio/Learning: Diary writing and presentation
- Language Lab oriented sessions
- Speaking skill
- Listening Skill
- Writing Skill
- Reading Skill
- Lesson Planning
- Art of Communication
- Error Analysis: mistakes and correction
- Use of Teacher's Guide
- Classroom Management
- Practicing pronunciation and sound transcriptions
- Assessment and testing
- Educational Administration Structure of Bangladesh
- Micro Teaching
- Teaching Aids

## **2.5 English Teacher Training Programme of BIAM**

Bangladesh Institute of Administrative Management (BIAM) offers training course for the English teachers on how to teach English. The course runs for one month. English Teachers from all parts of the country are invited to attend the residential training course.

### **2.5.1 Course Content of BIAM**

The course offers training on the following topics:

- How to be good teacher
- How to teach language
- Introducing Communicative English
- Listening and Speaking practice
- Reading and writing practice
- Reviewing grammar
- Warming up activities
- How to use textbook
- Using worksheet
- The art of communicating
- English Teaching theatre
- Teaching contact English
- Communicative English grammar practicum
- Teaching paragraph/essay/dialogue writing
- Strategies for language development
- English as a world language
- Teaching story telling
- Teaching role-play
- Building vocabulary
- Teaching thinking strategies
- Dealing with prepositions

- How to make group work/ pair work in the classroom
- Some basic classroom techniques
- Dealing with spoken errors
- Teaching creative writing
- Discussion on sample question papers
- Micro teaching
- Grading system
- Understanding sentence structure
- Question and answering activities
- Education administration in Bangladesh
- Writing assignment
- Education policy in Bangladesh
- Teaching guessing games
- Demonstration class
- Teaching language skills
- How to manage teaching and learning
- Writing formal and informal letters
- Importance of attitude
- Action plan
- Preparing sample question papers
- Reviewing Teacher's Guides
- Presentation
- How to form and run a language club
- Aims and objectives of secondary education Bangladesh

## **2.6 English Teacher Training Programme of Brac**

As soon as National Curriculum and Textbook Board (NCTB), in 1996, introduced ELT curriculum, textbooks and revised teaching methodology for English language teaching at the secondary level, it created many problems and brought both teachers and students to the hardest situation. The school teachers of the rural areas, who were weak in the English language as well as in teaching skills, were not capable of coping with the demand of the provision to initiate, develop and sustain teachers through an appropriate process of intervention. As a result, the English learning of the rural students were hampered tremendously and the rate of failure in English began to increase. Observing and realizing the Problem, Brac came forward with a pilot project in 2001 to provide subject based residential training for English, mathematics and science teachers of the rural non-governmental high Schools with a view to enhancing their capacity, particularly in teaching of the new topics introduced in the revised curriculum.

The programme started with 28 training materials; 12 for classes 6-8 and 16 for classes 9-10. These deal with teaching methodology or pedagogy, familiarization with the new concepts in the curriculum, textbooks and the four language skills.

### **2.6.1 Course Content of the Brac Training Programme**

The course content of the Brac training for English teachers are as follows:

- Icebreaking & Course expectation
- Planning for English language development
- Extempore speech for speaking test
- Large classroom Management
- Classroom language (Specific and wide used common Language both for Trainers & Trainees
- British Vs American English
- Making pair and group work.
- SMART Lesson plan presentation

- World game “Bingo”
- Warm up game
- Skimming, scanning and inferring meaning
- Demonstration listening skill and speaking skill
- Demo on Reading skill and writing skill
- Teaching and learning Grammar communicatively (Right form of verbs, Changing sentences, Changing speech, Suffix-prefix, Connectors)
- Micro teaching
- Micro teaching on sample question
- Micro teaching on four skill (listening, speaking, reading and writing)
- Teaching Report writing
- Paragraph writing
- Argumentative composition writing
- Summary writing
- Completing story
- Formal letter/ Email
- Open discussion

## **2.7 English Teacher Training Programme of TTCs**

Although B.Ed degree has been made compulsory for all teachers of the secondary level schools, English is still optional course for them. As a result a very few trainee teachers tend to take this subject course (see table: 2.1). It is a subject teaching course organized around three major developmental themes. The first theme focuses on supporting trainees to develop a personal awareness relating to the teaching and learning of English based on sound and principled understanding of the pedagogy of language education, the curriculum and the subject itself. The second theme enables trainees to develop knowledge, skills, attitudes and practices characteristic of teacher functioning effectively in the English language classroom. And the third theme enables trainees to recognize the complexity of teaching and respond to the need for ongoing personal and professional development.

### **2.7.1 English Course Content of B.Ed**

The course offers the following topics:

#### **Unit-1: English in secondary curriculum**

- Review of status of English
- Why learn English
- Overview of English in Bangladesh secondary curriculum

#### **Unit-2: English language teaching methodologies**

- Trends in language teaching
- Advantage and disadvantage of different methods
- Problems in teaching and learning English in Bangladesh
- Needs of Bangladesh secondary students
- Language learning theories, including Communicative Language Theory
- Methodology of teaching English

#### **Unit-3: Teaching approaches to developing learner competencies – the four skills**

- Listening skills
- Speaking skills
- Reading skills
- Writing skills

#### **Unit-4: lesson planning in English**

- Learning outcomes
- Learning activities
- Teaching approaches
- Use of textbooks
- Lesson & schemes of work planning
- Getting feedback & improving plans through microteaching and simulations



### **Unit-5: Teaching approaches to developing learner competencies – structure & lexis of English**

- Formal and informal grammar in English
- Grammar analysis
- Strategies and techniques for teaching-learning

### **Unit-6: Managing the English classroom**

- Organizing large classes for learning English
- facilitation skills for teaching English in large classes
- Medium of instruction
- Classroom language
- Use of blackboard

### **Unit-7: Assessing progress and achievement**

- What should be assessed in English?
- When should be assessed in English?
- How should be assessed in English?
- Formative and summative assessment

### **Unit-8: Language awareness - English as an international language**

- Role of English in the world today
- Varieties of English
- English in Bangladesh
- English in the media

## **Unit-9: Independent learning in English**

- Study skills for English
- How to improve your own English
- Reflective approach to teaching English/Action Research
- Continuous Professional Development
- Good study and learning habit
- Keeping up-to date with new ideas

## **2.8 Conclusion**

This chapter deals with the English teacher education programmes offered by different institution and organizations of Bangladesh. English teacher training programmes of ELTIP, TQI-SEP, NAEM, BIAM, Brac and TTCs have been presented to explore the scenario of English teacher education programmes of Bangladesh. Course contents of these programmes have been presented in this chapter. These programmes will be evaluated in the study in the light of the parameters of Communicative Language Teaching discussed in chapter 4. The central focus of the study is examining the above mentioned teacher training programmes which have been done in chapter 6 of the thesis. The next chapter discusses the developments in theories and practices of English teacher education.

## **CHAPTER THREE**

### **THEORETICAL ORIENTATION OF LANGUAGE TEACHER EDUCATION**

#### **3.1 Introduction**

Teacher education programme, in the present world, has received an important attention from different corners of the world. Teacher education programme progresses through some practical as well as theoretical considerations. Although this programme works through different projects in different countries, there are some basic principles and approaches which should be followed and implemented properly. In Bangladesh too, like teacher education programmes elsewhere, English teacher education programme focuses on the innovation of new teaching-learning approaches. Some major theoretical developments of teacher education programme have been discussed in this chapter.

#### **3.2 Meaning and Concept of Teacher Education**

Teacher Education refers to the education and training provided to practicing teachers as well as the would-be teachers for their teaching quality improvement. It is, undoubtedly, an important factor for the improvement of teaching profession. Some people prefer the term “teacher education” to the term “teacher training.” There is a large body literature on this argument for education versus training. Two terms such as micro and macro have been used as approaches to teacher preparation regarding the issue of teacher education and teacher training. “Micro” means directly observable techniques that teachers use in teaching such as amount of teacher’s talk, questioning techniques, and types of classroom task. “Macro” means a holistic approach which gives emphasis on the total context of class room teaching and learning with a view to understanding how the institutions between and among teachers, learners and classroom task influence learning.

According to Mangla (2001) “teacher education means programme of education, research or training for human resources, equipping them to teach at pre-primary, primary, secondary, senior-secondary stages of school education, non-formal/ adult and correspondence education through distance mode.”

### **3.3 Training versus Development in Teacher Education**

In teacher education programme, two approaches such as teacher training and teacher development are considered as important issues. Training is a model which characterizes the traditional approaches to the teacher education. On the contrary, teacher development characterizes a process of continual, intellectual, experimental, and attitudinal growth (Lange, 1983). However the contrast between teacher training and teacher development is a useful way of characterizing and describing options in teacher education (Lange, 1983, Richards, 1987, Freeman, 1989; cited in Richards, 1989). The difference between training and development can be described in the light of approach, content, process, teacher role, and teacher-educator’s role as follow:

#### **3.3.1 Training**

A number of interrelated themes characterize a training perspective. The first assumption is that the trainee teachers attend the training programme with deficiencies of knowledge about the subject matter or lack of specific skills or competencies. The second assumption is that the characteristics of effective teaching can be described in discrete terms. Teaching is not viewed as mainly individual or intuitive but as something reducible to general rules and principles derived from pre-existing knowledge sources. Thirdly teachers should be changed and the direction of change can be laid out in advance. Finally to the trainee teachers experts may be the source of new information, skills, and theory which underlie the programme.

By content is meant the goals, topics, and subject matter that the training programme addresses. The programme addresses observable, teachable, and testable aspects of teaching, which are often linked to specific situations. Pre-and post-training differences can then be measured to determine the programme's effectiveness.

The teacher training approach favours the process of the techniques, activities, and experiences which impart new knowledge and skills to the trainee teachers in the training programme. Demonstration, simulation, and role play are also procedures used in the training to help the trainee teachers so that they can try them out in their own classrooms, and incorporate them into their teaching methods, and thus, become better teachers.

Teacher is viewed as a skilled performer of a number of prescribed tasks. Training is intended meant to expand the teacher's repertoire of task and to improve the effectiveness with which tasks are used.

From the training perspective, the job of the teacher educator is to provide ideas and suggestions to solve the problems and point out better ways of doing things. Teacher educator is seen as an expert, as a model teacher and as the source of ideas and information (Richards, 1989).

### **3.3.2 Development**

A number of second language teacher educators have tried to clarify the difference between teachers training and teacher development. At the level of approach teachers are not viewed with deficiencies. More emphasis is given on what teachers know and do and on providing tools with which they can fully explore their own beliefs, attitudes, and practices. Secondly its role is to help teachers explore, define, and clarify their own classroom processes and their individual theories of teaching and learning. Thus the approach is non-prescriptive and teaching is viewed as intuitive,

individual, and personal response to classroom situations and events. Thirdly the programme does not start with the idea that teachers must change or discard current practices (Richards, 1989). Finally the programme is discovery as well as inquiry based and it helps the teachers to understand their own attitudes, values, knowledge base, and practices, and their influence on classroom life.

Although some of the content areas included in training based programmes are not necessarily precluded, the content base is expanded both in breadth and depth and a different treatment of techniques is required. At the same time, goals and content have to be articulated in that ways go beyond skills and techniques and address higher level issues, including conceptual, attitudinal, and affective aspects of teaching.

Teacher development addresses the process which works in the progress of teachers' self-reporting, project work, problem solving, and action-research. Teacher development approach requires process by which teacher education is conducted. Firstly development favours some activities that engage teachers in examining their own values, attitudes, and beliefs. Secondly observation is employed so that teachers observe either other teachers at work or themselves through video recordings, in association with activities that are designed to help teachers to explore the significance of patterns of behaviour identified. Thirdly journal and diary accounts can be used to provide opportunities for the student teachers to use the process of writing about their own teaching experiences as an analytical tool and to provide information for later reflection (Roderick, 1986; cited in Richards, 1989).

Teacher is an investigator of his or her own classroom and determines what aspects of the classroom he or she wants to know more about. Teachers take on different role and responsibilities in a programme which centres round development rather than training.

From the development perspective teacher educator has to move from the role of expert, trainer, or supervisor to that of collaborator, consultant, or facilitator. Changes in the role of teacher in teacher development necessarily involve changes in the role of the teacher educator (Richards, 1989).

### 3.3.3 A Summary of Training and Development Perspectives of Teacher Education

The Difference between the training and development approaches in teacher education has been summarized in the following table:

**Table 3.1: Difference between training and development**

	<b>Training</b>	<b>Development</b>
<b>Approach</b>	deficiency view methods based external knowledge improvement oriented prescriptive atomistic approach top-down	development view on-going process internal knowledge awareness oriented non-prescriptive holistic approach bottom-up
<b>Content</b>	narrow performance based skill and techniques received curriculum	broad values based process based negotiated curriculum
<b>Process</b>	modeling practice imitation short term	inquiry based reflective action research long term
<b>Teacher</b>	Technician	Knower
<b>Role</b>	apprentice passive subordinate	investigator active co-participant
<b>Teacher Educator</b>	expert model interventionist	collaborator participant facilitator

\* Adopted from Richards (1989:8)

### **3.4 Teacher Knowledge in Teacher Education**

Teacher education addresses the variety of knowledge that influence language teachers' practice. The relationship between teacher knowledge, teacher education and teacher development is one that continues to change and need examination (Mann, 2005).

#### **3.4.1 Knowledge Organized into Topics**

In teacher education programmes, knowledge is broken up into topics such as lexical studies, syntax, SLA (Second Language Acquisition), phonology discourse analysis, pragmatics, sociolinguistics, psycholinguistics, and pedagogical knowledge. These are considered important issues in the development of teachers' knowledge base (Bartels, 2005). Most teacher education programmes include some pedagogic components, including methodology, course design, materials, and assessment. This content roughly corresponds to the received knowledge (Wallace, 1991). Particular attention is often paid to the importance and role of KAL (Knowledge about Language) (Mann, 2005). Most of the articles in Bartels (2005) focus on the impact of language awareness modules in teacher education programmes, while Savova (2003) believes that improving language awareness do not necessarily mean a reliance on transmission methodology, and awareness can be achieved through engagement with texts, interaction, and increasing grammatical knowledge.

#### **3.4.2 Individual Knowledge**

This knowledge basically draws more attention to the process of individual development. A description that focuses on the individual teacher and various constructs of teacher knowledge includes content knowledge, pedagogical knowledge, curriculum and materials knowledge, knowledge about Second Language acquisition (SLA) and knowledge about context. It also includes Personal knowledge (Clandinin & Connelly, 1987), practical knowledge (Golombek, 1998), experimental knowledge (Wallace, 1991), local knowledge (Allwright, 2003) and usable knowledge (Lageman, cited in Mann, 2002; cited in Mann, 2005). There is obvious overlap between these types of knowledge and these various metaphorical constructs help to describe the complex nature of teacher knowledge (Mann, 2005).



### **3.4.2.1 Content Knowledge**

Content knowledge is knowledge about the subject matter which is to be learned or taught. Teacher must know and understand the subject they teach, including knowledge of central facts, concepts, theories, and procedures within a given field; knowledge of explanatory frameworks that organize and connect ideas; and knowledge of the rules of evidence and proof (Shulman, 1986).

### **3.4.2.2 Pedagogical Knowledge**

Pedagogical knowledge is knowledge about processes and practices or methods of teaching and learning. This is a generic form of knowledge which is involved in all issues of student learning, classroom management, lesson plan development and implementation, and student evaluation. It includes knowledge about techniques or methods to be used in the classroom; the nature of the audience; and strategies for evaluating student understanding (Mishra and Koehler, 2008).

### **3.4.2.3 Curriculum Knowledge**

Curriculum Knowledge is a particular grasp of the materials and Programs. This knowledge serves as “tool of the trade” for teacher (Shulman, 1986).

### **3.4.3 Situated Knowledge Developing over Time**

The recognition that knowledge is complex, it is constructed and developed over years of professional practice. Knowledge base changes over time, through the process of teaching and reacting to local influences (Freeman & Johnson, 1998). Over time, a teacher develops a sense of plausibility or congruence. Prabhu's (1990:172) influential concept of plausibility gives priority to development of teachers' individual understanding of the teaching they do and includes local forms of knowledge about language and teaching.

### **3.4.4 Investigating the Knowledge Base**

In the last few years much interest has been shown in evaluating the effectiveness of teacher education process and ‘how teachers and student teachers interpreted and gave meaning to the pre-service and in-service development programmes they experienced’ (Zeichner, 1999:5). Freeman (2004) shows how teacher knowledge is built on the teachers’ experience as learners, experiences as teachers, understanding of theory and research, ongoing reflection on learners and their learning process, and soliciting and acting on information from students about their own learning. This process includes the personal, contextual, pedagogical, linguistic, institutional, intercultural, and interpersonal knowledge.

### **3.5 Innovation in Teacher Education**

Innovation in teacher education happens through different models as a good example of innovation in teacher education. The “Cascade” model can be identified as a good example of innovation in teacher education. The project training of this model is context sensitive, collaborative and reflexive; it seeks to involve teachers in managing their own professional growth (Hayes, 2000). In this model, training is conducted at several levels by trainers drawn from a level above. Gilpin (1997:185; cited in Hayes, 2000) says ‘It is cost effective, it does not require long periods out of service and it uses existing teacher staff as co-trainers’.

#### **3.5.1 Key Criteria of a Successful Cascade Training Programme**

For a successful cascade training there are some key criteria which the programme should take into account:

- The method of conducting the training must be experiential and reflective rather than transmissive.
- The training must be open to reinterpretation; rigid adherence to prescribed ways of working should not be expected.
- Expertise must be diffused through the system as widely as possible.
- A cross-section of stakeholders must be involved in the preparation of training materials.
- Decentralization of responsibilities within the cascade structure is desirable.

### **3.5.2 The Cascade Model in Sri Lanka's Primary English Language Project (PELP)**

This training programme aims at improving the quality of teaching in Basic English Language skills in primary school in Sri Lanka. This project is funded by the UK's Department for International Development (DEID) in collaboration with the Ministry of Education and Higher Education (MOHHE) of Sri Lanka. The Cascade consists of the project manager training two project coordinators who then work with him to train 120 staff of 30 Regional English Support Centers (RESCs). RESC staff Conduct in-service courses for teachers in their locality for the improvement in their classroom teaching (Hayes, 2000). PELP initiatives were taken due to limitation in the conventional training model of teacher training. Hence the project utilizes a transmission model of training, examines principles underlying the use of classroom or workshop activities, evaluates the effectiveness of existing practice, and use this heightened awareness as a basis for modifications in that practice. The project holds some basic principles as follows:

#### **Context sensitively**

For providing effective training, the training and development approaches which are sensitive to emerging features of context are organized by continuing examination of the training, teaching and learning context

#### **Collaboration**

Collaboration is a very important issue of the training system. RESCs develop self-supporting networks and also encourage the teachers to cooperate within the individual schools and at school-cluster level. They work on training modules and guidebooks, involving teachers wherever possible.

#### **Reflexivity**

Training and development activities of the Cascade are reflexive. Courses for the trainers reflect the features of courses for teachers and these, in turn, reflect the features of the instruction in the classroom.

### **Responsiveness**

Although RESCs work within a common frame work, they encourage providing a flexible response to the needs of the teachers in their region.

### **Participative development**

All activities of the Cascade attempt to maximize the potential of everyone from the project manager to the coordinators to teachers in school.

### **Continuing professional development**

Learning does not end after the end of a course. It is a process for continuous professional development. Although supportive workshop and counseling can ease this process, it is recognized that not every trainer or teacher can be invited for such support. However they can continue the process of adapting to the new in their own RESCs or their own classrooms.

## **3.6 Prevalent Approaches to Teacher Education Programme in Bangladesh**

There are several approaches to teacher education programme in Bangladesh. Some of them are discussed below:

### **3.6.1 The Professional Approach**

The professional approach is a very important element of the teacher education. Teaching is a great profession and all teachers should be devoted and attentive to their professions. The professional approach is employed in teachers teaching so that the teachers can prepare themselves with the following characteristics.

- Determination is a very significant characteristic of the teaching profession. All teachers should be determined at the time of teaching a class.
- Preparation is a precondition for the teacher to make an effective class and thus they have to organize as well as prepare themselves.

- In the class a teacher's ability of presentation makes the students more attentive.
- A teacher has to be more careful to help all his students equally.
- A teacher's friendly attitude to his students and colleagues brings positive attitude to his or her profession.
- A teacher can play an important role outside the class room too by observing and consulting how the students can perform a better job.

### **3.6.2 The Personalistic Approach**

The personalistic approach has been focused on and given due importance in teacher training programmes. The purpose of this approach is to prepare teachers according to the level of the progress of the young learners in which the educational purposes and teaching contents should be designed according to the progressive stage of the children. The philosophy of Rousseau, Frobel and others influenced this approach with a view that the subject matter should be selected according to the need and stage of the child. (Grow-Maienze, 1996). In this approach the teacher education programme aims at such teachers who are viewed as empathetic towards the learners.

### **3.6.3 The Competency Approach**

Competency-based teacher education fulfils all criteria of the atomistic skill-based approach. This notion deals with a public statement in operational form of all the exit requirements of a training course. It emphasizes that the improvement of teaching depends mostly on the willingness of large numbers of teachers to heed to these pedagogical canons and an outgrowth of the same methodological position has been the nature of textbooks, the curricula materials and the supervision of teaching activities. In the context of Bangladesh, the notion of competency based teacher education, recently, has turned into the process-oriented model where the teachers are prepared for high culminating demonstrations.

### **3.6.4 The Academic Approach**

The academic approach focuses the knowledge base of the teacher. The knowledge base of the teacher education programme is the most fundamental component of the sciences and the liberal arts. The academic approach is similar to the humanistic approach which refers that the teaching and learning should be highlighted under the long established values and knowledge.

### **3.6.5 The Enquiry-Oriented Approach**

The enquiry-oriented approach has been given due importance to move from the doctrinaire to permissive, from teacher-centered to the learner-centered. Widdowson (1990) emphasizes for greater attention to the improvement of a spirit of enquiry among teachers and stresses the need for them to understand the relationship between theoretical principle and practical technique and to test out one against the other in a continual process of experimentation. The most important strategy which is involved in the learner-centered ideology is known as the enquiry-oriented approach.

### **3.6.6 The School-Based Approach**

The notion of the School-based approach involved in the teacher education programme focuses the importance of the training and emphasizes the training activities as well as procedures according to the need of the teachers of the particular schools. This type of the teacher education programme depends on the country and her educational policy. The school-based teacher education programme usually takes place as in-service teacher training programme through which the trainee teachers are trained for the theoretical aspects and are encouraged to apply them when they teach.

### **3.6.7 The Discovery Approach**

The discovery approach is involved in experience of the teacher in the respect of teaching. Thus experience is mostly focused and given importance for the better teaching. The notion of this approach is that the students will follow their teachers' advice and instructions attentively and accordingly they will search for knowledge.

### **3.6.8 The Process Approach**

The process approach has been recognized as one of the important approaches employed in the teacher education programme. The notion of this approach is that the teacher will deliver the speech and the students will listen attentively. If the teacher makes his or her students attentive during the class and makes the subject matter of the class clear to the students through proper explanations and examples, then the students will be able to learn clearly.

### **3.6.9 The Interactive or Constructivist Approach**

The interactive or constructivist approach helps the learner to achieve new idea and experience. The notion of this approach is that the learners usually gather new idea as well as experience depending on their previous knowledge. Thus the teachers examine the students' previous knowledge before giving any class on a new issue and accordingly keeping a link with the previous knowledge they deliver class on new idea and knowledge

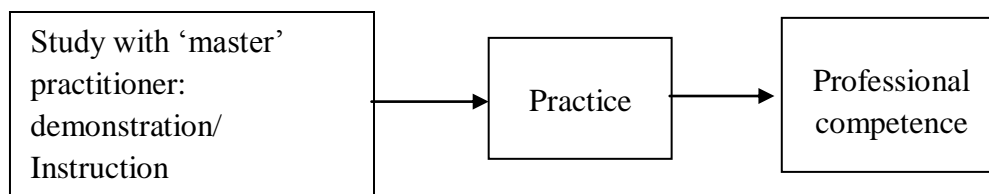
## **3.7 Current Models of Teacher Education Programme**

There are three current models of the professional education. In respect of the current models of the teacher education, Wallace (1991) says "I would like to suggest that there are currently three major models of professional education". Each of these models has been discussed below:

### **3.7.1 The Craft Model**

The craft model is a very first model associated with teacher training. In this model, the wisdom of the profession resides in an experienced professional practitioner: someone who is an expert in the "craft" (wallace: 1991). The young trainees learn by imitating the experts' techniques and by following their instructions and advice. By

this process, expertise in the craft is passed on from generation to generation. The craft model is called “Sitting with Nellie,” where Nellie an experienced worker tells what to do and shows how to do. This model was how teaching practice was traditionally organized until about the end of the Second World War in 1945 (Stones and Morris: 1972). The craft model has been presented by Wallace (1991) as follows:



**Fig. 3.1:** The craft model of professional education (adopted from Wallace, 1991: 6)

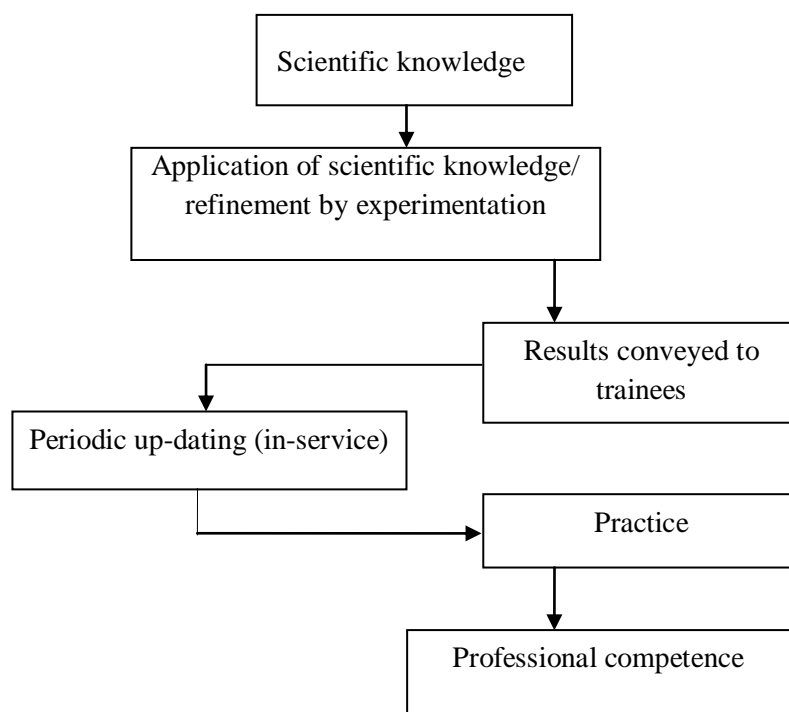
This technique is basically conservative and depends, for whatever effectiveness it might have, on an essentially static society. Stones and Morris point out that in the contemporary society one thing we can be sure of is that in ten years' time things will be very different from what they are now. According to Stenhouse (1975, cited in Wallace, 1991) the craft model of professional development cannot be dismissed and was rather revived in the mid 1970s.

### 3.7.2 The Applied Science Model

The applied science model is a traditional and probably the most prevalent model underlying most teacher education programmes. This model is put forward by American sociologist, Donald. A. Schon in his various writings (wallace, 1991) It derives its authority from the achievements of empirical science, particularly in the nineteenth and twentieth centuries. Within this framework practical knowledge of anything is simply a matter of relating the most appropriate means to wherever objectives have been decided on. The whole issue of the practice of a profession is therefore merely “instrumental” in its nature.



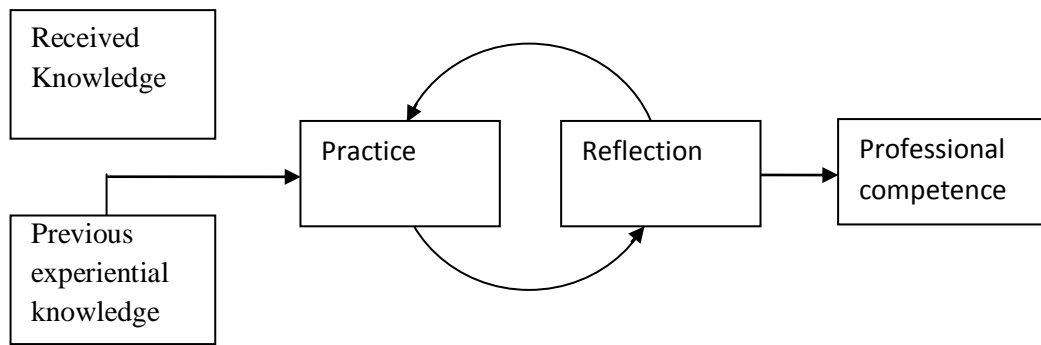
The findings of scientific knowledge and experimentation are conveyed to the trainee by those who are experts in the target areas. Thus the trainee teachers who are concerned with maintaining discipline might receive instruction from a psychologist on what has been discovered about behavior modification (Wallace, 1991: 9). Wallace (1991) presents the Applied Science Model as follows:



**Fig. 3.2:** Applied science model (adopted from Wallace, 1991: 9)

### 3.7.3 The Reflective Model

The reflective model has been considered as the most innovative as well as modern model. Wallace (1991) presents the reflective model of the teacher education programme as a compromise model. In this model, equal emphasis is given both to experience and to the scientific basis of the profession. Theoretical knowledge should be revised and adapted to suit the teaching context and the experience of the teachers need to ensure the success of the approach. The reflective model includes both “received knowledge” and “experiential knowledge.” Wallace (1991) shows the model using the following figure:



**Fig. 3.3:** Reflective model (adopted from Wallace, 1991: 15)

### 3.8 Characteristics of the Successful Teacher Education Programme

Theoretically many Teacher Education models have been developed. Though those teacher education models (discussed above) tend to portray an ideal teacher education programme from various perspectives, an ideal teacher education programme should address few specific characteristics which are as follows:

(i) The teacher education programme should be more systematic, specific, continual and long term with a view to making the teachers more skilled and familiarizing them with new ideas, methods practices, tools, roles, pedagogies, etc to follow, practice and adjust them. These training should take place in workshop context and in the work place (Hopkins, 2008) so that the teachers can try them out in a comfortable and non threatening environment among peers and then transfer skills and ideas in their own classes, identify problems and with the support of the colleagues and trainers can solve them.

(ii) Training should be within trainees' own existing knowledge and experience. It should also emphasize on the need of the specific teachers and specific academic institutions. Vespore (1989) in his review of 21 case studies of educational reform projects in the developing countries has found out that the successful teacher education programme are those which have taken into account the teachers' level of knowledge and experience into consideration.

(iii) Trainees' change of attitude should be a key issue of the teacher education programme. Thus training must primarily strive to uncover the knowledge and beliefs the teachers hold and make them aware of scientific developments (Breen et al; 1980). The trainee teachers must be aware of their existing beliefs and gradually they should be prepared for accommodating new beliefs.

(iv) Teacher education programme should familiarize the trainee teachers with the theoretical and practical implication of the key features of the profession. Teachers must be able to cope with changes; to be open to changes and make changes. According to Fullan and Steigelbauer (1991) "Educational reform will never amount to anything until teachers become simultaneously and seamlessly inquiry oriented, skilled, reflective, and collaborative professionals. This is the core agenda for teacher education, and the key to bringing about meaningful and effective reform."

### **3.9 Conclusion**

This chapter of the study examines some particular features which are important for the orientation of teacher education programme. Theoretical orientation of teacher education programme with the meaning and concept of teacher education, training versus development, teacher knowledge, innovation in teacher education, prevalent approaches, different models and the characteristics of the successful teacher education programme have been discussed in this chapter in the light of the literatures available regarding these issues.

## **CHAPTER FOUR**

### **THEORETICAL APPROACHES AND CLASSROOM PRACTICES OF COMMUNICATIVE LANGUAGE TEACHING**

#### **4.1 Introduction**

Every method of language teaching has an approach, a design and a procedure (Richard, 1986). It is important to examine these aspects of method to decide what should be the central focus of a teacher education programme to implement a particular method. This chapter examines the approach which includes theory of language and theory of language learning, the design, which includes syllabus and materials design, procedure or classroom techniques and testing and evaluation of communicative language teaching with a view to finding out how these features are reflected or covered in the teacher education programmes of Bangladesh.

#### **4.2 Communicative Language Teaching Approach**

Communicative Language Teaching, considered the most popular approach for language teaching and learning, is the official approach to English teaching in Bangladesh. This approach draws extensively from development in linguistic, sociolinguistic theories of language learning and acquisition and pedagogical theories and has a solid theoretical footing. It has a holistic view of language and language learning and appropriate syllabus, materials, methodologies and testing procedure to facilitate the development of what is known as ‘communicative competence’ (Hymes, 1972). Communicative Language Teaching approach aims to provide learners with a natural context for language use, that is, to teach language as it is used in real life. In this approach, learners are given much opportunity to interact situation. Such interactions are helpful to facilitate language acquisition as learners have to work to understand each other and to express their own meaning. By so doing, they can check if they have comprehended correctly the texts they read and listen. By interacting with others, they get to listen to the language which may be beyond their present ability, but which may be assimilated in to their Knowledge of the target language for use at a later time.

### **4.2.1 Characteristics of Communicative Language Teaching**

One of the most characteristic features of Communicative Language Teaching is that it pays attention to functional as well as structural aspects of Language, combining these into a more fully communicative view (Little wood, 1981). It emphasizes on both knowledge and skills, competence and performance. Finchiaro and Brumfit (1983) describes the features of the communicative Approach as follows:

- Meaning is paramount.
- Contextualization is a basic premise.
- Language learning is learning to communicate.
- Effective communication is sought.
- Comprehensive pronunciation is sought.
- Attempts to communicate may be encouraged from the very beginning.
- Translation may be used where students need it.
- Reading and writing are to be started from the first day, if desired.
- Communicative Competence is the desired goal.
- Teachers help learners in any way that motivates them to work with the language.

One of the clearest characteristics of the communicative approach is that almost everything is done with a communicative intent. Learners use language through communicative activities like playing games, role play and problem solving tasks. According to Johnson and Morrow (1981) “Activities which are truly communicative have three features: information gap, choice and feedback”. Nagaraj (2008) has mentioned the following characteristics of Communicative Language Teaching:

- They all aim to make the learner attain communicative competence, that is, use language accurately and appropriately.
- The prime focus is on the learner. The teacher is just a facilitator – a person who manages the environment and the materials which will help the students become autonomous learners.

- Communicative syllabuses rely on authentic materials.
- The tasks are also purposeful and meaningful.
- The communicative syllabuses emphasize the functions of language rather than the rules.
- Communicative tasks aim to make learners fluent as well as accurate in their use of target language.

### 4.3 Theory of Language

CLT is based upon a theory of language as communication. It aims to make communicative competence the goal of language teaching and develops procedures for teaching of the four language skills that acknowledge the interdependence of language and communication (Richards & Rodgers, 1986). In CLT, it is held that language is a vehicle for the expression of functional meaning. The primary function of language is interaction and communication.

Richards & Rodgers (1986:71) summarized the view of language in Communicative Language Teaching as follows:

- Language is a system for the expression of meaning.
- The primary function of language is for interaction and communication.
- The structure of language reflects its functional and communicative use.
- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning exemplified in discourse.

Chomsky (1965) puts forward the term *competence* which he describes as a mere linguistic system or abstract grammatical knowledge. To contrast Chomsky's theory of competence, Hymes (1972) coins the term *communicative competence* which contains both knowledge and ability for language use in terms of four factors:

- Whether (and to what degree) something is formally possible;
- Whether (and to what degree) something is feasible in virtue of the means of implementation available;

- Whether (and to what degree) something is appropriate (adequate, happy, successful) in reaction to a context in which it is used and evaluated;
- Whether (and to what degree) something is fact done, actually performed and what it's doing entails.

Some related analyses of communicative competence are found in others also. Canale & Swain (1980), for example, mentions the various components of communicative competence arguing that communicative competence minimally includes the following four areas of knowledge skills:

- (a) *Grammatical Competence* which means knowledge of language code itself. It includes knowledge of vocabulary and rules of word formation, pronunciation, spelling and sentence formation etc.
- (b) *Sociolinguistic Competence* that addresses the extent to which utterance are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as topic, status of participants and purpose of the interaction.
- (c) *Discourse Competence* which involves mastery of how to combine grammatical forms and meanings to achieve a unified spoken and written text in different genres such as narrative, argumentative essays, scientific reports or business letter.
- (d) *Strategic Competence* which refers to the mastery of communication strategies which may be called into action to enhance the effectiveness of communication.

#### **4.4 Theory of Language Learning in CLT**

In communicative approach, language learning is defined as:

- (a) learning how to mean
- (b) learning to perform different sociocultural functions
- (c) learning both usage and use

- (d) developing the skills and sub-skills
- (e) developing communicative competence
- (f) learning to communicate through communication
- (g) language is learnt consciously and acquisitioned subconsciously through exposure

The learning theory underlying Communicative Language Teaching has attempted to explore theories of language learning processes which are compatible with the communicative approach. Communicative Language Teaching (CLT) refers to both process and goals in classroom learning. The main theoretical concept in communicative language teaching is “communicative competence”, a term introduced into discussion of language use and second or foreign language learning in early 1970s (Hymes, 1972). Savignon (1983; cited in Richards and Rodgers, 2001: 161) surveys second language acquisition research as source for learning theories and considers the role of linguistic, social, cognitive and individual variables in language acquisitions. Language-centered pedagogists derived their language learning theories mainly from cognitive psychologists who dismissed the importance given to habit formation by behaviorists, and instead focused on insight formation. They maintained that, in the context of language learning, the learners cognitive capacity mediates between teacher input (stimulus) and learner’s output (response) (Kumaravadivelu, 2008). The learner, based on the data provided, is capable of forming, testing, and confirming hypotheses, a sequence of psychological process that ultimately contributes to language development. According to cognitive psychologists mental processes underlying response is important, not the response itself. They also believed in developmental stages of language learning and therefore, partial learning on the part of the learner is natural and inevitable. However Littlewood (1984) developed a skill learning model of language learning. According to his theory, the acquisition of communicative competence in a language is an output of skill development. He further says, “the cognitive aspect involves the internalization of plans for creating appropriate behaviour. For language use, these plans derive mainly from the language



system – they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioural aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice converting plans into performance” Littlewood (1984: 74)

According to the theory of learning specific design and procedure have been developed CLT to make the process of teaching and learning easier.

#### **4.4.1 Design**

According to the theory of learning language under Communicative Language Teaching approach, a specific design has been developed. This design specially addresses objective, syllabus, learner role, teacher role, and role of instructional materials.

#### **Objectives**

Objective is an important part of a method. The objective of Communicative Language Teaching (CLT) is to help the learners become Communicatively Competent. The aim of Communicative Language Teaching is to help students to move beyond mastering the structures in a foreign Language to point where they can use linguistic forms to communicate meaning in real Life situations. It refers that those who learn Language should be able to communicate on daily basis with native and non-native English language speakers for everyday communicative functions in real life. The basic aim of any foreign language teaching has always been Communicative ability, and this is widely used in the CLT approach. This approach makes teachers and Learners consider Language in terms of the communicative functions it performs in real life situation, as well as its structures. In fact, CLT aims at developing the procedures for the teaching of the four Language skills that acknowledge the interdependence of Language and communication.

However, the primary focus of CLT is assisting the learners to create meaning rather than assisting them to develop grammatical structures or acquire native-like pronunciation perfectly. This means that learning a foreign Language is assessed in terms of how well learners develop their communicative competence, or their ability to apply knowledge of both formal and sociolinguistic aspects of a Language with adequate proficiency to communicate.

Piepho (1981; cited in Richards and Rodgers, 2001: 194) discusses the following level of objectives of communicative in approach:

- an integrative and content level (language as a means of expression).
- a linguistic and instrumental level (language as a semiotic system and an object of learning).
- an effective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others).
- a level of individual learning needs (remedial learning based on error analysis).
- a general educational level of extra-linguistic goals (language learning within the school's curriculum).

## **The syllabus**

The diversity of opinions regarding curriculum development, syllabus design and teaching methodology in CLT can be found in Brumfit (1984). According to him, the crucial tasks of a communicative syllabus is to specify, design and grade learning tasks and activities; and the teaching learning process. Syllabus provides guidelines for methodology, which is concerned with learning tasks and activities. van Ek (1975) gives a detailed account of various syllabus components which need to be considered in developing a communicative language syllabus. He mentions the following as necessary components of a communicative language syllabus. It must maintain

- the situations in which the foreign language will be used, including the topics which will be dealt with;
- the language activities in which the learner will engage;
- the language functions which the learner will fulfill;
- what the learner will be able to do with respect to each topic;
- the general notions which the learner will be able to handle;
- the specific (topic-related) notions which the learner will be able handle;
- the language forms which the learner will be able to use;
- the degree of skill which the learner will be able to perform. (van Ek, 1975:8 – 9; cited in Nunan 1988)

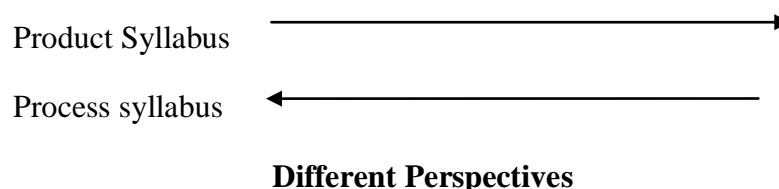
van Ek's view can be said to be the broader view of syllabus design, and these are the basic components of curriculum development. Bell (1983) relates syllabus design i.e., the selection and grading of contents with the other components of curriculum development and says that teachers are the main consumers of other people's syllabuses. Their role is to implement the plans of applied linguists, government agencies, and so on. Of course, there are some teachers who have a relatively free hand in designing the syllabuses, on which their teaching programmes are based. Nunan (1988) says that curriculum has at least three phases: a planning phase, an implementation phase, and an evaluation phase. Johnson (1989) defined four stages of language curriculum development viz., curriculum planning, ends (learning outcomes) and means (methodology) specification, programme implementation and implementation in the classroom. Evaluation in Johnson's framework is not a stage in itself rather an integral and necessary part of each and all of the stages.

In syllabus specification for any language programme, the designer starts with an analysis or beliefs about the nature of language and learning process, information about and from the learners, about the infrastructure of the institutions and resources available. The key questions that come forward for his acknowledgement are:

- from a language perspective, 'what linguistic elements will be learned/ taught?'

- from a learner perspective, 'what will the learner do with the language while learning?'
- from a learning/teaching perspective, 'what activities will stimulate or promote language acquisition?'

A syllabus designer incorporates insights from all these perspectives. But there still remains possibility of shifting focus from one perspective to another. This suggests a conceptual distinction between product oriented and process oriented models. However, there is no one syllabus that can be a sheer product syllabus or a sheer process one. We rather see the two views in a continuum - the more a syllabus is product oriented the less it is process oriented.



**Figure 4.1: Product and process syllabuses**

### **Learner's roles in CLT**

The roles of the learners in CLT classroom are supposed to be one of negotiation for meaning, communicators, discoverers and contributors of knowledge and information (Hu, 2002). In CLT class students are not considered vacuum, who only receive things passively rather they are more active and more vocal than the teacher. In expression and negotiation, the learners adopt the dual role of beings, first, a potential teacher for other learners and, second, an informant to the teacher concerning his own learning progress. In their later role, learners can offer the teacher and other learners a source of new directions in the learning-teaching process of the group. During a communicative activity a classroom is far from quiet. The students do most of the speaking frequently. Student may gain confidence in using the target language in general. Students are responsible managers of their own learning (Larsen-Freeman, 1986).

## **Teacher's roles in CLT**

In the communicative language teaching, the role of the teacher is very important and quite different from the traditional teaching methods. In the traditional classroom, the teacher is in charge and controls the learning. In CLT the teacher works as a facilitator, allowing students to be in charge of their own learning (Roshid, Haider, and Mia, 2008). Teacher is a manager of classroom activities. In this role, one of his major responsibilities is to establish situation likely to promote communication. During the activities he acts as an advisor, answering students' questions and monitoring their performance. At other times he might be a "Co-communicator" engaging in the communicative activity along with the students (Little wood: 1981).

The teacher still sets up exercises and gives direction to the class, but the students do much more speaking than in a traditional classroom. This responsibility to participate can often lead to an increased sense of confidence in using the Language. Teachers in the communicative classroom will find themselves talking less and listening more and becoming active facilitators of their students' learning (Larsen-Freeman: 1986). The teacher sets up the exercise, but as the students' performance is the goal, the teacher must step back and observe, sometimes acts as referee as well as monitor. A teacher evaluates not only his students' accuracy, but also their fluency. He can informally evaluate his students' performance in his role as an advisor or co-communicator. Breen and Candlin (1980) suggest that the teachers are to play three different functions in the communicative class room, the first is to act as facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner. According to Prabhu (1992) a teacher's sense of plausibility about teaching and learning represents what he believes and teaching can be of value only if the teacher's sense of plausibility is active and engaged.

In highlighting the role of teachers and learners in a communicative classroom Littlewood (1981) has mentioned the following features:

- The teacher's role in learning process is recognized as less dominant. More emphasis is placed on the learner's contribution through independent learning.
- The emphasis on communicative interaction provides more opportunities for cooperative relationship to emerge, both among learners and between teachers and learners.
- These points are reinforced by the large number of activities where the class is divided into groups or pairs, which interact independently of the teacher.
- The teacher's role as co-communicator places him on an equal basis with learners. These help to break down tension and barriers between them.

### **The role of instructional materials**

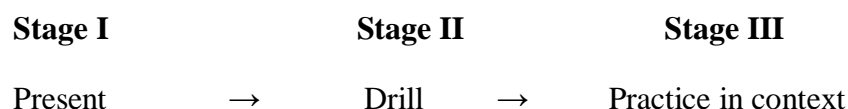
Different types of materials are used in communicative approaches to language teaching. Practitioners of Communicative Language teaching view materials as a way of influencing of quality of classroom interaction and language use. Richards & Rodgers (2001) consider three kinds of materials currently used in CLT, they are: text-based materials, task-based materials, and realia.

#### **4.4.2 Procedure**

In CLT there are several classroom procedures. There are two versions – a strong version and a weak version (Littlewood, 1978). Practitioners of strong version of CLT believe that the teacher should provide communicative practices from the start of the instruction without gaining control over learner's skills. This communicative procedure is considered the “deepened strategy” as at the first stage students are asked

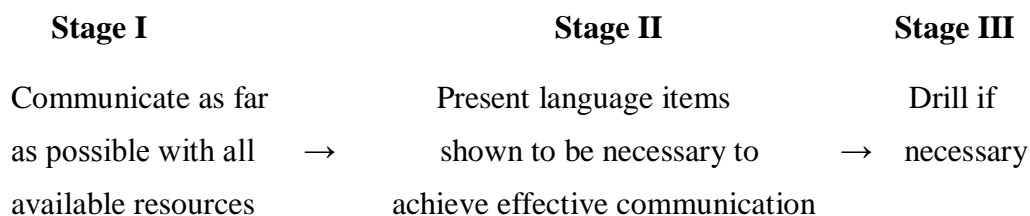
to do something they are not yet taught to do and hence are being “thrown in the deepened” (Johnson, 1983:53). Thus it is a reversal of traditional procedures in which presentation of knowledge is important and is done at the first stage of teaching:

### **Traditional Procedure:**



**Figure 4.2: Product and process syllabuses**

### **Communicative Procedure**



**Figure 4.3: Product and process syllabuses**

(Brumfit, 1980: 121)

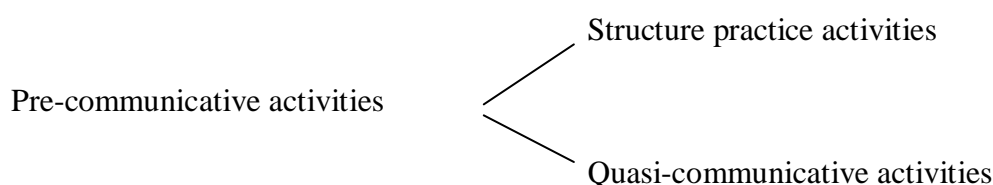
Practitioners of weak version of CLT believe that students are not able to use new language for effective communication before they have gained enough individual skills of pronunciation, vocabulary and grammar. For developing oral communication skills, Pattison (1987) has designed the following types of activities:

- Questions and answers
- Dialogues and role plays
- Matching activities
- Communicative strategies
- Picture and picture stories
- Puzzles and problems
- Discussions and designs.

CLT procedures are considered as “evolutionary rather than revolutionary by Finocchiaro and Brumfit (1983:107-8). They want to mean that teaching procedure should retain some stages of traditional method such as the “presentation” as the first stage for teaching new language. They provide the procedures for teaching “making suggestion” as an example:

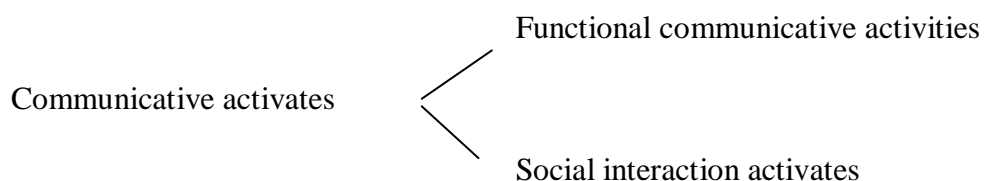
- Presentation of a brief dialog or several mini-dialogs
- Oral practice of each utterance of the dialog segment to be presented that day
- Question and answer based on the dialog topic.
- Question and answer related to the student’s personal experience
- Study one of the basic communicative expression in dialog.
- Learner discovery of generalizations or rules underlying the functional expression
- Oral recognition, interpretative activities
- Oral production activities-proceeding from guided to freer communication activities
- Copying of the dialog or modules if they are not in the class text
- Sampling of the written homework assignment
- Evaluation of learning.

Littlewood (1981: 85-89) argues for the pre-teaching of structure; i.e. students need structural practice before going into communicative activities.



**Figure 4.4: Product and process syllabuses**





**Figure 4.5: Product and process syllabuses**

Here the communicative procedure consists of two stages of activities: pre-communicative stage and the communicative stage, the pre – communicative stage is divided into two periods such as the structural period and the quasi – communicative period. During the structural period the teacher provides activities that will help the students to produce a certain language from activities. During the quasi – communicative period the teacher provides the students with opportunities to practice (Littlewood, 1981).

The communicative stage is also divided into two periods such as functional communicative activities and social interaction activities. During the functional period the teacher provides such activities which will increase the students’ skills in starting from an intended meaning. During the social interaction period the teacher inspires the students to go beyond what is necessary to develop greater social acceptability in the language. And this stage may also involve producing speech which is socially appropriate to specific situations and relations.

## **4.5 Classroom Activities in CLT**

Communicative Language Teaching approach recommends some important activities which should be practiced and followed in the classroom for implementing CLT. Some of these activities can be discussed as follows:

## **Use of English**

Use of English in the classroom is one of the important components of classroom activities in Communicative Language Teaching. The principle of this approach is that language should be used in such a way as to reveal its character as a means of communication. Use of English language fluently helps to improve speaking and listening skills which are mainly driving factors for communication. However, for making a language class effective, spontaneous use of English language in the classroom has to be ensured as communicative approach emphasizes fluency, and minor inaccuracies should be overlooked (Richards and Farrell, 2005).

## **Mind engaging tasks**

Communicative activities are based on the implicit recognition that a learner learns best when his/her mind is on tasks to be done in the language rather than language itself. Thus many problem-solving activities are a part of the communication approach.

## **Language games**

Among all activities of the communicative approach language games are very helpful tasks. These tasks in the class help the learners improve their communicative competence. According to Morrow (1981; cited in Nagaraj, 2008) language games are communicative when they are characterized by three features: *information gap*, *choice* and *feedback*.

## **Role play**

Role play is a well-established activity for organizing controlled, pre-communicative language practice. This activity gives learners an opportunity to practice communicating in different social contexts and in different social roles. Role plays

can be set up so that they are very structured (for example, the teacher tells the students who they are and what they should say) (Freeman, 2000). However, as the ability to manipulate language in a social context is an important aspect of communicative competence, role play as a part of the classroom activities should be included.

### **Group work/pair work**

For making a class more interactive and participatory CLT demands group work and pair work which is an important type of communicative activity. Group or pair interaction is an effective means of acquiring some language features which are not available in a formal teacher-fronted class (Nagaraj, 2008).

### **Feedback**

Feedback in the class is one of the most effective and important activities. Communicative approach favours giving feedback to the learners by the teacher. It is such a component that helps to make the class participatory and interactive between teachers and learners and to make the learners interested and attentive in the class.

### **Learner autonomy**

According to the principles of CLT learner autonomy is to be ensured in the class. This refers to situations in which learners accept responsibility for all the decisions concerned with learning but not necessarily for the implementation of those decisions. According to Kumaravadivelu (2003) in a rapidly changing world where instant and informed decision making is a prerequisite for successful functioning, helping learners become autonomous is one way of maximizing their chances for success.

## **Participatory Class**

Participatory class, one of the most important components that CLT demands, has to be made for the practice of maximum activities in the class. It is such a way that ensures the participation of all learners in classroom.

## **4.6 Conclusion**

This chapter gives an overview of different aspects of CLT such as the theory of language and the theory of language learning. The purpose of this detailed discussion is to examine how far these dimensions of language teaching-learning including syllabus and materials planning, classroom activities and testing procedures are used for training the teachers in the teacher education programme. These parameters of CLT provide the basic framework or reference points for evaluating the English teacher education programme in this study.

## **CHAPTER FIVE**

### **RESEARCH METHODOLOGY**

#### **5.1 Introduction**

The methods that prove suitable for finding appropriate data according to the objectives are selected for that study. According to objectives and nature of this study, different types of methods and tools were designed. The researcher followed both the qualitative and quantitative approaches in this study. Detailed description on methods of data collection, sample, tools, and data analysis has been presented in this chapter.

#### **5.2 Purpose of the Empirical Investigation**

The main objective of the study is to evaluate the English teacher training programme in Bangladesh. The study looks for having appropriate answers to two specific questions: (i) What are the trainees and trainers views on the training programme? (ii) Is there sufficient training on implementing the different activities of CLT, e.g. classroom management, lesson planning, group or pair work, learner's autonomy, participatory class, feedback etc? (III) Is the content of the present syllabus good enough for implementation of CLT? Thus, it is quite possible to capture the real scenario of the teacher education programme for the English teacher of Bangladesh through (1) questionnaire survey and (2) classroom observation.

#### **5.3 Selection of Study Area**

Two training institutions – (1) Teachers' Training College (TTC) of Rajshahi and (2) National Academy for Educational Management (NAEM) of Dhaka were selected as study area for conducting the present study. During the period of collecting data for the present study, Continuous Professional Development (CPD) programme for the English teacher was going on in six TTCs and NAEM. Although the trainers and the trainee teachers of the six TTCs and NAEM were the population of the present study, due to time limitation TTC of Rajshahi and NAEM were selected purposively. The researcher believed that the data collected from the study area would represent the whole population of the study.

## 5.4 Sample

Sampling is a method of selecting the population of the study by taking a representative portion of them. The population of the present study was the trainee teachers, who received the CPD training conducted by six TTCs and NAEM and the English trainers of the same institutions, who provided the training. TTC of Rajshahi and NAEM were selected as it was convenient to visit and collect data and also to observe the classroom of the training session. Besides, NAEM covered some more trainee teachers who were from the urban areas and the TTC of Rajshahi covered maximum number of trainee teachers who were from the rural areas of Bangladesh. Thus the combination of trainees from both urban and rural areas was found in the selected study areas.

## 5.5 Sampling Size

Sample size and number of sample units of each category are described below:

### 5.5.1 Sampling for Questionnaire Survey

Sampling for the questionnaire survey has been presented in the table 5.1 below:

**Table 5.1: Sample size and unit**

Institution	Number of institution	Number of trainers	Number of trainees
TTC Rajshahi	01	07	39
NAEM Dhaka	01	03	35
Total	02	10	74
		Total = 84	

### **5.5.2 Sampling for Classroom Research**

Programme observed: CPD

Course duration: 24 days

Research duration: 24 days

Number of Trainers: 7

Number of Trainees: 42

### **5.6 Sources of Data**

For the development of the present study data were collected from the primary sources. By using different techniques, the researcher collected the necessary data from the respondents.

### **5.7 Techniques of Data Collection**

The researcher collected data by using different techniques which are as follows:

- i. Questionnaire for the trainee teachers
- ii. Questionnaire for the English trainers
- iii. Classroom observation of the training programme
- iv. Document analysis (analysis of course content)

#### **5.7.1 Detailed Description of the Questionnaire for the Trainee Teachers**

The questionnaire for the trainee teachers contained two sections. The first section is about the personal details of the respondents and the second section consisted of thirty eight questions which have been designed to collect information about the trainees' views on the training programme. These items cover the different aspects of CLT like using English language, pair/group work, lesson planning, classroom management, games, role play, feedback, participatory class, learner centred class, learner's autonomy, motivation, development of four basic skills, issues of facilitating, initiating, and monitoring activities and tasks and ideas about communicative approach and communicative competence.

### **5.7.2 Detailed Description of the Questionnaire for the English Trainers**

The questionnaire designed for the English trainers contained two sections. There were four items regarding personal details of the English trainers in the first section. In the second section of the questionnaire, there were thirty eight questions meant to collect information regarding the trainers' views about the training programme. These items cover the different aspects of CLT like using English language, pair/group work, lesson planning, classroom management, games, role play, feedback, participatory class, learner centred class, learner's autonomy, motivation, development of four basic skills, issues of facilitating, initiating, and monitoring activities and tasks and ideas about communicative approach and communicative competence.

### **5.7.3 Description of the Classroom Observation**

Observation is used as one of the techniques for collecting data. In the present study, observation has also been applied to collect authentic and reliable data about the training programmes. Being a participant observer the researcher sat in the classroom and noted down the focus of the lessons, the activities used in the lessons and how far the discussions on CLT, specially its aspect like pair/group works, use of student centred class, participatory learning process, lesson planning, task design, classroom management, communicative testing etc were focused in the class, and also whether there was any attempt to change the trainees' mindset to prepare them for the communicative paradigm of language teaching .

Observation criteria: trainer's role, trainee's role, classroom activities and classroom atmosphere.

Method of data collection: open ended note taking.



## **5.8 Development of the Instrument and Pilot Study**

Initially a semi-structured questionnaire with 20 items covering the trainee teachers' views/perceptions of ELT, their preference regarding textbooks and teaching resources, classroom challenges, and expectations from the training programme were developed with the help of different related previous researches and research articles, and they were circulated among 40 trainees for the pilot study. The respondents answered the structured items but did not answer the open-ended questions in most of the cases. A few tried to answer the open-ended items but mostly left unfinished or unclear. Hence, a new closed questionnaire was developed to maximize the responses. In doing so, along with the existing closed items, more closed items were designed on the basis of the open-ended items/questions. So the second draft of closed questionnaire was developed for the trainee teachers. The second draft of the questionnaire was also piloted with a few respondents. This time all the respondents tried to tick almost all the items of the questionnaire though a few items were not clear to them.

Realizing and addressing their problems a final draft of questionnaire was prepared for the trainee teachers. The questionnaire comprised 28 items on the training programme.

Likewise, a similar close end questionnaire was developed for the trainers comprising their perceptions/beliefs on ELT as well as on the training programme.

## **5.9 Data Collection Period**

The researcher was involved in collecting primary data from March 2011 to July 2011. During this period, the researcher frequently visited TTC of Rajshahi and NAEM, Dhaka. He also attended sixteen training sessions of CPD to observe the trainer-trainee interaction and overall the classroom atmosphere of the training session.

## **5.10 Administration of Empirical Study**

According to the sampling plan the empirical study was administered. The process of administering the empirical study has been described as below:

### **5.10.1 Administering the Questionnaires for the Trainee Teachers**

One week later from the beginning of the training programme, to conduct the questionnaire survey, the researcher took prior permission from the chief authority, the training coordinator and the trainers of TTC and NAEM selected for the study area. In presence of the trainers the researcher introduced himself to the trainee teachers and explained the reason of his visit to them. Then the researcher distributed the questionnaires to the trainee teachers. He distributed 80 questionnaires to trainee teachers (40 trainees in each institute). They were requested to answer the questions and return them to him after the completion of the training programme. Finally 39 questionnaires from the trainees of TTC, Rajshahi and 35 questionnaire from the trainees of NAEM, Dhaka were returned to the researcher.

### **5.10.2 Administering the Questionnaire for the English Trainers**

Trainers' questionnaire was administered through personal contact. A list of English trainers' names with cell phone numbers was prepared with the help of administration office of TTC of Rajshahi and NAEM. The researcher contacted the English trainers over cell phone and finalized the date for appointment. On the appointed date the researcher met the trainers individually and handed over the questionnaires to them. Total 14 trainers ( 9 trainers in TTC, Rajshahi and 5 trainers in NAEM, Dhaka) were distributed the questionnaire. The researcher also gave them his personal cell phone number so that they could ask him later, if they had any query regarding any question of the questionnaire. Among the delivered questionnaires, 4 questionnaires ( 2 from each institute) were not returned to the researcher from the trainers.

### **5.10.3 Administering Classroom Observation of the Training Session**

The researcher had a recommendation letter from the Director of the Institute Education and Research (IER), University of Rajshahi, where the researcher was registered as an M.Phil student, to the Principal of TTC, Rajshahi for the permission for classroom observation. After taking permission from the Principal, training coordinator and the concerned English trainers, the classrooms of the training programmes were observed by taking seat with the trainee teachers in the back of the classroom. The researcher observed the training procedure and recorded what he observed. Major focus of the observation was on trainer-trainee interaction and the overall classroom atmosphere.

### **5.11 Data Processing and Analysis**

The collected data from the study area through questionnaires and observation were carefully reviewed, classified, tabulated, analyzed and discussed. Collected data were presented in the tables which were prepared to show frequency distribution and central tendency. Statistical Package for Social Science (SPSS) and MS word programmes were used for data analysis and presentation of results.

### **5.12 Procedure of Data Interpretation of Questionnaire Survey**

To interpret the results of these questionnaires, *never/ strongly disagree* were indicated as Scale 1 (lowest value) and *always/ strongly agree* were indicated as Scale 5 (Highest value). Then the result of the subtraction between the highest scale and the lowest scale was divided into three equal parts. Mean 1 to 2.33 was considered negative, from 2.34 to 3.67 was considered positive and 3.68 – 5.00 was considered highly positive.

### **5.13 Validity and Reliability of the Study**

Validity means to what extent a piece of research actually investigates what the researcher proposes to investigate, and reliability refers to the consistency of the study and results obtained from a piece of a research. While validity of a research concerns with the generalizability of the findings to larger population, reliability concerns with the replicability of the research (Nunan, 2001).

The present study is both valid and reliable because it investigates what it proposes to do in the research questions and objectives, which directly relate to the problem statement and emerge from literature review, the research methods and instruments focus on them, the data concerns those and the data were analyzed and the results are presented in the light of the research questions and objectives. The study area and sampling were representative and hence the results can be generalized about the whole country.

### **5.14 Conclusion**

This chapter has presented the detailed description of the methodology applied in this study. It has also given a clear idea about the research design, research instruments, methods of data collection and data analysis and presentation of results. The sampling plans of the study, development of the instrument, process of Pilot Study, administration of the empirical study, the process of analyzing the collected data and interpretation of results have been presented in this chapter. Data analysis process and results have been presented in the next chapter.

## CHAPTER SIX

### DATA ANALYSIS AND INTERPRETATION

#### 6.1 Introduction

The data obtained from the empirical study using different methods described in the previous chapter were analyzed and are presented in this chapter. The results obtained from the English teacher education programme known as Continuous Professional Development have been presented in terms of frequency distribution and central tendency. There are five sections in this chapter. In the first section, the results of the study have been presented in frequency distribution. In the second and third sections the results have been presented in terms of mean and standard deviation respectively. Under each table, results are described and interpreted. The results of the classroom observation have been discussed in the fourth section. And the course content of CPD programme has been analyzed in the fifth section.

#### 6.2 Section One

Frequency distribution of the responses of the questionnaire presents the trainee teachers' personal information and sums with the summary of the findings in this section.

**Table: 6.1: Trainee teachers' age, sex and location of school**

Variable Name	No. of respondents	Percentages ( % )
<b>Age</b>		
26-30	15	20.3
31-35	21	28.4
36-40	22	29.7
41-45	9	12.2
46 & over	7	9.5
Total	74	100

**Table: 6.1 (Continued)**

<b>Sex</b>		
Variable Name	Number of respondents	
Male	54	73.0
Female	20	27.0
Total	74	100.0
<b>Location of School</b>		
Variable Name	Number of respondents	
Rural	62	83.8
Urban	12	16.2
Total	74	100.0

Note: Parenthesis ( ) indicates the percentages

Table 6.1 shows that 20.3 % respondents' age are between 26 and 30 years, 28.4% are between 31 and 35 years old, and most of respondents' (29.7%) age lie between 36 and 40 years. On the other hand 12.2% and 9.5% respondents' age are between 41 and 45 years, and 46 & over respectively. Most of the respondents (73%) are male and only 27% respondents are female. Among the total respondents maximum (83%) respondents are from the rural schools, whereas 16.2% respondents are from the urban schools.

**Table 6.2: Trainee teachers' academic qualification**

Variable Name	Number of respondents	Percentages ( % )
B.A/ B.S.S	5	6.8
Graduate with B.Ed	34	45.9
M.A / M.S.S	15	20.3
Masters with B.Ed	17	23.0
M.A, B.Ed, M.Ed	3	4.1
Total	74	100.0

Note: Parenthesis ( ) indicate the percentages

Table 6.2 Presents that 6.8% respondents have completed B.A or B.S.S dergee. Most of the respondents (45.9%) have got B.Ed degree. 20.3% respondents have got M.A or M.S.S degree. A very good numbers of respondents (23%) have masters degree with B.Ed, whereas only a few numbers of respondents (4.1%) masters degree with B.Ed and M.Ed.

**Table 6.3: Trainees teachers' Academic qualification in English**

<b>Variable Name</b>	<b>No of respondents</b>	<b>Percentages ( % )</b>
B.A (Hon's in English)	02	11
M.A in English	5	28
Both (B.A & M.A) in English	11	61
Total	18	100

Note: Parenthesis ( ) indicate the percentages

Table 6.3 highlights that among 74 respondents only 18 (23.33%) are from English academic background. Among them 2 respondents (11%) are holding B.A Hon's in English and 5 respondents (28%) are holding only M.A in English, whereas 11(61%) are holding both B.A Hon's and M.A in English.

### **6.2.1 Summary of the findings**

Most of trainees are young (30 – 40 years of age) and male (73%) teachers. Maximum numbers of them (83.8%) are from the rural schools. A good number of the teachers (68.8%) have B.Ed training. However, among 74 respondents only 18 (24%) respondents are from English background.

## 6.3 Section Two

In this section, the results of the trainee teachers' view on the training programme are presented in the terms of mean and standard deviation.

### 6.3.1 Interpretation Scales

Three different interpretation scales have been used for analyzing trainee teachers' view on the training programme. The interpretation scales are as follows:

1 to 2.33 = Low = Negative

2.34 to 3.67 = Average = Positive

3.68 to 5 = High = Highly Positive

**Table 6.4: Trainee teachers' view of training programme**

Variable Name	Mean	Standard deviation	Overall mean
1. The trainers use English in the class	4.70	0.697	
2. You are instructed to use English in the class	4.51	0.815	
3. You are trained to use communicative approach in the class	4.47	0.968	
4. You are trained to manage large classes	4.20	1.135	
5. You receive training on how to prepare tasks, activities and lessons for the students	4.00	1.334	
6. You receive training on how to facilitate activities in the class	3.91	1.416	
7. You receive training on how to initiate and monitor task in the class	3.30	0.968	



**Table: 6.4 (continued)**

8. You receive training on how to involve the students in group or pair works in the class room	4.12	1.313	
9. You are trained on how to create a friendly environment for participatory learning in the classroom	4.12	1.182	
10. Your training focus on how to reduce the amount of lecturing in the class room	4.30	1.082	
11. You are trained to involve the students in the activities	4.59	0.826	
12. You receive training on how to involve the students in role play, games etc in the class room	3.30	1.450	
13. Your training focuses on how to maximize the students' talking time in the class room	3.93	1.231	
14. Your training focuses on how to motivate the students	3.52	1.231	
15. Your training focuses on how to make a lesson interesting	4.00	1.137	
16. Your training focuses on how to provide positive feedback	3.57	0.972	
17. Teaching practice is an important component of the training programme	3.49	1.087	
18. The training program trains you on how to develop the four basic skills (along with their subs kills) in the classroom	4.57	0.829	

**Table: 6.4 (continued)**

19. You are introduced to and trained in how to teach grammar inductively	4.26	1.034	
20. You are introduced and trained in how to teach grammar deductively	3.89	0.880	
21. You are given a clear idea about communicative approach	3.84	1.282	
22. You are given a clear idea about communicative competence	4.00	0.821	
23. You are instructed to teach discrete point grammar	3.05	1.292	
24. You are instructed to teach grammar in context	4.00	1.216	
25. You are trained to set tests	3.18	1.484	
26. You are trained to mark tests	3.30	1.182	
27. You are instructed to introduce the topic to the students first before giving them any task	4.00	1.443	
28. You are instructed to deal with vocabulary in context	4.49	0.880	
29. You are trained to create a real life or authentic environment in the class	4.12	1.046	
30. You are trained in different modes of providing effective feedback to your students	4.03	1.260	
31. You are instructed in how to use different real objects in the class room meaningfully	4.19	1.043	

**Table: 6.4 (continued)**

32. The training pays attention to developing your own reading, Writing, listening and speaking skills	4.16	1.135	3.94
33. You are trained in how to deal with the textbook <i>English for Today</i>	4.51	0.880	
34. The training emphasizes on accuracy	3.64	1.165	
35. The training emphasizes on both fluency and accuracy	3.89	1.234	
36. The training introduces you with the current developments in the theory of Language and the theory of learning?	3.61	1.301	
37. There is close monitoring of the training programme by competent authority	3.41	1.806	
38. There is an impact study (i.e; how teachers use their knowledge and skills in their class after the training) on a follow-up of the training programme	3.21	0.729	

From table 6.4, it is seen that the trainee teachers' view about the trainers' uses of English in the training (var: 1) are highly positive (mean 4.70, standard deviation 0.697). The trainee teachers' view regarding the trainers' instruction in English in the class (var: 2) are highly positive (mean 4.51 and SD 0.815). Most of the respondents expressed highly positive view (mean 4.47, SD 0.968) regarding the training to use communicative approach in the class (var: 3). Respondents view about training how

to manage large classes (var: 4), the results are highly positive (mean 4.20 and SD 1.135). In respect of receiving training on how to prepare tasks, activities and lessons for the students (var: 5), the trainee teachers' view are highly positive (mean 4.00 and SD 1.334). The trainee teachers' view about receiving training on how to facilitate in the class (var: 6), the results are highly positive ( mean 3.91 and SD 1.416). Respondants' views about receiving training on how to initiate and monitor tasks in the class (var: 7), the results are positive (mean 3.30 and SD 0.968). The mean of the respondents' views about receiving training on how to involve the students in group or pair works in the classroom (var: 8) is 4.12 which indicates highly positive result, although its SD is 1.313. In respect of receiving training on how to create a friendly environment for participatory learning in the classroom (var: 9), the results are highly positive (mean 4.12 and SD 1.182). The trainee teachers' views on how the training focuses on how to reduce the amount of lecturing in the classroom (var: 10) show highly positive results (mean 4.30 and SD 1.082). The respondents' views on whether the training trained them to involve the students in the activities (var: 11) show highly positive results (mean 4.59 and SD 0.826). Their view belongs to highly positive result. The mean is 4.59 and SD is 0.826. The trainee teachers' view about receiving training on how to involve the students in role-play, games etc in the classroom (var:12) show positive result (mean 3.30 and SD 1.450). The mean of the respondents' view on whether the training focuses on how to maximize students' talking time in the classroom (var: 13), the results are highly positive (mean 3.93 and SD 1.231). The respondents' view on whether the training focuses on how to motivate the students (var: 14) show positive results (mean 3.52 and SD 1.231). The results of the respondents' view about whether the training focuses on how to make a lesson interesting (var: 15) are highly positive (mean 4.00 and SD 1.137). Regarding whether the training focuses on how to provide positive feedback (var: 16), the respondents' view show positive results (mean 3.57 and SD 0.972). The trainee teachers' view on whether teaching practice is an important component of the training programme (var: 17) show positive results (mean 3.49 and SD 1.087). The respondents' view on whether they received training on how to develop students' four basic skills with their

sub skills in the classroom (var: 18) the results are highly positive (mean 4.57 and SD 0.829). The respondents' view on whether the training focuses on how to teach grammar inductively (var: 19) show highly positive results (mean 4.26 and SD 1.034). The trainee teachers' view on whether the training focuses on how to teach grammar deductively (var: 20) show highly positive results (mean 3.89 and SD 0.880). Regarding whether the training provides a clear idea about communicative approach (var: 21), the respondents' views show highly positive results (mean 3.84 and SD 1.282). In respect of the respondents' view whether the training provides a clear idea about communicative competence (var: 22), the results are highly positive (mean 4.00 and SD 0.821). The respondents' view about whether the training provides instruction on how to teach discrete point grammar (var: 23) are positive (mean 3.05 and SD 1.292). The trainee teachers' view about instruction on how to teach grammar in context (var: 24) show highly positive results (mean 4.00 and SD 1.216). About training on to set tests (var: 25), the respondents' view show positive results (mean 3.18 and SD 1.484). Regarding on how to mark tests (var: 26), the respondents' view show positive (mean 3.30 and SD 1.182). The trainee teachers' view on whether they are instructed to introduce the topic to the students first before giving them any task (var: 27), the results are highly positive (mean 4.00 and SD 1.443)). The trainee teachers' view in respect of getting instruction on how to deal with vocabulary in context (var: 28) show highly positive result (mean 4.49 and SD 0.880). In respect of getting training on how to create a real life or authentic environment in the classroom (var:29), the respondents' view show highly positive results (mean and SD are 4.12 and 1.046 respectively). Regarding whether the trainee teachers are trained in different modes of providing effective feedback to their students (var: 30), the results are highly positive (mean 4.03, SD 1.260). The respondents' view about getting instruction on how to use different real objects in the classroom meaningfully (var: 31) show highly positive results (mean 4.19 and SD 1.043). The trainee teachers view about whether think the training pays attention in developing their own reading, writing, listening and speaking skills (var: 32), the results are highly positive (mean 4.16 and SD 1.135). About the training on how to deal with the textbook English for

today (var: 33), the results are highly positive (mean 4.51 and SD 0.880). The respondents' view about the training's emphasis on accuracy (var: 34) are positive (mean 3.64 and SD 1.165). The trainee teachers' view about whether the training emphasizes on both fluency and accuracy (var: 35), the results are highly positive (mean 3.89 and SD 1.234). The respondents' view about whether the training introduces them to the current developments in the theory of language and theory of learning (var: 36) show results (mean 3.61 and SD 1.301). Regarding whether there is close monitoring of the training programme by the competent authority (var: 37), the respondents' view show positive results (mean 3.41 and SD 1.806). The trainee teachers' view on whether there is an impact study (i.e; how teachers use their knowledge and skills in their class after training) on a follow-up of the training programme (var: 38) the results are positive (mean 3.21 and SD 0.729). The overall mean of the trainee teachers' view about the training programme is 3.94, which shows highly positive results.

## **6.4 Section Three**

The results of the trainers' view on the training programme are presented in terms of mean and standard deviation in this section.

### **6.4.1 Interpretation Scales**

For analyzing trainers' view on English language, English teaching and learning in the classroom and the training programme the following interpretation scales were used:

1 to 2.33 = Low = Negative

2.34 to 3.67 = Average = Positive

3.68 to 5 = High = Highly Positive

**Table 6.5: Trainers' view of training programme**

<b>Variable Name</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>Overall mean</b>
1. You use English in the training	4.60	0.516	
2. You instruct the trainee teachers to use English in the class	4.70	0.483	
3. You motivate the trainee teachers to use modern approach in the class	4.70	0.483	
4. You train them to manage larger classes	4.30	0.675	
5. You train them to prepare tasks for the students	4.50	0.527	
6. You make them fully aware of their roles as facilitators in the communicative class	4.60	0.699	
7. You make them fully aware of their roles as monitors in the communicative class	4.10	0.429	
8. You make them fully aware of their roles as initiators in the communicative class	3.90	0.772	
9. You train them to promote group or pair works in the class room	4.70	0.483	
10. You train to create a friendly environment for participatory learning in the class room	4.60	0.516	
11. You instruct the trainee teachers to reduce the amount of lecturing in the classroom	4.70	0.483	
12. You train them to involve the students in the class room activities	4.80	0.422	
13. You train them to involve the students in role play, games etc in the class	4.10	0.568	

**Table 6.5: (continued)**

14. You instruct them to maximize students' talking time in the class	4.40	0.699	
15. You train them to focus on all the four skills and sub skills in the class	4.50	0.527	
16. You train them focusing on how to motivate the students	4.00	0.332	
17. You train them focusing on how to make lesson interesting	4.50	0.527	
18. You train them focusing on how to provide positive feedback	4.70	0.419	
19. There is any practice teaching in the training programme	3.50	1.618	
20. You give them a clear concept about communicative approach	4.00	0.871	
21. You give them a clear concept about communicative competence	4.50	0.527	
22. You train them to deal with grammar	3.50	0.972	
23. You train them to deal with grammar deductively	2.10	0.994	
24. You train them to deal with grammar inductively	3.90	1.197	
25. You train them to teach discrete point grammar	2.80	1.229	
26. You train them to teach grammar in context	4.20	0.919	
27. You train them to set test	4.50	0.527	
28. You train them to evaluate their students	4.30	0.719	
29. You train them to create a real life or authentic environment in the class	4.50	0.707	



**Table 6.5 :(continued)**

Variable Name	Mean	Standard deviation	Overall mean
30. You train them to provide feedback to their students	4.60	0.516	4.26
31. You instruct them to use different real objects in the class room to clarify any expression	4.40	0.516	
32. You train them to deal with the text book <i>English for today</i>	4.70	0.675	
33. You pay equal attention towards developing the basic communicative skills of the trainee teachers	4.60	0.699	
34. You train them to set any warm up activity before starting any activity	4.70	0.483	
35. You instruct them to use new vocabulary in the context	4.50	0.707	
36. You give any clear idea about theory of language or theory of learning	3.50	0.850	
37. There is close monitoring of the training programme by competent authority	4.10	0.527	
38. There is an impact study (i.e; how teachers use their knowledge and skills in their class after the training) on a follow-up of the training programme	4.30	0.675	

Table 6.5 presents that the trainers' view about their uses of English in the training (var: 1) is highly positive (mean 4.60, standard deviation mean 0.516). The trainers' view about their instruction to use English in the class (var: 2) show highly positive results (mean 4.70 and SD 0.483). In respect of motivating the trainee teachers to use modern approaches in the class (var: 3), the results are highly positive (mean 4.70 and SD 0.483). Most of the trainers' view regarding giving training to the trainee teachers on how to manage large classes ( var: 4) are highly positive (mean 4.30 and SD 0.675). Regarding whether the trainers train the trainees on how to prepare tasks for the students (var: 5), the results are highly positive (mean 4.50 0.527). In respect of making the trainees fully aware of their roles as facilitators in a communicative class (var: 6), the respondents' view show highly positive results (mean 4.60 and SD 0.699). The respondents' view are highly positive (mean 4.10 and SD 0.429), in respect of making the trainee teachers fully aware of their roles as monitors in the communicative class (var: 7). Regarding whether the trainers make the trainees fully aware of their roles as initiators in the communicative classes (var: 8), the results are highly positive (mean 3.90 and SD 0.772). The respondents' view on whether they train the trainers to promote group or pair works in the class (var: 9) show positive results (mean 4,70 and SD 0.483). In the respect of providing training on how to create a friendly environment for participatory learning in the classroom (var: 10), the results are highly positive (mean 4.60 and SD 0.516). The respondents view on whether they instruct the trainee teachers to reduce the amount of lecturing in the classroom (var: 11), the results are highly positive (mean 4.70 and SD 0.483). regarding whether the trainers train the trainees on how to involve the students in the classroom activities (var: 12), the results are highly positive (mean 4.80 and SD 0.422). The respondents' view on whether they train the trainees how to involve the students in role play, games etc in the classroom (var: 13) show highly positive results (mean 4.10 and SD 0.568). Regarding on how to maximize students' talking time in the classroom (var: 14), the respondents view show highly positive results (mean 4.40 and SD 0.699). The trainers' view about whether they train the trainees how to focus on all the four skills in the classroom (var: 15), the results are highly positive (mean

4.50 and SD 0.527). In respect of providing training focusing on how to motivate the students (var: 16), the trainers' view show highly positive results (mean 4.00 and SD 0,332). The respondents' view on providing training focusing on how to make lesson interesting (var: 17) are highly positive (mean 4.50 and SD 0.527). Regarding on training how to provide positive feedback (var: 18), the results are highly positive (mean 4.70 and SD 0.419). The trainers' view regarding whether there is any practice teaching in the training programme (var: 19), the results are positive (mean 3.50 and SD 1.618). The results of the trainers' view about whether the trainers give the trainees training on a clear concept about modern approaches (var:20) are highly positive (mean 4.50 and SD 0.527). In respect of giving training on a clear concept about communicative competence (var: 21), the trainers' view show highly positive results (mean 4.00 and SD 0.871). About the training on how to deal with grammar (var: 22) the trainers' view are positive (mean 3.50 and SD 0.972). Regarding whether the trainers train the trainees on how to deal with grammar deductively (var: 23), the trainers' view are negative (mean 2.10 and SD 0.994). Regarding whether the trainers train the trainee teachers on how to deal with grammar inductively (var: 24), the results are highly positive (mean 3.90 and SD 1.197). The respondents' view whether they train the trainees on how to teach discrete point grammar (var: 25) show positive results (mean 2.80 and SD 1.229). In respect of giving training to teach grammar in context (var: 26), the respondents' view are highly positive (mean 4.20 and SD 0.919). Regarding whether the trainers train the trainees on how to set test (var: 27), the results are highly positive (mean 4.50 and SD 0.527). The trainers' view about whether they train the trainees on how to evaluate their students (var: 28) show highly positive results (mean 4.30 and SD 0.719). In respect of providing training to the trainees on how to create a real life or authentic environment in the class (var: 29), the trainers' view are highly positive (mean 4.50 and SD 0.707). The trainers' view about training on how to provide feedback to their students (var: 30) show highly positive results (mean 4.60 and SD 0.516). Regarding whether the trainers instruct the trainees on how to use different real objects in the classroom to clarify any expression (var: 31), the results are highly positive (mean 4.40 and SD 0.516). The trainers' view

about giving training to the trainee teachers on how to deal with the text book *English for today* (var: 32) show highly positive results (mean 4.70 and SD 0.675). In respect of paying equal attention towards developing the basic communicative skills of the trainee teachers (var: 33), the trainers' view show highly positive results (mean 4.60 and SD 0.699). Regarding whether the trainers train the trainees to set any warm up activity before starting any activity (var: 34), the results are highly positive (mean 4.70 and SD 0.483). In respect of giving instruction to the trainee teachers on how to use new vocabulary in the context (var: 35), the trainers' view are highly positive (mean 4.50 and SD 0.707). Regarding whether the trainers give any clear idea about theory of language or theory of learning (var: 36), the results are positive (mean 3.50 and SD 0.850). Regarding whether there is close monitoring of the training programme by the competent authority (var: 37), the results are highly positive (mean 4.10 and SD 0.527). The trainers' view on whether there is an impact study (i.e; how teachers use their knowledge and skills in their class after the training) on a follow-up of the training programme (var: 38) show highly positive results (mean 4.30 and SD 0.675). The overall mean of the trainers' view about the training programme is 4.26 which shows highly positive results.

## **6.5 Section Four: Observation Results**

The findings of the observation of the CPD training programme have been discussed in the follow:

### **6.5.1 The Findings of Observation of CPD Training Programme**

To examine what is happening in reality in the CPD training programme, observation was conducted throughout the training period (21 days). Each session of the training was observed for 6.5 hours a day. The observation was done primarily to investigate whether there is sufficient training for the trainee teachers on implementation of different activities of CLT in the classroom, (e.g. pair work, group work, lesson

planning, learner-centered class activities, participatory classroom, large classroom management, etc).

Due to some practical reasons training sessions were not video recorded but to extract authentic data from the training sessions few other techniques such as note taking, following checklist of observation criteria, short informal interviews and discussion with the trainees before and after the sessions were done. The checklist for observation criteria consisted of various points concerning trainer's role, trainees' role, and nature of activities/demonstrations during the training, etc.

### **Few key findings of observation**

It should be noted that the findings are the summary of observation of the whole training programme. Though different trainers conducted different sessions, data were not recorded under the name of individual trainer, rather data was recorded under the name of different sessions of the training programme. Therefore, the description of the roles and activities of the trainers presented in the study certainly does not reflect their individual role as trainers. However, in analyzing the roles and activities of trainees both their collective and individual interests are kept are recorded though priority was given on the collective issues.

**Trainers' roles seem to be undefined:** The training sessions were participatory and interactive and learner-centered; group work/pair works were used in the classes. Trainers tended to talk quite often about the importance of interactive class and students' involvement. Trainers also presented a theoretical discussion of how learner-centered classroom is different from the traditional lecture based teacher fronted classroom. Some trainees felt that, it would have been better if those sessions were more activity oriented along with theoretical discussions. The training qualification as well as the training experience of the trainers may answer few queries. As mentioned earlier, majority of the trainers do not have sufficient professional knowledge and experience. It appears that trainer recruitment for this training programme was done in an unprofessional manner.

**Trainee teachers are keen to learn new things from the training:** Most of the trainee teachers seemed to be good listeners about the issues the trainers brought up into the sessions, although they expected some practical works that they could use in their own classes. In the sessions on classroom management the trainees became more vocal and tried to reflect on their own classroom experiences. Many of them wanted to know about various techniques of interactive class, wanted to know about tasks that might help them to ensure maximum students' involvement. Few trainees also asked for a demonstration of tasks and activities for student-centered classroom.

**Trainers seem to struggle to provide sufficient demonstration on trainable issues:** However, in response to trainees' interest in new tasks or new teaching techniques, the trainers dragged the issues of practical constraints of large classrooms for communicative approach rather than providing illustrations or demonstrations of tasks. As a whole, it would not be wrong to say that either the trainers were not well prepared for the classes or they are not trained enough to conduct such training programmes.

**Classroom management and lesson planning:** The sessions on classroom managements were more engaging. The trainees enjoyed the sessions; they took active part in discussion on classroom management.

## **6.6 Section Five**

In this section the course content of CPD programme has been analyzed as follows:

### **6.6.1 Analysis of the Course Content of CPD Programme**

As already mentioned earlier that CPD is a teacher education programme which aims to ensure as well as develop the outcomes of teaching / learning of English through the enrichment of the English teachers' skills in the English Language Teaching (ELT). The course contents of this programme, which have been sequenced for nineteen sessions, raise some criticisms. Although each topic seems to be very useful and effective for the development of English teacher, the time is very short for the implementation of the whole content of the programme properly. Almost all the trainee teachers who do not have English background in their academic qualifications

are quite unfamiliar with these topics and they seem to be uninterested and inattentive during the session. Few of the trainee teachers with academic background in English was not found much interested. They were also not fully familiar with these topics. Though some of the trainee teachers received previous training in ELT, they did not seem to have done these topics of the current training programme. However some topics of this content i.e. *current ideas about quality pedagogy, key concepts related to inclusive education, tips for teaching large classes, a typical lesson plan, exploring the needs of using TGs, teaching grammar 1: strategy session, teaching grammar 1: session 1, teaching grammar 1: session 2, analysis of writing activities, teaching methods: the new and the old* are very relevant for preparing the English teachers. On the other hand, the topics i.e. *characteristics of L1 and L2 listening, the lesson analysed, attitudes to teaching pronunciation, characteristics of good tests, teaching methods: the new and the old* do not seem to be challenging in such a short training programme. These are very practical and Lab. oriented topics. Time, trainer and trainee, in the respect of teaching and learning of these issues are important factors. They can be hardly implemented if the time is not enough, trainers are not well qualified and trainees are not skilled enough and familiar with them. Almost all the training sessions, observed seem to fail to deal with the scheduled contents in a participatory way due to large class size (not less than forty participants). As a whole, although the course contents of this programme apparently appears to be effective, in reality it is very challenging and ambitious in respect of duration of the training programme, time of each session, skills of the trainers and background of the trainees.

## 6.7 Conclusion

In this chapter the results of the data of questionnaire surveys and observation have been analyzed and presented. The Course Content of CPD Programme has also been analyzed. Although the findings of survey clearly show the trainers' and trainees' highly positive mind set towards the training programme, the findings of the observation show some contradictory pictures.

## **CHAPTER SEVEN**

### **CONCLUSION**

#### **7.1 Introduction**

The Study has tried to examine whether and how well the present teacher education programmes for the English teachers are contributing to the development of teachers' performance for implementing new ideas, innovations and practices of CLT in Bangladesh. Literature review regarding the field of teacher training, prevalent teaching learning theories and the key features of CLT have been described in the third and fourth chapters respectively. The fifth chapter deals with the methodology used for the empirical study. The results and interpretation of results have been presented in chapter six.

#### **7.2 Recap of the Study**

English is recognized as an important language of Bangladesh for various purposes by the government which tries hard to provide a better English learning opportunity for English learners in Bangladesh. It has already been mentioned that to accommodate CLT, textbooks and curriculum were changed; different types of training for the English teacher were arranged. With the introduction of CLT at the Secondary and Higher Secondary levels in Bangladesh, it was expected that learners would be able to use English effectively in real life situation though there is no visible sign of improvement on learners' achievement. However, various questions have been raised regarding the effectiveness of English teacher education programmes in Bangladesh from different corners by the educationists, scholars, policy makers and different stakeholders. Under this reality this study is an attempt to address the issue of teacher education, because teachers are considered the agents of change, and unless teachers are changed through effective teacher education programmes, it is difficult or even impossible to effect any change in English education.



For this research data was collected through questionnaire survey and observations. Findings of this research clearly illustrate that the trainee English teachers' view about the training programme is highly positive. However, it appears from the findings of the study that the content and focus of training programme are good, and very much related to implementation of CLT practices.

The findings of this research apparently portray a positive picture of existing ELT training programme in the country. Although most of the time, the mean scores provided by both trainers and trainee teachers regarding different issue of CLT are between "positive" and "highly positive", a critical look on the analyzed data shows an amalgam in Bangladesh. In most cases mean scores of different variables are positive, but at the same time standard deviations of many variables are also high which suggest wide variation in the responses and this casts some doubts about the validity of the data. However, this happened because both trainers and trainees in Bangladesh are often not very serious about answering items on survey questionnaires, they are also not much used to answering questionnaires like this. The study is an effort to examine the existing English training programme of Bangladesh through the trainers' and trainees' view about what goes on and how they go on in the training sessions, classrooms observation and syllabus analysis. The findings contradict with earlier findings of Sahidullah (2006) and Rahman (2001) about the English teachers of Bangladesh. Findings of this study show that the teacher training programmes are good for training the teachers to implement CLT.

To sum up the findings, it can be said that the curriculum for the teacher education programme is good. However, the weakness of teacher education is that only a small number of English teachers receive training, but the vast majority doesn't.

### **7.3 Findings in the Light of the Research Questions**

As discussed earlier, English training programme in Bangladesh became an issue of concern with the introduction CLT in 1996. Traditional approach of English teaching learning in Bangladesh is product oriented, memory based, and is primarily limited to

grammatical correctness (Sahidullah, 2003). Hence, a role shift of English teachers from traditional to modern approach is well expected. For this reason with a view to orientating teachers in modern approaches, and to train the teachers with various practical activities for their new roles into classrooms many training initiatives has been undertaken in Bangladesh in the form of pre-service and in-service training programme. Likewise through this research two such in-service training has been examined and findings are addressed to answer the research questions of this study.

### **7.3.1 Findings for the First Research Question (What are the trainees' and trainers' views of the training programmes?)**

This was studied through questionnaire survey. Findings of questionnaire survey (Table 6.4) clearly illustrate trainees' highly positive views about the training programme. The overall mean is 3.94. To highlight the views of the trainees who just completed the training, it is seen that out of 38 variables (Table 6.4) the variables no. 3, 5, 6, 7, 8, 11, 12, 21, and 29 relate to the principles of communicative approach. Variable no. 4 and 9 relate to classroom management. Variable no. 18, 19, 20, 23, 24, 28, 32, 33, 34, and 35 relate to development of four basic skills into the classroom. Variable no. 25 and 26 relate to testing and evaluation.

Trainees' view in respect of the principles of communicative approach followed or practiced in the training programme (var: 3, 5, 6, 8, 11, 21, and 29) show highly positive results and in the same time, their view on the same issue (var:7 and 12) are positive. Regarding about the training on classroom management (var: 4 and 9), the results are highly positive. Trainees' view regarding on development of four basic skills into the classroom (var: 18, 19, 20, 24, 28, 32, 33, and 35) are highly positive. Their view on only variable no. 23 and 34 show positive results. In respect of testing and evaluation (var: 25 and 26), trainees' view show positive result.

In the same way the findings of questionnaire survey (Table 6.5) on trainers also show trainers' highly positive views about the training programme. The overall mean is 4.26. To highlight the views of the trainers who are involved in providing training, it is seen that out of 38 variables (Table 6.5) the variables no. 3, 5, 6, 7, 8, 9, 12, 21, and 29 relate to the principles of communicative approach. Variable no. 4 and 10 relate to classroom management. Variable no. 15, 23, 24, 25, 26, 32, and 35 relate to development of four basic skills into the classroom. Variable no. 27 and 28 relate to testing and evaluation.

Regarding about the principles of communicative approach followed or practiced in the training programme (var: 3, 5, 7, 8, 9, 12, 21, and 29) trainers' view are highly positive. Regarding about the training on classroom management (var: 4 and 10), the results are highly positive. Trainees' view regarding on development of four basic skills into the classroom (var: 15, 24, 26, 32, and 35) are highly positive. Their view on only variable no. 23 and 25 show negative and positive results respectively. In respect of testing and evaluation (var: 27 and 28), trainers' view show highly positive result.

### **7.3.2 Findings for the Second Research Question**

(Is there sufficient training on implementing the different activities of CLT, e.g. classroom management, lesson planning, group or pair work, learner's autonomy, participatory class, feedback etc?)

This was studied through questionnaire survey and classroom observation. This particular research has been conducted on an in-service training programme, so obviously the trainee teachers came to this programme with their practical teaching experience. Therefore, it can be assumed that trainee teachers of this training programme are aware of various issues about communicative approaches and they can do activities of recommended textbooks, though that does not necessarily clarify the fact that their knowledge on CLT approach is clear and appropriate. However, in an

ideal scenario the trainee teachers would come to this training programme with basic knowledge of CLT and experience of practical challenges for their classrooms, and they would by large be trained and addressed with few possible solutions for their practical classroom issues in way of effective tasks/activities, classroom management, lesson planning, etc.

It appears that this training programme does not work alike for all the participant teachers. For the relatively new trainee teachers (31.1%) and the teachers who are not English graduate (56 trainees out of 74) or the trainees who are unsure about ELT in general might find this training a good platform to know about varying issues of ELT.

However, for the trainees with graduation in English (24%) as shown earlier (Table: 6.3) this training programme might fall short in providing them effective training on practical handling of classroom activities. Data of observation shows that there is a good expectation on part of the trainees for more practical demonstration on classroom tasks/activities. According to many of the trainees, as field note of observation illustrates, lesson planning development and techniques of large classroom management were few best learning experience into this training programme.

Data interpretation shows that CPD training programme effectively prepares the trainees for implementing different classroom activities of CLT.

### **Classroom management**

Classroom management is a very important factor for facilitating optimum learning and implementing innovation. The survey data (var: 4, 6, 7, 9, and 29 of table 6.4 and var: 4, 6, 7, 8, 10, and 29 of table 6.5) show that the component of classroom management in the training programme is effective. The data of observation also gives almost same result about the training on classroom management.

### **Group or pair work**

As CLT demands, involving students in the classroom activities through group or pair work is important for language development. In response to the component of training regarding effectiveness of group or pair work, variable no.8 (Table: 6.4) and variable no. 9 (Table: 6.5) both reflect the trainees' and trainers' highly positive view. However the observation data shows that the training or activities provided to the trainees on this issue did not seem to be sufficient due to short duration of each session and very limited training activities.

### **Participatory class**

As far as the training on participatory class, another dimension of CLT is concerned, the results of the questionnaire survey regarding on participatory class (variables no. 9 and 11 of Table: 6.4 and variables no. 10 and 12 of Table: 6.5) show highly positive views of the trainees and the trainers. Data of observation, on the contrary, show a different picture. Although all trainers, from the very beginning of the training programme, are heard speaking in favour of the participatory class, they hardly create such a practical class in the training session. Task development for participatory classes is key to demonstrate it in a training session. However, no such demonstration was done in the training. Mostly, participatory class in the training programme was confined to theoretical discussion only rather than practical demonstration on how to use it.

### **Learner centred class**

For making an effective communicative English class a learner centred classroom is mandatory. Although the findings of the survey on the component of learner centred class (variables no.10 and 13 of Table: 6.4 and variables no. 10 and 12 of Table: 6.5) indicate highly positive scenario of training learner based teaching-learning. However, the trainees seem to have confusion (as the SDs are also very high). According to the observation findings although there were no more practical classes or demonstrations on how to make learner centred class, the trainers presented a

theoretical discussion of how learner centred classroom is different from the traditional lecture based classroom.

### **Games, role play**

Student's involvement, in the classroom, in role play, games etc, is one of the important factors to involve learners in language use. Although proper training on this issue takes place according to the views of trainees (variable no. 12 of Table: 6.4)) and trainers (variables no. 13 of Table: 6.5) in the survey, no sufficient activities or training regarding these issues were observed during the training programme.

### **Learner's autonomy**

For making a learner-centred class, there should be learner autonomy in the classroom as CLT demands. According to the findings of the observation no training on how to provide learner's autonomy is found. Moreover the trainees do not seem to have developed such autonomy from the training sessions.

### **Feedback**

Although feedback is given much importance as an important part of class, no sufficient and proper training on it is given in the training programme. According to the findings of the survey (variable no. 30 of both Table: 6.4 and Table: 6.5) the results are highly positive regarding this issue. On the other hand the real picture seems to be quite different according to the observation findings.

### **Use of English language**

Interaction in English in the classroom is one of the most important factors according to the modern approaches like CLT. The survey (item no. 1 and 2 of both Table: 6.4 and Table: 6.5) indicates highly positive results on this issue. However in reality, the findings of the observation show that although the trainers were found speaking in

English most of the time during the session, the trainees seemed to be less interested in speaking in English.

### **7.3.3 Findings for the Third Research Question**

(Is the content of the present syllabus good enough for implementation of CLT?)

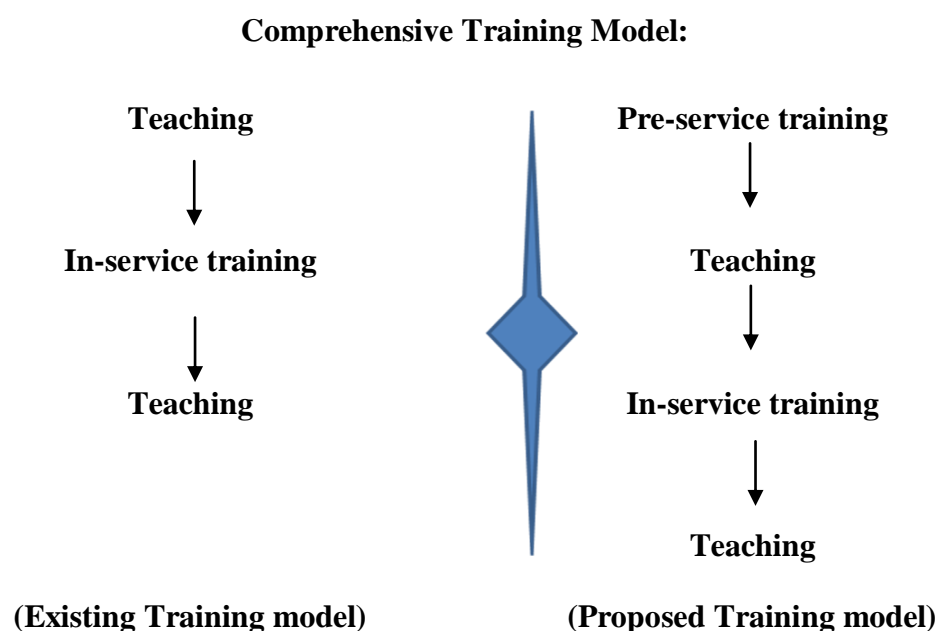
The course content of the present syllabus of the CPD training programme covers most of the important and necessary areas of CLT and ELT. The training syllabus, as a whole, looks a good syllabus for implementing CLT. However, the learning outcome, in other words, the impact of the syllabus on the learners' overall achievement from the training programme does not prove very efficient and encouraging.

### **7.4 Implications of the Study**

The innovation in the training programme in Bangladesh needs to combine both pre-service and in-service training for teachers. This is however not an alien innovation in the teacher education programme of Bangladesh. For the primary teacher education programme, National Academy for Primary Education of Bangladesh (NAPE) has introduced such innovation known as *cascade* programme. Also, in Sri Lanka for English teacher education programme such innovation through cascade programme was initiated (Hayes, 2000).

From observation the existing training programme appeared to be a one way flow of the transmissive model where the teachers come, get training and go back to their own teaching again without much change. It is important to acknowledge that theoretically this CPD training programme intends to accommodate reflections and personal experiences of the trainees (as it is an in-service training programme) during the training but the reality (based on the data of observations) shows that it is undermined to a great extent. The training programme is a one way flow of some information from the trainers to trainees. The training programme should be constructivist in nature in which for both pre-service and in-service training, trainee teachers' personal

experience along with theoretical professional knowledge are expected to mingle during the training and a useful teaching practice expected to emerge out of the interaction between new theoretical input and practical contextual experiences of the trainees. The following model can prove a useful one for training programme of English teachers:



**Fig. 7.1:** Proposed Comprehensive Training Model

Hence it is apparent that for Bangladesh a comprehensive training programme for English teachers may prove more effective and useful where during the *pre-service training* the future English teachers will primarily familiarise themselves with pedagogical knowledge, then they will go to their own teaching and after a certain period of time they will have an *in-service training* where they will be equipped with more professional content knowledge. Also this in-service training must reflect on their practical challenges of teaching. The incorporation of both present and previous knowledge of the training along with the current teaching experience can bring a positive change in English teacher education.



## **7.5 General Recommendations for English Teacher Training**

Having considered the findings of the study, some general recommendations are made for the improvement and effectiveness of English teacher training in Bangladesh. The recommendations are as follows:

- Government should make a massive effort to train the English teachers from primary to higher secondary level in the new approaches and methods of English teaching.
- Active monitoring of the training programmes should be developed to monitor the trainers' and the trainees' performance.
- Teachers' training institutions should be established in all districts.
- The present duration of the training should be extended to 3 months at least divided into two terms with a few weeks of practical teaching in their schools in-between.
- There should be good training manuals, syllabus and content prepared with the help of experts.
- There should be experienced and qualified trainers in every training institution and the same trainer should train the trainees in pedagogy, language skill development of teachers and provide effective feedback. The trainers should be trained substantially on how to train the trainees.
- Participation of the English teachers in the training programme should be compulsory. Incentive should be given for the training such as allowance for the training and extra increment, daily allowance during training period.
- Training should focus on the individual needs, schools and the teachers.
- There should be a balance between theoretical knowledge and skills development in different dimension of teaching, such as designing tasks and activities, setting these in class, monitor students' activities, management of classroom activities, providing feedback and approaches to error correction.

- Training may take place outside the school but a follow up activity should be conducted, not only to see what the teachers are doing but also to suggest improvements in the training programme if necessary.
- Teaching practices must be a component of the training programme.

## **7.6 Conclusion**

In this study, in addressing the research questions a few key issues related to English teacher education have been addressed and from the study, it is seen that the present teacher education is good enough to train teachers for successfully implementing ELT methods like CLT, but there are some limitations such as limited number of institutions for an enormous number of English teachers of the country. The 21 days duration of the training programme is too short to train teachers in new approaches and methods. it should be at least a training programme for three months. There should be more hands on tasks to deal with the ideas of CLT in classrooms.

## REFERENCES

- Aktuna. S. D. (2005). Intercultural communication in English language teacher education. *ELT Journal*, 59(2): 99-107.
- Allwright, D. (2003). A brief guide to exploratory practice. *Language Teaching Research*, 7(2): 109- 112.
- Bachman, L. and Palmer, A. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.
- Bartels, N. (2005). *Applied linguistics and language teacher education*. New York: Springer.
- Bax, S. (1997). Roles for a teacher educator in context-sensitive teacher education. *ELT Journal*, 51(3): 232-241.
- Bell, R. (1983). *An Introduction to Applied Linguistics*. Batsfold, London.
- Breen, M. P. and Cadlin. C. N (1980). The Essential of a Communicative Curriculum in Language Teaching. *Applied Linguistics*, 1(2): 89-112.
- Brumfit, C.J. (1984). *General English Syllabus Design*. Pergamon. Oxford.
- Canale, M. and swain, M. (1980). Theoretical Bases of communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1(1): 1-47.
- chomsky, N. (1965). *Aspects of Theory of Syntax*. MIT Press.
- Chowdhury, R. and Farooqui, S. (2011). Teacher Training and Teaching Practice: The changing Landscape of ELT in secondary Education in Bangladesh. *English Language Education south Asia. Form Policy to Pedagogy* . New Delhi: Cambridge University Press.
- Clandinin, D.J. and F.M. Connelly (1987). Teachers' personal knowledge: what counts as 'personal' in studies of the personal. *Journal of Curriculum Studies*, 19: 487-500.
- Cullen, R. (1994). Incorporating a language improvement component in teacher training programme. *ELT Journal*, 48 (2): 162-172.

- Das, S. Akhtar, R and Rahman, S. (2013). Reforming English Language Education in Bangladesh through Sustained Change in Pedagogical Practices. *Proceedings of the BELTA International Conference*. Dhaka: NAEM
- Donough, J. and Shaw, C. (2003). *Materials and Methods in ELT: A Teacher's Guide*. West Sussex: Wiley.
- Doukas, K. (1996). Using attitude scales to investigate teachers' attitudes to the communicative approach. *ELT Journal*, 50 (3): 187-198.
- Fincchiaro, M.C. and Brumfit, C.J. (1983). *The functional-National approach: From Theory to Practice*. New York: Oxford University Press.
- Freeman, D. & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32(3): 397-417.
- Freeman, D. (1989). Learning to teach: Four instructional patterns in language teacher education. *Prospect: The Journal of the Adult Migrant Education Program*, 4: 31-49.
- Freeman, D. (2000). *Techniques and Principles in Language Teaching*. New York: Oxford University Press.
- Freeman, D. (2004). Knowledge architectures: some orienting reference. *TESOL Italy*. Plenary Address.
- Fullan, M. and Steigelbauer, S. (1991). *The New Meaning of Educational Change*. London: Cassell
- Gattegno, C. (2010). *Teaching Foreign Languages Schools: The Silent Way*. 2<sup>nd</sup> ed. New York: Educational Solutions.
- Golombek, P. (1998). A study of language teachers' personal practical knowledge. *TESOL Quarterly*, 32(3): 447-464.
- Grow-Maienza, J. (1996). Philosophical and Structural Perspective in Teacher Education. In F.B. Murray (Ed.) *The teacher education hard band book: Building a knowledge base for the preparation of teachers*. San Francisco: Jossey-Bass.

- Hayes, D. (2000). Cascade training and teacher's professional development. *ELT journal*, 54(2): 135-145.
- Hopkins, D. (2008). *A teacher's Guide to Classroom Research*. UK: Open University Press.
- Hossain, M.D. and Siddiquee, M. N. E. A. (2009). Education for Sustainable Development in Teacher Education and Training Institutions of Bangladesh: A Curriculum Status Analysis. *Teacher's World: Journal of Education and Research*, 33-34: 19-31.
- Hu, G. (2002). Potential Cultural Resistance to Pedagogical Imports: The Case of Communicative Language Teaching in Language, Culture, Curriculum. *English Language Teaching Journal*. 15(2): 93-105.
- Hymes, D. (1972). On Communicative Competence. In J. Holmes (eds.), *Sociolinguistics*, Harmondsworth: Penguin. 269-293.
- Islam, M.N. (2009). CPD Training Secondary English. *Learners' Materials DSHE*, Dhaka: ELTIP.
- Johnson, R. K. and Morrow, K. (1981). *Communication in the Classroom*. Essex: Longman.
- Johnson, R.K. (1989). *The Second Language Curriculum*. Cambridge: Cambridge University Press.
- Kamaluddin, M. (2008). English Teaching in Bangladesh. *Star Campus*, 2(70).
- Krashen, S.D. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press.
- Kumaravadevelu, B. (2003). *Understanding Language Teaching: From Methods to Postmethod*. Lawrence Erlbaum Associates: London.
- Kumaravadevelu, B. (2003). *Beyond Methods: Microstrategies for Language Teaching*. London: Yale University Press.
- Lange, D. (1983). Teacher development and certification in foreign languages: Where is feature? *Modern Language Journal*, 63: 374-381.

- Larsen-Larsen, D. (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Littlewood, W. (1981). *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.
- Maleque, M. A. Begum, M. M. and Hossain, M. A. (2004). Classroom Performance of the Secondary School Teachers in Bangladesh: An Evaluation. *Teacher's World: Journal of Education and Research*, 26-27: 17-36.
- Mangla, S. (2010). *Teacher Education Trends and strategies*. New Delhi: Radha Publication.
- Mann, S. (2005). The language teacher's development. *Language Teaching*, 38: 103-118.
- Mishra, P. & Koehler, M. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6): 1017-1054.
- Mitchell, R. and Myles, F. (2001). *Second Language Learning: Key concepts and Issues, English Language Teaching in its Social Context*. London and New York: Routledge.
- Nagraj, G. (2008). *English Language Teaching*. Orient Longman Private Limited.
- Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press.
- Nunan, D. (2001). Second language acquisition. *The Cambridge Guide to Teaching English to the Speakers of other Languages*. New York: Cambridge University Press.
- Pattison, P. (1987). *Developing Communicative Skills*. Cambridge: Cambridge University Press.
- Prabhu, N. S. (1990). There is no best method – Why? *TESOL Quarterly*, 24(2): 161-176.
- Prabhu, N.S. (1992). The Dynamics of the Language Lesson. *TESOL Quarterly*, 226(2): 225-241.

- Rahman, Z. (2001). Extend of Help Given by school and Guardians for ELTIP Teaching Method (CLT), *Internal Research Initiative, Scheme Collected papers*. Dhaka: ELTIP.
- Richards, J. C. (1989). A keynote address given at a workshop on Second Language Teacher Education. Sydney: Macquarie University.
- Richards, J. C. and Farrell, T.S.C. (2005). Action Research. *Professional Development for Language Teachers*. Cambridge: Cambridge University Press.
- Richards, J. C. and Rodgers, T.S. (1986). *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press.
- Richards, J.C. and Farrell, T.S.C. (2005). *Professional Development for Language Teachers*. Cambridge: Cambridge University press.
- Richards, J.C. and Rodgers, T.S. (2001). *Approaches and Methods in language teaching* . Cambridge: Cambridge University Press.
- Richards, J.C. and Rogers, T.S. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Roshid, M.M., Haider, M.Z. and Mia, M.A.R. (2008). Research Report on A *Comparative Study of Communicative Courses Conducted by NAEM and BIAM*, NAEM, Dhaka.
- Savova, L. (2003). Grammar conversations: educating teachers about grammar discourses. In Lui & Masters (eds.) 25-40. Cambridge: Cambridge University Press.
- Scott, R. and Page, M. (1982). The subordination of teaching to learning, *ELT journal*, 36(4): 273-274.
- Shahidullah, M. (2003). A historical survey of the teaching-learning culture in the Indo-Pak-Bangladesh sub-continent. *Rajshahi University studies of arts and law*, 31: 21-31.

- Shahidullah, M. (2006). Myth and Reality of CLT in Bangladesh. . *Proceedings of the International Seminar*. Dhaka: East West University.
- Shahidullah, M. (2013). State of the Art and Bangladesh Scenario. *Proceedings of the BELTA International Conference*. Dhaka: NAEM.
- Shulman, L. S. (1986). Those Who Understand: Knowledge Growth in Teaching. *Educational Research*. 15(2): 4-14.
- Stern, H.H. (1984). 'Introduction, review and discussion' in Brumfit. ed. 1984. *General English Syllabus Design*. Pergamon, Oxford.
- Stones, E. and Morris, S. (1972). *Teaching Practice: Problems and Prospective*. London: Methuen.
- Tamir, P. (1992). Incorporating Research into Pre-service Teacher Education. *South Pacific Journal of Teacher Education*, 20(2).
- Tarone, E. & Allwright, D. (2005). Second language teacher learning and student second language-learning: Shaping the knowledge base. In Tedic. J. K. (ed.) *Second Language Teacher Education: International Perspectives* (pp. 5-23). Mahwah, NJ: Lawrence Erlbaum Publishers.
- Van Ek, J.A. (1975). *The Threshold Level English*. Pergamon, Oxford.
- Wallace, M. (1991). *Training foreign language teachers: a reflective approach*. Cambridge: Cambridge University Press.
- Widdowson, H. G. (1990). *Aspects of Language Teaching*. Oxford: Oxford University Press.
- Yasmin, F. (2007). English Language Teaching in Bangladesh: Secondary Education. *Teacher's World: Journal of Education and Research*, 30-31: 139-150.
- Zeichner, K. (1999). *Teacher research as a professional development activity for P-12 educators*. Washington, DC: U.S. Department of Education.



## APPENDIX-1

### **Instrument used as Questionnaire for Trainee Teachers**

**Institute of Education and Research**

**Rajshahi University, Rajshahi**

**M. Phil Research Program**

In the present education system, English education for the secondary level has been recognized as an important issue. And the person, who contributes a lot in the development and spread of this education, is an English teacher. This research will be conducted with a view to exploring how much an English teacher's education, knowledge and training are helpful to conduct the English class in the existing education system.

Research Title: **State of English Teacher Education in Bangladesh.**

**N.B:** Please use (✓) mark in necessary. This questionnaire is research oriented and it would not go in disfavor of the respondent.

#### **Section- 1:**

Age:

Academic Qualification:

Sex:

Rural/Urban context:

#### **Section- 2:**

##### **Trainee teachers' view about training program**

Questions	never	sometimes	often	Very often	always
1. Do the trainers use English in the class?					
2. Are you instructed to use English in the class?					
3. Are you trained to use communicative approach in the class?					

4. Are you trained to manage large classes?					
5. Do you receive training on how to prepare tasks, activities and lessons for the students?					
6. Do you receive training on how to facilitate activities in the class?					
7. Do you receive training on how to initiate and monitor task in the class?					
8. Do you receive training on how to involve the students in group or pair works in the class room?					
9. Are you trained on how to create a friendly environment for participatory learning in the classroom?					
10. Does your training focus on how to reduce the amount of lecturing in the class room?					
11. Are you trained to involve the students in the activities?					
12. Do you receive training on how to involve the students in role play, games etc in the class room?					
13. Does your training focus on how to maximize the students' talking time in the class room?					
14. Does your training focus on how to motivate the students?					
15. Does your training focus on how to make a lesson interesting?					
16. Does your training focus on how to provide positive feedback?					
17. Is teaching practice an important component of the training programme?					

18. Does the training program train you on how to develop the four basic skills (along with their sub skills) in the classroom?					
19. Are you introduced to and trained in how to teach grammar inductively?					
20. Are you introduced and trained in how to teach grammar deductively?					
21. Are you given a clear idea about communicative approach?					
22. Are you given a clear idea about communicative competence?					
23. Are you instructed to teach discrete point grammar?					
24. Are you instructed to teach grammar in context?					
25. Are you trained to set tests?					
26. Are you trained to mark tests?					
27. Are you instructed to introduce the topic to the students first before giving them any task?					
28. Are you instructed to deal with vocabulary in context?					
29. Are you trained to create a real life or authentic environment in the class?					
30. Are you trained in different modes of providing effective feedback to your students?					
31. Are you instructed in how to use different real objects in the class room meaningfully?					
32. Does the training pay attention to developing your own reading, Writing, listening and speaking skills?					

33. Are you trained in how to deal with the textbook <i>English for Today</i> ?					
34. Does the training emphasize on accuracy?					
35. Does the training emphasize on both fluency and accuracy?					
36. Does the training introduce you with the current developments in the theory of Language and the theory of learning?					
37. Is there close monitoring of the training programme by competent authority?					
38. Is there an impact study (i.e.; how teachers use their knowledge and skills in their class after the training) on a follow-up of the training programme?					

**Md. Akhtar Hossain**

M.Phil Researcher, Institute of Education and Research,

University of Rajshahi. Cell.: 01711988302,

E-mail: [sunny7tauhid@yahoo.com](mailto:sunny7tauhid@yahoo.com)

Thank you for your cooperation

## APPENDIX-2

### **Instrument used as Questionnaire for Trainers**

**Institute of Education and Research  
Rajshahi University, Rajshahi  
M. Phil Research Program**

In the present education system, English education for the secondary level has been recognized as an important issue. And the person, who contributes a lot in the development and spread of this education, is an English teacher. This research will be conducted with a view to exploring how much an English teacher's education, knowledge and training are helpful to conduct the English class in the existing education system.

Research Title: **State of English Teacher Education in Bangladesh.**

**N.B:** Please use (✓) mark in necessary. This questionnaire is research oriented and it would not go in disfavor of the respondent.

#### **Section 1: Personal details**

1. Name :
2. Designation:
3. The institute where you received the training:
4. Training duration:

#### **Section 2: Trainers' view about training programme**

Questions	never	sometimes	often	Very often	always
1. Do you use English in the training?					
2. Do you instruct the trainee teachers to use English in the class?					
3. Do you motivate the trainee teachers to use modern approach in the class?					
4. Do you train them to manage larger classes?					
5. Do you train them to prepare tasks for the students?					
6. Do you make them fully aware of their roles as facilitators in the communicative class?					

7. Do you make them fully aware of their roles as monitors in the communicative class?					
8. Do you make them fully aware of their roles as initiators in the communicative class?					
9. Do you train them to promote group or pair works in the class room?					
10. Do you train to create a friendly environment for participatory learning in the class room?					
11. Do you instruct the trainee teachers to reduce the amount of lecturing in the classroom?					
12. Do you train them to involve the students in the class room activities?					
13. Do you train them to involve the students in role play, games etc in the class?					
14. Do you instruct them to maximize students' talking time in the class?					
15. Do you train them to focus on all the four skills and sub skills in the class?					
16. Do you train them focusing on how to motivate the students?					
17. Do you train them focusing on how to make lesson interesting?					
18. Do you train them focusing on how to provide positive feedback					
19. Is there any practice teaching in the training programme?					
20. Do you give them a clear concept about communicative approach?					
21. Do you give them a clear concept about communicative competence?					
22. Do you train them to deal with grammar?					
23. Do you train them to deal with grammar deductively?					
24. Do you train them to deal with grammar inductively?					

25. Do you train them to teach discrete point grammar?					
26. Do you train them to teach grammar in context?					
27. Do you train them to set test?					
28. Do you train them to evaluate their students?					
29. Do you train them to create a real life or authentic environment in the class?					
30. Do you train them to provide feedback to their students?					
31. Do you instruct them to use different real objects in the class room to clarify any expression?					
32. Do you train them to deal with the text book <i>English for today</i> ?					
33. Do you pay equal attention towards developing the basic communicative skills of the trainee teachers?					
34. Do you train them to set any warm up activity before starting any activity?					
35. Do you instruct them to use new vocabulary in the context?					
36. Do you give any clear idea about theory of language or theory of learning?					
37. Is there close monitoring of the training programme by competent authority?					
38. Is there an impact study (i.e; how teachers use their knowledge and skills in their class after the training) on a follow-up of the training programme?					

**Md. Akhtar Hossain**

M.Phil Researcher, Institute of Education and Research,  
University of Rajshahi. Cell.: 01711988302,  
E-mail: sunny7tauhid@yahoo.com

Thank you for your cooperation

## **APPENDIX-3**

### **Instrument used for content analysis**

The course content of CPD training programme:

- What students do in lessons
- Current ideas about quality pedagogy
- Key Concept's Related to Inclusive Education
- Tips for Teaching Large Classes
- Key Concepts in the Curriculum
- Aims and objectives of English Teaching
- Word Search
- Grammar Awareness
- A history of ELT approaches
- Basic Terminology used in the EFT and Teacher's Guides
- Key concepts in CLT
- Teacher's thoughts on lesson planning
- A typical lesson plan
- Exploring the needs of using TGs
- Characteristics of L1 and L2 listening
- Comparison of two techniques for teaching listening
- Grid for recording stages of lesson
- The lesson analyzed
- Opinions on observing and observers
- A simple observation checklist
- The sandwich feedback model
- Attitudes to teaching pronunciation
- Using Pair Work
- Silent reading and Reading Aloud
- Teaching Grammar 1: Strategy Session
- Teaching Grammar 1 Session 1
- Teaching Grammar 1: Session 2
- Lesson Plan (of Demonstration)



- Grid for analyzing grammar focus activities
- Suggested answers related to Handout 2.
- Teaching Grammar
- Analysis of writing activities
- Controlled writing activities based on EFT task types
- Guided writing activities based on EFT task types
- Writing task types in English for Today classes 9/10
- A typical class 9 student composition
- Correction symbols
- Corrected version
- A school visit
- Strengths and weaknesses of presentation techniques
- Vocabulary expansion: Spider grams
- Assessment Strategies
- Approaches to assessment: benefits to students and teachers
- Approach to assessment: benefits for students and teachers
- Characteristics of good tests
- Test types in English
- Example of a Banding Scale for testing English Speaking Skills
- Case Study: A difficult day.....
- Teaching Methods: The New and the Old
- Talking to your students
- Ideas for Continuing Professional Development
- Strategies for languages improvement