

**THE RELATIONSHIP BETWEEN TEACHER TRAINING AND
TEACHING INNOVATIVE SYLLABUSES IN REAL-TIME
CLASSROOMS: A CONTEXT SPECIFIC APPROACH (CSA) FOR
TEFL IN BANGLADESH**

VOL.I



MOHD ZAINUL ISLAM

A thesis submitted for the degree of MPhil

Department of Language and Linguistics

University of Essex

October, 2018

Acknowledgment

It is a great delight to thank those individuals who have contributed in this exciting and challenging voyage of my research in various ways. I owe a debt of gratitude to more people than I can acknowledge here in a short space. First and foremost, I would like to acknowledge my profound debt to my parents for their moral encouragement to pursue this research, in particular to my mother for visiting me at Essex University during the very first year of my study. I am also especially indebted to my sisters and brothers. They have always been supportive of my venture for this mission, especially my sister Monwara for taking extra care of me when I was spending hours after hours in front of my computer and writing my data analysis report. A big thank you, Monwara! for unfailingly keeping my food ready on time, getting my clothes cleaned all the time for me even before I needed anything.

My sincerest thanks go to my parents-in-law for their unyielding support in looking after my daughter while she was growing up as I was far away from home and in the UK. I am indebted to my wife Abeda for taking care of things while I was away from home and for keeping me motivated. And my daughter Fairuz did a marvelous job in reminding me, 'Baba [dad] do your Tony sir's homework' and she was a perennial inspiration for me all the time. But I never could return the time she has missed while I was in the UK.

I should also like to acknowledge the voluntary contribution of the English teachers and trainers of Bangladesh, especially those who, from the remote areas of the country gave me the opportunity to observe their classes repeatedly and for their warm hospitality during my field work. My special thanks also go to the ex-Executive director of UKBET, Mr. Hossain Ahmed for accompanying me traveling in remote areas of Sylhet district during the first phase of this study.

Thanks are also due to the following institutions:

The British Council, Dhaka; UKBET, Sylhet; Centre for Policy Dialogue (CPD); BANBEIS, NAEM, NCTB and Ministry of Education, Dhaka, Bangladesh.

In addition, my grateful thanks go to Dr. Julian Good for listening to my research experience with English teachers in Bangladesh and for sharing his own research experience regarding the use of Teachers' Guides by teachers in the ELT research group and as well as to Dr. Nigel Harwood for giving me link to literature and references whenever I raised any theoretical problem at the ESP research group meeting.

I would also like to extend my thanks to all my teachers at Essex for enriching my knowledge base in Applied Linguistics. In addition, I wish to thank the staff members of the department of Language and Linguistics for their constant administrative support and the then Head of the Department Prof. Martin Atkinson for granting funds to attend the TESL Canada conference, 2006 to present my paper there. As well as Sue Tansley of the Graduate School research team for taking the trouble to keep my file updated at Registry and generously contacting me always by email while I was staying back at home.

Finally, I am greatly indebted to my supervisor Tony for his continuous inspiration and encouragement even until the last moment of the last day of his retirement. I am greatly indebted to him for his invaluable guidance, for his consistent support, for all the time spent discussing different problem areas of this research, for his explanations, for his constructive feedback and comments on the rough draft, suggestions for re-arranging the Table of Contents that helped me to rethink and reframe many aspects in the final version of my thesis. Any shortcomings that remain are entirely my own.

Dedication

To my parents

Abstract

Curricular innovation in teaching EFL has been studied around the world. But the underlying complexities of English teachers' perspectives in the Bangladesh context remain absent in academic literature even two decades after switching from a transmission-oriented and teacher-centered mode of delivery to a learner-centered communicative approach. This study explores how far the classroom teachers actualized their training skills and knowledge they acquired in implementing a curricular innovation at the end-users' level, as well as how far contextual factors work as a barrier for the implementation of a top-down model of innovation. Through an ethnographic approach, this study investigates the context from the perspective of actual participants to identify the gap between what is intended as innovation by policy makers and what are teachers' prevailing experiences in real-time classrooms. This study follows longitudinal multi-site case studies through various qualitative multi-method data gathering instruments such as document analysis, classroom observation, and post-observation interviews and also cross-checks the thematic categories identified in Phase 1 with a further questionnaire to trainees and practicing teachers in Phase 2.

A major finding of this study is that a technician-like approach¹ to teachers' training in the name of teacher development does not help much to change teachers' in-class practice following a context-isolated method or prescriptive approach which ignores local teachers' tacit knowledge. Finally, the results of this study reveal that in most cases teachers' voices are aligned positively with the communicative approach. However, these same teachers did not make much difference in their genuine practice at classroom level, as they rather felt more comfortable to revert to their traditional as-usual way of teaching. This research underscores the need to set up an appropriate local knowledge base to guide curriculum renewal to establish an independent approach to language teaching-learning which is suitably grounded in the specific social context.

¹ Cf. Caroline Brandt, 2006

Blank Page

Table of Contents

Acknowledgment	i
Dedication.....	iii
Abstract	iv
Table of Figures.....	xi
Table of Tables	xii
List of Acronyms.....	xiii
Chapter 1 TEFL perspectives and developments in Bangladesh.....	1
1.1 Introduction	1
1.2 Background of the context.....	2
1.2.1 Country profile.....	3
1.2.2 Historical Perspective:.....	4
1.2.3 Education system	6
1.2.4 Different Streams in Education.....	7
1.2.5 Management:	8
1.2.6 Budgeting:	9
1.2.7 Training: (General Education).....	10
1.2.8 Language policy and medium of instructions:.....	12
1.2.9 Crisis of English teachers.....	15
1.2.10 Development of ELT:.....	16
1.2.11 Training of English teachers in Bangladesh	22
1.2.12 Innovation in Bangladesh ELT.....	24
1.3 Significance and motivation of the study	25
1.4 Implications for this research.....	26
1.5 Conclusion.....	28
Chapter 2 Literature Review	29
2.1 Introduction	29
2.1.1 Theories of Learning and Second Language Acquisition (SLA)	31
2.1.2 Language Teaching and Teacher Education.	35
2.1.3 Theory and Practice in Language teacher Education.	37
2.1.4 Teacher education versus Teacher training and teacher development	39
2.1.5 Different models of teacher education.....	41

2.1.6	CLT & the role of teachers	48
2.1.7	Context, issue of methodology & CLT	50
2.1.8	Innovation and the role of teachers	55
2.1.9	Teachers' ownership of the innovation	59
2.1.10	Other studies in innovation context	59
2.1.11	Conclusion	60
Chapter 3	Data collection and Methodology	61
3.1	Introduction	61
3.2	The purpose of the study	62
3.3	Hypotheses and the research questions.....	63
3.4	Choosing a research paradigm	64
3.4.1	Why Qualitative?	65
3.4.2	Why a socially-oriented approach?	67
3.4.3	Ethnographic approach	68
3.5	Methodological Framework.....	70
3.5.1	Why case study?	70
3.5.2	Longitudinal multi-sites case study.....	72
3.6	Sampling issue and participants	74
3.7	Negotiating access and ethical justification.....	76
3.7.1	Gaining access.....	78
3.8	Data collection methods and techniques	81
3.8.1	Classroom observation.....	82
3.8.2	Post-observation Interviews.....	85
3.8.3	Focus Group Interview	88
3.8.4	Informal Discussions	89
3.8.5	Documents /Textbooks	89
3.8.6	The official textbook of General English	90
3.8.7	Field notes	90
3.8.8	Questionnaire	91
3.9	Pre-fieldwork, primary Questionnaire	93
3.10	Questionnaire to different groups, Phase-2	97
3.10.1	Questionnaire questions, Phase-2	99
3.10.2	Role of the researcher's tacit knowledge.....	103
3.11	Changes in research plan and instruments.....	104

3.12	The structure of the study	106
3.13	Data Analysis	109
3.14	Triangulation	112
3.15	Reliability and credibility.....	113
3.16	Some personal reflections	116
3.17	Conclusion:.....	117
Chapter 4	: Data Analysis and Results (1)	118
4.1	Introduction	118
4.2	Textbook and syllabus characteristics	119
4.3	Pre-fieldwork stage, primary Questionnaire.....	129
4.4	A questioning mind and a growing mind, journey forward... ..	134
4.4.1	Field work phase-1.....	136
4.5	Sample schools	139
4.6	Teachers' profiles	141
4.7	Classroom observation (phase-1).....	144
4.7.1	Teachers' in-class instructional procedures	146
4.7.2	An explanation: teachers' Views about Grammar Teaching	155
4.7.3	A Lesson from English for Today, a classic example	156
4.8	Teachers' stimulated interviews (after observation)	163
4.9	Training room observations, phase-1.....	167
4.10	Trainers' interviews	171
4.11	An understanding of teachers' present working knowledge	174
4.12	Summary and Conclusion.....	175
Chapter 5	Re-visiting the context, phase2	176
5.1	Introduction	176
5.2	Different Training Programmes.....	177
5.3	Observation of three training programmes.....	185
5.4	A Trainer's profile	201
5.5	Trainers' interviews	204
5.6	Questionnaire data, phase-2.....	210
5.7	Classroom observations (phase-2)	221
5.7.1	Teachers' views.....	229
5.8	Annual Test Analysis	232
5.9	Summary and conclusion	237

Chapter 6	Data Analysis Results (2)	238
6.1	Introduction	238
6.2	Findings from observations and training programmes	238
6.3	Review and comparison with previous findings	241
6.4	Findings from interviews	242
6.5	Findings from questionnaire	243
6.6	Reconceptualising English teachers' practicum	244
6.7	Reconceptualising perceptions of innovation	247
6.8	Findings from Test analysis	248
6.9	Summary and conclusion	250
Chapter 7	Recommendations: A context specific approach	251
7.1	Introduction	251
7.2	Teachers' Role	252
7.3	Teachers' attitude	253
7.4	Teachers' status in society	253
7.5	Disparity could be minimized	255
7.6	Issue of foreign aid	256
7.7	Textbook development	257
7.8	Reduce the volume of the textbook	259
7.8.1	Objectives in lessons	259
7.8.2	Group work, pair work	259
7.8.3	Grammar & CLT	260
7.8.4	Test development	261
7.8.5	English- a subject or language?	262
7.8.6	Method or post method?	264
7.9	An independent INSET programme	265
7.10	The Way Forward	268
7.11	Conclusion	269
Chapter 8	Conclusion	270
8.1	Introduction	270
8.2	Why is context specificity?	271
8.3	Limitations of the study	273
8.4	Contribution of this study	275
8.5	Further studies	277

8.6 Conclusion-of-conclusion:..... 278

Table of Figures

Figure 1: (Kennedy 1988: 335).....	57
Figure 3: the overall reasons for asking these questions are given as follows-	100
Figure 2: (Marshall and Rossman, 1999)	105

Table of Tables

Table 1: Different levels of Education	7
Table 2: Training at primary level	11
Table 3: Training at Tertiary level	11
Table 4: Schedule for Introduction of the Revised Syllabus and Materials	19
Table 5: Teachers' responses classroom	130
Table 6: Average Scores by questions, Annual Test.....	236
Table 7: Some counts from the questionnaire data	243

List of Acronyms

AUEO	Assistant Upazila Education Officer
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
B.Ed.	Bachelor of Education
B.ELT.	Bachelor in English Language Teaching
BOU	Bangladesh Open University
CLT	Communicative language teaching
DFID	Department for International Development
DG	Director General
DPEO	District Primary Education Officer
EFA	Education for All
EFL	English as a Foreign Language
ELTIP	English Language Teaching Improvement Project
EFT	English for Today
FLTE	Foreign Language Teacher Education
GOB	Government of Bangladesh
GPS	Government Primary Schools
HS/PS	High Schools/Primary Schools
HSC	Higher Secondary Certificate
HSTTI	Higher Secondary Teacher Training Institute
MoE	Ministry of Education
NAEAM	National Academy of Educational Administration and Management
NAPE	National Academy For Primary Education
NCTB	National Textbook Board
PTI	Primary Teachers' Training Institute
RRC	Régional Resource Centre
SRC	Satellite Resource centre
SSC	Secondary School Certificate

TEFL	Teaching English as a Foreign Language
TTCs	Teacher Training Colleges
URC	Upazila Resource Centres
UEO	Upazila Education Officer
UKBET	UK-Bangladesh Education Trust

Chapter 1 TEFL perspectives and developments in Bangladesh

1.1 Introduction

“In an interdependent world, it is the monolingual/monocultural individual who is “culturally illiterate” and ill-equipped to prosper in the global economy” (Cummins & Sayers, 1995:109; cited in Crawford, 1999). It's true that an immense number of people, even if they never set foot in an English-speaking country, will use English for communication and collaboration with the international community. Understanding this growing demand and importance of the ability to communicate in lingua franca English, the English language teaching profession and all concerned in Bangladesh also have realized the need for an improvement from the present deteriorating teaching-learning situation in the country. Lately (1998-2001) with the co-operation of a British ODA project (now DFID), the National Curriculum & Textbook Board has developed general English textbooks for secondary and higher secondary level and introduced communicative language teaching in general English syllabuses. This move was a big shift from the previously followed grammar-translation, literature based syllabus, but unfortunately a very small number of teachers are trained in this methodology of teaching yet the traditional short period teacher training courses under the banner of general education are assumed inappropriate for preparing English teachers for this new syllabus. Therefore communicative language teaching has not been a success in Bangladesh. Rather in most classrooms the traditional lecture method is still prevalent as teachers are used to follow such practices in teaching the previous syllabus. I have identified the aforesaid problems out of my three years' teaching experience as a classroom teacher. Therefore my main research question in this thesis is-

How far are the traditional teacher-training courses adequate in the preparation of teachers to teach the new syllabus?

Furthermore, the classroom teachers' perceptions about the suitability of the communicative syllabus and contextual factors were taken into consideration at different phases of this study.

Chapter 1 introduces the general context of teaching-learning English in the state run education system of Bangladesh to give readers a background to this study.

This chapter also highlights the implications of the present study. While chapter 2 presents the review of literature to ground the rationale for unifying teachers in curricular innovation and need for teacher training/development/education and also why the teaching-learning context is important to make the total process of teaching-learning a success.

1.2 Background of the context

At this time of history there is a universal focus on the development of teachers which has had an impact on the developing world. In spite of constraints on resources, there are attempts to increase expenditure on education (UNICEF, UNFPA, UNESCO REPORT, 1993) and several countries have embarked on their own agendas of curriculum reform and improvement of teacher training provisions as a prerequisite to human development and economic growth. Individual governments, international agencies and non-government organizations are investing increasingly large amounts in the expansion and improvement of educational institutions (Gustavasson, 1990).

In this chapter I will specially focus on the background of the context, covering the general background of the education sector and teacher training in Bangladesh as I strongly believe that it is necessary for the reader to gain a thorough knowledge of the contextual background for a clear understanding of the nature of the investigation and the consequences of the present research. Therefore, the following key areas are elaborated in this background chapter:

- Country profile
- Historical perspective of English in education
- Education system
- Teacher training at different levels.

- Language policy & ELT in Bangladesh
- Implications of this study.

1.2.1 Country profile

Bangladesh is one of the world's poorest countries, with a GNP per person of US\$ 240. It has an estimated 138.8 million people (GoB, 2006), which makes it the world's most densely populated country. It is ranked 146th on the UNDP's Human Development Index, behind all Asian countries with the exceptions of Cambodia, Bhutan, Nepal and Afghanistan but ahead of 23 African countries. Roughly 80% of its population live in rural areas. Bangladesh is relatively homogenous society. Approximately 83% of the population is Muslim, 16% is Hindu and 1% others and the dominant spoken language is Bangla. It has a high infant mortality rate (79 per thousand live births), and low life expectancy (58). Girls and women have low status. The Reported illiteracy rate is 62% in general population. Child labour necessitated by family poverty is common. Recently political violence along with natural disasters including floods, droughts and cyclones has added to the country's difficulties.

Bangladesh has experienced an average annual economic growth of 5% in the last five years. Although there has been a rapid reduction in poverty and a good performance against health and education targets, per capita GDP is only \$418 and 63 million people remain in poverty. Over the last five years (2000-2005) average economic growth exceeded 5% and poverty continued to decline. The vast majority of children now attend primary school; gender parity has been achieved in primary and secondary education with a committed government policy for girls' education. (DFID, 2000-2005)

The World Bank believes that to achieve the MDG (Millennium Development Goal) targets by 2015 growth needs still to rise to 7% p/a. (The World Bank 2005)

The ready-made garment industry accounts for the most exports—with approximately 4,000 factories in and around the capital of Dhaka—accounting for 75% of export revenue.

The country is making significant progress toward the Millennium Development Goals (MDGs). Infant mortality rates have decreased, more children are being immunized, and nearly all households have access to safe drinking water. The birth rate has been reduced and life expectancy extended. Despite these advances, poverty is still widespread, with half of the population living below the poverty line.

After comparing different homogenous reports from development agencies and the world bank it clear enough that Bangladesh has made remarkable progress in its economy even though consistently facing political instability. But still there are huge challenges ahead is to keep pace with other South Asian countries.

1.2.2 Historical Perspective:

Historically there were three imperialist languages of power in Bengal. Persian which came with the Turks and the Mughuls in the eleventh and twelfth centuries, Portuguese, brought in by the first European traders in the twelfth century and English which came to the Indian subcontinent with British merchants in the early seventeenth century (cf. Rahman, 1999).

After the tragic defeat of Nawab Sirajudowla (1756-1757) [the last independent Nawab of Bengal] to the East India Company in the battle of Plassey (23 June 1757), Bengal was the first region of India under British colonial rule to be introduced to the English language. After colonizing India the then British ruler formulated a way to introduce English as the medium of instruction instead of any other local language. Later, in 1835 Lord Thomas Babington Macaulay (1800-1859), a central figure in the language debate in deciding which language should be used as the medium of instruction, proposed his famous educational minutes . Macaulay very openly declared his real intention of introducing English to form a group of peoples who could act as 'interpreters' between the British and Indians, as he spoke of "a class of persons, Indians in blood and colour, but English in taste, in opinion, in moral and in intellect". The then Governor General William Bentinck [Governor General from 1828-35] approved these views of Macaulay. The result was the decision to launch education in the medium of the English

language. From this time the government began to set up schools and colleges imparting western knowledge in the English language. Universities were established in Calcutta, Bombay and Madras in 1857. From then on Indian education was ever greater anglicized as English became accepted as the language of the elite, of the administration, and of the press in line with Macaulay's (cf. **Appendix 1**) words: 'I feel that, for the good of India itself, the admission of natives to high office must be effected by slow degrees'. S.I Choudhury (2001) rightly observes that "the English we were taught in Bengal was more than functional, that it was cultural, and that the motive behind the teaching was to conquer the minds of the natives and help the growth and consideration of a class of grateful intermediaries". Furthermore, he notes 'The Indian learnt English for achieving freedom. This was very much like what KaziNazrul Islam (1898-1976) [rebel poet of Bangla literature] later described as '*putting on shackles to shatter them.*'

English remained as the language of government even after India became independent in 1947. S.K Dutta (2001:123) summarises present situation as follows " In 1947 When the subcontinent was divided into India and Pakistan, English as the legacy of British rule, gained the status of official language both newly independent nations. In Bangladesh, which came into existence in 1971, although English has lost its official language status, it, however, retained its importance as a highly useful academic language. Currently it is taught as compulsory subject at the primary, secondary and higher secondary levels. In addition, the universities in Bangladesh have full-fledged English departments, which offer BA (Hons.), MA, M Phil, Ph.D. courses in English language and literature."

1.2.3 Education system

The Education system in Bangladesh is characterized by co-existence of 'three rival modes of education, each jealous of others, and each representing a distinct layer of social strata.'

(Sultana Nilufar, 2003)

- Mainstream secular education system.
- Madrasahs (religious system of education)
- English Medium

Structure of the Education System

Education in Bangladesh has three major stages-primary, secondary and higher education. Primary education is a 5-year cycle while secondary education is a 7- year one with three sub-stages: 3 years of junior secondary, 2 years of secondary and 2 years of higher secondary. The entry age for primary is 6 years. The junior, secondary and higher stages are designed for age groups 11-13, 14-15 and 16-17 years. Higher secondary is followed by graduate level education in general, technical, engineering, agriculture, business studies, and medical streams requiring 5-6 years to obtain a Masters degree.

In the general education stream, higher secondary is followed by college/university level education through the Pass/Honours Graduate Courses (4 years). The Masters Degree is of one year's duration for holders of a Bachelor Degree (Honours) and two years' duration for holders of a (Pass) Bachelor Degree. Higher education in the technical area also starts after higher secondary level. Engineering, agriculture, business, medical and information and communication technology are the major technical and technological education areas. In each of the courses of study, except for medical education, a 5- year course of study is required for the first degree.

1.2.4 Different Streams in Education

Primary level education is provided under two major institutional arrangements (streams)-general and Madrasha, while secondary education has three major streams: general, technical-vocational and Madrasha. Higher education, likewise, has 3 streams: general (inclusive of pure and applied science, arts, business and social science), madrasah and technology education. Technology education in its turn includes agriculture, engineering, medical, textile, leather technology and ICT. Madrashas (in Arabic educational institution), functional parallel to the three major stages, have similar core courses as in the general stream (primary, secondary and post-secondary) but has an additional emphasis on religious studies (Ministry of Education, Government of the People's Republic of Bangladesh, 2005-2006).

Secondary and Higher Secondary level:

As this study under question will specially focus on teacher training at secondary and higher secondary level, we need to have an idea about these specific levels of education.

Table 1: Different levels of Education

Age	Grade	Schooling	Total year	Public Exam
3+----5+	N/A	Pre-primary	Optional	NA
6+----10+	I-V	Primary	5 year	PSC
11+-----13+	VI- VIII	Junior Secondary	3 year	JSC
14+-----15+	IX- X	Secondary	2 year	SSC
16+-----18+	XI- XII	Higher Secondary	2 year	HSC

After the completion of a 10 year schooling at primary and secondary school level studies who succeed in passing the first national public examination namely the Secondary School Certificate (SSC) examination have the option of continuing their studies at a college in their respective areas of expertise (say; Science, Arts and Business studies) or to enrol in a technical/polytechnic institute for technical education. To qualify for an advanced level of education after 2-year

higher secondary education either at a government or non-government college, one has to sit for the second public examination namely the HSC. Students of religious and English medium streams also have the facility to sit for their particular public examinations, namely Alim and 'A' level organized by the Madrasa Education Board and London and Cambridge University, to qualify for next stage of education.

Of the total 17863 secondary schools in the country, 15547 (87%) are located in rural areas while 2316 (13%) are located in urban areas. The distribution appears favourable to the rural folks. The rural distributions across divisions are consistently in favour of Rajshahi, Dhaka and Chittagong in that order, whereas rural Sylhet has only 769 secondary schools. The Majority or 87% of these rural secondary schools are managed in the private sector while only 14% are in public management. It is also interesting to note that out of the 15547 rural secondary schools, 2937 are serving only female students while out of the 2316 urban secondary schools, 647 are serving only girl students. 82% girls' secondary schools are in rural areas and 18% of those are in urban areas. In the case of the colleges, 995 (32%) are in urban areas while 2155 (68%) are located in rural areas. Of the total 3150 colleges, 2899 (92%) are privately managed while 251 (8%) are managed by public sector (Report, BANBEIS, 2005).

1.2.5 Management:

The main responsibility of the National Curriculum & Textbook Board (NCTB) is the development of the curriculum and development of textbooks. In addition, the Ministry of Education (MOE) formulates policies; the Directorate of Secondary and Higher Education (DSHE), under MOE does this at secondary and higher secondary education level. While six region-based Boards of Intermediate and Secondary Education (BISE) are responsible for granting recognition to non-government secondary schools other than conducting the two public examinations (SSC and HSC). At the intermediate/degree college level in the case of non-government colleges government pays 90% of base teacher salaries. The remaining 10% of the pay plus annual increments are paid by the institutions. These non-government institutions need

to form a Governing Body (GB), responsible for appointing staffs in co-operation with representatives from government's side. The GB also approves budgets and control expenditures.

1.2.6 Budgeting:

In Bangladesh, poverty eradication is currently at the top of government agendas. The Constitution of the People's Republic of Bangladesh enjoins upon the Government of Bangladesh the obligation to ensure literacy of all the citizens (GoB, 1972). The Government of Bangladesh has made commitments in the World Education Forum (UNESCO, 2000) towards achievement of 'Education for All' goals and targets for every citizen by the year 2015. Pursuant to its constitutional obligations and international commitments, the government is determined to ensure 'Education for All' in the shortest possible time.

The Education sector in Bangladesh is mainly state financed yet disparities in allocations between government and non-government/semi-government institutions is remarkably high. However, external aid finances more than 50% of the government's development expenditures on education. The country has received loans from multiple donors, including IDA, ADB, IDB, DFID and OPEC. External aid in the 90s from all major donors amounted to \$ 1.14 billion, of which 32% consisted of grants from several bilateral organisations. This high level of external dependence is unavoidable in a country which has one of the lowest revenue GDP ratios in the world (9%). After significant increases in education spending in the first half of the 1990s, spending has levelled off and even decreased; the share of education in the revenue budget declined from a high of 20% in Fiscal Year 93 to 17.7% in FY 99. As a share of GDP (Gross Domestic Product), public spending in education of Bangladesh was just over 2%, compared with 3.7% for India, 3.4% for Sri Lanka and even 2.9% in Nepal. East Asian countries typically invest 4-6% of GDP in education and training. In fact, the costs per student in primary schools, non-government secondary schools and colleges are among the lowest in the world, both in absolute and relative terms (1% of GDP per capita). Expenditures per student vary widely among

schools, in part due to inconsistently applied allocation rules, with rural and non-government schools substantially worse off compared to their urban and government counterparts. At primary level, cost per student is only \$ 13 and 3.6% of GNP per capita. For non-government secondary schools, cost per student is only \$16 and 4.7% of the GNP per capita. However, such low costs are achieved through exceptionally large class sizes, low teacher salaries, and minimal spending on pedagogical inputs such as teaching- learning materials and in-service teacher training (The World Bank, 2000).

Data presented by the BANBEIS (Bangladesh Bureau of Educational Information and Statistics) as, that the budget for teacher training even decreased from a high of 8% in the FY 1994-1995 to 6% in the FY 2004-2005.

Therefore, this lack influences the teacher training in the country as a whole. The National Report on Education (Sept.2004) states the government's future educational focus is on:

- Job oriented and needs-based education.
- A strengthening of ICT
- The revitalization of vocational training.

1.2.7 Training: (General Education)

Fifty-four Government Primary Training Institutes (PTI) are presently available in the country to execute the training of primary level teachers. It is also reported that one non-government PTI is also offering primary teacher training service. Primary teachers usually receive one-year training at the PTIs (see **table-2**). The principal of Dhaka teacher training college reports (1998) that 'the evaluation of the trainees at PTI is done 50% internally and 50% externally. This system of evaluation has got both its merits and demerits. The PTI instructors, who observe the trainees' activities day to day, do internal evaluation. The evaluation can be very accurate and reliable only if the instructor is free from bias, which is nearly impossible. A lot of complaints about the internal evaluation system prevail among the primary teacher trainees.

It is also reported that 'to enhance capabilities of teachers, continuous efforts have been taken through different projects. From 1986, all the primary schools of the country were brought under cluster training based system.'

Table 2: Training at primary level

Type	Number of PTI/ TTC	Duration of the course
PTI	55	1 year (12 month)
TTC	18	10 month

Table 3: Training at Tertiary level

Institute	Programme	Duration
BOU	B.Ed.	2 year (24 month)
Govt. TTC	M.Ed.	1 year (12 month)
Dhaka TTC	B.Ed. (Hons.)	3 year (36 month)
IER, DU	B. Ed. (Hons.)	3 year (36 month)
IER, DU	M.Ed.	1 year (12 month)

At present, twelve government and six non-government teacher training colleges are offering teacher education to secondary level teachers. All these colleges offer a ten-month long B.Ed programme for university graduates. The Bangladesh Open University offers a two year long B.Ed programme through distance education. The B.Ed syllabus is included in **appendix 2** .

In addition to this, the Dhaka Teachers' Training College has offered a three year B.Ed Honours since 1996. Four government TTCs offer a Master of Education as well. The Institute of Education and Research (IER) of the University of Dhaka offers a year MEd course for university graduates and three year BEd Honours course for degree level students.

The BEd and MEd courses are considered as pre-service training for the secondary teachers, though a lot of serving schoolteachers participate in the programme (Report, 1998). The World Bank report (2000) shows that 'projections of new teachers needed for classes IX-XII alone are about 12,000-14,000 per annum between the year 2000-2004.' Conversely only 27% teachers are trained and 73% of a total of 312827 teachers including those in the Madrasa system (religious schooling) are not trained (BANBEIS, Bangladesh, 2001).

1.2.8 Language policy and medium of instructions:

'We are now living in a society where law-makers are pioneers in breaking laws and the education that should have enlightened the society is rather leading us towards darkness day by day. Oppression, repression, exploitation and all evils in whatever terms they may be identified are mostly done by the so-called educated people; the innocent unlettered people, nameless and fameless, are more dedicated to the formation of the good social order than so called corrupt educated people.' (Reader's Forum, on September, 03, 2003; The New Nation)

1.2.8.1 The medium of instruction

Now we will highlight the medium of instruction at school level under different categories of school systems. In the mainstream government run schools and in Madrashes, Bangla is the medium of instruction. Even in most of the institutions English is not taught by a separate teacher specially trained to teach English as a foreign language. In many schools there is only one teacher for instruction in both mother tongue and foreign language. In particular, in most of the English medium schools English is the medium of instruction. Interestingly enough these schools all have fancy English names with connotation such as 'London' 'British' or 'American'.

Most of the graduates from these schools always plan their higher education in English speaking countries. It worth mentioning that Section-17 of the constitution (GOB, 1972) of the people republic Bangladesh very clearly advocates the equal opportunity for education and uniform system of education. But in reality it does not survive. Anyway, it is matter of optimism that experts at a discussion on Education policy voiced [lip services!] concern at the continuation of different types of education systems in the country with dissimilar curricula and said this would

cause harm to the society unless urgent steps are taken to introduce a uniform system. The distinguished speakers emphasized that 'there must be steps to remove differences between urban or semi-urban and rural education as the foundation of many students in education begins from villages.' (Speakers, 06, June 2003, The New Nation). While the Education minister in his address said 'the education system in the country has improved but still we are lagging behind when it comes to the issue of quality and relevance' (ibid.). It seems the government is trying to show the 'quantitative expansion' as an improvement but we can estimate the actual scenario from this report: 'though government's report shows that 65% children complete primary education successfully but the World Bank's report say only 2% of these children has attained the quality expected (ProtomAlo, 17 September, 2002, a Bangla daily).

1.2.8.2 Education commissions

Against this backdrop forty one years have rolled by after Bangladesh an independent state, came into being in 1971, in making wasteful planning and giving lip services to the nation.

It is confirmed from sources [local newspapers] that six ' Education commissions ' were formed during this period but not at least even one these reports recommended by these commissions materialized (ProtomAlo, 17 September, 2002).

Qudrat-e-Khuda Education Commission-1972

Mofiz Uddin Education Commission-1988

ShamsulHaque Education Committee-1997

Dr. M. A. Bari Commission-2002

Mohammad Moniruzzaman Mia Commission-2003

1.2.8.3 Important educational planning actions

The Most important educational planning actions related directly or indirectly to English are the following: (MoE, GoB)

- 1974: English to be introduced in year 6 and continue till year 12
- 1976: English to be introduced from year 3
- 1986: English to be introduced from year 1
- 1994: English to be re-introduced in BA (pass) courses
- 1996: English to be re-introduced in university undergraduate classes
- The retirement age of all English teachers to be raised by 3 years (57+3)
- The Education Ministry documents and reports significant for English teaching are:
 - Report of National Commission on Education, 1974
 - Report of the English Teaching Task Force, 1976
 - Report of the National Curriculum Syllabus Committee and SFC, 1978
 - Report of the National Curriculum Syllabus Committee, 1985
 - Ministry of Education Memo, 1993
 - Ministry of Education Memo, 1995

It is regrettable that these plans and publications are never opened up for public review or debate. Recently at a seminar (07 August 2003) on " English Teaching and Learning in Bangladesh: The Current Issues" organized by department of English, East West University, Dhaka, as keynote speaker Professor Nilufar Sultana underscored the existing problems of language policy and planning: 'There is no coherent and comprehensive and consistent language policy on language

teaching in Bangladesh.' 'The country is run on an entirely ad hoc basis, although this is not officially declared, much less, acknowledged.'

'To talk about language policy in Bangladesh is to talk about what virtually does not exist.' Sultana (ibid.) also clarified the total scenario as "Although this has never been spelt out in so many words, it is not difficult to guess why no government acts according to its promises regarding education in general or language policy in particular". "Over the last thirty years, repeated summersaults, causing complete reversal from one position to another in ideology, has left governments in power without strength and continuity that the steady pursuit of a consistent goal could have given them. Meanwhile, the country, which at birth was a remarkably homogenous state, is now divided into groups, which have drifted further and further apart, socially, politically, and economically." (ibid.)

1.2.9 Crisis of English teachers

In recent report in a local daily revealed a serious crisis in the supply of English teachers in rural Bangladesh. As a result, a lot of institutions have not had any English teacher for years. These institutions are run by hired English teachers from other schools and colleges. Moreover, the Ministry of Education in a survey found that in 2002 some 800 institutions where a single candidate did not pass the public examinations did not have any English teacher. This report also stressed the need for appointing skilled English teachers (ProtomAlo, 12 July 2003). A head examiner of the Dhaka Board reported that only 30% students pass in their English exams out of the 5000 scripts that were examined under his supervision. This report also shows that nearly 500,000 examinees failed in English out of 600,000 unsuccessful candidates (ProtomAlo, 17 July 2003). The Education Ministry identified that one of the reasons for such a crisis is that these schools and colleges have been established through political influences though most of these institutions do not preserve the minimum criteria for recognition by boards and the National University.

1.2.10 Development of ELT:

It is commonly observed in the literature (e.g., Nunan, 1988; Richards & Rodgers, 1986; N'Zian, 1991) that English language teaching actually started in Europe and America straightaway after the Second World War. Anyway, after quite a long time it approached to Bangladesh. If we flash back from the historical perspective we see "... in 1955 came Mackin's after native syllabus which included graded English structures and vocabularies and the order in which they should be taught. This was the first time a positive step was taken to treat English as a foreign language in this country, though it was more a second language in the sense that it was used as a medium of official communication.' (Selim and Mahboob, 2001).

English was officially made the second language in 1960 by the Pakistan Government and a new secondary syllabus introduced in 1962 as a step towards achieving the goal set out by the curriculum committee, that is, "it should be taught as functional language rather than literature." Though the syllabus was in operation for a long time, little was accomplished (ibid.). In fact, during the course of time ELT became a familiar concept among the English teaching community in Bangladesh. It came to the forefront during the mid-70s.

The Report of the Education Commission of Bangladesh 1974 made the following recommendations with regard to language teaching and medium of instructions:

1. Instructions through the medium of national language is more readily intelligible to the pupils as it help them develop.....their original thinking and imagination.....We must therefore use Bengali as the medium of instruction at all levels of education to make our educational schemes successful.
2. Bengali must be used as a compulsory language up to class XII. Textbooks at the higher stages of education, especially in the field of science and technical, professional and vocational education must be written in Bengali and translated from foreign languages at Government expenditure.

3. Even after the introduction of Bengali as the medium of instruction at all levels of education, the necessity will remain for English to be learnt as a second language. It is not necessary to learn any language other than Bengali up to class V. From class VI to class XII, however, a modern and developed foreign language must be learnt compulsorily. For historical reasons and for the sake of reality, English will continue as second compulsory language. (Bangladesh Education Commission Report 1974: 15)

An English Language Teaching Task Force was set up by the Ministry of Education in 1975 to assess the situation of English language teaching in Bangladesh and suggest ways of improving conditions of teaching. Some of the major findings of the Task Force were:

- a. The English proficiency of students in class 9 was two years and class 12 four years behind the level assumed in their textbooks.
- b. At least 70% of the trainees at Teacher Training Colleges not proficient in material beyond that used in class 7 textbooks, yet they are expected to teach up to class 10.
- c. At all levels there is grave shortage of trained teachers of English. In private (non-government) high schools about 50% of teachers are not trained and in colleges (classes 11 and 12), almost no teachers are trained.

(Report of English Teaching Task Force 1976: 1-4)

Some of the recommendations of Task Force were:

- a. English should be taught compulsorily either from class 3 or class 6. If English is made compulsory from class 3, the English language and training in teaching English should also be compulsory at each Primary Training Institute.
- b. The single biggest obstacle of English teaching in Bangladesh is the lack of competent teachers at all levels. Large scale short and long term training programmes should be undertaken for secondary school teachers.

- c. An appropriately graded syllabus should be introduced at each level together with new textbooks related to the needs and capabilities of students.
- d. The SSC (Secondary School Certificate) and HSC (Higher Secondary Certificate) should test comprehension and writing skills in meaningful contexts and discourage rote-learning. (ibid: 34-36)

Traditionally our teachers were in very much favour of teaching English via great pieces of literature or the grammar-translation method was credential mark up for the expert English teacher. The idea of teacher training for TEFL or different methods of teaching was unknown until that period.

Two different schools of thought came into being, one group strongly supported literature and grammar-translation based teachings while the other group favouring functional English. In addition, there was a third group who wanted a compromise between the said two groups demanding a co-existence of functional English along with literature. 'When ELT came to Bangladesh the traditional English teachers vehemently opposed it because they were not ready for something new. They had another strong point: since the British rule, our forefathers had learnt English in the same manner i.e. through grammar-translation method and they were quite successful (neglecting two other important skills of language learning though- listening and speaking). So why bother to practice to something new?' (Selim and Mahboob, 2001)

There were plans for introducing the new curriculum by phases and on an incremental year by year basis. MOE's schedule for a nationwide introduction of a new English syllabus and language materials was as follows.

Table 4: Schedule for Introduction of the Revised Syllabus and Materials

Class VI.....	1996
Class VII.....	1997
Class VIII.....	1998
Class IX.....	1999
Class X.....	2000
Class XI.....	2001
Class XII.....	2002

The objective behind introducing CLT is stated in the NCTB document, which says English needs to be recognized as an essential work-oriented skill that is needed if the employment, development and educational needs of the country are to be met successfully.

English should, therefore, be taught as something to be used, rather than as something to be talked about (NCTB, 1996: 135-136). The curriculum manuscript of NCTB for classes 6-12 states the teaching methodology in the following words:

Successful teaching and learning of English ultimately depends on an effective teaching methodology. The chief aim of such a methodology must be to give learners as much practice as possible in the use of English. Since language is a participatory activity, a successful language teacher will have a close personal rapport with his/her students, both as a group and as individuals. In language learning based on communication, therefore, good classroom relationships are of particular importance. Consequently every language teacher should know all the students' names as soon as possible after taking a new class. The students should know and use each other's names as well. (NCTB, 1996: 153)

A list of criteria essential for effective teaching and learning is also specified in the curriculum document. These include:

- a) Varieties of activities and skills with maximum students' involvement.
- b) Clarity from teachers in presenting structures and vocabulary and maximization of using English for students' maximum practise in the target language.

- c) Use of English from classroom management to giving instructions. Bangla can be used as a “checking device where the teacher feels it appropriate to ensure that the English has been correctly understood”.
- d) Students would spend more time talking than the teachers so that they can internalize the language from the classroom.
- e) Students should be trained to work in pairs and in groups in the classroom for promoting cooperation. During the pair or group work, teachers will do the necessary monitoring.
- f) Teachers will ensure that the writing activities in the books are done either in the classroom or at home. Students’ writing should be checked by the teacher on a regular basis.
- g) For students’ better understanding and ensure quick reading ability, opportunities will be created for silent reading.
- h) Teachers would not be “fussy” about students’ mistakes and would not emphasize only “grammatical accuracy”. Teachers should keep in mind that their main job is to increase students’ motivation in using English. (NCTB, 1996: 153-154)

Students’ Learning Outcomes:

The learning outcomes of classes 6-12, as mentioned in the curriculum document are:

- a) The specific objectives of teaching and learning English are spelt out in terms of four language skills of listening, speaking, reading, and writing.
- b) For convenience in defining learning outcomes, the four skills are considered separately. In practice, however, classroom activities should be planned so as to fully integrate these skills, as happens in real life.
- c) By defining learning outcomes in terms of skills, the syllabus aims to facilitate a teaching methodology that encourages learners to acquire communicative competence through regular

practice of these skills in the classroom. Such a methodology is learner-centred (rather than teacher) and is characterised by lively student participation, especially in pairs and groups (NCTB, 1996: 135-136).

Assessment Strategies:

The NCTB curriculum has recommended 3 types of tests for evaluating learners' achievement/proficiency level:

- a) continuous assessment, b) internal examinations, and c) the public examination.
- b) The three main functions of tests and examinations as described in the syllabus are:
 1. to ascertain the extent to which students have attained the stated learning outcomes;
 2. to identify students' strengths and weaknesses for the purpose of guiding subsequent teaching and learning;
 3. to motivate students by giving them a regular sense of achievement and to make their parents aware of their progress (NCTB, 1996) (**Appendix 3**).

In the process of the development of ELT, Bangladesh experienced its first movements towards the functional syllabus in the mid-1980s and early 1990s. English for Today a series of general English textbooks, was introduced by NCTB under different ODA projects for primary and secondary schools. More recently, in 2000-2001, CLT was adopted first in secondary school level and afterwards in higher secondary/ college level under a British ODA project namely, ELTIP (English language Teaching Improvement project). Undoubtedly, the call for the adoption of CLT was not accidental; rather it came from the educational problem that needed an immediate fix. This problem was the existing unsatisfactory teaching results of the traditional grammar-literature method, since it was observed that the majority of our university graduates the product of memory model of English teaching, are not able to write, speak or listen to English effectively though they could read without understanding.

Bangladesh is an important supplier of human resources, in fact in some developed destination countries it is a major supplier and accounts for about 3 per cent of the global remittance income. More than four million Bangladeshis work abroad and over a quarter million Bangladeshis join the migrant work force every year. Currently it receives an annual remittance amount of US \$4.8 billion through official and an additional amount of US \$3.0-4.0 billion through unofficial channels (CIM, 2007, Danish Embassy in Bangladesh).

The 'Report on Employment' by the Bureau of Manpower, Bangladesh puts the number of workers recruitment at 200,000+ with predictions of significant increases in the future but there is concern that Bangladesh is losing this employment market to its rivals such as Pakistan, Sri Lanka, India, and the Philippines primarily due to poor English of her workforce.

1.2.11 Training of English teachers in Bangladesh

Unfortunately, there is no separate or independent training provision for English teachers in Bangladesh. Therefore, I am taking the risk of talking about something that doesn't exist in reality. Usually English language teachers are trained under the general education training offered at the Teacher Training Colleges (TTCs) and Primary Teachers training Institutes (PTIs) for secondary and primary teachers individually (cf. Chapter 1). In fact, the time allocated for training focused on English is reported as inadequate (only 50 to 60 hours in a 10-12 month course. It is reported (Report, 1998) that 70% of the course is lecture based and 30% includes simulation classes along with extracurricular activities. In addition, it is also reported that 'the number of training colleges and institutes cannot train the huge numbers of teachers who teach English in about 4,000 secondary and 300,000 primary schools.' (ibid.) Imparting training to all these teachers through these existing inadequate formal courses will take decades. Most importantly, there is an acute shortage of trainers who are up to the mark for training FL teachers. Presently, English language teachers at higher secondary level/college (Grades 11 & 12) do not have any prerequisite for any pre-service training for entering the profession as a lecturer. The Minimum qualification required to become an English teacher at this level is an MA in English literature or language. However, the higher secondary teachers have recently been

incorporated in the teacher training programme. The college teachers who teach at this level come under HSEP, funded by ADB which caters for higher secondary teacher training. So far, this project has established five Higher Secondary Teacher Training institutes (HSTTI) in the country and has introduced short courses of 8 weeks for higher secondary teachers (cf. chapter 6). There are 5 HSTTIs in the campuses of 5 govt. Teachers Training Colleges. It is reported that on the average an institute has 8 teachers. Thirty percent of the total teachers are female. Every institute has a library with an average number of 3800 books. They have well equipped laboratories and residential facilities.

HSTTI's offers three types of training courses in these institutes:

[1] They usually offer an Educational Administration and Management training course for Headmasters of Secondary Schools for a duration of 3 weeks.

[2] Subject-based training for Secondary School Teachers for a duration of one month and

[3] Subject-based training for Higher Secondary level Teachers for a duration of 56 days.
(BANBEIS, 2004)

Higher secondary classes are taught beyond the secondary level (in higher secondary schools or colleges), for which teachers are required to have an MA in English (mainly in literature) but no formal teacher training. Indeed essential notions of ELT or TEFL are not recognised at this level.

The baseline study of English Language Teaching Improvement Project (ELTIP), conducted in 1998, found the majority of teachers practicing traditional modes of teaching in their classrooms. The findings from the proficiency testing results of the same survey also reveal a miserable representation of general English language proficiency of the learners over and above the teachers. Recently it was reported (cf. Shamsul Hoque, 2002) that NCTB, with the help of ELTIP, has already started a fourteen-day programme to train 20 batches of secondary school teachers (though not for higher secondary teachers) throughout the country. In addition, co-funded by the Bangladesh government and DFID of the UK, ELTIP has set up four Regional

Resource Centres (RRCs) and 12 Satellite Resource Centres (SRCs) at government TTCs and some government schools across the country to meet the demand of training for secondary school English Language teachers.

1.2.12 Innovation in Bangladesh ELT

Innovations, however, sometimes prove unpopular and do not work. It is therefore important to understand some of the reasons for this. It is also the case that an innovation may work for some people but not for others'. (Rea-Dickins and Germaine, 1992: 11)

The issue of how an innovation is introduced and implemented is crucial. Sometimes there is insufficient dialogue with the users of the innovation before it is introduced. For example, a new set of tests may be imposed on classroom teachers without adequate explanation as to how they are to be used and marked and the following situation may result. The new system is not understood by some teachers and they decide not to have anything to do with it. Some teachers may try to use the new testing procedures but because they have inadequate grasp of them, they make mistakes and subsequently return to their old (system) methods.

ELTIP is initiated following the system approach (Holliday, 1990). Materials as textbooks, TGs produced, teachers are trained to teach these materials (**Appendix 4**) at classroom level, and planners are expecting this is more than enough for innovation to be a success or change to happen, but actually not! Teachers mostly even do not teach the way they are supposed to teach or even trained to teach; and ultimate results were not mere failure of a big project in a sense, if it is directly result oriented. But this project has created lots of well qualified wonderful trainers or some best teachers as well who can be upgraded to trainers yet their knowledge is not recycled but rather ignored when a new project like TQI or EIA already are started. Who knows the future of that kind of disintegration? (Project Director, the New Nation, January 23, 2009)

1.3 Significance and motivation of the study

The significance of this study is to add to the understanding of teacher training in a post-innovation context and its effect on adopting change in general, but with particular focus on EFL teachers in Bangladesh. Although the study includes some judgmental comments, it is not classified as an evaluation itself or criticism of the Bangladeshi teachers and their practices, but an empirical, exploratory, descriptive and interpretive research, which aims to shed light on the growing interest in teachers' participation within the recent developmental steps taken by the Bangladesh government in the educational system. As pointed out earlier, the importance of the study comes from the fact that it is deeply-rooted in analyzing the Bangladesh context, trying to give valuable information for all educational stakeholders. Denzin and Lincoln (2000: 152) identify this as *catalytic validity* which indicates the extent to which research motivates those it studies to “understand the world and the way it is shaped in order for them to transform it”. My research also focuses on “empowering people who have not had a chance to tell about their lives to speak out so as to bring about social change” “making these voices available in written form” (Bogdan and Biklen, 2007; p.214). This is demonstrated as the research guides the participants to enhance understanding of their world and how to reflect further on it. This is to provide teachers with effective means to understand their practices (cf. Johnson, 2006) and to maximize the effects of innovation within the educational system (Wedell, 2009). The motivation for the study bears a personal interest in examining the practices of EFL teachers in a post-innovation context because of my own involvement in the area as a student, teacher, and presently as a researcher. I entered the professional field in 1998 after completing my first MA in English literature and was very analytical of my practices after the introduction of the communicative approach during 2002 at higher secondary level. Afterwards my study at the University of Essex in the Department of Language and Linguistics, MA in ELT, and in particular the module of ‘Syllabus Design’ gave me a further interest in the importance of studying teacher training in an innovation context in Bangladesh, i.e. in the real classroom atmosphere that is hardly conducive to using the new innovative approaches proposed by the MoE, Government of Bangladesh. I am

persuaded that the theoretical assumptions about innovation in English language teaching and learning, no matter how accurate they are, remain incomplete if the perceptions of the teachers' own role and their tacit knowledge in the innovation context are not taken into consideration amongst all the relevant stakeholders involved in implementing potential innovations.

1.4 Implications for this research

From different studies, different reports, recently published articles in local Bangla and English newspapers (see, **Appendix 5**) or public opinion in reader's column, and considering the present changing scenario it is commonly observed that presently teacher training or teacher education in Bangladesh, especially English language teacher training is suffering a great deal because of the mismatch between the existing teacher training courses [whatever they are] and the real time practical classroom practice after introducing Communicative Language teaching Approach (CLT) in secondary and higher secondary level of education. As mentioned before our English teachers do not have any training or specialist education in teaching English as a foreign language. A question also raised, should the entire nation of 126 million be made bilingual? (cf. Choudhury, 2001:15). But in a changing global perspective it is understood that "in order to survive in an unpredictable and hostile 'global village' and in order to seize upon every opportunity that offers itself, every literate person should be bilingual, able to read and write with understanding', both Bangla and English' (Sultana, 2003). In fact, the question is if the classroom teachers who teach English to our students are kept out of the circle of the curricular development process when teaching materials, say, textbooks are graded or improved or how is it possible even to do this development when they do not have either pre-service or in-service training provision in government policy? Or, when our classroom English teachers are not familiar with any method at all let alone CLT then how they will implement the methodology expected in a graded textbook that they are not addressed to.

“...an approved textbook may easily become the curriculum in the classroom, yet fail to incorporate significant features of the policy or goals that it is supposed to address. Reliance on the textbook may distract attention from behaviours and educational beliefs crucial to the achievement of desired outcomes”. (Fullan, 1991:70)

Indeed, " Educational change depends on what teachers think and do- it's as simple and as complex as that" (Fullan, 1982:107) or as David Nunan (1988:1) points out:

“Educational reality is not what educational planners say ought to happen but what teachers and learners do”. Therefore, it is the right time to think of a large scale teacher training provision for our language teachers. If the existing teacher training for language teachers is not adequate for classroom level implementation then should we overlook the problem just by saying 'our students do not have enough motivation to learn English language? In that way we can save face but the problems with English language will remain at the core of our education system. Also the question is, Should our students learn English just to get a pass mark (33%) or should they learn English as a language that they can use in their practical life? It would be wise if we declare honestly that “the degree of success of language learning is generally associated with the quality of language teaching” (Derya, 1998:16).Therefore, research on teacher training in the perspective of curricular innovation in Bangladesh is needed at a time when English language teaching is gaining momentum.

1.5 Conclusion

Chapter 1 has introduced the background which underlies the broader and specific state of the present study. In this chapter the necessary background information is provided such as, the developments in English language teaching and subsequent teacher training options, different socio-political-educational contexts including a move back and forth of ideological priorities and change in the English syllabus in the national curriculum. This chapter was divided into two sections: the description of the context and the introduction of the study, the motives behind it, the purpose and the problems it tries to address. The background contexts are actually studied through analysis of relevant documents; they are of great importance for the data interpretation. To sum up, I have provided, a short historical account of the TEFL perspectives in Bangladesh, how English has developed, despite an absence of a definite language policy, from a discourse of colonial legacy to a matter-of-fact discourse of modernism and development, despite a few ethical questions. The apprehension at declining standards of English in schools and the human resource factors, viewed from a rapid-changing socio-economic perspective, have kicked off a series of attempts at English Language Teaching curriculum improvement. These ventures appear more in line with quick-fix crisis management than long-standing sustainable systems and may have contributed to the disappointing state of EFL in the schools of Bangladesh.

Chapter 2 Literature Review

2.1 Introduction

It was not sufficiently emphasised until recently that research about language learning and language teaching is very much inconclusive and never could be a one off or generalizable framework either for language learning or for language teaching in different parts of the world. In an ever-changing and complex world at every moment somebody somewhere around the world is engaged in formal or informal research on how we learn things. Why do we learn things that we learn, how does learning happen or if at all- is it the result of some kind of teaching? Do teachers need to be educated to teach learners to make learning happen? It is observed from literature review that almost all the theories of language learning or of language teaching evolved or are centred on learners' learning to learn a second or foreign language rather than the emphasis being on teachers' learning to teach a second or foreign language in a particular context.

Before going on to a detailed discussion of how different learning theories complemented the SLA research and how SLA research has been related to second or foreign language teaching at different period of times, we will have a look at how it is currently very much taking a developmental, contextual and socio-cultural turn in teacher training literature.

Widdowson (1984:86) advocates a healthy development of the ELT profession and a link theory and practice while raising questions such as: What are the incentives for innovation from the teacher's point of view? Why all this talk of innovation? Why interfere with the tradition and the certainties of established custom? And answers these questions thus: 'there must always be change, even if it amounts only to a realignment of existing ideas or ideas from the past, a re-contextualization of customary practices and a clearer understanding of the principles which inform technique. If we do not accept the need for change, for renewal, for reform, we deny the *dynamism to our profession.*' (my emphasis p.86)

Therefore any theory could be the guiding principles for teachers but not in a conservative and restrictive way of understanding theory-led teaching; rather they will take theory as ‘initial hypotheses to be tested against classroom experience.’ (ibid, 1984:90). A vital observation by researchers (Bernhardt and Hammadau, 1987; Lange, 1990) is that research on Second Language Teacher Education (SLTE) is comparably insufficient and very much associated with second language teaching itself. It is commonly accepted by researchers that findings on SLTE is ‘not based on reliable data is ‘relatively speculative, comprising an anecdotal wish list of what is best for the teacher’ and contains ‘unexamined assumptions’ thus show there is the need to develop a coherent theory for Second Language Teacher Education (cf. Widdowson,1990; Richards and Nunan,1990; Richards,1998; Rea-Dickens, 1994; Edge, 1989,1992; Maley, 1992,1995; Prabu 1992, Jonshon1992; Underhill 1992, Ur 1996, Freeman and Richards 1996). Moreover, Medgyes (1994) points out that most of the available research findings are from NS-teachers’ teaching context and only occasionally from NNS-teachers teaching context whereas the NNS-teachers are the great majority of today’s English teachers either in ESL or EFL context (cf. Kachru, 1985:29-30, Paikeday, 1985; Rampton, 1990; cited in Medgyes, 1992:340).

As the target of this research is to present a potential context specific approach for teaching English as foreign language in Bangladesh, after reviewing the literature a theoretical framework will be laid down to establish the relevance of such teaching approach in that particular context. Hopefully that context-specific approach could be implemented in similar teaching situations in any developing third world countries where English is gaining a momentum as a medium of communication. Although similar research has been done around the world this research would follow some new insights and better understanding for the researchers, curriculum developer and finally the implementation of the proposed teacher training programme would benefit the trainee teachers themselves which is the ultimate goal of this research to reach to the end-users of innovation in language teaching in the context of Bangladesh.

2.1.1 Theories of Learning and Second Language

Acquisition (SLA)

When we ask the question, what is learning? it sounds much uncomplicated. Still it is not an easy question to answer and this is why it has been a challenging topic and why theories on the nature of learning are many and varied. But historically there are three schools of theorists in the development of the theory of language learning, the behaviourist, cognitivist and constructivist, based on three basic approaches or psychological theories are referred to as behaviourism, cognitivism and constructivism. To offer a comprehensive overview of all the views of learning is beyond the scope of this thesis but the dominant ideas will be touched down right through the discussion where appropriate (cf. Lightbown and Spada,1993; Ellis, 1994; Sharwood Smith,1994; Myles and Mitchell,1998).

SLA researchers have developed some of the possible models for elucidating the big and multifarious areas of second language learning although it is clear enough that no single model could be drawn. Chomsky (1976) proposed the Universal Grammar (UG) model based on principles and parameters of grammar which naturally exist or are built into the human mind. Learning in this model is a clear-cut matter of getting language input into the learner's mind as it considers that proper input can trigger parameters in the learner's mind.

Whereas the Processing Models are focused on how we use language rather than absolute kind of knowledge in the mind, e.g. Bates and MacWhinney's (1981) 'Competition model' follows the tradition of the behaviourist school. Anderson (1993) a bit differently projected a 'cognitive behaviourist' model where he differentiates two kinds of memories, namely declarative and procedural memory. Similarly 'Connectionism' theory was developed by Rumelhart and McClelland (1986) which sees learning as setting up connections between data oriented information in the mind as like computer.

We suggest instead that implicit knowledge of language may be stored in connections among simple processing units organized into networks. While the behaviour of such networks may be describable (at least approximately) as conforming to some system of rules, we suggest that an account of the fine structure of the phenomena of language use and language acquisition can best be formulated in models that make reference to the characteristics of the underlying networks (Rumelhart & McClelland, 1987, p. 196).

However, there is also the 'Information processing' model which views learning as a sequence from controlled to automatic stage (McLaughlin et al 1983). All these models are very much complemented by behaviourist tradition of psychology. Stephen Krashen (1985) set out with 'Input Hypothesis' or 'Monitor' model which consists of five linked hypothesis itself which sees 'humans acquire language in only one way-by understanding messages or by receiving 'comprehensible input' (also Krashen,1981).

Robert Gardner (1985) proposed a rather complex socio-educational model which in principle follows the tradition of constructivism that is basically a theory that people construct and reconstruct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. In that case learning is an ongoing process which explains how individual factors and general features of society interact in L2 learning. According to this model integrativeness and attitudes lead to motivation; and motivation and attitude leads to success. One is complementary to the other. (cf. Cook, 2001)

Cook (2001) states 'It is premature for any of these models to be adopted as the sole basis for teaching, because, however right or wrong they may be, none of them covers more than a small fraction of what the students need.' Cook also cites Spolsky (1989) 'Any theory of second language learning that leads to single method must be wrong.'

Therefore in different times basically the behaviourist and cognitivist views of language learning influenced teaching methodology and materials development. Second Language Acquisition research ,recognised as a valuable field of enquiry for about 3 decades now with its goals of

describing and explaining how learners acquire a second language, has contributed theories, explanations, positions and perspectives that exist as complex multi-faceted phenomena which at times compete and overlap rather like “a many sided prism” (Ellis 1994:667).

By giving a comprehensive account of different L2 acquisition models, Ellis (1994) present a general framework where input is first noticed, then comprehended, then taken in as intake and, through a process of explicit and implicit knowledge, is produced as output. Basically he believes that SLA research findings can indirectly help practicing teachers to make their assumptions about language learning explicit and that they can use this knowledge in pedagogic decision making. The study of SLA provides a body of knowledge which teachers can use to evaluate their pedagogic practices. It affords a learning and learner-centred view of language pedagogy, enabling teachers to examine critically the principles upon which the selection and organisation of teaching have been based and also the methodological procedures they have chosen to employ. Every time teachers make a pedagogic decision about content or methodology, they are, in fact, making assumptions about how learners learn (ibid: 4)

Since teaching is considered as a multi-faceted phenomenon it is for sure that SLA research can not be the only source of information for practicing teachers. Therefore, ‘caution needs to be exercised when it comes to making use of information it supplies. SLA research is not capable of providing teachers recipes for successful practice’ (ibid: 5).

What are the implications of all these theories in language teaching? Or are there any at all?

Johnson (2006), and Freeman & Johnson (1998, 2004) argued for creating opportunities for L2 teachers to make sense of SLA theories in their professional lives and settings where they work. It is realised that transferability of second language acquisition theories in language teaching, in materials deigns or even in teacher education is complex. These theories have implications for language teaching or teacher education but inaccurate explanations or wrong interpretations may lead to chaos or even resistance.

Therefore, researchers are cautious when it comes to applying SLA research to teaching (e.g. Ellis, 1994; Pennycook, 1994; Schumann, 1993; van Lier, 1994, 1997; Block, 1996; Larsen and Freeman, 1997). Moreover, Kachru (1994) and Sridhar (1994) claimed that most of the prominent theories and teaching methodologies were formulated from Anglo-centric contexts and different varieties of context from other parts of the world were ignored. Language pedagogy is considered as a hybrid discipline and it is complemented from a range of other disciplines.

For instance, in the field of Psychology e.g. Skehan (1989) in his seminal work 'Individual Differences in Second Language Learning' has investigated learner characteristics, similarly taxonomies of language learning strategies were presented by Wenden and Rubin (1987); O'Malley et al. (1985); Oxford (1990); Stern (1992); Ellis (1994), etc.

Vygotsky (1978) emphasises that learning necessarily takes place in a social and cultural context, and that learning activities at their most meaningful acknowledge the larger social or community context in which they are implanted. He however argued, like Dewey (1938), that learning as a human activity is integrally tied to the individual's participation in the larger society. Human psychological functions, the development of these functions, and our understanding of them, are not located or situated inside the individual mind, but are grounded in the everyday sociocultural activities in which humans participate (Vygotsky, 1978). Within this perspective, learning is perfected in a participatory process which forwarded the idea of collaborative learning in teaching.

Therefore teacher education/training programmes can incorporate the principles from connectionism and constructivism which views knowledge as something that is not stored in the human mind rather it is constructed and reconstructed through interaction in particular social context. Thus in this kind of contextually oriented approach trainee teachers can reconceptualise their knowledge base by learning and unlearning in a 'socio-cultural process of learning to teach' (Jonshon, 1998; 2006)

2.1.2 Language Teaching and Teacher Education.

Stern (1983) unaffiliated to any particular school of language teaching placed language teaching in an interdisciplinary framework at the intersection of four contributory disciplines: linguistics, sociology, psychology and education. In his view, language teaching in the past tended to adopt a rather 'specialist' ideology in which it was seen in terms of 'methods' based on a narrow application of scientific linguistics and psychology and divorced from a more general context of education. As a result, it neglected its social function as an educational activity and preferred to pursue the more instrumental purpose of training practical proficiency of foreign language skills as an end in itself. In practice this mismatch between language pedagogy and education created number of difficulties, especially when it came to introducing language teaching in the areas of the education system where there was no existing tradition to fall back on, as happened, for instance, in the early years of foreign language teaching in the primary schools (a project with which Stern himself was closely involved in the sixties). Around 1970, however, there was a sea change during which language teaching ceased to be preoccupied with the structure of sentences and adopted a broader social view of language use, a reorientation that was encouraged by the increasing importance of sociolinguistics and diminishing relevance of post-Chomskyan linguistics. This social perspective in language teaching theory prepared the ground for changes in practice. The old 'methods' were replaced by more relaxed 'approaches' that could be adapted to suit different educational circumstances, and educational linguistics (Stern's terminology) was in a much stronger position to explore the relationship between language education and general curriculum studies. (Howatt, 1984)

Teaching doesn't have any single definition nor will it be wise to define that way. It is commonly observed from time to time it is defined as a science, a technology, a craft, or an art and essentially all these different definitions carry their underlie implications. Freeman and Richards (1993) very comprehensively analysed all these definitions and tried to integrate a theoretical framework by unifying them in a common ground in the field of Second language teaching as they stressed 'teaching needs to be examined and understood on its own terms. According to

Freeman (1989:31) 'language teaching can be seen as a decision-making process based on four constituents: knowledge, skills, attitudes and awareness'.

In addition, Freeman & Richards (1996) in the preface of their seminal collection of research papers 'Teacher Learning in second language' showed their concern as 'teacher education is outgrowing the "unexamined stories" that have the basis of its operation. It has been based on either on plain assertion- "This works, believe me!"- or on disciplinary knowledge from beyond the realm of language teaching itself. Freeman (1990) voiced a kind of lamentation when saying 'without a common terminology to describe language teaching itself, beyond the metalanguage described by linguistics, and without a model of how language teaching is taught and learned, those who educate language teachers are confined to so many parallel discussions that argue unfounded comparisons; this advances the activities of the field and the profession sporadically, if at all'.

Therefore this is an urgency to understand the importance of language teacher education itself that is in terms of language teaching itself. It is true that Education is a broader field as a discipline and language teacher education is benefited from its feeder areas of inquiry such as - applied linguistics, research on second language acquisition and methodology etc; but they should not be confused as a the primary subject matter of teacher education. As it is mentioned earlier that teacher education cannot stand on proper footing just with by tradition and assumptions; so any teacher education programmes need to be based on theoretical frameworks and knowledge base of the activity of teaching itself; 'it should centre on the teacher who does it, the context in which it is done, and the pedagogy by which it is done. Moreover, this knowledge-base should include forms of knowledge representation that document teacher learning within the social, cultural, and institutional contexts in which it occurs' (Freeman and Johnson, 1998). It is a very clear-cut paradigm shift in language teacher education which views language learning not as an isolated individual phenomenon rather as one inherently embedded in shaped by situated social interactions. Consequently either for language teachers or teacher educators it is a huge turn to socio-culturally oriented perspective view of teaching which values learner identity (who

they are) and the context (where to teach) (cf. Freeman, 2004; Johnson, 2006). Therefore I will try to integrate this 'socio-cultural turn' in the context of Bangladesh and its relationship and implications for teacher training/education/development programmes in that specific context following this paradigm shift in momentum.

2.1.3 Theory and Practice in Language teacher Education.

When today we oppose "practice" to theory we usually have in mind lived life as opposed to abstract ideas, or else man's acting as opposed to his "mere" thinking and reflecting. Almost nothing in this distinction which today is found in all European languages, reminds us of the fact it is a last relic of several categories in terms of which the Greeks tried to tackle a question highly characteristic of their culture, namely, which is the best and most desirable of lives. For when the Greek opposed to each other *episteme* and *phronesis*, they, they did not have in mind abstract doctrines in contrast to concrete application (Nicholas Lobkowitz, 1967:3) . This classic controversy of Plato's and Aristotle's conceptions of rationality is mentioned by Kessels and Korthagen (1996) arguing that the development of perceptual knowledge (*phronesis*) not conceptual knowledge (*episteme*) should be the central to teacher education programmes. (cited in Johnson, 1996)

Downey and Kelley (1986: ix) in the introduction of their book 'Theory and Practice of Education' rightly observe 'the gulf between theory and practice yawn so that discussions of educational issues can still be divided into those that are academic to the point of almost total irrelevance and those that, in their determination to be practical, loses sight of the need for proper rigour and right kind of academic basis. The academicism of the former has been rejected by many practising teachers so that, since there can be no practice in any sphere without principles of some kind; they have come to rely on little that is more substantial than folk-lore, intuition or even passing whims and fancies. On the other hand, the absence of any kind of intellectual base for the other kind of debate has prevented the emergence of a satisfactory form

of educational theory and has led to an undue reliance on other more clearly established bodies of knowledge- in particular those of philosophy, psychology and sociology’.

Consequently even in language teaching pedagogy theory usually linked with linguistic theory or learning theory. Audiolingualism was derived from the research on learning associated with behavioural psychology (Brooks, 1964 cited in Freeman and Richards, 1993), according to Long and Crookes (1992 cited in *ibid*) the basic rationale for Task-based Language Teaching (TBLT) derives from [second language acquisition research],.....they write as ‘TBLT is distinguished by its compatibility with research findings on language learning, a principled approach to content selection, an attempt to incorporate findings from classroom centred research when making decisions concerning the design of materials and methodology.’ Times to time questions like ‘what is the relevance for classroom practice?’, ‘what is the relationship between theory and practice in language teaching?’ It is true that either trying to find a very definitive relevance or selective relationship is a very hard task because across literature researchers and teachers educators voiced their concern over the issue of gap between theory and practice in language teaching and urged for building a bridge to minimise or cover up the gap therein. Buchmann (1984:422, cited in Johnson, 1996) for example, states “research knowledge, is only a fragment of human awareness, precious no doubt, but not created for the purpose of actions, not sufficient to determine them”. Therefore Johnson (1996:766) agrees with Buchmann (*ibid*) that, conceptual knowledge, or theory, should be viewed as only one aspect of teachers’ knowledge base in teaching but others aspects of teachers knowledge, namely, common sense, personal commitment, external policies such as school curriculum and mandates, must also be recognised as part of a valid knowledge-base for classroom practice. Johnson (*ibid*) also clarifies her position ‘theory often fails to inform practice because the problems that arise in practice are generally neither caused by nor the result of teachers’ lack of knowledge about theory’ (cf. Jo and Steven McDonough, 1990). Although there is point and counter point for and against the usability of theory in practice, we still need theory as a guiding principle not as an alternative to practice itself. As practice is defined as a real time located events with real students and very

much experiential in nature so ‘we need to seek a broader epistemological framework that is more connected to the activity of teaching itself and within which both conceptual knowledge (known as theory) and perceptual knowledge (known as practice) (Kessels and Korthagen, 1996) are highlighted, valued and experienced so as to inform and reform teachers’ practices. Therefore theory and practice are both complementary and interdependent to each other. (cf. Widdowson 1984, 1990; Ur 1996, Wallace, 1991).

Rahman (1999) observed SLTE courses, within B.Ed programme in Bangladesh and found, the education of English language teachers until recently is often based on the content learning of linguistics theories, psycholinguistic theories or even pure phonetics.

Therefore it is strongly felt that in this ‘classical humanistic’ and ‘top-down’ education scenario of language teachers training in Bangladesh demands an urgency of further research to be endorsed to bridge the gap between theory and practice and consider the practicality of real-time classroom teachers.

2.1.4 Teacher education versus Teacher training and teacher development

Training is the present participle of the verb to train; it means the activity of imparting and acquiring skills and generally related to technical skills rather instrumental in nature. The training view of teacher learning follows the transmission angle of knowledge. In that process product approach teacher learning is anticipated as very much repeated behaviouristic pattern and very much linear in characteristic. Ironically until recently teacher training was a popular term to be used with the connotation of teacher education programmes. But following the development of cognitive and constructivist school of knowledge, researchers and teacher educators disapprove the idea of teacher training and ultimately take on the term teacher education which is rather broader and holistic in approach. Still today the two terms teacher training and teacher education are continued to be used interchangeably (Fanselow & Light, 1977; Freeman 1983; Stern 1983;

Stevens, 1981 cited in Freeman, 1989) as a convenience to speak about teacher preparation. Widdowson (1997:121) differentiated the two terms thus:

The traditional term teacher training, for example seems to be solution oriented, and to carry the implication that teachers are to be given specific instruction in practical techniques to cope with predictable events; whereas teacher education seems to be problem oriented, and to imply a broader intellectual awareness of theoretical principles underlying particular practices.

Many others such as Larsen-Freeman 1983, Richards and Nunan, 1990, Freeman and Richards 1993, 1996; Edge 1994, Ur, 1992, have taken up the same line and opposed the prescriptive nature of teacher training claiming that ‘good teaching is a complex, abstract phenomenon comprising clusters of skills, such as those relating to classroom management and lesson structuring. These cannot readily be atomized into discrete skills to be mastered separately’ (Richard and Nunan, 1990:1)

Similarly, Freeman (1989) says ‘the term education is preserved as the superordinate; teacher training and teacher development are used to describe the strategies by which teachers are educated.’ Concurrently he clarifies ‘training as a strategy, [it] is clear and direct.....it is based on an assumption that through mastery of discrete aspects of skills and knowledge, teachers will improve their effectiveness in the classroom. Furthermore, training assumes that this mastery of discrete aspects can and does aggregate into a whole form of teaching competence. Whereas, according to him ‘development is a strategy of influence and indirect intervention that works on complex and integrated aspects of teaching; these aspects are idiosyncratic and individual. The purpose of development is for the teacher to generate change through increasing or shifting awareness’ and ‘development is far less predictable and directed strategy than training.’ Therefore either teacher training or teacher development is part of teacher education itself and their relationship is very much symbiotic. I understand that in the context of Bangladesh a combined (both holistic and atomistic) approach can be taken up; as from literature (cf. Widdowson 1990,1997; Larsen and Freeman,1983; Ur 1992,1996).

2.1.5 Different models of teacher education

Historically there are three models of professional education such as:

1. Craft model
2. Applied science model.
3. The reflective model.

2.1.5.1 Craft model

This model is linked with the rising of craft guild during the Middle Ages and was prominent until about the end of Second World War. In principle it follows the transmission model or ‘apprenticeship’ of knowledge from expert practitioner; that means the novice is a passive recipient of skills or rather imitator of knowledge that pass down by the expert mentor. (cf. Stones and Morris, 1972; cited in Wallace 1991).

Currently in language teacher education craft model is denounced by the researchers and practitioners on the ground that it in an ever-changing world this model views knowledge as finite and static and ‘does not allow for the explosion of scientific knowledge concerning the very bases of how people think and behave, to say nothing of the tremendous developments in the subject areas which teachers teach’ (Wallace, 1991:7). Whereas, Nunan (1990; in Brumfit and Mitchell 1990:16-32) elaborates an early teacher development programme in Australia where experienced teachers were selected as support personnel to work as mentors with beginner teachers in a non-threatening environment. Similar approach is preferred by Gebhard (1990), Wallace & Woolger (1991, Pasdunrata Scheme in Sri Lanka) and Moon (1994, mentorship scheme in Bhutan) and supported the operational value of site based mentors to share the responsibility for assisting new teachers to articulate, problematise and operationalise the

understanding of pedagogic acts. Richards and Pennington (1998) recommends exposure of novice teachers to the cognitive skills of expert teachers at their survival stage. Kontra (1997) emphasises the potentiality of linking craft and awareness in one's particular context not just mere imitation. Therefore craft model is still useful and remains in the profession though in different forms. It is clear enough that beginner teachers need to have some skill based knowledge for building confidence initially and then can successfully incorporate these skills.

2.1.5.2 Applied science model

In the applied science model, the trainee learns by putting into practice the findings of scientific knowledge and experimentation conveyed to him/her by those who are experts in the field. Possibly this model concurs the flourishing of empirical sciences in 19th and 20th centuries. In teacher education this technical rationalist approach writers/researchers usually 'analyse teaching problems using scientific knowledge to achieve certain clearly defined objectives' (Wallace, 1991). This model is very much instrumental in nature and 'essentially one-way' (ibid). This model is a top down model where chances remain of using teachers as good-for-nothing just consumer of the research. This model has got a narrow outlook such as if any teachers cannot fit the empirical findings from a research into their classroom possibly are blamed for the problem arises from inappropriate application. Conversely Wallace (1991) suggests 'good teaching is an undeniably complex activity, and there is no guarantee that it will ever be fully predictable in a logical way according to scientific model' (ibid).

In this research model there always remains an imposed gap between the researchers/academicians and practitioners which hinders the open ended approaches of cognitivist and connectionist paradigm of learning; consequently leads towards an uncomfortable superiority-inferiority complexity between 'thinkers' and 'doers'.

Despite all these negative notions still today the influence of this model is prevalent in the research arena.

2.1.5.3 The Reflective model

Historically Dewey (1933), who himself drew on the ideas of many earlier educators such as Plato, Aristotle, Confucius, Lao Tzu, Solomon and Buddha (Houston, 1988), is acknowledged as a key originator in the twentieth century of the concept of reflection (Hatton & Smith 2006). Reflective thinking generally addresses practical problems, allowing for doubt and perplexity before possible solutions are reached (ibid). The work of Dewey (1933) and Habermas (1971) (both cited in Moon, 1999) is described as the backbone of the study of reflection. Dewey describes reflection as ‘the kind of thinking that consists in turning a subject over the mind and giving it serious thought’ and to him reflective thinking is ‘Active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conscious to which it leads.....it includes a conscious and voluntary effort to establish belief upon a firm basis of evidence and rationality’ (ibid)

Habermas (1971, cited in Moon, 1999) was concerned about the source and nature of knowledge. He argued that ‘the interpretations in social sciences are themselves are derived from subjectively influenced research and therefore a continuous evaluation of manners in which the knowledge has been generated is required’ and to him reflection is a tool used in the development of particular forms of knowledge (ibid).

Both Dewey and Habermas agree on the notion that reflection serves to generate knowledge.

Donald Schon’s (1983, cited in Moon, 1999) book *The Reflective Practitioner* his original account ‘knowing-in-action’ describes the orderly response to a situation in which expectation of the effect on an action accord with the action that arises and its actual effects. According to him it has ‘a form, an inner logic according to which reflection on the unexpected consequences of one action influences the design of the next one’ (Schon, 1992 in ibid)

Again Schon (1987, cited in ibid: 43-44) distinguishes the process of reflection –in-action from that reflection-on-action: ‘Clearly it is one thing to be able to reflect in an action and quite another to be able to reflect on our reflection-in action so as to produce a good verbal description

of it; and it is still another thing to be able to reflect on the resulting description [of action]' and he uses the term 'knowing-in-practice' and distinguishes between the routine functions of the profession, and learning how to cope with situations of uncertainty where the process of reflection-in action operates and the artistry of the profession demonstrated. Moreover he preferred the use of 'practicum', which is like a laboratory environment in which professional action can be explored (in Moon, 1999:44-45)

Wallace (1991) proposes the reflective model of FLTE yet the term reflections appears frequently in the language teaching literature (cf. McTaggart & Kemmis, 1982; Barlett, 1990; Swan, 1993). According to Barlett (1990) reflective teaching was popularised by Cruickshank (Cruickshank and Applegate 1981; Cruickshank et al 1981) and Zeichner (Zeichner 1981-2; Zeichner and Teitlebaum 1982; Zeichner 1983). Wallace (1991) has denounced either craft model or applied science model as one off model rather he presents reflective model taking assimilation from Schön's (1983) concept of the 'reflective practioner' and his reflective model provides equal emphasis on both to experience and to the scientific basis of the profession. He sees professional education as combination of two key constituents received knowledge and experiential knowledge. Received knowledge consists of facts, data, and theories etc. which are either by necessity or by convention associated with the study of a particular profession. The experiential knowledge referred to mainly the experience being gained from direct experience from practicing the profession itself. This model is an unending continuum as "continuing cycle of practice and reflection leading to a dynamic development concept of 'professional competence'" (Wallace 1991:59).

Wallace (1991:48-59) in his modified reflective model divides process of professional development as: Stage1, Stage 2 and Goal.

Stage 1: This is considered as the pre-training stage of the trainees (pre-service, in-service or self-development) which keeps in mind the phenomenon of 'conceptual schemata' Macleod and McIntyre (1977:260) or metal construct of the trainees before starting the course and Wallace

explains the term construct broadly as 'to include a cluster of related concepts such as ideas, beliefs, attitudes etc. all of which shape our behaviour in various typical or consistent ways'. Because trainees come into the training room are not empty vessels and they do not join the training programme with a blank mind.

Therefore this is a remarkable progress which values teachers as individuals, teachers as social beings, their experiences, their identity, their perspectives and their cognition following a constructivist approach to learning.

Stage 2: This is cyclical stage of practice and reflection and a continuum in the course of professional development. At this stage trainees interact with their received knowledge along with their conceptual schemata and experiential knowledge, i.e. practice to achieve the goal of professional competence which might lead to a continual self-evaluation and self-improvement. However, in a broader term practice comprises direct classroom teaching and other forms as classroom observation, watching videoed lessons, micro-teaching, analysing lesson transcripts etc. Wallace's reflective model very importantly a way forward for 'breaking down the barriers of between 'received knowledge and 'experiential knowledge' (Wallace 1991:59)

Furthermore the continuing cycle of practice and reflection makes the relationship between practice and theory very mutual and that empowers teachers as researchers. Possibly Wallace's reflective model is neither something radical nor revolutionary in the field foreign language teaching rather it is a 'compromise solution' which give due weight both to experience and to the scientific basis of the profession (ibid:17). It offers a coherent rationale for good teaching practice, a framework for 'exploring some fundamental questions on the nature of teaching, and then to see how the answers to these questions lead naturally to the consideration of certain techniques and approaches (ibid: 3). As a model it is not a copycat approach like craft model or instrumental like applied science model rather this reflective approach aims to empower teachers to manage their own professional development and enable teachers to be more effective partners in innovation. He strongly argues that teachers role as reflective practitioner can raise the status

of teaching as a profession (ibid; 166). Finally his reflective model already has got huge acceptance among teacher educators.

For example, Richards and Lockhart (1996), Ur (1996), Medgyes and Malderez (1996) have adopted the framework of the reflective model. 2.1.4 Innovation and the role of teachers:

From the above discussion (cf. chapter-1) it is clear enough that CLT was introduced in Bangladesh targeting a shift away from the traditionally established grammar-translation curriculum content and classroom practice towards 'Communicative competence'; a shift from fact/ memory-centred methodology towards something that is grounded to a language in use theory. What is important in that perspective is that any curricular innovation process should involve all parties involved in the process. Otherwise it is bound to be a failure. As White (1991) suggests, in the first place, the aims and objectives of the innovation should be clear and secondly the innovation proposals and their classroom implications should be assured to all those involved in the process. Stenhouse (1975, cited in White, 1991) also recommends consultation and training level for smooth transition between the old and new.

In fact, classroom teachers are the first persons who encounter any brand new changes and consequently they are the decision-makers at classroom level in what to teach and how to teach after introducing changes in curriculum. Therefore, any 'top-down' efforts of curricular innovation carrying a notion like the teacher doesn't matter would be frustrated at the classroom level of implementation.

Brindley and Hood (1991, in Markee, 1997) strongly argues that teachers must experience innovations firsthand if they are to adopt and incorporate these changes into their pedagogic practice. In addition, the emphasis on the central role of teachers in educational change is also common in educational literature (Fullan, 1982, 1993, Stenhouse, 1975, cite in ibid.). Indeed, this position is getting support from in the field of language teaching (Brumfit, 1991; Freeman, 1992; Richards & Lockhart, 1994, cited in ibid.). Fullan (1982) also clarifies that the fact that teachers are key players in all language teaching innovations.

Therefore, I believe that any innovation should lead a way forward that ultimately integrates the end-users teachers and learners themselves to feel a sense of ownership of innovation. Markee (1997:15) suggests, 'teachers must perceive change to be relatively advantageous to them if they are to accept it. Furthermore, if they are to own innovations, teachers must have the opportunity to clarify their ideas about language education and engage in ideological as well as behavioural change- a difficult though not impossible goal to achieve' or 'a change process... will only be successful if it is owned by those on whom the change most directly impacts' (Kanter 1983, Fullan 1991, Bennett et al. 1992, Newton and Tarrant 1992, Wilson 1992; cited in Anderson 1998:168).

To illustrate, we can say if the ultimate aim of teaching is to make the learning happen then it is possible only when teachers get the chance to engage themselves actively in the innovation process itself. Keeping them out of the circle no curricular innovation can have a long lasting effect on the teaching learning process.

Fullan (1993:15) terms teachers as 'convenient entry point into the larger process of curricular innovation.' Moreover, Markee (1997) emphasizes the need for developing methodological skills for teachers as 'innovation must also engage teachers in more abstract tasks of developing their methodological skills'.

Therefore, it is very reasonable to engage teachers to accommodate 'new insights and new experiences in teaching'. This is necessary in the interest of learners. If teachers are not educated in this sense then they cannot devise expertise from experience, they cannot act as mediators of ideas, either their own or those of other people, and cannot therefore discharge their pedagogic responsibilities. (Widdowson, 1984:88)

2.1.6 CLT & the role of teachers

It is clear enough as White (1988:24) points out that 'different models of curriculum represent the expression of different value systems and, consequently, of quite divergent views on education'. The grammar-translation method is an expression of classical humanism. Audio-lingualism and notional -functional syllabuses can be viewed as different realizations of reconstructionism. (ibid. 25). Krashen and Terrell (1983), Breen and Candlin (1980) and Prabhu (1987) whose syllabuses coincides with progressivism that follows 'doing things for' or 'doing things with' the learner whereas conversely reconstructionism involves 'doing things to' him or her (Davies 1976:32; cited in ibid. 25). It is noted that foreign language teaching in Europe and America during 1950s was dominated by audiolingualism a behaviouristic or 'habit formation' approach. Later Chomsky (1957, 1965) appeared on the scene and claimed his strong position against audiolingualism while he defines Competence as "the speaker-hearer's knowledge of his language" and performance as "the actual use of language in concrete situations" while Hymes (1972) suggests a different notion of 'communicative competence' which includes not only linguistic or grammatical competence but also contextual or social linguistic competence made of rules of appropriateness of use. The work of Wilkins (1976), Van Ek and Alexander (1975) and the Council of Europe, have served us well in providing a starting point for defining and subsequently developing the communicative approach.

Canale and Swain (1980:30) added "strategic competence" as "will be made up of verbal and non-verbal communication strategies", which may be called into action to compensate for breakdowns in communication". Realizing the drawbacks of giving emphasis only on linguistic competence the Language teaching profession developed the Communicative Language Teaching (CLT) approach (cf. Nunan, 1988; Richards and Rodgers, 1986; N'Zian, 1991). Holliday, (1994) proposes the weak version of CLT as 'this version focuses on the practice of language use' in considering the context as collaborative work has positive function of language use then teachers could still arrange 'within a context provided by a 'function', 'notion' or 'topic' followed by a 'communicative activity' to practise the language item. Whereas the Strong

version's focus is not on language practice but on learning about how language works in discourse as an input to new language production (pp.170-172).

In the literature, two differing perspectives of language teaching have dominated is ESL/EFL pedagogy; a product view and process view. Two mainstream approaches adopting this perspective, the product view, focus on learner mastery and accurate use of discrete language items through a transmission model of teaching. On the other hand, understanding the process oriented models there is an assumption that language is used for communication purposes.

These perspectives under lies both the CLT approach (Little wood, 1981; Savignon, 1983) and task based teaching (Long, 1985). This approach views language as Richards and Rodgers (1986:71) point out:

1. Language is a system for the expression of meaning.
2. The primary function of language is for communication and interaction.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features but categories of functional and communicative meaning as exemplified in discourse.

It has also been concluded that the teacher's role in communicative language teaching must be different from his role in traditional teaching: instead of being, as s/he used to be, the 'teacher' that is the 'knower', always correcting and dominating everything, his/her role has to that of co-participant or a 'co-communicator' (cf. Littlewood, 1981). It sounds similar to Lange (1990) as he proposed a resolution based on the work of Freire (1970, 1973). He suggests an approach to learning where teachers and students have equal importance, although their experience and input may be different. Teachers provide opportunity, resources, support, encouragement and expertise while students have the major decision making role in determining what to learn in order to empower their lives. Current foreign and second language teaching methodologies based on Communicative Language Teaching (CLT) suggests that there is a benefit in switching from the

traditional teacher-centered classroom setting. One of the main differences with traditional ways of teaching languages lies in the role of teacher and learner. The development of CLT has had a dramatic effect on the roles that learners and teachers are required to adopt in the second language class-room (Nunan, 1989). In the communicative classroom, learners have an active, negotiative role (Breen & Candlin, 1980). The learner's new role requires a mutual change in the traditional role of the teacher, who, no longer the sole source of power, authority and control in the classroom, becomes an adviser, manager, resource person, facilitator, and co-communicator.

The communicative approach shifts the focus to learner in several aspects of classroom instruction: The curriculum reflects the needs of the learner, the activities engage learners in communication (involving information sharing and negotiation of meaning), and the teacher's role is that of facilitator in the communication process (Nunan, 1989).

2.1.7 Context, issue of methodology & CLT

The context of an event, word, paradigm, change or other reality includes the circumstances and conditions which surround it; context in language use has two meanings: (a) the surrounding text or talk of a word, sentence or turn — also called 'co-text', and (b) the dimensions of the communicative situation that are relevant for the production or comprehension of discourse.

In communications, linguistics and discourse analysis context is the way participants define the relevant dimensions of the communicative situation of a text, conversation or message, such as the Setting (Time, Place), the ongoing Activity (e.g., a family dinner, a lecture, a parliamentary debate, etc.), Participants and their roles (e.g., speaker, friend, journalist, etc.), and the Goals, Plans/Intentions and Knowledge of the Participants. Speaker/Writer contexts typically control how discourse is adapted to the social situation, for instance by varying its style: 'how' things are said. Recipient contexts control how participants understand discourse, for instance as a function of their roles, goals, knowledge or interests. <<http://en.wikipedia.org/wiki/Context>>

The Oxford advanced learners dictionary defines 'context' (2) as 'circumstances in which something happens or in which something is to be considered'. Teaching-learning process takes place in certain setting or 'lived out in a particular context' (Ian Tudor, 2001:135). According to Byram and Grundy (2003:1) the language teaching profession has given 'recognition of the social and political significance of language teaching' and there is also 'a greater awareness of learners as social actors in specific relationships with the language they are learning, relationships which are determined by the sociopolitical and geopolitical circumstances in which they live'. They add that 'simultaneously, methodologists have developed a more differentiated view of learners as human beings with feelings and identities which have to be taken into account by those who wish to help them to learn'. A realistic and sustainable approach to pedagogical planning needs therefore to take account of the inner logic or theoretical potential of the methodology, but also the context in which teaching and learning are to be conducted. This involves consideration of the practical conditions in which teaching is to be conducted as well as of the attitudes and expectations of the participants with respect to teaching and learning (Ian Tudor, 2001:132). Therefore, 'contextual appropriacy of methodological options' (ibid.) should be considered. If we consider that context plays central role in teaching-learning then one methodological principle could be appropriate for one specific context but the opposite could happen in a different context. Ian Tudor takes both the pragmatic and mental components of context into consideration and points out that pragmatic factors such as class size, the availability of teaching learning resources, the hierarchical and decision making structures in place, levels and orientation of teacher education, and teacher salaries can provide a variety of insights into the feasibility of certain methodological options while at the same time mental components of the context include the belief and value system of the target society, its educational traditions and practices, and approach to language teaching and learning current in the society in question. Finally this author (ibid: 211) suggests 'methodological choice needs to be made not simply on the basis of theoretical principle, but also with respect to their interaction with context'.

Holliday (1994:1) argues that 'any methodology in English language education should be appropriate to the social context within which it is to be used'. He makes distinction between the BANA (Britain, Australia and North America) and TESP (tertiary, secondary and primary) to refer to the countries which respectively are suppliers and receivers of ELT resources and he refers to the unfairness and cultural inappropriacy of exporting methods from western BANA countries. Breen (1986) and Bowers and Widdowson (1986) suggest adapting methodology to suit particular contextual circumstances. Prabhu (1990), for instance, questions 'the best method' and points out 'what is best depends on whom the method is for, in what circumstances, for what purpose, and so on'. Actually he tries to establish a relationship between contextual factors and instructional methods while cautions 'contextual variability would serve not as a means of avoiding of methodological issues, but as a possible new approach to resolving them' (ibid.163)

Finally he comments that 'the best method varies from one context to another does not help because it still leaves us with a search for the best method for any specific teaching context' yet he finally concludes as 'it is best for each teacher to operate with his or her own sense of plausibility at a given time'. In an article Bax (2003) claims that CLT 'sidelines the context in which we teach' and he attempts to combine 'methodology and context' together while suggesting 'the first priority is the learning context, and the first step is to identify key aspects of that context before deciding what and how to teach in any given class' and he concludes by giving forecasts that 'CLT will still play an important role, but will only be invoked, if at all, when all contextual factors in the particular classroom, with those particular students, in that particular country and culture have been fully assessed.'

Breen (1985, in Kumaravadivelu, 1994) suggests we must treat classroom activity as a social event jointly constructed by teachers and learners. Allwright (1983:196) also terms the lessons as 'socially constructed event' (in Ian Tudor, 2001). Furthermore, Canagarajah (1999) giving examples from Srilankan contexts shows that 'pedagogies are not received in their own terms, but appropriated to different degrees in terms of the needs and values of the local communities.

Multifarious contextual factors- institutional, material, and cultural- play a part in shaping the realization of imported methods'.

Kumaravadivelu (1994) advocates that in a post method condition teachers are compelled to give up thinking in terms of pre-defined methods and clarifies his position by quoting Nunan, 1991; Pennycook, 1989; Richards, 1989 'none of these methods can be realized in their purest form in the actual classroom primarily because they are not derived from classroom experience and experimentation but are artificially transplanted into the classroom and, as such, far removed from classroom reality'. Finally he presents 10 Macro-strategic frameworks to help teachers become an autonomous decision makers rather than following a pre-defined method. Martha C. Pennington (1990: 135) states that 'no one teaching approach is appropriate for every situation. It also a matter of education and training, so that the teacher develops a wide range of repertoire of knowledge and skills that can be called upon to meet the demands of a given students population or classroom situation'. Indeed, 'it is important to recognize that what happens in a specific classroom is influenced by political, social, and cultural factors of the larger community' (Mckay, 2003). Case studies such as Holliday, 1994, 1996; Coleman, 1996; Shamim, 1996; Cortazzi and Jin, 1996 also prove this view.

Also writers such as Kramsch and Sullivan (1996) and Ellis (1996) emphasize the need to tailor pedagogy to the local contexts. In fact, what is the appropriate method for a context where English is treated as an International language?

In literature there has been much debate on the social, economic, cultural, and linguistic consequences of global spread of English and its desirability or impact (cf. Berns et al., 1998, 1999; Crystal, 1999, 2000; Pakir, 1999; Philipson, 1999a, 1999b quoted in Warschauer, 2000). The expansion of English has its strong critics, such as Philipson and Skutnabb-kangas (1996), who view global English as a medium for linguistic imperialism (Philipson, 1992) or even genocide (Skutnabb-Kangas, 1999). Pennycook (1995) points out that, English carries a set of ideologies, values and norms based on the history of its development and use. But from the

example of South African liberation struggle we can see that it can be assembled as a weapon of the deprived humanity (cf. Peirce, 1989). 'The learning of English, considering its hegemonic role in international exchanges... can contribute to the formulation of counter discourses in relation to inequalities between social groups' (cited in Cox & Assiss-Peterson, 1999:434 in *ibid.*). According to Cox & Assis-Peterson (1999 in *ibid.*) English could be an ideological instrument to fight against unequal power relations. Importantly enough it is predicted that by 2025 there will be more speakers of English as a second/foreign language than speakers of English as a first language and people will be learning English not just to interact with native speakers, but to access information in English and to interact with other non-native speakers (cf. Crystal, 1997; Graddol, 1997; Warschauer, 2000; Mckay, 2002, 2003).

Sandra Lee Mckay (2003) in her paper 'Toward an appropriate EIL pedagogy: re-examining common ELT assumptions', argues that the teaching of English as an International language (EIL) should be based on an entirely different set of assumptions than has typically informed English language Teaching (ELT) pedagogy. The author maintains that 'Clearly the first step toward an appropriate methodology must be for local educators, as Kramersch and Sullivan argue, to be involved in a "pedagogy of appropriation" in which they retain control of the teaching of English. As Carnagarajah (1999: 90-1) argues:

“If English teaching in periphery communities is to be conducted in a socially responsible and politically empowering manner, the authority for conceiving and implementing the curriculum and pedagogy should be passed on the local teachers themselves.” (Quoted from McKay, 2003)

Therefore, it is understood that the important issues are not which method to adopt but how to develop procedures and instructional activities suitable for a particular context that will develop and enable our students to learn English (cf. Prabhu, 1990).

Bangladesh, where English language teaching is moving forward a CLT based approach to syllabus renewal, reflects the apparent paradigm shift in the teaching-learning process. The immediate changes were reflected in the general English textbooks of the secondary and higher secondary schools, which integrated the major language learning skills, i.e., reading, writing, speaking, listening with an increase emphasis on the oral components. For a further discussion I

would like to mention here that Prof. Shamsul Hoque (2002), ELT adviser of Bangladesh Open University observes that 'with the introduction of the communicative syllabuses, textbooks and assessment system at primary, secondary and higher secondary levels, most teachers not trained in CLT would find it difficult to teach and test their students'. He also states that "teachers generally follow traditional method (based mainly on lecture) which they have inherited from their own teachers at university. As a result asking them to teach the recently developed language textbook, using CLT, is like trying to push a square peg in a round hole.'

Moreover he also noted that 'if trained teachers teach these textbooks, students will learn English by practicing the four basic language skills namely listening, speaking, reading and writing. Once this teaching-learning strategy becomes sustainable in the country, the students will not be required to memorize the textbook contents or depend on notes to pass the examination'. Moreover, Shahidullah (2003), studying the present classroom teaching-learning practice in Bangladesh, identifies that the factors such as- the traditional lecture-based teaching, teachers' negative attitudes, teachers' unfamiliarity with the major methods and approaches, contextual factors (i.e., class size, seating arrangements, teaching-learning equipment), wrong testing methods are the main obstacles for the effective [task-based] language learning for the students of Bangladesh. (cf. Shahidullah, 2003; Sinha, 2001)

2.1.8 Innovation and the role of teachers

From the above discussion (cf. chapter-1) it is clear enough that CLT was introduced in Bangladesh targeting a shift away from the traditionally established grammar-translation curriculum content and classroom practice towards 'Communicative competence'; a shift from fact/ memory-centered methodology towards something that is grounded to a language in use theory. What should be important in that perspective that any curricular innovation process involves all parties in the process. Otherwise it is bound to be a failure. As White (1991) suggests, in the first place, the aims and objectives of the innovation should be clear and secondly the innovation proposals and their classroom implications should be assured to all those

involved in the process. Stenhouse (1975, cited in White, 1991) also recommends consultation and training level for smooth transition between the old and new.

In fact, classroom teachers are the first persons who encounter any brand new changes and consequently they are the decision-makers at classroom level in what to teach and how to teach after introducing changes in curriculum. Therefore, any 'top-down' efforts of curricular innovation carrying a notion like the *teacher doesn't matter* would be frustrated at the classroom level of implementation.

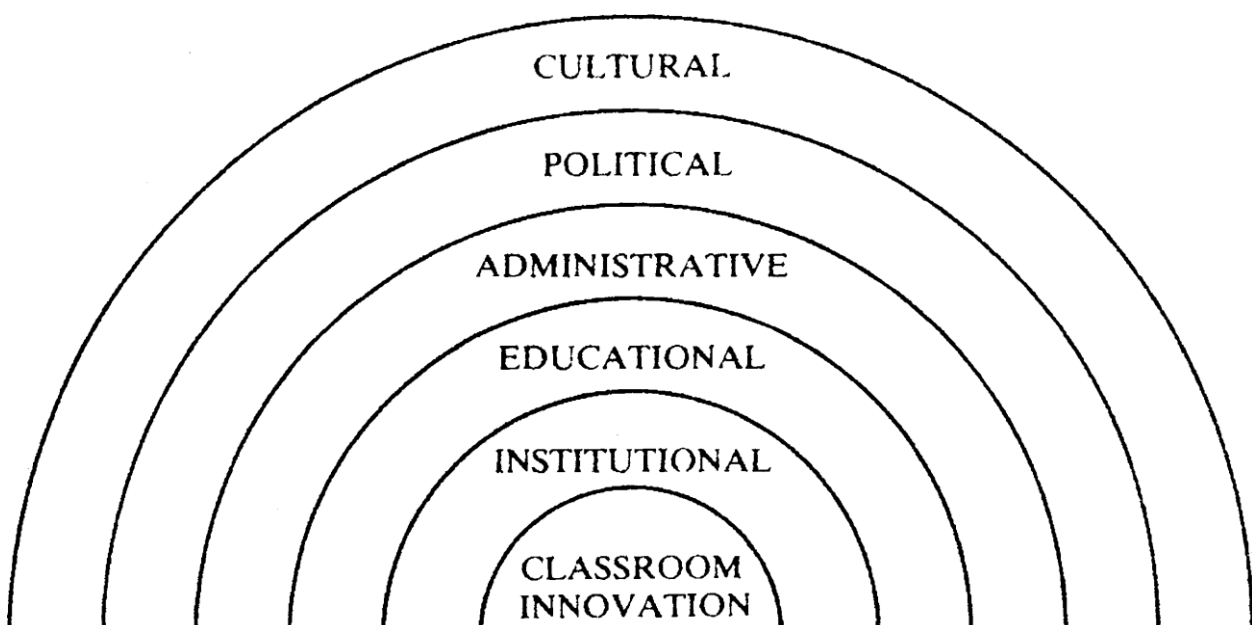
Brindley and Hood (1991, in Markee, 1997) strongly argues that teachers must *experience* innovations firsthand if they are to adopt and incorporate these changes into their pedagogic practice. Markee (1993) mentioned that the actual participants in the implementation of any given curriculum innovation vary from context to context. Under a specific context, participants “tend to assume certain social roles which define their relationships with other participants” (p. 230). Lambright and Flynn (1980) identified five respective roles for participants in the innovation process: adopters, implementers, clients, suppliers, and entrepreneurs. Kennedy (1988:329-42) used these same distinctions to analyse the roles of participants at a Tunisian university. He suggested that officials in the ministry of education, deans, and heads of departments are adopters in curriculum implementation of English language teaching. Teachers are implementers, students are clients, curriculum and materials designers are suppliers, and the expatriate curriculum specialists are entrepreneurs or change agents.

Kennedy (1988) also pointed out that the roles that participants play may not be mutually exclusive. (cf. Waters, 2009; p.437)

Figure 1: (Kennedy 1988: 335)

“If, for example, adopters exercise a high degree of control over suppliers and implementers (often the case in centralized educational systems), the latter’s freedom to adapt plans and to devise materials appropriate to their circumstances may be severely curtailed. This top-down planning approach means that feedback from clients, if collected at all, is rarely incorporated into revision of materials, and that feedback from implementers is seldom asked for and is not likely to reach upwards to the adopters.” (Kennedy 1988: 335, also cited in Waters, 2009; p.437).

Widdowson (1993) pinpointed the importance of taking into consideration teachers’ roles in relation to other participants, such as policymakers, researchers, materials designers, and learners involved in the educational process. Due to the complexity of implementing a proposed curriculum, researchers in general education and language education explore what is going on in the “black box” where implementation problems reside. Fullan (1982) and Fullan and Stiegelbauer (1991) stated that research findings have indicated a need to identify factors affecting implementation. The complexity of the educational change process, however, makes it somewhat difficult for researchers to search for different ways to best characterize implementation. Fullan and Stiegelbauer’s (1991) mode of analysis was comprehensive, thought-provoking, and profound, and provided powerful insights into the complexity and the dynamics of educational reform. More importantly, their model has exerted enormous influence on later researchers and scholars interested in curriculum implementation.



getting support from in the field of language teaching (Brumfit, 1991; Freeman, 1992; Richards & Lockhart, 1994, cited in *ibid.*). Fullan (1982) also clarifies that the fact that teachers are key players in all language teaching innovations.

Therefore, I believe that any innovation should lead a way forward that ultimately integrates the *end-users* teachers and learners themselves to feel a sense of ownership of innovation.

However, Markee (1997:15) also suggests,

'teachers must perceive change to be relatively advantageous to them if they are to accept it. Furthermore, if they are to own innovations, teachers must have the opportunity to clarify their ideas about language education and engage in ideological as well as behavioural change- a difficult though not impossible goal to achieve' or 'a change process... will only be successful if it is owned by those on whom the change most directly impacts' (Kanter 1983, Fullan 1991, Bennett et al. 1992, Newton and Tarrant 1992, Wilson 1992; cited in Anderson 1998:168).

To illustrate, we can say if the ultimate aim of teaching is to make the learning happen then it is possible only when teachers get the chance to engage themselves actively in the innovation process itself. Keeping them out of the circle no curricular innovation can have a long lasting effect on the teaching learning process. Fullan (1993:15) terms teachers as '*convenient entry point into the larger process of curricular innovation.*' Moreover, Markee (1997) emphasizes the need for developing methodological skills for teachers as 'innovation must also engage teachers in more abstract tasks of developing their methodological skills'. Therefore, it is very reasonable to engage teachers to accommodate 'new insights and new experiences in teaching'. This is necessary in the interest of learners. If teachers are not educated in this sense then they cannot devise expertise from experience, they cannot act as mediators of ideas, either their own or those of other people, and cannot therefore discharge their pedagogic responsibilities. (Widdowson, 1984:88)

2.1.9 Teachers' ownership of the innovation

Not only is teachers' understanding of an innovation essential in curriculum policy and its implementation, teachers' ownership of the innovation is also indispensable. Ownership, the extent to which an innovation belongs to the implementers, exerts a considerable impact on whether an innovation is actually implemented, rather than simply staying at the surface level (Kennedy, 1987, 1988; Palmer, 1993; White, 1987, 1988). Kennedy (1987) asserted that "it is necessary to establish a sense of ownership for change to take effect" (p. 168). Referring to teachers as implementers in innovation, he reinforced the notion that the greater the responsibility for decision-making passed on to the implementers, the better, as this encourages ownership (Kennedy, 1988). White (1987) concurred, saying, "it is also important that all participants feel that they have contributed towards the formulation of the innovation, that they are part of it and that it is part of them. People who are not informed of new developments will tend to lack responsibility toward the innovation" (p. 213).

2.1.10 Other studies in innovation context

Even though other studies have also touched upon the problem of curriculum implementation in English as a foreign language (EFL) contexts such as those of Japan (Gorsuch, 2000), China (Gu, 2005), Chinese Tertiary Context (Wang, 2006), Korea (Li, 1998), Egypt (Gahin & Myhill, 2001), and Greece (Karavas-Doukas, 1996), the contexts of these studies are still different from my study of that which exists in Bangladesh. My research context is that of secondary and higher secondary education in Bangladesh, where the educational system itself, philosophy of teaching-learning, value system in society, cultural background, and particularly language teaching and learning environments have their own characteristics (**cf.** Chapter One). This uniqueness, to a great extent, entails an in-depth investigation of those interactive constraint factors which affect upon curriculum implementation in TEFL context. Moreover other studies have not looked at how far teacher training is successful in accommodating innovation in a post-implementation scenario in particular, in this way this study has a new dimension to explore.

2.1.11 Conclusion

To sum up, from the literature review in this chapter it is understood that to promote educational change at classroom level, teachers need to be integrated in the curricular innovation process. In addition, teacher training/education is a must to accommodate a new methodology, in this case the CLT. Subsequently, methodological option needs to be made not simply on the basis of theoretical principle but also the specific teaching-learning context should be considered.

Chapter 3 Data collection and Methodology

“Knowing what you want to find out leads inexorably to the question of how you will get that information” (Miles and Huberman, 1984:42).

3.1 Introduction

Very simply I am not going to provide a long historical overview of all the philosophical underpinnings of the available research methodologies **but** rather discuss my own reasons for choosing an approach, paradigmatic preferences for conducting this study itself.

“The aim of methodology is to help us understand, in the broadest possible terms, not the product of scientific enquiry but the process itself.” (Cohen and Manion, 1994:39).

Armed with new knowledge after doing an MA ELT degree at Essex, I considered **ed** that new academic environments as a new filter, synergic with my own previous knowledge of teaching and learning of English language back home, I started **ed** from a very organic, ethnographic approach, though the initial hypothesis and research questions were **a** guiding force for the inquiry. I was flexible enough to alternate or change my research questions based on emergent themes, issues, or even with new areas of interest to add, if needed. A dialectical relationship is said to exist between theory building and data collection (Hammersely and Atkinson, 1983). As fieldwork proceeds, the researcher’s initial hunches, hypotheses and conjectures are gradually refined and reformulated, and this acts progressively to focus analysis and reorganise data collection (Usher, 1996:57)

This chapter discusses both the conceptual framework and the practical elements of the research. It explores the research questions in more depth, and discusses what methods are the most appropriate, given the aims and nature of the research. It is important to place the research within an *ontological* position and to discuss the *epistemology* as both affect how the research questions are addressed. Different methods of data collection are discussed, focusing on the reasons for choosing particular methods over others. This is followed by a discussion of the practicalities of how the data collection was conducted, and the approaches taken to data analysis. In the concluding section, as part of the transparency in the research discourse, I briefly report my

perceptions of the research as a reflexive process. Reflexivity is almost a taken for granted as part of the process of doing qualitative research. It means that research involves the active constructions of experiences in the field, and questions of how interpretations arise (Van Mannen, 1988; Herz, 1997). Thus the 'reflexive knowledge' that social research generates, provides insights on how that knowledge came about (Berg, 2007). 'Central to maintaining reflexivity is the need for researchers to constantly relocate themselves within their work, and to remain in dialogue with the research practice, participants, and methodologies' (Bott, 2010: 160). 'Since we cannot 'be' the respondents we must appropriate their words, and in doing so the honesty we owe them is recognition of the interpretative act we are performing even so elementary an act as selection and re-contextualisation of their utterances. This issue of transparency is one that we should we always keep in our minds as we seek to represent the voices of those who have contributed to our own understanding' (Richards. p.93).

3.2 The purpose of the study

This study investigates how far the classroom teachers actualized their training skills and knowledge they have subsequently acquired in implementing a curricular innovation at the end-users level, as well as, how far contextual factors could work as a barrier for the implementation of a top-down model of innovation. The proposed study is based on the present researcher's tacit knowledge, professional experience as an English teacher and as an ex-trainee in an INSET programme. Initially data available from different national and international reports such NCTB, BANBEIS, ADB report, World Bank report etc. are used as indicators to formulate hypotheses and simultaneously the research questions. In the meantime, I started studying related literature relevant to this study in particular, and similar studies in other contexts.

This study positively attempts to investigate the need for introducing the framework of a *context specific approach* to a teacher training programme for TEFL in place of the existing ones which are impractical and de-linked from **the** classroom. **It will also study** the effect on teacher training in teachers' classroom practice in the specific educational context of Bangladesh.

It is hoped that this research will benefit the language teachers, teacher trainers, syllabus designers and finally students to improve their learning skills. Furthermore, it is expected that 'the trainees (the in-service teachers) may evaluate the inputs in terms of their own practice and either decides to change their teaching in some way or not (Wallace, 1991, Brandt, 2006).

3.3 Hypotheses and the research questions

This study follows an ethnographically-oriented approach and it is not necessarily a hypothesis testing research. Nevertheless the following initial hypotheses were very much like **the** guiding force or *idea base* for the researcher, and work as 'spring-board' for taking forward the investigations. The main hypotheses of for this study are:

- Teacher training positively affects **the** classroom practice of teachers in implementing curricular innovation/new methodology of teaching.
- Teacher training has a direct relationship in changing teachers' classroom practices and their initiatives in students' active participation in the classroom. Therefore, the guiding research questions are the following:
 - How far are the present Teacher Training courses adequate in the preparation of teachers to teach the new syllabus?
 - Do the trained teachers change their language teaching methods/ or the practice itself after accomplishing a training course? If so, to what extent?
 - What is the relationship between teacher training and classroom practice in the case of an innovative syllabus?

- What are the identifiable contextual variables that can work as impediments in implementing a new methodology?
- What impact do the trained teachers make on the students' overall active participation in the class?
- How can a context specific approach to teacher training be made appropriate in a given *teaching-learning* context? *What framework of training programme can be used to link theory and practice in a specific context, such as Bangladesh?

3.4 Choosing a research paradigm

TESOL researchers must be cautious that the guidelines do not restrict innovations in research designs by imposing fixed categories and forcing research into sealed boxes. Researchers should not be forced to ask themselves whether they are doing critical ethnography or narrative research. They should not feel that they must define their research identity based on such moulds. Rather, researchers should feel free to examine a variety of modes, to mix and blend different methods in the long journey toward answering research questions. (Shohamy, 2004; pp.728-9)

Epistemology, method, methodology, and theory are linked together. They converge. Methodology is often viewed as the place epistemology, method, and theory converge. For example, our methodology informs how we view and choose to investigate the social world we live in. Our choice of methodology is transmitted into method. Our choice of methodology is also a political action. It shapes the research process (including questions asked and answers received), and it privileges specific ways of knowing.

In research procedure, Ontology is concerned with the nature of being and the interaction between social structures and individuals' entity in it. Epistemology is concerned with what can be regarded as acceptable knowledge. Epistemology is a theory of knowledge with specific reference to the limits and validity of knowledge (cf. Denzin and Lincoln, 1994, 2000; Keith Richards, 2003:33). It helps answer the questions, is it true what I already know? How do I know

the truth? As well as formulating an approach to looking at how individuals understand the world around them. Positivism advocates the application of traditional methods, used to study the natural world to the study of the social world. Positivists argue that science can be conducted in a value-free, objective manner and a neutral process can discover a single 'truth'.

Interpretivism in contrast, requires a different approach for the study of the social world to that of the natural world. Interpretivists seek to *understand* human behaviour and the social world whereas a positivist would seek to *explain* the situation (Bryman, 2001, p. 13). An approval of subjectivity and bias is therefore significant to interpretivists. Furthermore, individuals within society are regarded as important players who can change social structures.

Therefore, studying the structures alone, removed from human interpretations or meanings is not applicable. Instead, the interpretations of individuals, what meanings they ascribe to social structures etc. are central to the research process. However, as with ontological assumptions, the barriers between each paradigm are not necessarily unreachable, and there may well be a blurring line between epistemologies (Miles & Huberman, 1994, pp. 4-5).

3.4.1 Why Qualitative?

'Qualitative researchers try to interact with their subjects in a natural, unobtrusive and non-threatening manner.....If you treat people as research subjects they will act like research subjects which is different from how they actually act. Since qualitative researchers are interested in how people act and think in their own settings, they attempt to 'blend into the woodwork, or to act so the activities that occur in their presence do not differ significantly from that those occur during their absence. Similarly interviewers in this type of research are interested in how people think about their lives, their experiences, and particular situationsit is purely in this manner they can capture what is important in the minds of the subjects themselves' (Bogdan and Biklen, 2007:39)

Qualitative inquiry is anything but a soft option-it demands rigour, precision, systematicity and careful attention to detail (Richards, 2003:6). Again, Peshkin (1993:27, cited in *ibid*) contends, 'most of what we study is truly complex, relating to people, events and situations, characterised by more variables than anyone can manage to identify, see in a relationship or operationalize'.

Denzin and Lincoln (1994b:2) reflects on the richness and complexity of the qualitative research as 'Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them. Qualitative research involves the studied use and collection and variety of empirical materials- case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts- that describe routine and problematic moments and meanings in individuals' lives. Accordingly qualitative researchers deploy a wide range of unconnected methods, hoping always get a better fix on the subject matter at hand'.

A qualitative research paradigm was chosen for this study in order to gain a broader understanding of the perceptions of the stakeholders in the existing English teacher education and teaching-learning of English in Bangladesh. Specifically, the study set out to investigate the perceived challenges, issues, concerns and constraint factors in professional development of Bangladeshi EFL teachers in innovation adaptation context. Strauss and Corbin (1990) state that qualitative methods can be used to better understand any phenomenon about which little is yet known. They can also be used to gain new perspectives on things about which much is already known but to gain more in-depth information that may be difficult to convey quantitatively. For Miles and Huberman (1994), qualitative research allows for a systematic approach in order to understand the interaction of variables in a complex environment. They suggest that such an approach leads to rich and holistic research with strong potential for revealing complexity nested in real contexts. Stake (1978) states, Qualitative research reports, typically rich with detail and insights into participants' experiences of the world, may be epistemologically in harmony with the readers' experiences and thus more meaningful (p.5). Flowerdew (1999) asserts that "qualitative research methodology is particularly suited to studying culture specific phenomena, which, of course, are best investigated by people from the cultures being studied" (p. 260).

Similarly, Lincoln and Guba (1985) suggest that qualitative data fully describe a phenomenon not only from the researcher's perspective but also from the reader's perspective. They state,

“If you want people to understand better than they otherwise might, provide them information in the form in which they usually experience it.” (p.120)

3.4.2 Why a socially-oriented approach?

That is, structures within the social world are objective entities that are not influenced by humans or other social forces. It is closely linked to positivism and natural science disciplines and seeks to explain situations and link causal variables. In contrast, constructivism believes that people have an active role in constructing social reality and social structures, and these social phenomena are in a constant state of flux as people and their society changes (Bryman, 2001, p. 17-18).

Interpretative approach seeks to understand the meaning people ascribe to social entities. Whilst it is possible therefore to discern two distinct belief systems, it is also argued that such a clear dichotomy rarely exists in practice and much research combines elements of both approaches (Silverman, 2001). This research takes a constructivist approach, believing that human beings can and do influence the social world, and that categories and concepts within society can be considered to be socially constructed. Usher (1996:9) citing Maturana (1991) contends ‘science takes place within the context of human co-existence’ and he asserts that ‘science (i.e. research) is a social practice, and that therefore what it says and what it does is significantly located within that context’. Again, ‘since educational research must of necessity be social in its orientation, it cannot entirely dissociate itself from the discourses of social research’. (opcit: p.1)

This thesis is conducted within the interpretivist approach as I believe that the social world, consisting of humans within changing contexts and situations, can be examined through a variety of methods that seek to understand the structure of the social world and the institutions and human relationships within it. Holliday (1996:234) in his paper argues that ‘the cultural complexity and variety in English language classrooms across the world also require ethnographies of non-verbal behaviour and of curriculum and curriculum project design and management beyond the classroom. A professional sociological imagination needs to be

cosmopolitan, broad-based, and wide-ranging in the multiplicity of relations between students, educators, the community, and also the people, material, and concepts which the profession transports across culture'. Tsui (2003:2) states that 'information processing theory in cognitive psychology, which assumes that cognitive process which teachers engage take place in their minds independent of context. However, ethnographic case studies of teachers' work and teachers' live show that knowledge and skills teachers develop are closely bound up with the specific contexts in which they work and their personal histories. This distinctive knowledge held by teachers has been characterised as personal, practical and situated. The relationship between the knowledge they develop and the context in which they work is dialectical'.

My perception of reality is essentially social in nature. It does not confer orderly sequential events or simple cause-effect relationships; and now I am giving the epistemological considerations for taking an *ethnographic approach* for my research though not an in-depth ethnographic study altogether. Richards (2003, p.16) contends 'to use method characteristics of ethnography, these do not in themselves mean that you are working within this tradition.'

3.4.3 Ethnographic approach

Hammersely and Atkinson (1995:1) claims that "we see the term [ethnography] as referring primarily to particular method or set of methods in its most characteristic form it involves the ethnographer participating, overtly or covertly, in people's daily lives, for an extended period of time, watching what happens, listening to what is said, asking questions- in fact collecting whatever data are available to throw light on the issues that are the focus of the research.

In theory, the ethnographic tradition are two assumptions about human behaviour closely related to 'constructivism'. The first one believes context has a major influence on behaviour while the second one conceives of reality as constructed by the subjective perceptions of those involved within specific context (Watson-Gegeo and Ulichny 1988, Atkinson 1990).

‘What makes a study ethnographic is that it not only treats a social unit of any size as a whole but that the ethnography portrays events, at least in part, from the points of view of the actors involved in the events’ (Erickson,1984:52).

In order to ‘develop the story as it is experienced by the participants’ (Woods,1994:311), and gain a multi-dimensional appreciation of the setting, the ethnographer must be prepared to consider many different types of data. These can be only generated only through the use of multiple methods, which may include interviewing, observing, quantitative work, and assembling cultural artefacts. (Walford, 2008:8)

Watson-Gegeo (1988) contends that as the *emic* or culturally specific framework used by the members of a society or culture for interpreting and assigning meaning to experiences differs in various ways from the researcher’s ontological or interpretive or *etic* framework, it therefore needs to be taken into account. Van Lier (1988, 1990) has attempted to clarify the two principles further by using the term holistic (in place of *etic*) so as to include features contained in the wider culture. Following the fundamental axioms of naturalistic enquiry the ethnographic tradition subjective experiences of the research participants are accepted as valid knowledge. And in principle this tradition accepts that -“the knower and the known are interactive and inseparable” (Lincoln and Guba 1985: 37). Again, LeCompte and Goetz (1982:32) argue that by admitting the subjective experiences of both participants investigator into the research frame, “ethnography may provide a depth of understanding lacking in other approaches to investigation”. Glaser and Strauss (1967) have argued that theories and concepts should develop from field observations. The underlying assumption of their method is that human action and social processes are rich and complex phenomena, which can only be understood from sensitive observations in the field and logical reasoning. At the root of their method, therefore, are “the insights of the observer”, and the subsequent “development of theory from these insights” (p. 251-254). The ethnographic researcher embraces interactivity in observational settings, and indeed takes advantage of it in order to come to the greatest understanding of the problem at the deepest level. So instead of being a flaw, researcher involvement becomes an asset in its focus on deep understanding. Therefore, my understanding is ‘No matter what research approach you finally adopt, having the

open-minded attitude of an ethnographer will help you carry out well-balanced and revealing research' (Heigham and Sakui, 2009:107)

3.5 Methodological Framework

The method of case study will be used considering that this kind of research implies exploring the problem in its natural setting (the real-time classroom) and trying to make sense of the specific classroom context (in this particular case, how teachers use teaching methods knowledge gained from INSET programmes. The first part of the research, phase-1 will involve the collection of empirical materials that will describe existing routine and problematic moments as out there, and follow that as 'progressive focusing' (Stake, 1995:9) from emergent themes that is the exact focus of the research will evolve contextually and 'emerge' *in situ* after some fieldwork has been done. The method of case study is also a useful way to look at a particular situation, collect data, analyse and interpret findings within their context and then as a way to report findings (cf. Chapter 4 & 6)

3.5.1 Why case study?

As Van Lier (2005:195) sums up, 'Case study research has become a key method for researching changes in complex phenomena over time. Many of the processes investigated in case studies cannot be researched in any of the other common research methods'.

The case study method is also identified as an empirical inquiry, which investigates contemporary phenomena within its real-life context when the boundary between the phenomena and the context are not clearly evident (Yin, 1994:13). A case study is also time specific, contextual and particularistic in nature. Thus, the case study research design was critical for my study because it provided an opportunity to analyse and investigate the innovation adaptation of secondary and higher secondary English teachers in Bangladesh in its real-life context. Moreover, it offered the opportunity to explain *why* certain outcomes might happen, rather than simply identifying the outcomes. It also made it possible to obtain a 'holistic' picture of the

problem rather than dealing with 'isolated factors'. Given the aims of this study – to understand the contextual constraints and examine the intersection of training programmes and practicum in English language teaching in Bangladesh, as well as to identify and examine the role of major actors and factors that affect teaching-learning process of English in a historical context – it was decided to carry out the investigation using case study method in order to obtain a holistic personal viewpoint on the matter. With an advantage, Stenhouse (1985a) suggests that in appropriate situations, the multi-case or multi-site case study offers the possibility of studying a wide range of issues and questions with regard to a single phenomenon. He, in addition, upholds that the multi-site case study allows condensed fieldwork undertaken a number of sites, possibly offering an alternative approach to studies based on sampling and statistical deduction. Furthermore, Yin (1994) maintains case studies can be used as evidence to support theoretical propositions. This suited my purpose - to verify an assumption that English Language teachers operate in the classrooms through a personal belief system which overweighs their training knowledge. Duff (1990; 2008) distinguishes between case study and case study methodology.

I have well thought-out Duff's second category and treat the case study as a mode or method included under the ethnographic approach. At this stage it may be pointed out that attempts are made to differentiate ethnography from case study. In the 'typology' offered by Stenhouse (1985a), case studies are classified not in terms of approach but in relation to research purpose. Nunan (1992), however, suggests that the multi-site case study probably approaches ethnography the most, particularly when it attempts to investigate issues and questions over a range of variables. The sample of classroom teachers and trainers is taken into consideration what Stake (1995) calls the collective case study which coordinates data from several teachers or several schools and from several trainers from three dissimilar training programmes.

Also as in Duff (2008), this study has three levels: the first level was one case, the country Bangladesh itself; the second level involve 3 different training programmes and as many as 6 trainers, and the third level included 16 sample schools and 8 purposively selected classroom teachers as participants. Having decided this issue, the next relevant question was: "A case of what? This study employed a qualitative approach to examine teachers' perceptions of the CLT

based new syllabus which is considered as innovation for teaching English in secondary and higher secondary schools here.

It is a case study consisting of multiple holistic cases (Yin, 2003) where each single case is considered as a typical but unique case. The primary unit of analysis of this case study is individual English language teachers. The aim is to gain an insight into teachers' perceptions as a group in implementing the new innovative syllabus amid huge contextual constraints. The primary data for this study was collected from 4 different localities of Bangladesh both urban and rural (see **Appendix6**).

3.5.2 Longitudinal multi-sites case study

This study draws on three major cases i.e. three teachers training programmes for EFL teachers in Bangladesh in order to analyze the constraint factors in implementing innovation in a hierarchical social structure of that particular context. This study draws on three major cases/three teachers training programmes for EFL teachers in Bangladesh in order to analyse the constraint factors in implementing innovation in a hierarchical social structure. This means that the researcher considered not only the voices and perspectives of these participants but also of the relevant groups and their interactions. Bogdan and Biklen,(2007) highlight that such participants' interactions offer a voice to the powerless and voiceless in the research process.

Thus, a multiple case-study approach was deemed the most appropriate research design. These three case studies of Teacher Training programmes presented a multidimensional representation of the context, the participants and the reality of English teachers' perspectives in Bangladesh.

Each training programme is considered as a single case study, subsequently teacher participants and their English class is considered as a unit of analysis.

Case Study 1 –ELTIP,

Case Study 2 –UKBET, Case Study 3- HSTTI

The three case studies developed here attempted to understand the complex teacher training phenomena and to identify the causes and effects of non-implementation of innovation and the real-time classroom context from a holistic perspective. As Lincoln and Guba (1985), Patton (1990), and Huberman and Miles (1994) clarify, multiple case studies allow the researcher to focus on something that was sufficiently manageable to understand its complexity and allowed access to the context and its reality.

This research is a longitudinal multi-sites case study of the TEFL context of Bangladesh. For most researchers longitudinal research is still an unexplored land: fascinating but dangerous. (Ruspini 2002:136-7, in Dornyei, 2007:78). Longitudinal research must be defined in terms of both the data and the designs that are used in the research. According to Menard (2000, in *ibid*) a longitudinal investigation in research in which (a) data are collected for two or more distinct time periods, (b) Subject or cases analysed are the same or drawn from the same or are comparable, (c) the analysis involves some comparison of data between periods. In this study data collected in phase-1 and phase-2 will be compared to some extent.

However, one difficulty in case studies is that subject matter continually changes. When something new happens in the setting that is of interest, the temptation rises to re-define the goals and to continue the study. But we need to be flexible and need to do analysis and complete the study, so have to define a finishing point that is called 'data saturation point', the point of data collection where the information you get becomes redundant; it is a period where we learn a decreasing amount for the time we spend.

So at some point in phase-2 of this study I understood my limitation in this continued process and decided a 'data saturation point' to final check all previous findings with two extreme cases (cf. Walford, 2008; Merriam, 1998), one of which is an example of teacher reverted to traditional class room practice and another one is so far as an example of maximum utilization aligned with communicative approach following innovation principles as expected in new syllabuses are followed by teacher.

3.6 Sampling issue and participants

Sampling involves selecting units of analysis (e.g. people, groups, artifacts, settings) in a manner that maximises the researcher's ability to answer research questions set forth in a study (Tashakori and Teddlie, 2003a: 715). The unit of analysis refers to the individual case or group of cases that researcher wants to express something about when the study is completed and is, therefore, the focus of the collection efforts (Teddlie&Tashskori, 2009: 169).

The sampling strategy of this research followed purposive sampling, where two characteristics were taken into consideration in selecting participants i.e. whether the teacher has received any of these training (cf. Chapter-4,chapter-6) and what is the geographic location of the schools as I have taken 4 zones of Bangladesh as boundary of this study. Deciding on a sample size for qualitative inquiry can be more difficult than quantitative because there are no clear-cut rules to be followed. A researcher can choose to study one specific phenomenon in depth with a smaller sample size or a bigger sample size when seeking breadth. In qualitative inquiry, Patton (1990) establishes that there are no specific rules for sample size. He states, sample size depends on what you want to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility, and what can be done with available time and resources (p.184). He further states, the validity, meaningfulness, and insights generated from qualitative inquiry have more to do with the information-richness of the cases selected and the observational/analytical capabilities of the researcher than with sample size (p. 185).

In research terms a sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalise the findings from the research sample to the population taken together.

We obtain a sample of the population for many reasons as it is usually not practical and almost never cost-effective. Therefore, I start with purposive typical sampling (Merriam, 1998). Woods (1986: 50) favours the typicality factor on the grounds that "the more representative the school the better the chances of external validity of the results".

At the beginning, I have visited one mixed gender non-government secondary school-cum-college (which include higher secondary level), I was looking at how a particular English class works in terms of teacher-student interaction as well as I assigned myself with broader endeavour to look at how the whole school system works in that particular school.

And, repeatedly I observed 2 teachers at different levels from classes 8-12 that were 3 classes of each teacher. As classroom observation was unstructured in nature, to keep the observation unobtrusive at phase-1 I did not use digital recording rather the observation was carried on as running annotations as the class goes along and detailed description was noted during and after class. In order to provide a wider range of perspectives, in phase-1 & 2 of the study, teachers from 4 different zones from various schools situated in urban, semi-urban and rural areas of Bangladesh were selected as participants of this study. (cf. Map of Bangladesh)

In selecting school, teacher, or training programme I try my best to follow as Stenhouse (1985a: 12) suggests covering “as wide a range of relevant variables as possible”.

Teacher participants in this study are both male and female Bangladeshi English Teachers; all of them have minimum qualification of a BA degree either in English or other disciplines, and all of them have attended at least one of these training programmes (**ELTIP, UKBET, HSTTI**) related in this study. Their teaching experiences ranged from 1 year to 27 years in the secondary or higher secondary level of Education in the Bangladesh context, their age ranges from 25 years to 57 years. These participants are serving as teacher either in government schools or private schools both in urban, semi-urban or rural areas of Bangladesh. The class size they teach ranged from 45 to 100+ students (cf. chapter 5, group profiles)

Trainer participants in this study are both male and female English teachers’ trainers in different programmes of this study; all of them have a minimum qualification of an MA degree in English literature only, all of them are trained as trainers by the government or international agency. They have at least one experience as a trainer, they also worked as classroom teachers at one point of their career and later joined as trainers in different training programmes even on deputation from government colleges. Their age ranges from 27 years to 48 years. All of the

trainers are familiar with the training manuals they are using in the existing training programmes revised as per following communicative approach in the national curriculum.

These participants have been assigned with pseudonyms or code names to maintain their anonymity. Whereas in the phase-2 of the study a questionnaire was administered to around 180 teachers in groups, and altogether 134 returned either in post by the respondents or collected from the trainees at venues of 4 different sites of 3 training programmes (on the spot group administrations). However, at pre-fieldwork stage a more open ended questionnaire was used to get an initial understanding of teachers perceptions of the new syllabus. (cf. chapter 4)

3.7 Negotiating access and ethical justification

In this study, the ethical issues described by Cohen and Manion (1994), Cohen et al (2000, 2007), Glesne and Peshkin (1992) and Bogdan and Biklen (2003,2007) were taken into consideration. They concerned the nature and context of the research, procedures adopted methods of data collection, nature of participant, type of data collected, and what is to be done with data. This research is relevant to the field of English teacher education and teaching-learning of English specifically and in general to the field of education.

It was approved within the education setting and ethical issues were considered systematically. For some of the period of this study, the researcher was away from the United Kingdom and followed the departmental procedure of the Language and Linguistic department of University of Essex. (See **Appendix7**, Forms).

Following, Bogdan & Biklen (2007: 84-89) I was mentally ready to answer any questions from the participants' end, such as:

1. What are you actually going to do?
2. Will you be disruptive?
3. What are you going to do with your findings?
4. Why us? 5. What will we get out of this?

Cohen *et al* (2000,2007) maintained that negotiating access to research sites is an important stage in the investigation, I approached the schools and training programmes [SRCs] in one of two ways: 1.using previous connections with some of the English teachers or other subject teachers; 2. Physically presenting myself with a letter of introduction from my supervisor and in one case I needed to show my University ID card as well, and access was negotiated with the head teachers, or principals the gate-keeper and authority in the establishment. In Bangladesh, having a previous social-link or liaison with a person, when one needs anything get done favourably, is socio-culturally very important otherwise one may face unnecessary complication (cf. Shamim, 1993). And I followed Richards' (2003:120-121) advice 'contact via an intermediary known to both parties, even via chain of intermediaries'. Therefore I had a trainer-friend exploring possible sites for me or contacted related people over mobile phone as considered very common these days even before I arrived for my fieldwork. Besides, drawing on previous contacts really helped me a lot as this is the cultural standard in Bangladesh. Rather than introducing myself promptly as a researcher, in one place(HSTTI)I refreshed links to teacher training course where I had been trained as a trainee around 10 years back. I was usually warmly accepted there particularly as I was considered as a colleague as I was introduced by an assistant director working in that place.

In one incident, I went in without any previous link with a training centre, and even after I had explained the purpose of my visit, I found my position very embarrassing as the lady in charge initially doubted me as a journalist and afterwards even as a 'covert person might be looking for a pretty bride'(Field notes). Had I not been saved by one of her male colleagues I must be in a great trouble otherwise. Indeed, I had to wait for 3 hours to be given an audience with the instructor of PTI. And later the lady in charge didn't agree for an interview but gave permission to read some training manuals only after getting permission from the district education officer DEO. I could just go off silently but I was rather curious to see what might happen if I maintain the procedure she wanted being done before any data collection. But ultimately I didn't use the data collected from that institution either but the parading from the town centre to that primary school-cum-training centre by local tri-cycle known as rickshaw had taken whole a day but I count it as a very good experience in terms of understanding certain local culture that I didn't

even anticipate before. Last but not least I collected a questionnaire from a teacher-cum-instructor working there finally. (Field note: HRCML)

Gaining access during the second phase of data collection when I interviewed trainers at the SRC/RRC was facilitated by a previous link with a colleague and someone currently working there from one my friends' friend. Moreover, most of the trainers showed a positive interest in the purpose of my research. I familiarised myself with the trainees during observation and during lunch time. They even sometime invited me in their accommodation and even in their dining room. Possibly my positive experience can be contributed to the fact that this was a graduate level institute and therefore most of the research participants feel unthreatened by the continued presence of a researcher possibly because my off the training presence in a local hotel in the same locality. I had been introduced as a previous trainee and colleague of a trainee and that made my presence relatively secure as I was attending the training programme regularly, sitting next to one of them very much like another trainee, and followed local casual dressing up while keeping my low profile, did not use any ELT terms in my conversation which they are not familiar with from my assumption.

3.7.1 Gaining access

Gaining access is a very important and rather critical phase of conducting research. It facilitates a researcher's access to the necessary information, and determines what information is made available to the researcher. For the purpose of transparency of research process, 'we need to examine the relationship between ethics and epistemology in educational research' (Scott, 1996). As interpretive researcher considers research as a social activity so the relationship between researcher and the researched concedes with certain rights and responsibilities of both parties (cf. Burgess, 1984, 1985; Walford, 1987, 1991).

From my own experience in the actual field I would say that to the extent one could make a rapport with research participants depends on the cultural norms of the research context where the researcher is carrying out the study. Remaining stick to the researcher's code of conduct on

the whole during the phase-1 of my investigation didn't put me in any unwanted situations and was not much exciting.

When I visited the schools of my local sub-districts I explained the purpose and approach of my research to the head teachers briefly. While my research purpose was encouraging for them and I was warmly welcomed and greeted with approval by most head teachers (Field notes, DHK-RZ). For example, at school-2, DDHC, (cf. Schools, chapter 4) I knew the head teacher personally, so I initially talked to him about the observation of English classes and I was advised to consult with English teachers before the scheduled English class. Following HM's approval I contacted 2 of the English teachers and in brief told them about the purpose of my observation. And, at that site English teachers were rather naïve to the idea of being observed, though they were a bit hesitant initially about repeated observations. Later on in the staff common room during their tea-break, when I tried to explain to the teachers what the practical implication of this work could be, they seemed more interested. Contrary to my expectations they did not ask me any questions about my research rather they asked me all the questions about general life in England, and about the University of Essex, so, it seemed to me they have very romanticised views about living and studying in England.

At another site, school-4, BNKS, a classmate from my school days was found on the member of teaching staff, very happy meeting with me after several years and introduced me with the head teacher. I was rather surprised that the head teacher instantly called on the English teacher at his office, and accordingly after some formal general talk she happily agreed of being observed. I always keep low-profile and talk with teachers in everyday language mostly consciously avoiding any ELT terms, in case I uttered anything, I always explained any issue with closest L1 terms, even in using local dialect *Sylhetti*.

I was constantly alert of my potential for interruption and disruption that might cause to normal usual teaching of the day. Since the head teacher informed me that observation of classes is not the norm in their school except in case a school inspector or high official from Education Board or Ministry visits the school occasionally even after years. I understand their anxiety about being observed and by someone who they considered knowledgeable about English Language

Teaching (ELT), since any one studying for a research degree in the UK is highly valued locally. As cautions in the related literature, I tried my best to engage with participants in building trust and establishing rapport and reduce the level of anxiety (, Bogdan and Biklen, 2007, Silverman,2005; Linclon and Guba 1985) and to build a cordial relationship gradually.

I always asked for respective English teacher's approval if I could come along to observe their lessons although the HM might have already given permission and teachers are informed of my presence in their school. And I told the concerned teacher that I would be sitting in on the class mostly on a back bench or a suitable corner but on contrary in 2 schools (DDGC, MNSG)teachers expected me to sit in the front next to his desk or podium, and I followed their advice accordingly without hesitation or wasting time. Mostly during my fieldwork, I was always available at that particular school usually at designated teachers' common room or head teacher's room both before and after observations to have a general talk to them to make the experience of observation rather tension free. But mostly they wanted to have a talk about local or national politics. In between their talk I made it clear that my role was non-judgemental and non-evaluative and not related with government or politics while guaranteed them of anonymity and confidentiality required following research ethics guidelines.

I understood as researcher there must be a balance in my conduct required along with research skills as well as certain amount of interpersonal skills are needed too .

Anyway sharing the knowledge of same culture and norms of interaction was a great advantage for me. Finally, the autobiographical details presented at different stages here is reasonable as Burgess (1985b: 158) suggests-

“As field researchers, we need to make public the ethical and political problems that we encounter in our research if we are to understand how compromise is to be achieved and how knowledge can be advanced alongside the protection of our informants”

3.8 Data collection methods and techniques

Shulman (1986) highlights the complex nature of the world of teaching:

I begin with the assumption that there is no "real world" of the classroom, of learning and of teaching. There are many such worlds, perhaps nested within one another, perhaps occupying parallel universes which frequently, albeit unpredictably, intrude on one another. Each of these worlds is occupied by the same people, but in different roles and striving for different purposes simultaneously. (p.7)

Shulman's assertion fits well with the epistemological framework or perspective of the present research. This investigation is premised on the notion that a teacher's world is a diverse and complex phenomenon. It assumes not a linear, rather a cyclical or circular direction of causality in the chain of behaviours of students' and teachers' classroom actions.

Data collection is an important part to conducting research. Data collection is a problematical and durable task. On the whole it is also very tricky to say which the best method of data collection is. O'Leary (2004, p. 150) remarks "collecting credible data is a tough task, and it is worth remembering that one method of data collection is not inherently better than another." Thus, which data collection method to use would depend upon the research goals and the advantages and disadvantages of each method (ibid.).

It is mentioned earlier that, combining a variety of methods and techniques allows for a process of triangulation. So that findings may not be equated as artefacts of any definite method of investigation. In my study I use three methods of collecting data: classroom observation, interviews either stimulated-recall or semi-structured and at times unstructured and questionnaires [in the phase-2]. Moreover, I looked at a range of publications, documents and reports to obtain secondary non-survey data. I also discuss the variety of analysis I have undertaken in order to turn up at my findings, and at the same time consider context and the local culture as essential part to the data analysis.

TESOL researchers must be cautious that the guidelines do not restrict innovations in research designs by imposing fixed categories and forcing research into sealed boxes. Researchers should not be forced to ask themselves whether they are doing critical ethnography or narrative research. They should not feel that they must define their research identity based on such moulds. Rather,

researchers should feel free to examine a variety of modes, to mix and blend different methods in the long journey toward answering research questions (Shohamy, 2004; pp.728-9).

The background for my study is the English language classroom in secondary and higher secondary schools in Bangladesh. Allwright and Bailey (1991) state that there are two basic ways of collecting data from the classroom - by direct observation or by self-reporting by the participants involved. Following direct observation and then cross-checks the data with post-observation interviews to take teachers' perceptions on classroom actions accordingly.

3.8.1 Classroom observation

There is no doubt about the role of classroom observation in the world of language learning and teaching. Many researchers such as David Nunan (1992), Seliger and Shohamy (1989), Wallace (1991), McDonough, J & McDonough, S (1997), Hopkins (2002) have highlighted the importance classroom observation as a research instrument. Being an observer in the classroom, rather than the teacher, gives us the freedom to look at the lesson from a range of different perspectives outside that of actual lesson plan of the teacher. Observation is widely accessible and acceptable as it is centered in the classroom 'where the action is'. Researchers have given different categories to classroom observation as 'multiple concept' (McDonough, Handouts 2003). An ethnographic orientation requires a naturalistic and broad approach to the classroom setting. A naturalistic classroom observation is an everyday lesson with its participants in real-time and a thorough description of a lesson.

The principle of data gathering aims at thick description (Geertz 1973) with as comprehensive as possible in terms of speech, behaviour and all features of the material setting. Traditionally, a series of systematic observation instruments have been used but I reject these on the grounds that two important features, context and participant perspectives which are the basis for my description, cannot be handled through system based schedules.

...recording a phenomenon does not necessarily lead to understanding the reasons why it has happened, particularly when low inference categories are used....a serious concern with structured observation is that regardless of the coding convention applied it involves a reduction of the complexity of the observed situation, and by focusing on on the target categories the observer can miss some more important features. Highly structured schemes also share the general weakness of quantitative measures, namely that examined categories pre-conceived and instrument is not sensitive to context specific emergent (Dornyei, 2007:186)

The most common form of classroom observation is the complete observer or as more commonly known, the non-participant observer. I concentrated particularly on teacher talk and behaviour that keyed in with the purpose of my research on innovation adaptation by teachers in their instructions following the training programme they attended already. For the post-observation interviews I attempted to focusing on what I call 'key incidents' following Calderhead's (1988) notion of 'critical incidents' (see too Tripp 1993, Nunan 1996). Although Calderhead understands these as having a particular significance for the teachers themselves, in my study, I identified the 'key incidents' in class during observation, and in the interviews, sought the teacher's clarifications through a process stimulated recall' (Calderhead 1981). This not only provided me with emic interpretations but also enabled me to address the issue of 'hidden agendas' in classrooms (Nunan, 1989c). Markee (1997) has cautioned researchers to be on guard against what they think "happens" and 'what actually happens" in class. I have tried my best to address this problem by taking into account teachers' own perspectives rather my assumptions. Nunan (1992) claims that there is no such thing as 'objective' observation and that what we see will be determined partly what we expect to see. Our vision is also influenced by the instruments we develop, adapt or adopt to assist us in our observation.

As LeCompte and Goetz (1982) assert, the researcher and the researched in the naturalistic approach are both influenced by prior conceptions and multiple perspectives.

This view of the mutual interdependence between social settings and the accounts given of them is referred to as "reflexivity" by Hammersley and Atkinson (1983) where everyone involved is part of the constructions. The element of reflexivity in research text is increasingly being seen as a strength rather than a weakness as advocated by Woolgar (1991) and Usher (1996). As explained earlier I had to give up the idea of using any electronic means of recalling data both

during observation and the post-observation interviews in my first phase of the research. The tool I used running field notes, a record-keeping of events as they unfolded. Notes were written during observation or on occasions retrospectively. I followed the advice given by Lofland (1971 cited in Cohen and Manion 1994, 2007) in recording observations as quickly as possible and in cursory form when a series of events happened fast supplementing later with fuller accounts. As said by Cohen et al (2007:305), observation gives the opportunity to “gather live data from live situations.” ‘Observation is more than a mechanical process to be gone through; it is commitments to apply full range are able, in the pursuit of understanding’ (Richards, 2003:106). Certainly, observation is freed from subjects’ whimsical shifts in opinion, self-evaluation, self-deception, manipulation of self-presentation, embarrassment and outright dishonesty, observation rests on something researchers can find constant: their own direct knowledge and their own judgement. It thus stands as the foundation base of all research methods (Denzin and Lincoln, 1998:105)

Noticeably, Delamont (2008:39; in Walford, 2008)) contends that observation in educational settings can be dangerous, but general problems are over familiarity and boredom. Because educational researcher have been pupils and students, and very often teacher and lecturers, it is hard to concentrate and to see things in our own culture. Going into schools in a different country provide instant ‘strangeness’ but in our own it is hard to force oneself to focus on what is happening rather than what one ‘expects’ and ‘knows’ and is familiar with (see also Delamont, 2002: 46-55)

However, observation data are attractive as they afford the researcher the opportunity to gather ‘live’ data from ‘live’ situations. The researcher is given the opportunity to look at what is taking place *in situ* rather than at second hand (Patton, 1990:203-5). Observation is used widely by researchers to gather data about a wide range of topics. For example, Woods (1996) uses classroom observation to ascertain the relationship between teachers’ lesson plans and their practices in class. Julian Good (2001) also depends a great deal on classroom observation to create a framework showing the usage of Teachers’ Guides (TG) in class.

An open ended observation based on critical incidents approach, descriptive in nature I looked at teacher talk time, student talk time, teacher initiatives, students' responses, learner engagements, teachers ways of error corrections etc. Critical incidents (Flanagan, 1949) and critical events (Wragg, 1994) are particular events or occurrences that might typify or illuminate very starkly a particular feature of a teacher's behaviour or teaching style for example. Wragg (1994:64) writes that these are the events that appear to the observer to have more interest than other ones, and therefore warrant greater detail and recording than other events; they have an important insights to offer. These events are critical in that they may be non-routine but very revealing; they offer the researcher an insight that would not be available by routine observation, they are frequently unusual events (cf. Spradley, 1980 also).

3.8.2 Post-observation Interviews

Interviews are a systematic way of talking and listening to people and are another way to collect data from individuals through conversations. The researcher or the interviewer often uses open questions. Data is collected from the interviewee. The researcher needs to remember the interviewer's view about the topic is not of importance. The interviewee or respondent is the primary data for the study. Interviewing is a way to collect data as well as to gain knowledge from individuals. Qualitative interviews, which some might think of as ethnographic, have been variously described as 'series of friendly conversations' (Spardley, 1979:58), 'naturalistic, informal, in-depth encounters between researcher and informants' (Johnson,1990:10), an 'unfolding interpersonal drama with an unfolding plot' (Holstein and Gubrium, 1995:16), 'inter-subjective interaction' (Kvale,1996:66) (cited in Walford,2008:58-59).Kvale (1996, p. 14) regarded interviews as "... an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data." Kvale (ibid. pp. 88-91) describes seven stages of interview investigations which were considered in this study: thematizing, designing, interviewing, transcribing, analysing, verifying and reporting.

Kvale (1996: 145) has summarized some of the best practices frequently recommended in methodological literature by suggesting six criteria for judging quality of an interview:

- i) The extent of spontaneous, rich, specific and relevant answers from the interviewee.
- ii) The shorter the interviewer questions and the longer the subject's answers.
- iii) The degree to which the interviewer follows up and clarifies the meaning of the relevant aspects of the answers.
- iv) The ideal interview is to large extent interpreted throughout the interview.
- v) The interviewer attempts to verify his or her interpretations of the subjects' answers in the course of the interview.
- vi) The interview is 'self-communicating' it is story contained in itself that hardly requires much extra descriptions and explanations.

Interviews are ways for participants to get involved and talk about their views. In addition, the interviewees are able to discuss their perception and interpretation in regards to a given situation.

It is their expression from their point of view. Cohen, Manion and Morrison (2000, p. 267)

explain " ... the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable."

3.8.2.1 Stimulated recall interview

Stimulated recall is one subset of range of introspective methods that represent a means of eliciting data about thought processes involved in carrying out a task or activity. The assumption underlying is that it is possible to observe internal process in much the same way as one can observe external real world events. Another assumption is that humans have access to internal thought processes at some level and verbalize those processes (Gass and Mackay, 2000:1)

The stimuli I have used:

1. Observation notes, cue from teachers talk, classroom activities, students' responses etc.
2. Cross-referencing a different lesson by the same teacher in different time etc.
3. New syllabus general questions.
4. Instructions about the particular lesson in TG. 5. Any particular incident of interest.

The basic idea behind the use of stimulated recall is to enable participants to revive an original situation with great vividness and accuracy if they are presented with cues or stimuli. All interviews were nearly an hour long including pre-interview introduction time. Interviews were recorded each time using a digital recorder and later transcribed. The interviews were conducted using familiar qualitative interviewing techniques (Kvale 1996; Rubin and Rubin 2005) with general topic areas being prepared as a guide, though throughout the interview themes were pursued as they emerged from the discussion and the guide was not followed strictly to restrain discussion of any kind that grew instantly during the interview itself.

The use of the stimulated recall technique has been popular in educational studies (Borg, 2003, Denzin and Lincoln, 2008, Hopkins, 2002). Stimulated recall was used as a means to probe more deeply into a subject's thoughts and feelings as they interact with others. The use of the technique here was to encourage the subject to revive the experience in the classroom and recall the thoughts and feelings that occurred at the time. Stimulated recall, as used here, was the use of the written and the audio-taped records to allow teachers to reflect upon replayed chunks of data and instant the field notes prepared by the researcher. The traditional forms of stimulated recalls are used which encourage the researcher to immediately interview the subjects for the sake of better recollection of events.

The administration of the stimulated recall "probes" (Silverman, 2005 :151) was equally challenging in that context. Eight of the stimulated interviews took place just after completing the observation and one after school hours are over. The stimulated recalls which took place right after the observation put more demands on the researcher to prepare questions and to recall the related and meaningful segments of the data from the observation. To prevail over this, I relied mainly on the initial analysis I took on in the format of the observation guidelines (**Appendix 8**).

In terms similar to Silverman (2001), Holstein and Gubrium (2003) contrasted the active interview with conventional approaches by arguing that the latter privilege the content of the interview, that is, the interview content, whereas active interviews are interested in both the

whats and hows , that is, the content and the "interactional [and] narrative procedures of knowledge production" (p. 68). Holstein and Gubrium argued that conceiving of the interview as a fundamentally social encounter rather than a conduit for accessing information means that the interview becomes "a site of, and occasion for, producing reportable knowledge" (p. 68). Further, by "activating" the subject "behind" the respondent, the interviewee is transformed from a "passive vessel of answers" to someone who "not only holds facts and details of experience, but, in the very process of offering them up for response, constructively adds to, takes away from, and transforms the facts and details" (p. 70). However, the resulting data was then analyzed through a process of 'meaning categorization' (Kvale (1996) and their relevance to research questions of this study. The main focus was the most noticeable incidents in the class. Besides, I was relying on my memory as well as the diary notes of analysis which were on the observation sheets. It was obvious that conducting interviews soon after the observation would undermine the role of stimulated recalls as a research tool. Due to available time considerations the recall interviews were taken as part of the observation time, accordingly, the participants were not always ready to suggest more time as mostly they have a next lesson to carry on as-usual teaching duty.

3.8.3 Focus Group Interview

In one occasion a focus group interview was conducted as described in Cohen and Manion (1994) and Cohen, Manion and Morrison (2007). This unplanned occasion was very much an opportunity for the researcher to use a time when teacher participants [trainees] were waiting for their next session of training that was postpone for an hour due to unavailability of the resource person. These researchers state that such interviews have the potential for discussions to develop and yield a wide range of responses and are useful and profitable. Lewis (1992) also supports the idea that group interview can bring various opinions of different participants. Focus group interviews are less diffuse than in-depth interviews. They focus attention upon a concrete experience that the informant has had. As a result of this interview in particular the researcher gained further information through informal discussions with the teacher participants in a

training programme in capital city Dhaka. **Hopkins (1993)** finds this productive as participants can spark each other into perceptive lines of discussion. Although I used focus group interviews just once with a group of trainee teachers as they were waiting in a room for their second session of the day. I later abandoned the idea of using that instrument considering the limited time-frame.

3.8.4 Informal Discussions

Conversation is a very basic means of surviving human communication. According to Patton (1990) informal conversation is the most open-ended approach to interviewing. The flexible conversations took place generally when the subjects were free and relaxed even at their tea-break. In that way informal talks were quite helpful to obtain data for cross-checking.

These simple talks achieved the purpose, not only clarifying previous interview information but also providing opportunities for informal checking on already gathered information from the same participants or similar subjects. Such opportunities of friendly interaction offered several advantages for data enrichment as, through respondents' incidental comments, explanations, facial expressions, body language and tone of voice the researcher acquired further new information that never could be attained by other means. The participants were less self-conscious and rather relaxed because the purposeful conversations were conducted in a less formal and non-threatening manner and somewhere out of their workplace setting.

3.8.5 Documents /Textbooks

Documents are important sources of information in qualitative research (Bogdan and Biklen, 1992, 2007). In this study, local journals in Bangla, books, reports and documents used as primary and secondary sources provided rich information. Such documentary information was used to identify English teacher education practices and theories in both local and global contexts. In reviewing such documents the researcher expanded opportunities to further develop and analyze the collected data. However, the researcher was constrained by the lack of relevant literature on English teacher education in Bangladesh. At the time of this study current information published on the websites by relevant authorities and other stakeholders in daily

newspapers even, were deemed to be relevant to the study and therefore used as primary sources although they were non-traditional.

The researcher was well aware of the subjectivity, credibility and ethical considerations in using data sources in this study. Documents pertaining to recent policy decisions, education policy reforms, teacher education project reports and World Bank reports were also studied and analyzed (cf. **Chapter-1**). These other relevant research documents assisted in developing broader perceptions on the research questions.

3.8.6 The official textbook of General English

I also analyzed the textbook officially used at higher secondary level in HSE all over the country. The name of the book is *English for Today*. The book was published by the National Curriculum & Textbook Board (NCTB), Dhaka, Bangladesh, in 2001. I decided to analyze the textbook as an example because it is true that the textbook writers propose a methodology and in actual language classroom where the teacher and the students are expected to interact in that given way (cf. N'Zian, 1991:5). Therefore, it is needed to identify the characteristics of the textbook based on the new syllabus. I also looked at TG of the said textbooks and critically evaluate an annual test paper of a school based on the new syllabus.

The analysis of all relevant documents was used to design the interviews and subsequent questionnaire and to further assist in the qualitative data analysis. In addition, the researcher maintained detailed field notes throughout the study.

3.8.7 Field notes

Field notes enabled the researcher to keep records regularly of concepts, opinions, thoughts, clarifications, observations and analysis. Lofland (1971) states, Field notes are the most important determinant of later bringing of a qualitative analysis. Field notes provide the observer's *raison d'être*. If he is not doing them, he might as well not be in the setting (cited in Patton, 1990, p.239). These field notes contain descriptions of what had been observed and the self-reflective process enabled the researcher to readdress the perceived conceptions and

misconceptions, and to diagnose the strengths and weakness of the multiple case studies. They also provided a means of cross checking and triangulation of data that minimized subjectivity, to which the researcher's professional and academic experiences and tacit knowledge also contributed in the research process. My subjective self is very part of this research.(see field notes, **Appendix9**)

3.8.8 Questionnaire

Questionnaires are versatile; allowing the collection of both subjective and objective data through the use of open or closed format questions. The use of the questionnaire in both phase-1 and phase-2 of this research was not to determine the results of the study but to present an interconnected and holistic presentation of the findings. Besides, one of main objectives was to provide a wider perspective about the English teachers' perceptions of curricular innovation. Cohen, Manion and Morrison (2007) argued that "surveys gather data at a particular point in time with the intention of describing the nature of existing conditions..." which crosschecks with thematic coding from post-observation interviews of teachers and trainers from different training programmes.

I decided to use a questionnaire in pre-fieldwork stage in phase-1 (**cf.** Chapter4) and in the phase-2 (**cf.**chapter 5) of this study because, for one thing, it is considered as the most accessible and familiar method of collecting data. The questionnaire has many advantages (see for example. McDonough & McDonough, (1997), Seliger and Shohamy, (1989), Robonson, (1993) and Wallace, M. J (1998). For instance, questionnaires can be used in both small and large-scale contexts and information needed from it has a high degree of clarity and precision because questionnaire's questions control them. The data can be gathered from the same questionnaire either at the same or different time and place. Moreover, it is cheaper and easier to administer as well as it guarantees respondents' anonymity: if respondents are assured of the confidentiality they will

response freely and accurately. It can reach a large number of participants in a relatively short amount of time. Each participant will be exposed to the same questions and instructions, which might not be the case in other research methods, it also avoids bias from the researcher and it is relatively easy to analyse.

On the other hand, the questionnaire has its own disadvantages such as its format could carry the risk of restriction in quality and in depth of information provided. Since the research target is right information not the language proficiency of the participants. Thus, to solve this problem the questionnaire was written in participants' L1 Bangla and the options were also given to write the responses in either in Bangla or in English or to code switch between L1 and L2 to avoid misunderstanding and misinterpretation either by the researcher or participants. Another reason for choosing a questionnaire is logistic: time and money constraints prevented me from travelling around the country to consider using interviews. Moreover, questionnaire used in this research is not the main research instrument rather it is used for cross-validation purpose. (cf. Temple and Young, 2004)

The choice of either closed-ended or open-ended questions by a researcher depends on number of factors. Nachmias & Nachmias (1996), for example, propose that the objective of the questionnaire determines the choice, closed-ended questions are suitable when the researcher's objective is to lead the respondent to the express agreement or disagreement with an explicit point of view. On the other hand, if the researcher wishes to know about the process by which the respondent arrives at a particular point of view, an open-ended questions is more recommended.

3.9 Pre-fieldwork, primary Questionnaire

Phase-1, Questionnaire: Before starting the fieldwork for the main study I wanted to get the initial ideas about teachers' perceptions on a preliminary question as:

- What are the teachers' perceptions about the teaching and learning environment after introducing the CLT approach in the context of Bangladesh?

I designed a questionnaire consisting of eight open-ended questions (see appendix 000):

In the first part of the questionnaire the participants were asked to provide personal information such as-

- Their teaching experience,
- The class size they teach.

The eight questions intended to elicit the teachers' perception of their own abilities to cope with the new syllabus, the suitability of the context, the need for specific training and the students' performance after the new syllabus has been implemented. In my opinion, it is important to elicit the actual teachers' opinions and perceptions because it is important to '*take account of difficulties which teachers will probably be exposed when they attempt to implement the innovation*' (White, 1988:142).

It is realized that the implementation of a new language syllabus is an aspect of innovation and '*innovations do not occur in isolation*' (ibid.) rather it involves schools and teachers. Therefore, it is worth giving attention to teachers' perception since they are supposed to adapt the innovative syllabus at classroom level as White (ibid: 138) points out that '*innovativeness and adaptability to changing circumstances go hand-in-hand.*'

To elicit this kind of information I had different possibilities. I could have started with interviews, for example. I decided to use a questionnaire because, for one thing, it is considered as the most accessible and familiar method of collecting data. The questionnaire has many

advantages (see for example. McDonough & McDonough, (1997), Seliger and Shohamy, (1989), Robonson, (1993) and Wallace, M. J (1998). For instance, questionnaires can be used in both small and large-scale contexts and information needed from it has a high degree of clarity and precision because questionnaire's questions control them. The data can be gathered from the same questionnaire either at the same or different time and place. Moreover, it is cheaper and easier to administer as well as it guarantees respondents' anonymity: if their names are not required they will response freely and accurately. It can reach a large number of participants in a relatively short amount of time. Each participant will be exposed to the same questions and instructions, which might not be the case in other research methods, it also avoids bias from the researcher and it is relatively easy to analyse.

On the other hand, the questionnaire has its own disadvantages such as its format could carry the risk of restriction in quality and in depth of information provided. Since the research target is right information not the language proficiency of the participants. Thus, to solve this problem the option was also given to write the responses in *Bangla* to avoid misunderstanding and misinterpretation either by the researcher or participants.

Another reason for choosing a questionnaire is logistic: time and money constraints at the phase-1 of this study. As well as, positively I was trying to avoid my presence initially in case they are influenced by my own views in ELT. (cf. Douglas, 1976; p.19)

The choice of either closed-ended or open-ended questions by a researcher depends on number of factors. Nachmias & Nachmias (1996), for example, propose that the objective of the questionnaire determines the choice, closed-ended questions are suitable when the researcher's objective is to lead the respondent to the express agreement or disagreement with an explicit point of view. On the other hand, if the researcher wishes to know about the process by which the respondent arrives at a particular point of view, an open-ended questions is more recommended. Therefore, I decided to use open-ended questions *to make sure the very personal involvement of the participants.*

Four categories of questions that were asked by the questionnaire (cf. **appendix10**) itself to elicit the perceptions or attitudes stand on their practical classroom experience as on:

- New syllabus
- Methods
- Students' test performance
- Teacher training

I sent out 98 questionnaires to 76 higher secondary schools. I covered more than 17 districts (i.e., the regions of Dhaka, Chittagong, Rajshahi, Comilla & Sylhet) out of 66 districts in the country. Most of these districts are in the rural area, which, in my opinion, reflect the reality of most teachers in the country.

Questions:

For example, Q.1, Q.2, Q.4, Q.5 were asked to teacher participants to stimulate their own views on the new syllabus they are teaching in their classroom presently to give recommendations for further improvement on the basis of the justification of their responses. Widdowson (1984) asserts about the pedagogic importance of syllabus as *'a syllabus is not only define what the ends of education through a particular subject ought to be, but also provides a framework within which the actual process of learning must take place and so represents a device by means of which teachers have to achieve these ends.'*

Since it is understood that in a *top-down* model of innovation (cf. McDonough & Shaw, 1993) in this context classroom teachers were ignored. Therefore, I wanted the *"teachers' voices should be heard from the classroom"* itself before giving any suggestions for a further modification of the textbook/syllabus. For instance, in Q.5, very specifically the participants were asked *"whether they have any suggestion for the improvement of this new syllabus"*.

Q.3, was set to know the teachers' own perceptions about the prescribed methods in the textbook and to clarify whether they are implementing the prescribed methods in their specific classroom; in addition, if they were implementing; whether they were facing any problem for contextual factors. As it is viewed in this study that teaching is very much context bound (cf. chapter-2). They were asked *whether the recommended methods in textbook such as group work, pair work, and role-play are suitable for their students*. Also the value of such activities was taken into consideration. (cf. Morrow, 1981)

It is noting that 'language teacher education has begun to recognize that *teachers*, apart from the method or materials they use, are central to understanding and improving English language teaching (Freeman, 1991; Jonshon, 1992; Prabhu, 1990; Richards and Nunan, 1990 cited in Freeman and Jonshon, 1998). We need to know the 'understandings of teachers who carry out the very teaching practices' (ibid.)

I believe that teaching should viewed from the '*contexts within which it occurs*' not as a 'discrete behaviour' (ibid.). Therefore, in Q.7/Q.8 they were asked *Whether they need training to teach the new syllabus or whether the training they already have is adequate for teaching this new syllabus*. These questions were aimed at stimulating the teacher participants' true responses about whether they perceive the need for training or re-training to adopt the innovative teaching in the classroom. To sum up, it can be said that all the questions in the questionnaire were asked to find out what is happening in the real-time classroom not just what we see *in theory* but in *practice* itself.

To encourage a high response rate a self-addressed envelope was enclosed [postage was paid]. Interested participants were encouraged to contact by mobile phone for any interest in this research or for clarification. The analysis of the pre-fieldwork questionnaire will be followed in chapter 4.

3.10 Questionnaire to different groups, Phase-2

I decided to provide an extra open-ended option with all **25** items of the questionnaire *to make sure the very personal involvement* of the participants. (**Appendix11**)

The aim of the questionnaire was to find out what trainees and practising trained teachers attitudes are towards certain ways of teaching and learning English, particularly from a perspective of communicative approach. The rationale for the communicative orientation to my questionnaire items can be justified by the fact that the assumptions underlying the revised Training programmes were influenced by this approach to English Language Teaching, the revision itself being linked to the secondary and higher secondary school English textbooks and curriculum revision under the project namely ELTIP.

My aim was to get an overall picture of the groups' attitude of the trainees and practising teachers towards this mode of teaching which was being advocated strongly by the present English syllabus of the schools. I used the potential title of my thesis as the heading of my questionnaire, (**Appendix11**) which clearly says what the research is about, and includes my name, university website and email address were provided for their information to contact me further if they needed. As I was mostly treated as an insider I always mentioned me as a colleague of the trainees, confidentiality and anonymity of the respondents were guaranteed, they assumed all data will be used only for the research purpose and it is never for their personal evaluation of any kind nor that is arranged either by HSTTI or on government's part. Reasons for using a Bengali questionnaire were explained and they were encouraged to response spontaneously, to write the momentary response rather than taking too long time. Following local tradition followed by NGOs a cover letter is included as the top page of the questionnaire. Trainees were given freedom to use either Bengali or English or even both mixed to write the responses to give more flexibility in writing their responses. I found it was very useful because

even in their normal daily life these people switch code between Bengali and English and even in their responses this pattern is reflected even clearly. As my research tradition is ethnographically embedded I always wanted data as organic meanings given by the participants and not in any way their language difficulty in expressing themselves in English might work as a barrier, so any intended meaning might not get lost, and as I was aware that I am not doing their proficiency test rather collecting exact information from perceptions of language teaching and learning with the intersection of training after introduction of innovation as materials followed by certain methodology(cf. Temple and Young, 2004).

The most important thing is considered in designing the questionnaire is flexibility issue. Respondents were given multiple statements as stimuli or rather like examples that acquired by the researcher from the initial field study through informal talk or discussion with similar participants or from stimulated recall interview after classroom observation, and given extra blank spaces for open option provided that if any responded found either there is no suitable answers/statements appropriate for her/him, can write their own with personal explanations for choosing that kind of answer. It was like a tactic of getting an open ended response from the participants rather asking them directly to write an answer (culture of the context). Quite interestingly a good number of respondents took it positively to use this as a writing platform, and their own voices were heard. So if we wanted the choices the respondents making from the statements given and we are also getting qualitative part of the responses in some cases that contributed highly to cross-analysed these data with final in-depth interview and with other observational data. I chose this style of getting open ended responses by giving examples as an instrument for eliciting own responses from the informants to make them actively engage in responding the questionnaire. That format really works well in most cases but surprisingly few respondents were very reluctant to write a single word or half a sentence from their own. Conversely, few respondents wrote very long responses and didn't even find enough blank spaces to complete their responses, whereas I could write in the instructions given that they can add or use an extra piece of paper if needed to give detailed explanations for supporting their

responses. From my experience of the past, I clearly understand that people are rather very reluctant to write a response to questionnaire written or presented in English possibly because of technical ELT terms were used or because of the questionnaire being written in English, so reasonably I wanted not to go beyond the comfort zone of the respondents, it is observed in different occasions that even that kind of event was rather a good opportunity for teachers to use English, but the local experts use Bengali (L1) as a means of communication, it was evident that spontaneity does matter in expressing themselves, and I decided to use L1 for questionnaire. As piloted with a with a group of 4 teachers, I got a very good response as language wasn't barrier in expressing themselves, as I wanted to know the information on their real perception about innovation and not testing their English language proficiency or writing competence of the respondents. Yet in few cases, teacher thought I am undermining their language competence, some of them thought that it was good chance for them to write in English. Now I understand that I could prepare 2 sets of questionnaire both in English and Bengali versions but reasonably that was an expensive choice for administration of the questionnaire. Remarkably the response rate was high when collected in person or one-to-one administration was done and in case of mailed out questionnaire by local postal service the return rate was 50% though the respondents were being reminded to send back the questionnaire, still it didn't work in some cases.

3.10.1 Questionnaire questions, Phase-2

In order to cross validate the results and findings from phase-1, I designed a questionnaire consisting of 6 Yes/No questions and 19 multiple choice questions. I use all direct statements of the participants for multiple choices. (See **appendix11**): 25 items either questions or statements in the questionnaire intended to elicit their personal learning experience, their reflection on self as a teacher, teachers' perception of the CLT based new syllabus which was perceived as an innovation, the suitability of the context or contextual constraints, the need for further improvement training course and any difficulties they have faced after introduction of the new syllabus, they have been implemented. I didn't invent the questionnaire statements rather I have used the responses of participants, their words 'as it is' I have from gathered from my field work

at phase-1 of this study and later I cross-validated data with similar participants in the phase-2. Moreover, participants are not constrained by structured statements rather examples are given (from themes identified in phase-1) in the questionnaire to choose from selections as well as allowed extra space and option which encouraged respondents to accommodate their own opinions if they have any to include other than the selections. So this questionnaire was exploited to get both quantitative and qualitative data from the teachers. The 25 statements on the questionnaire are structured into the following seven thematic groups:

1. Personal learning experience as a learner (Q1,Q2,Q4)
2. CLT, aims and objectives of the textbooks/syllabuses(Q5,Q7,Q8,Q18)
3. Self as teacher, reflection on own teaching (Q3,Q6,Q9,Q12,Q15)
4. Teachers' recommendations on tests, textbooks/syllabuses (Q20,Q22,Q24,Q25)
5. Teachers' feedback, recommendations on training programmes (Q11,Q16,Q17,Q23)
6. Teachers' perceptions of innovation implementation of training knowledge (Q10,Q19)
7. Teachers' perception of 'professional teacher' and incentives issue (Q13, Q14, Q21)

Figure 2: the overall reasons for asking these questions are given as follows-

Items	Thematic group	Reasons for asking	Link to literature	Comment
Q1,Q2,Q4	Past learning experience as learner	Link to current beliefs system	Pajares,1992; Nespor,1987	Past knowledge and memories
Q3,Q6,Q9,Q12, Q15	Reflection on Self as a teacher, attitudes	Reflection on current practice	Wallace,1991;	Perceptions of role a s teacher
Q5,Q7,Q8,Q18,Q20,Q22,Q25	CLT, aims and objectives of syllabus/textbooks	Innovation, context, and materials	(Markee,1997; Kennedy, 1988;Holliday, 1994.	Linked to teachers' interview
Q10,Q11,Q16,Q17,Q19,Q24	Related to accomplished training course	Teachers' recommendations on textbooks and training contents.	Fullan,1993, 2007	Bottom-up approach
Q13, Q21, Q24	Teachers professionalism, incentives	Perceptions on Performance and professionalism	Johnston, 1997	Humanism Vs Constructivism

(Q1,Q2,Q4). Teachers personal learning experience as a learner: Some researchers claim that much one's teaching is derived from one's own experience as a learning, and that these 'ghosts behind the blackboard' must be identified if they are to be exorcised. (cf. Pajares,1992; Weirtraub, 1989; Taylor, 1989; cited in Wajnryb, 1992). For example, Q4 with examples given, was asked to know about respondents' pleasant or unpleasant [memorable] experience that they might have faced in the past as a learner.

Several researchers proposed that teacher beliefs stem from their learning experience as learners. Lortie's (1975) *apprenticeship of observation* is a phenomenon that is well known among researchers in the field. He proposed that preservice teachers started their apprenticeship from when they were in the classroom as students, and thus they start developing their beliefs about teaching and learning early from that experience. He found that there is a connection between teachers' current classroom practices and those of their teachers. The findings from Johnson (1994) lend support to this. She found that pre-service teachers' instructional practices were influenced by their experiences from their formal learning.

Q5.Syllabus designer/ curriculum planner considered CLT as pedagogically appropriate for the Bangladeshi learners and teachers were not informed of that initiative primarily. So it will be a matter of interest to see what teachers themselves think suitable as method for their learners after years of introduction of CLT based textbooks and that followed a short training course afterwards. (Markee, 1997; Kennedy, 1988; Holliday,1994)

Q7. Do teachers face any contextual constraints or difficulties to follow prescribed activities such as group work, pair work in their own particular classes? That question helped us to know what are the constraints mentioned by the teachers if they are facing any.

Q8.Why do teachers prefer using L1 [Bengali] in their classes although the prescribed syllabus clearly demanded maximization of L2 [English] use in the classroom. So I wanted to know their personal reasons for using L1 in their classes.

Q12. Do they use lesson plan in their classes or why don't they use lesson plans in their classes?

(Q16, Q17, Q19, Q23). What is their view on the training programme's strength and weakness? Whether the programmes meet their demand and are relevant to their own needs (Wallace, 1991, p.147), that kind of feedback is important to know trainee teachers own understanding of ownership of the programme.

Q10 and Q19 are interlinked. These question were intended to know how well the programmes prepare the teachers for their classroom teaching (Reid, 1996, p.3) and that kind of feedback is useful for necessary improvements of the programme in the future and it also increases the accountability of the programme to stakeholders (White, 1988; Lynch, 2003)

Q14. This was only open ended question where participants are asked to write a brief response on what do they understand when we say a 'professional teacher', this question elicited their own perception of a professional teacher or who do they think a 'professional teacher'? Can we link their perceptions with their teaching of English?

Q18. What do teachers think of using TG along with the textbooks? Do the lesson plans suggested in the TG are adaptable in their own classes?

Q20. Present testing of communicative English didn't yet accommodate testing of speaking and listening in the national key exams (tests) SSC and HSC. So it would be a matter of great interest to see what teachers think about the inclusion or exclusion of speaking and listening tests for future test development.

Q25. As it was identified in that particular context that rote learning or memorization / traditional learning strategy of maximum learners hamper their development in using language in practical life situations. Interestingly enough even after introduction of a CLT based syllabus students still memorize answers from guide books or note books available in the market. So I was interested to know what teachers think about or prioritise which positive initiative that could minimize the rote learning or discourage them to write memorized answers in their exams.

Finally I cross validate the findings from the questionnaire with teachers' and trainers' in-depth semi-structured interview in phase-2 as well as findings from pre-fieldwork questionnaire. Therefore I gathered views of trainees and trainers about the programme as a whole (cf. Wallace, 1991; Weir and Roberts, 1994)

3.10.2 Role of the researcher's tacit knowledge

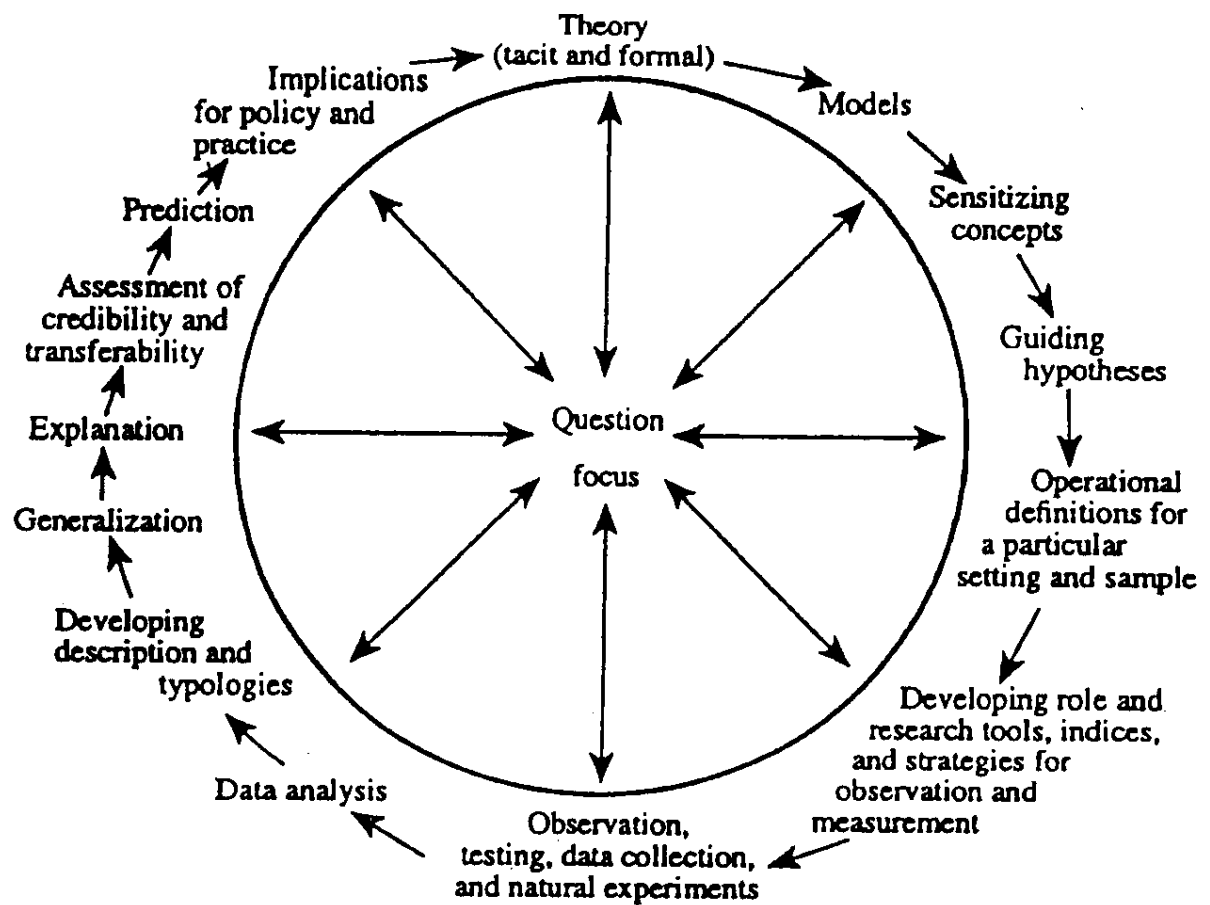
The researcher has professional experiences for 4 years of teaching experience as an EFL teacher in Bangladesh. Guba and Lincoln (1988) call this 'tacit knowledge' and Cohen, Manion and Moris, (2007) also notes 'experience, reasoning and research' are vital in searching for truth. This researcher's tacit knowledge was based on his various professional experiences including teaching in one of the most remote college in Sylhet district and in a leading national mixed gender private school in the same district as much as being a teacher trainer at a local English medium school for some time. Being a board examiner of English test papers just before starting of this larger study contributed to the understanding of the complex context of English language testing scenario at national level in Bangladesh. All this experiences cemented the way to collecting rich data from the participants from all levels within Bangladesh educational hierarchy. As such the background of the researcher was valuable in this study. Moreover, as an ex-trainee of English teacher training programme, so, the researcher has been active in different fields and played various academic roles: as an English teacher; English examiner, in-service seminars/workshops; and attended local/international conferences as well. The researcher's experiences of university education contexts in Bangladesh and in the Essex University, United Kingdom in particular greatly facilitated the research process ultimately.

3.11 Changes in research plan and instruments

As I was an English teacher at higher secondary level as well as an ex-trainee of training programme for that level before I started my research, so originally I was interested to look at this programme and its effectiveness in real-time classes of these teachers, but even I planned to implement some elements from over there, to see how that might work in that group and it was very much like experimental research from which I can recommend for a new framework for training programme like this. Initially that programme was not taking place due to the periodic nature of the programme, then I diverted my attention to a programme which in principle following the communicative approach, and some of these teachers also teaching at the level after returning to their schools, so I thought that might be matter of interest to see how these teachers are doing in their classroom after completion of the training, or what is their expectations from this training programme? Further I thought I could look at three training programmes and can compare my findings from wider perspectives. Then I started observing this programme that was not originally planned but it gave me complete new avenues of experiences, as I found that there was big mismatch between how they are trained to teach and what I have seen in school classrooms. Later I thought that interviews of these teachers might give some clues but realistically that was not possible to take all the interviews in available time then I devised a questionnaire to these trainees to get an overall idea in the first instance though later I observed their classes and also have taken post-observation interviews with them.

Finally I selected only 8 teachers in two phases for in-depth repeated observations and interviews though. Therefore, I have followed *cycle of inquiry* recommended by (Marshall and Rossman, 1999, p.26).

Figure 3: (Marshall and Rossman, 1999)



According to Thomson and Holland (2003, cited in Dornyei, 2007), ongoing longitudinal investigations also raise the question when exactly it is appropriate to start making interpretations and writing up the results. After all there is no real closure of analysis and next round of data can substantially modify the interpretations. The open ended nature of the research challenges the authority and stability of interpretations and the authors reported that by examining the researchers' contemporaneous observations they did indeed observe shift in their provisional interpretations.

There are host of things that can go wrong while doing research in the field, particularly if the research site within in an educational institute (various challenges of classroom research). Gheradi and Turner (1999) concluded that if research is recognised as a journey into the unknown (i.e. Qual-) rather than a task which can be fully specified and planned in advance (i.e.

Quan), then such breakdowns looks less surprising and can be handled with research framework. (Dornyei, 2007:40)

Duff (2008) contends with great emphasis that instead of seeking (generalisabilty) ‘generalizable correct information’ qualitative research aims to broaden the repertoire of possible information of human experience can widen the scope of our understanding and can add data-driven (rather than speculative) depth of analysis of the context.

3.12 The structure of the study

Research design steps in qualitative research are not linear. We come up with an initial plan, but it can unravel in multiple ways. We are always ready to go back and forth between steps/research issues. Each influences each and we need to be flexible, open to change. This study involves both practicing and trainee teachers, and follows an interactive research approach which means this research is not done in a linear way and every stage of the research is interlinked with each other following ‘progressive-focusing’ approach. This study has a ‘tripartite framework’ (Freeman and Johnson, 1988) which investigates the intersections of context, innovation and teachers’ own beliefs versus training and practice. Initially I was aligned to naturalist approach, then in broader sense ethnographic approach was followed in broader umbrella term qualitative is considered for social turn in that kind of educational research. It is a collective case study of schools and training courses.

The study consists of 2 phases: The field study comprising 2 phases was undertaken in Bangladesh, the first phase in spring 2004, and summer 2005, and the second phase in summer, 2007, with a follow-up in summer, 2008. I intend to study two sets of teachers, practising and trainee teachers as well their trainers.

Phase-1, I investigated the current state of the context in a particular time following a pre-fieldwork questionnaire, informal discussions, and unstructured observations of the classrooms and training rooms in one particular zone that is the Sylhet district of Bangladesh. As this study is exploratory in nature, the first phase is very much like ‘mapping the terrain’ or emergent phase following a funnelling approach (Bogdan and Biklen, 2003) which works as a spring board to go forward and validate the research itself. Initially one local school as a ‘typical case’ is selected for extensive study considering general characteristics of secondary and higher secondary school in Bangladesh.

In this phase, analysis of English textbooks, and the contents of one training programme were done ahead of actual classroom and training room observations. Ultimately that phase was helpful for refining my research questions and motivated further observations and post-observation, stimulated re-call interviews with teachers and trainers afterwards.

1) The analysis of the components of the short training courses whose terms principles followed from the CLT-based NCTB English syllabus. This is based on an analysis of available curricular materials and documents.

2) The investigation of the teachers’ perceptions with regard to English language teaching of a group of practising trained English teachers following the innovative syllabus in their own classrooms through classroom observations follows by post-observations stimulated recall interviews.

Phase-2 follows to look at the degree of match between the intended and implemented curriculum in real-time classrooms in a post-innovation context.

1) The investigation of the change in classroom practices with regard to the same issue of English Language trainee-teachers attended the In-service teacher training course by administering a questionnaire to trainees and trained practising teachers as well as in similar mode as phase-1 classroom observations and post-observations stimulated recall interviews are taken place after the lessons to compare the degree of match between phase-1 and phase-2 of the study. (cf.chap.3.add.structure)

2) Characteristics of training programmes are identified and differentiated to see effect of training contents with mode of delivery. Trainers were interviewed to know their perspectives on English teachers' strength and weakness; in Phase-2, follow up, in parallel a questionnaire is administered of which thematic items are taken from phase-1 of the study to cross validating purpose. After classroom observation stimulated recall interviews of classroom teachers are taken, those are again cross-checks with thematic grouping of data in phase-1. And the follow up study was targeted to gather recommendations from the research participants for projecting a possible framework for a context specific approach to teacher training.

First, I studied practising teachers in a particular setting - the English lesson in the secondary and higher secondary school classrooms. To this end, altogether in 2 phases I observed 48 classes in 16 schools in 4 different zones of Bangladesh, and interviewed 8 English teachers immediately after observing their class, as well as, and then followed this up by interviewing 6 trainers of training courses altogether in the two phases of the study.(cf. chapter-4, chapter-6). Also during the second phase, I had added a questionnaire to participants in the second phase although it was not planned beforehand. Subsequently, I obtained questionnaire responses from 134 trainees and trained practicing teachers of English (M=104, F=30) from the different SRCs and school locations; (see profiles at chap.5 and **Appendix12**, ELCM2).

3.13 Data Analysis

According to Glense and Peshkin (1992, p.127), qualitative data analysis “involves organising what you have seen, heard, and read so that you can make sense of what you have learned working with data/you create explanations, pose hypothesis, develop theories, and link your stories. To do so you must categorize, synthesize, search for patterns and interpret the data you have collected”. Whereas, Bogdan and Biklen (1997: 145) characterise qualitative data as “the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increasing your own understanding of them and enable you to present what you have discovered to others”.(ibid. 2007,159)

Huberman and Miles (1994, pp.428-429) divide qualitative data analysis into three subordinate processes should be occurring before, during and after data collection.

1. Data reduction
2. Data display
3. Conclusion drawing and verification.

As follows:

- Data reduction is the process whereby the huge universe of possible data is reduced in advance to manageable dimensions by choices that the researchers makes the terms of conceptual frame work, research questions, cases and instruments.
- Qualitative data display is the systematised and summarised collection and sorting of the data that make possible “conclusion drawing and/or action taking”
- Conclusion drawing and verification involve interpreting and “drawing meaning from the data.”

Again, Lynch (1992, p.78) suggests that qualitative strategies should be interactive even as early as the coding process in a language programme evaluation. “As with every stage of qualitative data collection and analysis, the coding of the data is an iterative process.

Keith Richards (2003, p.93) states that “the process of categorisation and analysis must therefore involve a consideration of broader contextual issues that this level has highlighted”

“Since we cannot literally ‘be’ the respondents, we must appropriate their words, and in doing so the honesty we owe them is recognition of the interpretive act we are performing even so elementary an act as the selection and inevitable re-contextualisation of their utterances. This issue of transparency is one that we should always keep in our minds as we seek to represent the voices of those who have contributed to our own understanding.”

This qualitative study attempted to generate new knowledge of and through analysis of the existing English teacher training programmes and subsequent intersections with EFL teachers’ adaptation of innovation in Bangladesh schools. According to Guba and Lincoln (1985) and Stake (1975), an analysis of this nature is a critique, extension and integration of existing procedures, techniques and concepts utilized to establish new knowledge. It is non-linear in process. Onwuegbuzie and Daniel (2003) state that research design/data collection/analysis and interpretation stages are often non-linear in nature and inseparable.

Coding is the process of examining the raw qualitative data in the transcripts and extracting sections of text units (words, phrases, sentences or paragraphs) and assigning different codes or labels so that they can easily be retrieved at a later stage for further comparison and analysis, and the identification of any patterns (Dey, 1993; Coffey and Atkinson, 1996).

Codes can be based on: themes, topics, ideas, concepts, terms, phrases, keywords etc. found in the data. Usually it is passages of text that are coded but it can be sections of an audio or video recording or parts of images which may be a numerical reference, symbol, descriptive words or category words. All passages and chunks that are coded the same way – that is given the same label – have been judged (by the researcher) to be about the same topic, theme, concept etc.

The codes are given meaningful names that give an indication of the idea or concept that underpins the theme or category. Any parts of the data that relate to a code topic are coded with the appropriate label. This process of coding (associating labels with the text, images etc) involves close reading of the text (or close inspection of the video or images). If a theme is identified from the data that does not quite fit the codes that already exist then a new code is created. As the researcher reads through their data set the number of codes they have will evolve

and grow as more topics or themes become apparent. At the beginning of this study, the initial categories were identified through the pieces of information obtained from the teacher participants and educational documents in the context. The researcher's personal professional experiences with different stakeholders in the education system enabled the processes of categorizing and coding to reflect the perceptions of the participants more clearly.

For Bogdan and Biklen (1998), coding is a basic method of organizing words and phrases from interview data under themes and categories that emerge from data. See (**Appendix13, NELCM**) for the examples of initial coding. Each respondent was taken to be constructing their individual subjectivities, beliefs, and experiences in the context.

The collection of evidence emerged from multiple sources documenting the chain of evidence. By reviewing such evidence on the interview transcripts, observations, questionnaires the researcher interpreted the analyzed data.

Thus, the data were categorized under these major themes, as follows:

- Teaching context/contextual constraints
- Perceptions about language teaching and learning
- Reflections about own teaching or training programmes
- Tension in adaptation of new methodology/innovation in actual classroom
- Recommendations for improving syllabus or training programmes
- Blaming other stakeholders

Strauss and Corbin (1998) suggest what is called open coding. Open coding is where you 'sweep' through the data and marking the text. I find that it is a good idea to leave a column or space at the side of transcribed data so I can write my codes next to the segments I am coding. The following (**Appendix13**) is an example of an interview with a teacher trainer discussing teacher training and innovation context in Bangladesh with a synthesis of his own work experience as a trainer. Contextualization demands that we place the data in its own environment so as to provide a more accurate representation. For this reason I have included major sets of my

data in Appendices, though this research does not answers all questions I raised initially, but the important contribution of this research is it has raised lot of questions that need to be answered by doing further research in Bangladesh context by future researchers. Following this line 'traceable' 'auditable' data are given reasonable space at appendices of this thesis.

3.14 Triangulation

Triangulation, according to Cohen and Manion (1994) means, the use of two or more methods of data collection in a study of some aspect of human behaviour (p.233).

According to Stake (1995), the protocols that are used to ensure accuracy and alternative explanations are called triangulation. Triangulation is at the heart of the intention of the case study worker to respond to the multiplicity of perspectives present in a social situation (Adelman et al. 1980). All accounts are considered in part to be expressive of the social position of each informant. Case study needs to represent these differing and sometimes conflicting viewpoints (cited in Cohen & Manion 1994, p.241). In this multiple case study, therefore, the triangulation of data is used as suggested by research methodologists (Burns, 1998; Cohen and Manion, 1994; Biklen and Bogdan, 2003, 2007; Glesne and Peshkin, 1992) to gain a credible and trustworthy holistic view of complex phenomena. The several data collection methods and stages are presented in the following section. As mentioned in chapter-1, the proposed research will be empirical and exploratory in nature, it will try to enhance the validity of the research findings using a design in which triangulation of methods will take place using mixed of both qualitative and quantitative methodologies (cf. Chapter 5 & 6) since I am taking a 'pragmatic approach' (Maxwell and Loomis, 2003). Triangulation between the evidence provided by different research methods is thought to be a simple and common form of combining methods. Various reasons have been advanced for the combined methods triangulation, including increasing the concurrent, convergent and construct validity of the research, the ability to enhance the trustworthiness of an analysis by a fuller, more rounded account, reducing bias, compensating the weakness of one method through the strength of another, and testing hypothesis. (Perlesz and Lindsay, 2003 cited in Gorard and Taylor, 2004:42)

3.15 Reliability and credibility

An ethnographic orientation requires a naturalistic and broad approach to the classroom setting. A naturalistic classroom observation is an everyday lesson with its participants in real-time and a thorough description of a lesson. The principle of data gathering aims at thick description (Geertz, 1973) as comprehensive as possible in terms all features of the material setting of the classrooms. However, there was an effort to provide rich descriptions i.e. ‘thick descriptions’ of the settings, accounts of the immediate teaching-learning context in the classroom, training programmes and the broader macro-context of the country beyond the classroom. In chapter1 of this thesis the background information about the study setting and understanding of the contexts within Bangladesh education system are included.

Even though this research uses the characteristics of the grounded theory (Glaser and Strauss, 1967) approach, the study did not follow it restrictively.

The grounded theory approach adopted in this study, the first stage of the analysis is the “open coding” which depends on the potentially interesting points from the data regardless of their degree of relevance to the research questions. In contrast to other analysis approaches e.g. positivism, which starts from a definite hypothesis and then tests it against the data, the grounded theory approach, according to Willis (2007:300) and Eisner (1998), depends on letting “understanding emerge gradually across the data collection and analysis process.” This framework of analysis approach, which is “deeply rooted in the interpretivist epistemology, reflects a healthy respect and appreciation for critical theory as well.” (Willis, 2007:300). According to Bogdan and Biklen (1998), the second stage within the grounded approach is data organization and reduction. This process includes organising the data into units and grouping and associating these related concepts into categories and naming those categories. To practically present this approach, here is another example from the study about the contextual constraints that the study went forward from document analysis then to classroom observations to post-observation stimulated recall interviews in the phase-1. So, instead of relying on a single data set rather after analysing the data from the first phase subsequent thematic categories of that

stage were cross-checked in phase-2 for classroom observations, interviews and questionnaires while retargeting the similar informants.

The peer debriefing technique involves a person unrelated to the study analysing some of the raw data in order to assess whether the findings are plausible as well as member checking, were also utilised in this study as further means of justifying its credibility. Member checking was dealt with by sharing with the case study participants the profiles that I had created about them (see **NDPTN, CHMC**). These profiles included background information about the participant and a summary of what I had understood about their practices from my observations and conversations with them. I wanted to make sure that their story was their own, and therefore invited them to make any changes to their profiles where there were discrepancies between my understanding and theirs. I also offered to provide a written transcript of all recorded interviews with the teachers and trainers, two of teachers and one teacher trainer checked the transcripts but all other participants declined the offer naively. In addition, results from the first phase were compared with more than one set of data type and cross-validated with a further questionnaire in second phase of the study. Therefore, methodological triangulation with different sets of data is used which has contributed in making the results credible.

The terms Reliability and Validity are essentially standard features in a quantitative positivistic paradigm. Lincoln and Guba (1985:317) emphasize “inquiry audit” as one measure to enhance the “dependability” of qualitative research which closely corresponds to the notion of “reliability” in quantitative research. Again they state that: "since there can be no validity without reliability, a demonstration of the former is sufficient to establish the latter"(ibid: 316).

Contextualization demands that we place the data in its own environment so as to provide a more accurate representation. For this reason I have included major sets of my data in the Appendices, though this research does not answers all questions I raised initially, but the important contribution of this research is it has raised lot of questions that need to be answered by doing further research in the Bangladesh context by future researchers.

Seale (1999) also recommended that readers themselves may determine whether a wider population is similar to the cases studied and judge for themselves if the findings are appropriate to their situations. Examples of data tools, samples of transcriptions of interviews and observations, analysis of the interviews and the observations, questionnaire's analysis and coding categories are included in the appendices for 'audit' purposes. In this way the transparency of the research is also enhanced which demonstrates credibility of the data presented.

Hammersley (1992) argues that ethnographic writing should be judged in terms of criterion such as: plausibility, credibility and relevance.

- Are the findings plausible?
- Is sufficient evidence offered to support the credibility of the findings?
- Is the study relevant in the sense of offering important new information or contributing to the literature?

Again Miles and Huberman, (1994) and Willis (2007:220-21) believe that the "extended experience in the environment" is another way to support validity. "The more you experience the environment, the more you have the opportunity to understand it."

Since I have been working as a teacher in the same context so as an insider with good background knowledge I tried my best to choose the representative sample of the population not only from the data gathered but also from my personal knowledge about the participants and their schools.

One of the objectives of this study is to contribute in changing future teacher training in Bangladesh. Despite the fact that most researches are not commonly published, scripts from the results of this study are currently being prepared for publication in the educational journals locally published in Bangladesh. The intention is a wide range of readers: teachers, head teachers, education board officials, policy makers and other researchers who have articulated their interest informally to the researcher during and after the end of this study. With reference to ethical concerns, it is obvious that the study gives some effective moves for the improvement of the users of this study. The aim of this research is to bring back together a set of beneficial

integrated relationships among teachers, students, trainers, policy makers, and even donors in some education project. (cf. 'Pragmatic validity' Miles and Huberman, 1994: 280)

3.16 Some personal reflections

I ended up not using any QDA software for data analysis, I tried to learn how to use SPSS and QSR in my first years while I was attracted and fascinated by these software and in particular by their nice appearances and output usually I came across when people presented printed things around seminars, workshops but in my case I found that I did not learn these software packages well enough even after trying for a while, and rather observed I became over-concerned with numbers, and was even trying to mechanize the data-meaning artificially to accommodate certain codes, or to produce a number or percentage that really did not come from the organic way that my thought process intersected with data itself, and understood to a certain extent that I tried to impose meaning on text, subsequently my reflection was that- what kind of person am I? Personally I follow a very traditional academic approach. Say for example: I do not like reading things on-screen for a long time, yet I like printing things out to read, even collected lots of books last few years that could not be possible even carrying-back to home, and anyway I like to write in the margin with pencil, use highlighter to mark the text, so I thought it would not be fair to impose a kind of personality on me that I am not really inside. I have transcribed the entire interviews and observations data by using a software ELAN which was introduced to me in a departmental workshop at the University of Essex and another software "Express Dictate"(software) that I downloaded from internet to transcribe my audio/video data into texts, these software's interfaces were good enough to tackle the transcription issues.

I have used the Microsoft word's simple interfaces to store my data in separate files, and I have used simple interfaces such as the find and search option of words for looking at how many times a certain word appears in that file etc. It was good to see I have everything traceable in files which can be accessed whenever I want something in particular file, but I have printed out two copies of all my data from word files, just have been reading through pages between lines, taking notes in the margin, highlighting through the text with different colours of marker pens, again

writing things down in note books or in my diary, writing memos and link to theory or literature references in the blank page available on the other side of the printed page, grouping them together, and I always wrote my first draft ideas on paper and only later typed on the computer though it was time consuming, even it was a long process people do not usually do these days. So virtually I was living with papers around me.

3.17 Conclusion:

In this chapter I have given a simplified account about the approach, design and methodology of this study. Epistemological differences have been presented in order to make my choices knowledgeable and trustworthy about the content and method of the investigation. I have favoured the ethnographic approach within the interpretive positioning in educational research giving emphasis on live-context and real-time actual participants' perspectives in a holistic way. As well as, I have given argument for the suitability of the multi-site case study in order to address major research questions I have posed. In addition, I have talked about the data collection instruments, analyzing and interpreting procedure of data. Thus, I have used multiple methods that demonstrate the openness of the research approach. Moreover, importantly this *multimodality* approach increases reliability of the research through triangulation of data sets.

Chapter 4 : Data Analysis and Results (1)

4.1 Introduction

According to Seliger and Shohamy (1989:201) data analysis refers to “sifting, organizing, summarizing, and synthesizing the data so as to arrive at the results and occlusions of the research”.

In this chapter I present the data gathered in phase1 from the instruments described in the previous chapter. The chapter is organized according to the list of instruments used. First I talk about data collected through pre-fieldwork stages such as document analysis (NCTB textbook), questionnaire to practicing teachers, and observation of the teacher participants followed by stimulated recall interviews after classroom observations. It is analyzed and interpreted by making a code of the similar responses. Then I describe my first impression about the two training programs UKBET and ELTIP. I observed trainees of these programmes in relation to programme contents in the phase-1. First of all, I highlight the characteristics of the higher secondary school English textbook that was considered as curricular innovation. Finally, teachers' primary performance in classrooms based on new syllabus under question will be analyzed to investigate whether there is any noticeable shift from the transmission model of teaching to transformative mode of teaching after introducing CLT approach in principles of the new revised syllabus.

A traditional English class [A snap-shot of from the past]

An example of most traditional way of teaching is given below:

The teacher entered the classroom, sat on his chair and asked his students:

T: what is the subject now to teach?

Sts/S: English sir!

T: what is the topic to teach now?

T: Gulliver's Travel sir;

T: what is the page number?

Sts/S: page 35 sir

T: O.K students, open your textbook page 35, Munir you stand up and read the first paragraph. [Munir reads it.]

T: [indicates another student] Masud, you stand up! Read the next paragraph.

After students' reading the teacher read the textbook with correct pronunciation and explained what is said in the text translating in Standard Bangla sometimes in local dialect. Usually every teacher used to give some homework for the next day.

This is an example of most general and traditional system of teaching of teaching –learning practices that followed in schools. Reading the textbook, lecture by teacher to explain the things and sometime writing on black board are the usual method of teaching. Rote memorisation by students for passing examination dominated the whole education. (G.R. Miah, TQI, Newsletter, no.1, Jan, 2007)

4.2 Textbook and syllabus characteristics

Here I will analyse the textbook 'English for Today' as I am familiar with the syllabus followed for this general English textbook that has been developed for classes 11& 12 by ELTIP jointly funded by the Government of Bangladesh and DFID of the UK government. We will be looking at the English textbook under consideration in terms of its aims and objectives, its content and activities whereas some very reasonable improvements (cf.Chapter-7) will be suggested in the light of real teaching and learning context of that level of education in Bangladesh. Therefore, either the detailed evaluation process itself or different types of syllabuses in a broader sense will not be discussed here since they fall outside the scope of this thesis.

‘English for Today’ follows a dynamic skill-based approach of language learning and teaching. We know that skill-based multi-syllabus approach links grammar, communication skills, functions and topics covering listening, speaking, reading and writing as well as pronunciation and vocabulary. McDonough and Shaw (1993:50) clarify:

" A more straightforward way of looking at this kind of syllabus is to see it in terms of a merging of two board approaches .One of these is concerned with a view of language in use, and includes categories of function, context and language skill. The other is a version of more formal linguistic syllabus, and is comprised of elements of grammar, pronunciation and vocabulary."

Even more significantly, White (1988:92) comments: "*A complete syllabus specification will include all five aspects: Structure, function, situation, topic, skills. The difference between syllabuses will lie in the priority given to each of these aspects.*" Hutchinson and Waters (1987:89) who state have also addressed attempting to combine the various aspects of language: "*Any teaching material must, in reality, operate several syllabuses at the same time. One of them will probably be used as the principal organizing feature, but the others are still there.*"

General overview:

As McDonough and Shaw (op.cit.13) suggest that "*one of the simplest ways of surveying the types of syllabus available is to examine the contents pages of published English language teaching textbook, because they reveal the underlying principles and assumptions on which the writers have based their material.*" What Cunningsworth (1984:2) asserts: '*What the books say about themselves*'

Before going to the evaluation stage this is worth mentioning that the book in question "English for Today" as mentioned in the preface is a series of general English books from class 6 onwards and they are integrated on principle "*of learning a language by actually practising it.*"

As aims are very 'general' purposes (Richards, 2001:120) and objectives are rather 'specific' than aims and they break down aims into 'smaller units of learning', and typically describe learning in terms of 'observable performance', i.e. they describe 'learning outcomes' in terms of *what a learner will be able to do* (Richards, 2001:123).

Therefore, from the preface of the book we can say as it corresponds the aim as 'learning a language by actually practicing it'; of course they mean English language. In particular, it is also claimed that this book will specifically integrate an 'interactive mode' while targeting the four language skills i.e. speaking, listening, reading and writing and in principle the emphasis will be on the 'communicative approach'. The content pages are some topics while divided into units include 'a range of tasks and activities' which offer functions as well. Moreover, it claims "Instead of treating grammar as a set of rules to be memorized in isolation, the book has integrated grammar items into the lesson activities allowing grammar to assume a more meaningful role in the learning of English." All through the book as units are divided into lessons that have some very specific objectives to make the total learning a success.

However, it is very easy to be overwhelmed by the claims that are made in preface but our purpose is to justify the claims on the basis of how closely, how effectively the aims and objectives are fulfilled in reality and suited with needs of the learners to the specific Bangladeshi learning and teaching situation. By the way, it is mentioned before that a multi-syllabus approach is constituted with the integration of the different type of syllabuses. When we take the term syllabus into account we should think of the content (what is to be taught) and the organization of the content (how the content should be sequenced)

Organization:

Michael P. Breen (1984) suggests when he talks about the principles of organization of syllabus as: *The principles of organization which are applied in the construction of a syllabus are selection, focus, subdivision, and sequencing (grading)* and also he says these principles will represent 'a particular view of how the subject matter might be 'best' internalized by learners.' (in Brumfit, 1984:48).

Now let us justify how this general English textbook in question has integrated a multi-dimensional skill-based approach in its organization.

The book has 24 Units subdivided with 158 Lessons in total.

For instance, in Unit-3, lesson-2 (p.19)"Understanding Instructions" in exercise.A students are asked to identify the given instructions and it is realized that students are familiar with these types of real life household materials. It is understood that this activity is based on skill based syllabus. Also it involves intensive reading when the learners are reading the instructions. In exercise.B, students will underline the verbs used for instructions and by giving a practical example in exercise.C for reading that follows few quite sensible questions as students are supposed to give the specific information.

Furthermore, students will write suitable instructions from given illustration from exercise.D 1,2,3. But still grammar structure of the imperative sentence could be explained for the learners' convenience. Anyway, it is realized that students will be able to understand the functions of giving instructions. This activity is referred notional-functional syllabus because the function is emphasized over the exercises. The notional-functional syllabus will promote activities which attempt to replicate in class 'real' communication. (David Nunan, 1988:53)

In every lesson of every Unit of the book grammar/structure items are expected to be practiced by the students from the context of the lesson. Grammar/structure items such as verbs, tenses, modal verbs, sentences, active voice, passive voice, Clauses, degree of adjectives, infinitive, gerund, participles, reporting speech, reported speech, agreement of subject and verb to name but a very few and what not. Simplicity, frequency and usefulness are the most common criteria in structural syllabus. Firstly, the simplicity requires that the simple items must be presented at the beginning and then the difficult ones. It has been tried all over the textbook to keep these criteria up except few differences. Secondly, the frequency requires that the items used much in real life must be presented first. For example, at the beginning of unit-1 (lesson-1 p.1) grammar items simple present tense and wh- questions are expected to be practiced and it is rightly prioritized. The structure of simple present and wh-questions are not explained yet two example sentences of wh- questions are given. Thirdly, the usefulness of present simple and wh- questions are beyond questions about their usability in everyday life. The topic of this specific lesson is 'Our Family' which includes all the members of a typical Bangladeshi large family. Though the picture is hazy this picture will seem familiar to all the learners and the following letters, which come

after the picture, will affect the learners. Such kind of topic will relate to learners' experiences and their private lives because all of them have families.

Another type of syllabus is that situational syllabus of which the organizing principles are formed by the situations such as at the bookshop, at the shoe store etc. Situations may be constructed to present various types of interaction. And it is for sure that interaction is never one-way it may be two way, three way or many more. Therefore dialogues and role-plays are the common way of presenting situations. For example, In unit-3 (lesson-1, exercise. C P.34) learners are expected to work in pairs to create a short dialogue between a salesman and a customer in a fruit/book/shoe shop and in pairs they will play the roles using the dialogues.

In Unit-10 (lesson-1, exercise. C p.128) an example dialogue between two friends are given while they are talking just before going to cinema though presented as mechanical conversation but it might be in real life situation something else will happen. Then students will practice this dialogue in pairs. In Unit-14 (lesson-5, exercise B, p.186) students will work in pairs to play the roles of Navid and Semeen who were talking about the United Nations world Food day theme. The expected intellectual level of the students' are very unrealistic so how far this type of role-play will be a success is not out of question. But the role play chosen in Unit-18, lesson-4 exercise.D, (p.232) is a realistic situation. Similarly, in Unit-20 (lesson-8) exercise. F (p.264) could be an interesting one if students are given in advance some clues for the activities. The aforementioned examples are very few of many. Eventually, we will evaluate the stability of its organization.

Stability:

The textbook is planned for making the students communicatively competent in English. As it is claimed in the preface, 'focus is on the communicative functions of the language'. So the language is seen in the meaningful context with its form and functions. But it can be mentioned that very few of the activities of the textbook are flexible in nature. Though it is expected a teacher will follow the sequence of the content pages but sometimes it will not be possible.

Furthermore, we can't make a very straightforward comment that the book is well graded and perfectly sequenced. But if we take the first two units as examples it is realized that the language items, vocabulary and grammar are introduced in meaningful context, for example vocabulary exercises are given as

multiple choice questions model or students are given activities such as fill in the blanks, true false types, matching columns, using tables and more over they are given communicative functions of the same grammar items in same lesson and the skills (reading and writing) are handled by reading passages. And in each lesson they are expected to produce their own language work by writing exercises on given topics such as letter writing, paragraph writing, writing story from jumbled pictures etc.

Recycling and revision:

From the beginning to the end of the text all the items are recycled through the Units. For example in the leading beginning units simple grammatical items such as present simple, adjectives, Contractions, adverbs etc. are covered and these items are recycled at later units or end part units of the book. For instance, present simple tense is presented in Unit-1 (lessons-1, 2,3,5) and it is presented again in Unit-6 (Lessons-2, 4,5) and also in Unit-7 (lessons-3, 6). More over simple present is practiced with other forms of present tense for describing state and for discursive writing in Unit-14 (lessons-3, 4). And uses of prefixes are presented in Unit-2 (lesson-5, p.24) and it presented again in Unit-13 (lesson-2 p.165) and in Unit-16 (lesson-5 p.207) but this time in more complex way. This shows that it has a syllabus that moves from simple to complex. The functions that the certain items serve are also recycled through the units. For example, the functions like 'asking questions and giving answers' is presented in Unit-1 (lesson-1) and it is also presented in Unit-9 (lesson-2). Also maximum of the testing methods for reading and writing are recycled in some other units.

Language content:

Generally students need to learn English to communicate in English effectively when they meet a real communication situation. *'The emphasis in communicative language teaching on the processes of communication rather than mastery of language forms'*. Richard and Rodgers (1986:76).

That's why grammar of real language should be taught. For this general aim the syllabus of this book takes learners' communicative purposes into consideration. It is given more importance to language use not to form. Anyway, it is a like a ray of hope that this text book has followed a communicative approach and grammar items also depends upon different situations and sometimes upon real contexts.

Vocabulary:

Frequency of use of words in everyday life, usefulness of words is the basic criterion for selection of vocabulary. Nobert Schmitt (2000:153) comments, “Guessing a new word's meaning from context is key vocabulary learning skill and Nation (1990, mentioned in Nobert Schmitt) identifies it as one of three principal strategies for handling 'low frequency' vocabulary. But no clear vocabulary learning strategies are shown or guided in most of the lessons of the book although it includes a new word list for each lesson at the end of a lesson. Even some very obsolete words are included labeling as new words.

Phonology:

Today, the main purpose of teaching and learning English is communication. It is worth mentioning that recently spoken language has become as much as important as written language as era of Grammar Translation Method is over now. As the textbook is examined in terms of teaching pronunciation, it can be said that there is not at least one lesson in the book where one *pronunciation exercise* is given with clear direction. There are statements for intonation in Unit-2, (lesson-2, p.17-18) but also they are used for communication purposes. Students make communication activities by taking these dialogues as model. Yet, similar listening audio materials could be provided.

Presentation of four skills:

When taking the aim of the textbook from the **preface** of the book (**Appendix14**) into consideration we can rightly state that it should deal adequately and in a balanced way with all the four skills. But how the four skills are dealt with in textbook?

A Quantitative outline:

Breakdown of lessons according to four skills covered.

[Total Number of unit-24

Total Number of lessons: 158]

Reading activities take place in lessons: 158 (100%)

Writing activities take place in lessons: 158 (100%)

Speaking activities take place in lessons: 149 (94%)

Listening activities take place in lessons: 12 (7.6%)

Listening:

Listening is seen as a part of general part of oral work and it plays a secondary role compared with speaking. In other words listening forms part of a dialogue work.

After listening the dialogue, the students are expected to act it out in some exercises

but where does listening material come from are not guided or just they will listen to their teacher or fellow students .Is this enough for developing listening skill?

Speaking:

The spoken language is most important part of teaching. If we go back to the preface we can see that target of this general English textbook is to make the learners successful communicators. Different activities in the textbook put much emphasis on spoken language. It provides many different activities in order to develop the students' speaking skills. The practice sections in many exercises involve meaningful exchanges, which are like real life communication and include language functions.

For example, different types of dialogue works are organized. Role-play is another speaking material that the textbook includes in many lessons.

Reading:

Reading is the most common way of making the learners acquainted with foreign language items. Because reading is the activity that can be done easily by them at any time either at home or school. In order to provide this activity, the textbook includes reading passages throughout the book in different lessons. But the difficulty level of the reading materials are not beyond question as it is observed from the real classroom experiences. In fact, Comprehension questions are the most important activities that accompany the reading texts in the textbook. But these questions are varying in the degree of understanding of the text that required.

Writing:

Writing activities gain more importance than other activities throughout the textbook. The textbook included free and semi free writing types or controlled and guided writing tasks. It tries to teach the conventions of different sorts writing. For instance, it includes letter writing, writing short paragraphs, dialogue writing, writing reactions, writing a story from pictures etc. The idea of writing to a pen-friend in some exercises is hopefully very useful way of enriching learners' awareness. This is great chance of sending and receiving letters in target language.

Topics:

It is realized that most of the topics that are included in the textbook would be enjoyable for the learners and it could be expected that they would expand the learners' awareness.

But in real classroom context it is found that most of the learners from the rural areas of Bangladesh are not interested in subject like global warming or greenhouse effect or land erosion etc. Or it could be analyzed how far such topics are matched with the learners' knowledge level about the world. Most of the topics are chosen from social and cultural context from inland that are easily recognizable to the learners. There is a balance between genders as men and women are given almost equal importance throughout the book. Remarkably, 1.4 % of our total population are ethnic i.e. Mongoloids in origin but in the textbook as a whole at least one lesson is not included from their culture or life. Therefore this is not fair, as any textbook shouldn't neglect the learners from a particular community.

Methodology and practicality:

In language teaching, the needs of learners are very important. Before implementing any textbook in classroom "needs analysis" is one of the main things to be done. The teachers or planners should learn about the needs of the learners and then choose the materials according their needs. Yalden (1984) comments that, '*Syllabuses differ according to the constraints present in a given situation*'. Therefore, we should take the specific context into consideration. English is foreign language in Bangladesh but today every people need to learn English to be aware of the world or for their jobs. Here students (age group 16-17, maximum 18) want to learn English to speak, to understand spoken/ written language, to write in English etc. In fact, English is a compulsory subject in the National curriculum.

The textbook doesn't cover its guiding principles clearly. Moreover, there is an inconsistency between stated and actual methodology. Just giving instructions without explaining is not a proper way of learning. Most of the times instructions are very ambitious and the expectations from learners are very high. The concepts like group work and pair work are very useful for standard size small classes but most of the classes around the country large classes² where students are used to follow lecture method of teaching. The textbook expects an active input from the students. It usually encourages them to create something of their own and use their own abilities.

Especially in writing exercises but what really happens in classroom students write the memorized things in class or in exams from the ready notes available in bookshops around the country.

Before or after creating a new syllabus for broader educational context teachers-the implementers should be involved first to accommodate the teaching methods prescribed in book. Widdowson (1984) asserts about the pedagogic importance of syllabus as 'a syllabus is not only defines what the ends of education through a particular subject ought to be, but also provides a framework within which the actual process of learning must take place and so represents a device by means of which teachers have to achieve these ends.'

Summary of the characteristics of the new syllabus:

From the preface³ of the general English textbook⁴ we can say as it corresponds the aim as '*learning a language by actually practising it*'; of course they mean English language. In particular, it is also claimed that this book will specifically integrate an 'interactive mode' while targeting the four language skills i.e. speaking, listening, reading and writing and in principle the emphasis is on the 'communicative approach' (cf. chapter-2). Generally students need to learn English to communicate in English effectively when they meet a real communication situation. For this general aim the syllabus of this textbook takes learners' communicative purposes into consideration. It gives more importance to language use not to form. It is observed from the given activities in the book that in-class learning is emphasized by giving the options of group work, pair work or role play covers nearly 50% activities (e.g., Unit-1, lesson-5, p.13; Unit-4,

Note: generally 60 plus students

³Appendix14

⁴ English For Today developed under ELTIP project.

lesson-5, p.45; Unit-9, lesson-2, p. 111-112; Unit-11, lesson-9, p.147; Unit-14, lesson-4, p.185).

Therefore, it is clear enough that student-student interaction or teacher-student interaction gets priority other than traditional teacher-centered lecture method typeclass. It is observed from different lessons of the textbook that the spoken language is an important component. If we go back to the preface we can see that target of this general English textbook is to make the learners successful communicators. Different activities in the textbook put much emphasis on spoken language. It provides many different activities in order to develop the students' speaking skills (e.g., see **Appendix15**). The practice sections in many exercises involve meaningful exchanges, which are like real life communication and include language functions. The textbook expects an active input from the students. It usually encourages them to create something of their own and use their own abilities especially in writing activities. Generally the textbook identifies the role of a teacher as a guide and facilitator or monitor (e.g., Unit-1, lesson-5, p.11; Unit-17, lesson-1, p.212; lesson-3, p.216; Unit-18, lesson-4, p.232). In brief these are the main characteristics of the new syllabus under question.

4.3 Pre-fieldwork stage, primary Questionnaire

Although the response rate was low in comparison to the numbers of questionnaire sent (24 out of 98); those twenty four teachers who participated seem very interested to speak out their voices in the perspective of introducing an innovative syllabus based on the CLT approach henceforth students' performance and existing teacher training facilities were much more issue of concern.

Before doing the categorization phase (Table5) I would like to clarify that in the first part of the questionnaire the participants were asked to provide personal information such as their teaching experience, the class size they teach. From analyzing the information given by the participants:

- Their experience in English language teaching varied from 2 to 18 years.
- The class size they teach ranged from 25 to 160 students.
- Twenty Four (24) teachers sent back the completed the questionnaire
- Only 3 teachers were trained following the traditional training format and other 21 did not have any training.

Table 5: Teachers' responses classroom

Questions	Agree		Disagree	
	(yes)	%	(no)	%
1. New syllabus reflects the real-life communicative needs	21	87.5	3	12.5
2. The objectives prescribed in lessons as a whole are achievable	4	16.6	20	83.3
3. Group work, pair work, role play are suitable for students	2	8.3	22	91.6
4. New syllabus is better than previous (prose poetry based) one	23	95.8	1	4.1
5. Improvement of the new syllabus needed	18	75	6	25
6. Students' overall test/exam performance improved	5	20.8	19	79.1
7. Training/re-training needed to teach the communicative syllabus	24	100	0	0
8. Training already have is adequate to teach the new syllabus	0		3 out of 3	100

As can be seen from the above table, 23 (95.8%) teacher participants are suggesting the new syllabus based on CLT approach rather than previous prose-poetry based one. Interestingly enough, 1 (4.1%) participant is supporting previous prose-poetry based syllabus and showing reason as "*this mechanical syllabus will hamper our students imaginative and creative power. Since they need to develop their mind so I support a literature syllabus.*"

It is noticeable that 21 (87.5%) respondents think that the new syllabus reflects the real-life communicative needs of our students. Therefore from the high rate of positive response from Q.1 & Q.4 we can say that almost all the teachers in this research context agree upon the need for a functional syllabus.

Only 3 (12.5%) participants comment (Q.1) that the new syllabus doesn't suit the needs of the students. Better to quote their words yet to guarantee confidentiality so I am quoting them as **T1**, **T2**, **T3** here.

T1:*No. You know English is a foreign language, in their [students] exams no need of spoken language so they are not interested.*

T2:*Our students need to learn writing correct English but grammar is ignored in this syllabus.*

T3:*Very few students need English except their exam. This syllabus is good for only top students.*

From these three respondents it is clear that either the question itself was misunderstood or **T1&T3** think that students face exams and this is the only real-life need for them in using English. Therefore their view is still subject-centered not language-centered [English is a subject not as a language]. From **T3**'s response we can also see that the exam is the only reality though it is reasonable to include spoken English exam in a small scale way such as introducing viva voce. This respondent also indicated the importance of teaching grammar (cf. chap-7, recommendations).

Now we will turn on the Q.2, which was asked to know the participants' perception of the objectives prescribed in lessons of the new general English textbook.

20 (83.3%) respondents think that the objectives prescribed as a whole are not achievable.

2 of them think that students level of English is poor to cover all these objectives and if we summarize the other 18 respondents they mentioned about the time constraint of '45 minutes English class per day' like any other subject. Few teachers just have an English class on 3 days week. Importantly enough, most respondents in response to Q.5 also suggested that *'the volumes and objectives should be minimized'*.

On Group work, pair work, role-play (Q.3): 22 (91.6%) out 24 respondents think that these recommended methods are not suitable for their specific context such as-

T4: *'since students are not able to speak a single sentence in English how do expect them to continue English speaking in group work, pair work let alone role play'*

T5: *'It was never possible for me to arrange such prescribed work in an auditorium while 160 students attending English class from different groups'*.

T6: *'boys and girls are too shy to act as someone else'*

T7: *'I tried in my class but students are embarrassed'*

T8: *'When I started to cope these works in my class students' low attendance began'*

T9: *'the class become unruly'*

Very interestingly one respondent recommended a separate English drama class instead of role-play in class time. Another teacher most naively requested to omit group work, pair work, and role-play from the new textbook.

Conversely, 2 teachers still engage their students in such activities and one of them very desperately comments that *'I engage students in doing so because that way I can minimize my work load in class time'*

In literature, for example, Harmer (2001: 116-7) suggests the advantages of pair work as 'it recognizes the old maxim *two heads are better than one* and in promoting co-operation helps the classroom to become a more relaxed and friendly place' also the same expert advocates group work as *'it promotes learner autonomy by allowing students to make their decisions in group without being told by what to do*

by the teacher'. From the questionnaire data it is understood that some participants (e.g., T9 above) indicate that engaging students in group work or pair work is a classroom management problem but *'order does not necessarily mean passivity, absolute silence or rigid conformity to rules, although these conditions are sometimes considered necessary for specific purposes (e.g., a major test). Order in a classroom simply means that within acceptable limits the students are following the programme of action necessary for a particular classroom event to be realized in the situation'*(Doyle, 1986)

It was really interesting that Q.5 was asked to know the teachers' perception about their students' overall test/exam performance and to make sure that whether there is any noticeable shift from the memory model of learning but conversely 4 participants asked, e.g., **T10**: *what do you mean by test/ exam performance?* Yet they responded that as **T11**: *' if we consider the numbers of students getting pass mark (33%) it is always higher than previous syllabus but in case you are looking in terms of quality there is no change'* or **T12**: *' Even now students are writing memorized answers'*

Or T13:*'The overall test performance after introducing the new syllabus is worse than the previous condition'*

Another participant mentioned the problem of grading as T14: *'sometimes the brilliant students and the average (mediocre) students are getting same grade'*. Actually, now I understand this question needed clarification. Finally if we consider the overall response rate for this question then it can be seen that 19 (79.1%) participants perceive that students' overall test/exam performance didn't improve or there is no shift from the previously followed memory model. In contrast 5 (20.8%) respondents find improvement and also a shift from the memory model as *' at least now students are trying to write their own answers though with a lot of grammatical mistakes'*. I had no intention to discriminate between government colleges and most private colleges in rural Bangladesh when such a question was asked in the questionnaire to mention the name of their colleges in the first part but it is worth mentioning that 3 of those participants are from govt. colleges situated in town centers and minimum criteria for getting an admission in these colleges is that students must have minimum A+ or A grade marks in their SSC

exams. Therefore it at least could be said that most of the students in these colleges already have a better proficiency compared to their non-government counterparts.

For question 7, all 24 (100%), 3 trained and 21 untrained, reported that they need training or re-training to teach this new communicative syllabus. To be conclusive we can say that a demand for teacher preparation by training or re-training is strongly felt. At least one participant very honestly mentioned '*I need further training to teach this new syllabus, as we have been brought up in prose-poetry based syllabus of memorising answers*'. (cf. chap-7, recommendations)

Therefore my assumption is that teacher training would be the most possible way of accommodating change at classroom level after introducing innovation. Let's see what is happening now after they have completed a short training course. Then I have started my journey to work with real people see for myself what is happening in the actual classroom.

4.4 A questioning mind and a growing mind, journey forward...

- Initial hypothesis was that non-training of teachers might be the cause of non-implementation of curricular innovation at classroom level
- But it is found that training option is already installed later on to make teachers familiar with new teaching methodology
- But reluctance or resistance is found either from the part of the school or from teachers themselves to take part in training
- Administrative step to make some teachers participate in the training
- Training programmes (ELTIP, UKBET) are CLT based, seating arrangements and classroom environment are okay for the purpose of flexibility as demanded but no audio-visual facilities are available

- And the other way round schools classroom remain same as it was! subsequent changes at classroom following changes in materials were not done as required to accommodate methodology recommended by textbook.
- Even though teachers are trained in methodology, their belief system about teaching and Learning a language not changed, classroom practice or practicum remains almost same.
- Some enthusiastic teachers initially tried the methodology just after returning from training, ultimately frustrated by contextual constraints revert to their traditional approach rather as safe and comfortable way of teaching.
- Individual blaming bias theory- different layers of stakeholders blame each other for non-implementation of expected curricular innovation. Who is to blame, then?
- Back and forth from training room to classroom, continuous progressive focusing, and the present researcher also back and forth from field to the affiliated institute, understanding the problem relating to literature of innovation in English language teaching.

Primary Questions re-visited:

- What are the observable gap between theoretical bases of the training programmes and actual operationalisation of the knowledge gained from the training room in real time classroom? (In theory what they should be practising and what are actually happening in classroom in actuality)
- Does the implementation knowledge gained from the training room intersect with teachers' own perceptions about language learning?
- How far does real-time teaching match with teachers' own articulations in interview, questionnaire, and observation?
- How far contextual constraints are barriers in teacher's implementation of innovation demanded in new Syllabus?

- What are the trained teachers' perceptions about the sustainability of CLT approach in forms of application in real-time classroom?
- What is the trainer's perception of innovation? Does it match with trainees?
- What is the trainer's perception trainee's capability of implementation?
- What is the trainees' understanding of applicability of training knowledge in their own classroom?
- What is the trainees/teachers perception of their students' adaptability with new methodology?

4.4.1 Field work phase-1

Fieldwork done properly is mixture of intense excitement and rigorous and time consuming and often boring, tedious work (Berg, 1998: 129).

I started my research armed with new knowledge from literature review which worked as a filter and synergic with previous knowledge as an experienced teacher in that context following a very organic, ethnographic approach. Though research questions were my guiding force for enquiry I was rather flexible to alternated initial questions based on emergent themes, issues, or even new areas of interest to add up if needed.

The proposed study itself is based on the researcher's tacit knowledge, professional experience as a teacher, as an examiner of educational boards, and as a trainee in a traditional training course. In addition data available from different international reports and local reports (BANBEIS, NCTB etc.) used as an indicator to formulate hypothesis for the study and simultaneously the research questions linked with relevant literature and similar studies in other contexts.

Instruments: (cf. Chapter 3)

1. **Observations:** observations of training programmes, classroom observations at schools provided insights into how they actually teach English in their real classroom
2. Post-observation short interview/conversation with teachers based on 'critical incidents' exploring the beliefs underpinning the teacher's classroom practice.
3. Observation of the training room provided insights on how they are actually trained up and what the programme expects from the trainees to implement in their classroom?
4. Will be cross- checked with a questionnaire response in phase-2, (cf.chap.5) data triangulation will be done.
5. Multisite case study is more reliable and valid considering their affectivity.

Initial Findings1:

- Clear mismatch between teacher's training room performance and actual classroom teaching
- In real time classroom teachers face their de-motivated students weak in English; different level of proficiency in English but in contrast when trainees do their micro-teaching or simulations where other trainees work as dummy students are rather competent in English, they understand 100% English lectures. In training room setting, class size is small and furniture is ideal for CLT based group work and pair work. Each session/ single class period is longer than actual school class period of 45 minutes in schools.
- Tensions between stated preferences and actual teaching practice.

New hypothesis:

- Teachers beliefs about the learning and teaching a language may leads the way they teach in class or outweigh the formal training room knowledge.
- There is a complex intersection of teachers' beliefs systems, contextual constraints and the new knowledge gained from the short training course

New subsidiary questions??

- Do teachers change their beliefs about language learning and language teaching after a short training course?
- What are their stated beliefs or attitudes and perceptions of would be teaching after completion of training course?

Progressive Findings2:

- Teachers' stated beliefs about certain methodology changed but teachers' point of view about actual implementation was not possible due to contextual constraints.
- Teachers didn't go beyond their comfort zone or didn't challenge norms, risks not taken to make changes possible rather revert to traditional practice.
- Stated confidence positively changed at classroom level towards innovation only with personal initiative in conjunction with administrative support from colleagues, principal or head teachers.

4.5 Sample schools

In adhering to the ethnographic approach, context (see section chap-3) automatically assumed key prominence. Hence the criteria I used to choose my samples represented a variety of contextual features which contributed to creating (bounded groups that displayed a clear membership of the population (see section.... chap-3) for a discussion on the selection of sites). Thus although generalisability was not the goal of my research I worked towards a basis for comparison with other classes in other schools by defining clearly the characteristics of the group studied so that they could serve as a basis for comparison with like and unlike groups (Wolcott 1973). As discussed in chapter 3, defining constructs or characteristics unambiguously enhances the credibility of the study. And therefore I attempted to adhere to Stenhouse's (1985) advice on grouping similar pairs (or threes) of schools along particular dimensions that I rationalised would represent a range of relevant variables in terms of institutions and student populations.

Selection criterion:

- **Resources:** government school, or private but government-aided school manifesting a difference in resources (government schools having spacious buildings, large play- grounds and better resources, and often, trained teachers of English with fairly long teaching experiences, private schools having mostly one building dormitory either owned by the institution or rented property)
- **School record:** 'the older the better'; the older the school, the more acceptable it generally appeared to the public. However, the reputation of the school in terms of JSC, SSC, HSC results was vital, either national or local ranking by education boards' short list was important.
- **Locality:** whether in the town-centre, up-market or poorer areas, which often reflected student catchments zones, a location for easier transport available etc.
- **Dimension:** very large (usually government schools), large, medium, or small in terms of building, resources, student population and teacher population; number of shifts in the morning and afternoon etc.
- **Name and fame:** In a highly exam-centred culture, school results in the **SSC** examinations are of utmost important particularly in terms of individual students finding a place on national short list,

and the number of students obtaining marks (A+, Golden A+). These results, publicised by the media, establish the reputation of schools and staff from very good, good-average, average-poor, poor. However, results in **HSC** are also particularly important for qualifying in entrance examination leading to university level education in national public Universities.

- **Student Population:** the number of students on enrolment in the whole school, how high the total number; large classes are appreciated in terms of numbers, and there is a competition among local schools to increase the numbers of students in their own school. Teachers usually feel proud of taking classes with large number of students.
- **Gender of the students:** Mixed, girls only, boys only. All government schools are single sex schools, while -most private schools are mixed with boys and girls students though in most cases they take separate classes for boys and girls, in some private schools they have a separate common room for girls.
- **Gender of the teachers:** Although boys' schools mainly have male teachers and girls' schools always have female teachers, mixed schools tended to have more male than female teachers. The classes I observed were taught by a mix of both male and female teachers, with an exception in one high school where no female teachers are recruited.
- **Economic conditions:** The economic status of students is an important variable as secondary education is in Bangladesh. As entrance into schools is strictly on merit in public schools, children from poorer backgrounds and low literacy families often do not get into these schools or more reputable schools from high-income, average-income, to low-income groups. Whereas children from rich families those who do not qualify in public schools have an option to join in expensive private schools with more facilities.
- **Average size of English class:** Although large classes are a norm words to denote size are used in a relative sense and refer to numbers of students actually present in the class during observation. Very large (60+), large (51-60), medium (40-50), small (- 40). But at HSC level they have combined classes of more than 100 students in some places.

- **School culture:** On a variety, from strict discipline, penalty system for low scores in exams, regularity of attendance and periodic monitoring of students' progress. Somewhere in the middle it is revealed that another variety of culture as practised in the government schools which can be phrased as 'bureaucratic' culture. This is marked by a combining of showy administrative demands, an apparent strictness in behavioural terms by teachers mixed with a paradoxical indifference in classroom teaching along with too many tests round the academic year.

The contextual variables representing the **16** sample schools are given in **Appendix16**.

4.6 Teachers' profiles

Having obtained a wide sample of classrooms in terms of school characteristics, I now focus on teacher characteristics along with biographical details (cf. Chapter-5) regarding training qualification and English Language teaching.

An Example teacher's portfolio

NDPTN (code name) is in his late thirties. He grew up in the local town of Sunamgonj, where he completed his SSC in 1983 and HSC in 1985 and graduated with a BA pass degree from a college in the divisional city Sylhet. Upon his graduation, he was offered a sports teacher-cum- teaching position in a school in this city centre and taught English along with other subjects there for about last fourteen years. In 1994, he started his teaching career as full time teacher in this school, but actually he started as a part-timer since 1989. He joined in this school because he thought he could save travel money as he can easily travel to his local town whenever needed.

He is living with his immediate family. He thinks the salary he gets from his job is not enough to survive by maintaining basic standard of life, so he is bound to do some private tuition after- school in the evening or before coming to school in the early morning, he also helps his brother's business in the evening as they are living in a joint-family and the additional money he gets from private tuition is good

for paying their house rent as well as expenditure for his 2 children's schooling. His wife does not work out of home and she is a house wife, so it is only he who maintains everything in family expenditure.

He mentioned that he was interested in sports from his boyhood; he enjoyed this job all these years he spent in this school, because he always got the scopes to enjoy himself in engaging in sports as well as scouting while doing his normal teaching duty. He is always arranging the morning-assembly in school every day, usually busy with sports programmes of the school and has little time after school to prepare for the next day lessons, usually comes to school and teaches from the textbooks whatever sequences they are as per syllabus though he has an overall plan in his head. He usually teaches 3 classes, i.e. classes of Eight, Nine and Ten and having six teaching periods/lessons every day, he also teaches 6 classes of English lessons every week. He teaches class size varies from 60 to 90 students. According to him large classes are not a problem as people 'as researchers' think, other way round traditionally a school with huge number of students are highly valued as good school and it contributes to the reputation of the school. He regrets that in other schools senior teachers usually takes less number of classes per day, but in his case the headmaster wants him to take more classes as he is very popular teacher in this school, that is why he sometimes takes proxy classes of head teacher when he is not in school such as HM is attending a meeting with educational officials, or at a meeting with DC (District Commissioner) for examples.

NDPTN, is interested about his professional development; he even paid for himself when he accomplished a training from local university SUST for 4 months and he had completed the one of the government's teacher trainings, attended another one run by a local NGO with co-operation of Sylhet Education Board and even today he is interested in continuing his professional development further. He believes that he had learnt a lot from such trainings. He also had an additional training of 1 year from BKSP (national sports institute) as sports teacher. He always tries to learn things himself for improving his English though he does not have enough scopes to share his ideas with fellow colleagues.

He reads grammar items from popular Wren and Martin's grammar book to improve his English. He mentioned he has personal reason for doing that because he did not have English subject in his degree level and he understands the importance of English in present time of globalization. He believes that,

Grammar is the base of any language, without grammar how they can learn English, the English what he had learned only because they had a very good English teacher that he still remembered his English teacher 'Sree Bidhu Bhusan' when his teacher used to teach grammar, he used to talk with the board and they listened attentively, and NDPTN is still following his teacher's way of teaching grammar, and he always give details of all the rules first to his students and students always like that way of instructions because, all the rules they do not have in their NCTB textbook, so it is helpful for the students to understand his way of teaching, in the books they only have some examples without any rules and explanations. He thought 'a good teacher is a good teacher as long his students are making good results in the national exams' and if these students pass in the exams successfully he will get the bravo, though students even wanted to cross the stairs of the exams they have. He also mentioned that his HM is very strict about completing the syllabus before exams, and to them completing syllabus means to finish the whole textbooks page by page, but he tried his best to follow the school authority's instructions in all respects.

NDPTN also informed that the students in his school come from poor family backgrounds. The large majority of the students were from low-income groups; so it is also important for learning English. He mentioned that lot of students here in his school from poor family like rickshaw pullers, van drivers, vegetables seller and they do not have a TV in their house even. He lamented how these students could be in touch with actual English if they never have that kind of access, so teaching English in the expected way as in new textbooks, it is very much impossible 'if I think of these disadvantaged students'. He stated their school has a dress code that they expects students must wear trainer shoes but some students could not afford to buy these, even come with wearing slippers or sandals or even bare footed and the school authority also does not give pressure since they know their students' economic condition. These students will never need English after completing their school, so they are not motivated to learn English, also he is blaming the primary education system, after students' enters in the secondary school they have little or limited chances to improve their English because they do not have basics knowledge of English from primary level. About students passively sitting in the class he mentioned that it is not a big problem for teachers as they understand from their own experiences by looking at their faces when

someone faces a problem 'I am teaching them for long time, so I know what to do even they are not telling me'. He showed his disappointment as they did not have a consistent English syllabus, 'every new government comes in power and change previous textbooks and they get new books so it always problematic to learn new methods prescribed in the textbook'. However, he recommends a need for integration among policy makers 'people in higher position' for that. (cf. Interview transcript, NDPTN, **Appendix17**)

4.7 Classroom observation (phase-1)

The process of teaching may be understood fully only when teachers' thought processes and actions are seen in combination with each other. Keeping this in mind, I present the findings from two phases of the study that I undertake in order to investigate teachers' implementation of new syllabus in a post-innovation context by Bangladeshi teachers of English and their degree of sharing in terms of their classroom instructional behaviour along with their perceptions of language teaching and learning.

English forms a significant part of the school timetable at both the primary and the secondary levels and English is a compulsory subject from Class1. From Classes 1 to 5, it accounts for 25%-30% of lesson time. In secondary school from Classes 6 to 8, English takes up 6 to 9 lesson periods a week (45 minutes each lesson period). In Classes 9 and 10 in preparation for the school-leaving national examination SSC, 9 periods are the standard, and still in some schools they have additional 1 class per week before exam's month. The lessons at this level are usually separated into preparation for Paper 1 (based on the EFT textbook) and paper 2 (grammar, reading comprehension and writing composition). The lesson at SSC level is mainly based on national key Tests; whereas at HSC level 3 to 6 classes per week (45 to 60 minutes each lesson period) are the standard and mostly they follow their own institution's class-routine. The main purpose of my investigation was to understand teachers' underlying assumptions and beliefs that direct their classroom action in a post-innovation situation. I studied teachers in this particular setting - the English lesson in the secondary and higher secondary schools classroom. To this effect I observed 48classes in 16schools that 4 from each zone, in and around 4zones of Bangladesh and carried out short

interviews with 8 teachers immediately following the class observation where I asked the teachers their interpretations of instructional behaviour I observed in class along a stimulated recall approach chapter 3. I thus carried out direct observation followed by 'probed' introspective self-reporting by the participating teachers. The former served the *etic* purpose within the researcher's framework while the latter provided the *emic* viewpoint. The nature of the data is thus introspective i.e. the participants looking inward and also empirical i.e. the researcher looking outward.

Within the framework of reference provided by the purpose of my study, I Highlight specific features of the teacher's in-class action and speech related to English Language teaching. The data is presented in 3 steps. First, classroom processes are categorised in terms of teachers' in-class behaviour (action and Speech from observation) as emerging patterns from the field data with regard to their instructional behaviour with example extracts from observations. Second, the major behavioural features are interpreted through teachers' reflections, introspective remarks and justifications as obtained through the 'stimulated recall' interviews. In the third and final step, I organise the ideas articulated by the teachers in terms of a set of assumptions that appear to guide these teachers' 'operative knowledge' (Bailey 1996). The analysis is presented in terms of recurrent patterns supported with excerpts from field notes and teacher responses during interviews. In separate chapters (chap-5, 6), I present the perspectives of a total of 134 teachers either current trainees or at some point in their career had completed one or more of the 3 training programmes investigated and attempt to determine the extent to which their familiarity towards the principles of communicative approach and the assumptions of the- revised textbooks based on new syllabus have enabled these teachers to re-structure the- pedagogic beliefs. This is particularly significant as all these training courses are linked directly to the revised Textbook introduced by ELTIP project with help of DFID.

Of the total of 48 lessons observed, only 12 (25%) were preceded by anything written down that could be called some kind of plan. It was more like a list of topics to be covered usually listing activities and page numbers from the textbooks. No one had what could be called a lesson plan in terms of objectives or stages of lesson and time distribution. When I asked the teacher with no plans (75%) how they decided what they would be doing in class, they replied that they had a set syllabus and a textbook which they

followed through, lesson by lesson and page by page. Also the timetable allocated the classes as being an English paper 1 or English paper 2 (grammar, translation, or composition) classes, and both paper-1 and paper-2 are based on NCTB textbooks. Therefore teachers did not see any requirement for lesson plans. It may be pointed out the ones who had some similarity of a written scheme were mostly female teachers and mainly reflected the demands made by their school rather than any personal initiative.

I was therefore able to find out the thinking processes of teachers behind lesson plan construction and what their in-class interactive decision-making justifications were particularly when they sidetracked from their lesson plans (see Johnson 1992, Bailey 1996). Richards and Lockhart (1996: 84) maintain that the ability to make appropriate interactive decisions enable teachers to “assess student responses to teaching and to modify their instruction in order to provide optimal support for learning”. They also assert that teachers who are guided solely by a lesson plan and who ignore the interactional dynamics of the teaching-learning process are less likely to be able to respond to student's needs.

The lessons I observed were taught by a mix of female (4) and male teachers (12) were observed at different locations. I bring together the findings from the two phases of the study and compare the results (cf.chapter-6), focusing on their relevance to the assumption that teachers own conceptualisations have a crucial function in curriculum implementation. The study design and procedure of data collection, description and analysis have already been presented in the chapter-3. Here I provide only a selective description of the data, the analysis and interpretation, followed by a discussion on the findings of phase-1 and the findings from phase -2 will be discussed in chapter-6.

4.7.1 Teachers’ in-class instructional procedures

The classes I observed were usually very large and the lesson content varied. I took running field notes which were later developed into narrative descriptions. The observational field notes of the 48 classes showed a finite set of teachers' instructional behaviour irrespective of the subject matter of the lesson. One extreme/confirming classic example of traditional lecture-mode lesson and one disconfirming/mostly aligned with communicative approach were video recorded in the phase-2 and later have full transcriptions to cross-check with other observations. (see in **Appendix18, Appendix19**)(MBHS1,2)

In general the teachers are the powerful authority in the classroom setting. Older male teachers, particularly in the of good reputation schools displayed powers of authority and a kind of fright remained among students, and had an almost overpowering effect on students. Teachers' behaviour too tended to be unkind, unsympathetic - they spoke at the top of their voice, belittled students on learning errors and often drew inferences to deeper faults in the- students' personalities and behaviours, bullied students in some instances and in one instance threatening for corporal punishment was even normal. They never smiled or shared anything with fun in their classes. In contrast, in junior classes 6 to 8, female teachers provided a rather pleasant atmosphere to the teaching environment. Students in the these classes appeared to enjoy their lessons but the higher classes presented a sense of obsession particularly in terms of examination expectations, strict regularities from Head master or Principal about results in national exams (cf. Shamim's 1993).

I have visited the same schools, and classrooms several times just to understand their normal life, day to day-life, how it goes, what teaches do in their off-class time what do students do after their class, do they continue the talk of their class even after the class finished. Observations of classes, how communicative were the class, do students response positively to teacher's questions? And do the learners initiate any questions from themselves? It is even the first class of the day teacher arrive at class a bit late even after knowing that today his English class will be observed, start by calling roll numbers of the Students. Even the marks or scratches remain on the board from previous class. And I found most teachers; all most all teachers do not have a lesson plan taken in their class. Either they just translate what is written in a composition or read the composition themselves. Sometimes they just ask students whether they understand or not. And mostly students are naïve to say they understood everything their teacher already mentioned in the class. And they do chorus to say they understand and say yes in "choruses." sometimes the class was remarkably silent, even I couldn't listen anything other than flips of book's pages or brooms the floor with shoes and winds over the branches of trees. One person talks and others listen; this is completely one way delivery. (as lecture in public meeting)

From observation it is obvious that classes are going as usual according to norms of the day irrespective of what kind textbook or methodology teachers are following, they have their reason for the routine in the

class and it is understood that innovation is not a standalone thing that could happen separately just in particular English classes in school, rather it seems parents, colleagues of teacher who initiated new ideas or school committee members should be involved or need to be the part of the process.

School is just a part of the whole system. Disintegrated or fractioned initiatives away result in ineffective change that very much superficial s and do not have a lasting, consistent effect on the change process itself. Classroom observation was really ambiguous in lot of ways as I myself was occupied with my ELT Knowledge from a UK university, and was expecting very much of a communicative language teaching like perfect situation. 'making familiar to unfamiliar was a big challenge for me all the time, Possibly I myself is changed a lot in the 5-6 year time of my study, in an UK institution, initial disappointment of watching a one way delivery of a teacher to a rather passive class and responsive only when all students do a chorus of a answer to a teacher's question sometimes giving even a wrong answer. In that case teacher corrected the wrong answer to right one only to get second chorus of a right answer similar to previous event, I found it might be a way of teacher's face saving as the learners were clearly conscious of my presence in their class, some of them were stretching their neck like a crane to look at me. Teacher read from textbook loudly, then again asks students to read by turns, teacher repeatedly translated everything in Bangla.

Teacher wrote few grammar items on the board and finally asked students to copy these sentences on their notebook-once again the teacher asked whether they have copied from the blackboard or not. Even without doing some of them said in chorus, 'finished, but haven't done yet. Class ended and any students didn't ask any questions during a 45 minutes class time. Remarkably, other than English sentences from textbook or blackboard the whole class time was done in standard Bengali, and even in local dialects of that particular region.... Teacher were quicker in Pace to finish the class and students in hurry to manage their books and belongings, I did not quite understand what is going to happen, found it was their Tiffin time, and even I went out with the teacher and offered to share his breakfast while sitting in head teacher's room.

In general at lower levels either primary (1-5) or junior classes (6-8) teachers maintain informal and rather friendly environment sounds non-threatening, even though communications are one way mostly teachers ask lot of questions in an active zone with good students sitting at the front of the classes. Conversely in senior classes (9-12) teachers are very dominant maintaining a distance relationship when teaching, rather a strict ethos with exams centred teaching and teachers do not bother either of textbooks' or TGs' instructions and mostly kept going with lecture mode only. During class hours students seemed bored and no creative class work given to students engage them enthusiastically rather teacher usually check for learning of facts and in most classes teachers were over cautious about their own performance of lecturing rather than students learning.

Started with purposive/convenience/typical sampling: At the very beginning I repeatedly visited one mixed genders local secondary school cum college (includes HSC level), rather looking at how a particular English class works, I went with broader endeavour to look at how the whole school system works in that context and then repeatedly observed 2 same teachers, 3 classes of each teacher at different levels (classes 8, 9, 10, 11, 12). Initially I did not use my digital recorder rather had taken running field notes as class goes along included detailed descriptions. Initially the general permission was taken from the head teacher, later on with the arrangements of head teacher classroom teacher was called on and was introduced with me accordingly. I introduced myself with the teacher and briefly explained the purpose of observation and what the research is about, confidentiality of data will be maintained and only be used for research purpose. I also explained what I will be doing while sitting at the back of the class in a corner or last bench. Note taking was very much descriptive, at the first minute I noted quickly the physical description of the class. I noted everything down as the class goes, I have written details of events, noted any critical incidents to work on afterwards with the teacher, and kept writing my note until the end of the class.

Now we will look at 2 example extracts on **grammar lessons**.

These were presented in a similar teacher-guided, top-down provision of knowledge from the English Grammar books. When presenting a new item, teachers made an extra effort to present new item, loudly repeating them for the benefit of students. More often, exercises were written

on the board and students attempted them - always individually. But it was obvious from most lessons that students were expected to go home and memorise the 'English-grammar' books. In class, individual students read out the comprehension passages aloud in front of the class with the teacher correcting reading mistakes of spellings, pronunciations etc. The overall impression of the English class was one of students "memorising texts and grammar exercises with little or no understanding" (Cullen 1991: 9).

Extract A.

NDPTN: Narration (lesson-2)

The whole lesson was in L1 Bangla except the English words or sentences teacher used on black board, I have translated the extract from Bangla.

Extract-1, Grammar lesson (NDPTN1)

T: in your last class I have given you the basic rules for Narration...do you remember?

Sts: yes, sir! (chorus!)

T: then I want to ask you some questions, [indicates a student in the front row], you stand up! What is reporting speech?

S1: (stands up and mumbles... face down)

T: [indicates another student from the front row], you stand up! What is reporting speech?

S2: Sir! Reporting is..... (scratching his head and other boys are looking at him)

T: you boy! Sit down; you must remember what I have told you in the last class!

Sts: [flipping pages of their *khata* (written notes), 2/3 students are talking to each other on the back bench]

T: I am telling you again... now you remember... In our speech, we often speak to the other person of something that was said to us by somebody. We can say...in other words, we often report a speech whether ours or someone else's...we do these in two ways...we either report the speech exactly as we had heard, same...same... or said it without making any change... this is called Direct Speech...you boy follow me...(that student was talking with another student next to him)... Or we may change the sentence that we had heard or said without changing its meaning and then we report it... this is called Indirect Speech.

T: (writes on the black board) ...[as shown on board] **Direct:** My father says “I shall write a letter” this is direct speech because father is speaking; now if you say then...what will you say, indirect? (Looking around), Fahim, you stand up! [points to student in second row] you! What will you say?

S3 (Fahim stands up): My father... shall write a letter! My father says.... (Confusing, looking down)

T: My father shall or will? What will be the reported speech? (asking to the whole class) who can tell me? Who can?

Sts: (silent, some of them are looking at pages of textbook)

T: (goes back to dais, writes on Board), **Indirect:** Father says that he will write a letter; this is reported speech; you see, while changing from direct into indirect, we have made some changes in the sentence, number one... we have removed the comma in the indirect sentence and put **that** in its place; number two... we have removed the inverted commas of the reported speech; number three...we have changed the ‘I’ of the reported speech into he; ‘I’ is who? ‘I’ is father. I have already given you the rules; number four...we have not used any capital letter in between the sentence not like in the direct form where the reported speech always begins with a capital letter...capital letter; and you remember third person singular ‘he will’ and first person ‘I shall’, so step by step follow the rules. (teacher is talking to himself and showing on board); If the reporting verb... the main verb in the first part of the sentence before comma is in the present or the future tense, the tense of the verbs in the reported speech **will not change**.

T: Now see, in order to bring about these changes while changing from direct into indirect, there are some important rules that need to be observed. They are... number one, remember number one... changes in Tense and Verb, while changing from direct to indirect we have to make different changes in tenses, verbs or auxiliary verb.

T: everyone! write down, I am giving you a list.....to have a look on those changes (goes back to black board and writes)

Sts: (flips around, students are opening their *Khata*)

T: (writes on board) [as shown on board]

Change of Tenses

Direct Indirect

Present Indefinite	Past Indefinite
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Present Perfect Continuous	Past Perfect Continuous

T: have you finished? You finished... (goes to front row, looking around), everyone must write! (walks back to board, erased first 3 lines, and writes) [shown as on board]

Past Indefinite	Past Perfect
Past Continuous	Past Perfect Continuous
Past Perfect	No change
Past Perfect Continuous	No change

Sts: [all students copying from the board]; **T:** (walks around), everybody must write.

Extract B. (cf. Appendix20)

IQBPTN: Voice change (lesson-1), translated from L1 Bangla.

Extract-2, Grammar lesson (IQBPTN2)

T: (writes the heading of the lesson) [**Voice Change**] [as shown on Black Board]

Sts: (flips around, students are taking out their *khata* notebooks)

T: there are two kinds of voices...active voice and passive voice [*Kotri Bacchya, Korma Bacchya*]

T: what are the kinds of voices?(asks the whole class)

Sts: Active voice... passive voice (chorus!)

T: Active and passive, what is active?...what is passive? (walks on the podium)

Sts: (silence)

T: (talks to himself) When the subject of a sentence does something, of some action, we say that the sentence or the verb of that sentence is in Active Voice... what is active voice? (looks around)

Sts: (repeats after teacher in chorus)... the subject of a sentence does something, of some action, we say that the sentence or the verb of that sentence is in Active Voice.

T: When the subject of a sentence does not do anything...or of not doing any action but allows the object of the preposition.... to do something to it, we say that the sentence or the verb of that sentence is in Passive...now you know, what is passive?

Sts: (repeats after the teacher) when the subject of a sentence does not do anything.....

T: (talks to himself) difficult to understand.... let's make it easy (writes on board) '**Active: The cat killed the mouse.**' [as shown on board]...this is a active voice... The cat, subject of the sentence, Killed, verb of the sentence, and the rat, the object of the verb...Now, who killed whom...the cat, subject of the sentence... (overlaps students' chorus!)

Sts: the cat! (chorus!)

T: yes! The cat is doing the killing, now see the passive...passive form...

T: (writes on board) '**Passive: The rat was killed by the cat.**'

T: you stand up!(points to student in the corner of the front row)...what is the subject now?

S1: the rat sir!

T: is it the right answer? (asks to the whole class)

Sts: yes, sir! (chorus again)

T: right! the rat, the subject of the sentence, rat.... what is the verb? You say...no, you! (stops one student but points to another student)

S2: sir killed!

T: yes, she is right! was killed, verb of the sentence, you know...what is verb? Being, having or doing anything.

T: who can say? What is object?... now object...object

Sts: the cat sir! (voices from front rows)

T: (underlines the cat on the board)(talks to himself) the rat is now the subject of the sentence, it is not doing anything but passive, as the subject of the sentence does not do anything but allows passively something to be done to it, we say that this sentence or the verb of this sentence is in passive voice.

T: (talks and writes on board) you should remember the rule...[as shown on board]

'**Active Voice:** Subject + Verb+ Object'; '**Passive Voice:** Object + auxiliary Verb + principal Verb + by + Subject'

T: and you remember...principal verb...main verb should be changed to past participle; Do-did-done; Kill-Killed-Killed, the 3rd one.

4.7.2 An explanation: teachers' Views about Grammar Teaching

For the teachers in this study (cf. extracts A, B), the prevailing perspective of language structure was that of form, with most teachers likening it with the unequivocal principles of a language. Joyce and Burns (1999) demonstrated that teachers' close to home perspectives of what constituted grammar impacts the way they approach the teaching of punctuation in the classroom. There was little acknowledgement that grammar could be certainly taught and/or learned. Not one or the other, these teachers did give off an impression of being mindful that learners have mental linguistic uses, which experience transitional stages as they pass through the diverse steps of recognizing new structures include, contrasting it and existing learning and rebuilding and incorporating the new information to make more developed interlanguages (Ellis, 1994). Linguistic use, for the majority of these teachers, alluded just to express runs the show. Not many teachers highlighted the part of the importance in reference to grammar. Much fewer teachers associated the three measurements of structure, significance and utilization (Larsen-Freeman, 2003) in their meanings of grammar. The larger part of them appeared to focus on the thought of linguistic use exclusively as a static collection of information of the formal properties of a language, irrelevant to the methodology of gaining or applying that learning. These perspectives show that, all in all, the teachers' hypothesis of language learning is a mixture one, consolidating the development of conceivably clashing language learning hypotheses. The teachers' preoccupation with grammar and unequivocal tenets is like the suggestions of Cognitive Code Learning and Grammar Translation. The absence of vitality teachers provide for speaking and listening abilities and a high respect for precision, and deductive systems are further signs of the impact of Grammar Translation. Then again, there additionally seem to be a noteworthy impact of Behaviourism, such as the teachers' convictions that example practice and memorization are successful teaching methods; that understudies make syntactic mistakes to a great extent as a consequence of impedance from the first language; and the teachers' inclination for prompt lapse rectification or the blunders got to be constant. Such thoughts of language and learning relate to some degree to the teacher's language learning histories. Most teachers reported having taught English through a teacher focusing grammar situated strategy, centering vigorously on guideline memorization and drills. Subsequently, these teachers had embraced comparable methodologies in their teaching. Echoing Farrell's (1999) discoveries, a few teachers remarked that these strategies had

worked for them as learners, and subsequently ought to additionally work for their understudies. There were, then again, a couple of teachers who appeared to receive teaching methodologies that specifically diverged from the path in which they had been taught the language. Best case scenario, these methodologies were consigned to the motivation behind expanding familiarity; sentence structure direction was seen to be vital for the genuine business of learning language. In addition, such learner-focused methodologies to teaching were seen to be predominant "fun" methodologies, something to intermittently misuse so as to expand understudy inspiration. The methodologies were not seen to be methodological decisions that would prompt the same level of adapting as would a teaching method that advanced learning transmission; rather, they were just a "side show" (Howatt, 1984, p. 279). A piece of the purpose behind this rejection of methodologies that did not have a solid linguistic centre as insufficient or unseemly may be because of the teachers' absence of sufficient information of the approaches. Given the way that, the extensive majority of teachers were prepared yet from non-ELT foundations and the absence of simple access to the fluency examination and methodological patterns. It is conceivable that the teachers were unacquainted with the rationalities that underlie the current language teaching methodologies. Along these lines, however they may have been acquainted with labels, for example, Communicative Language Teaching, they seemed, by all accounts, to be ignorant of what these truly included.

4.7.3 A Lesson from English for Today, a classic example

The classroom language for the majority of the schools was the L1. Only 3 teachers used English comfortably. Several teachers used English but only to exemplify structures being taught. In the case of the textbook, **English for Today** (see **Appendix 21 Feroza's tale** for an EFT textbook sample) the teacher presented the text by reading aloud, and explained by translating in details into the L1, where trainee teachers in **HSCM** group (cf. chap.5, section: 5.5.1) expressed their preference for the same method. Students listened quietly and if they had textbooks, followed the teacher. The teacher sometimes asked rhetorical questions but answered them her/himself. But s/he demanded reassurance by getting the class to repeat a few words after her/him in chorus. Some students read aloud from the textbooks, one by one, often taking up a major portion of the class time. Simple pronunciation was dealt with at this point

repeatedly. Then the class was taken through the comprehension exercises. The teacher read the questions aloud, sometimes asking individual students but not giving them enough time to make any real effort to respond. The teacher provided the answer - it was usually the only answers as no alternatives were tolerated, not even re-phrasing.

Also no inferences were allowed - words and statements had to be exactly in the language of the textbook. In the next lesson, students came prepared and were given test-like items either orally or on the board for writing in-class answers. Thus teachers routinized their instructional actions (Shavelson and Stern 1981). Teaching routines are seen as a source of relative security and stability” (Prabhu 1992: 235).

Curricular rhetoric and classroom reality

I have mentioned earlier that the aim of the study is to explore the implementation process of INSET knowledge by teachers in their own classroom. As per training programme what teachers are expected to do in their real classroom and what actually they are doing in their classroom? Is it because contextual constraints not considered in the training programme and rather teachers are trained in an idealised version of training and not dealt with the practicality of the classroom? Classroom observations data are verified with the teachers with an immediate after class stimulated re-call interview. Themes generated from teachers own justifications of their classroom behaviours are-

a) Time pressure

- Limited time that is class time only 45 minutes, too many tasks in one lesson.
- Pressure from the school authority to complete the syllabus on time.
- Need to complete the whole textbook even every pages
- as some teachers need to take 6 to 7 class per working day due to staff shortage.

b) Beliefs about language learning: teachers believe that discrete grammar points are core to learn a language. **c) Use of L1 Bangla in the class mostly, even local dialect in some cases to explain things.**

d) Learners do not have any need of immediate communication out of class.

e) English is considered as compulsory subject not considered as a language to learn.

d) Washback effects of national key exams in Bangladesh (SSC, HSC).

e) Less developed infrastructure facilities that are non-availability of supporting materials as expected in the textbooks of English, and audio-visual facilities are not available in the classroom.

4.7.3.1 An example: striking strokes, a lesson from EFT

MBHS2, (Striking strokes, **Appendix21**) this is girls' campus of the same school. Though it was Bengali month of *Ashar* (rainy season) but that was a sunny scorching hot day. Access to people other than member of staff was restricted somewhat; but it wasn't a problem at all as my wife was an ex-student in that campus and the Head Teacher were informed about the research observation and recording of English classes earlier. Initially the surrounding of the classroom sounds very much controlled, and more disciplined part of the school campus compared to boys' campus of the school. Few students were craning around seeing the presence of camera, and they were informed earlier by their teacher about the purpose of recording as usual. These days recording social functions is very normal in Bangladesh, so it seems students are rather curious though shy in sometimes, as they are very familiar with me sitting down at the back of their class, very much like students, usually with girls class they have restriction of access of other than school staff, but in my case it was not a problem, only because as I mentioned earlier that my wife was student of that school that favoured my access in that school.

It is a north faced small class room. In the right hand corner of the black board some information were already written 'date: 13/07/2008, class: IX-A, Total = 54, present=36'. After the teacher entered the classroom students stood up to greet their teacher that was the norm and teacher asked them in a moody voice 'sit down'. This was a typical teacher fronted class. Without doing any warm up or greetings or little initial talk the teacher started straight away with roll call that was very much ritual of a traditional class. While closing students' register he announced 'today we will discuss Unit-10' then turned back to black board and wrote '**Unit-10**'. This is a big Unit (**Appendix22**) containing 7 lessons in it which is based on the life story of woman named Feroza who had taken Grameen Bank loan. This unit includes contents on skills for reading, writing, speaking, and listening. Students will learn functions for examples: expressing obligations, giving opinions, narrating what someone told, reporting, describing a system,

describing events, finding cause and effect, sequencing events, describing personal experience etc. They are supposed to learn grammar points from context such as: use of 'have to/has to', 'use of persons', 'past tense', use of 'had to', along with vocabulary of new words from lesson-1 to lesson-7. Out of my big surprise this teacher finished the whole unit lecturing chronologically from first lesson to last one, ignored either the instructions in textbook or TG's (**Appendix23**) and he used the textbook only to confirm some facts about Feroza. He asked blank fire questions from the beginning to the end of the class even disapproved students' alternative answer immediately.

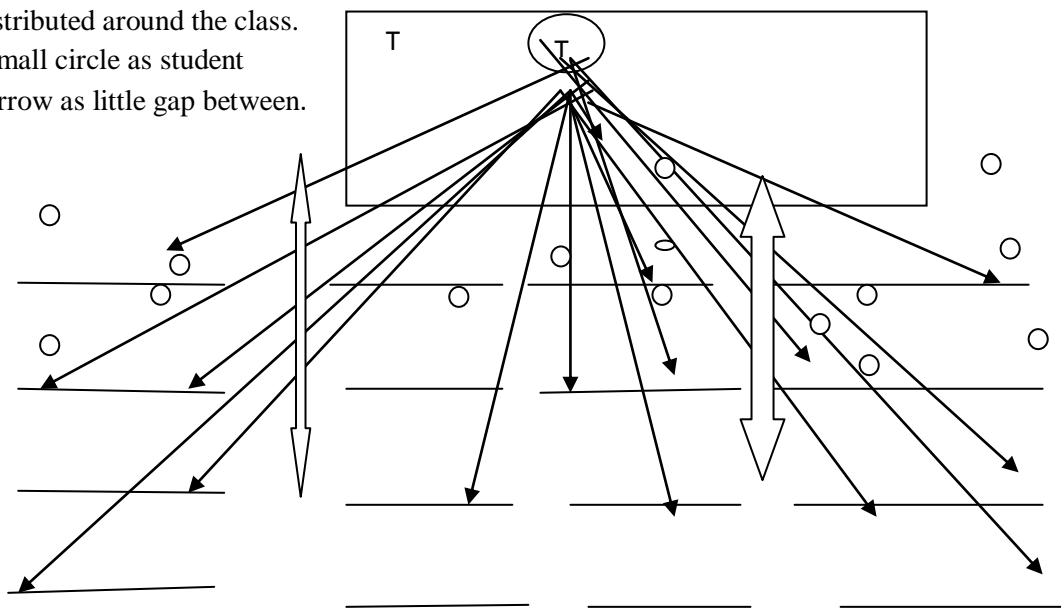
Teacher asked embarrassing questions like 'how would you feel if you were married off at Feroza's age, age of 12?' He asked the same question to 3 students. This is not a cultural norm here, mostly girls feel shy to tell their age or having a talk of their own marriage. Though teacher was trying to raise a kind of awareness about negative effect of an early marriage happened to Feroza. Even teacher commented in L1 *'the way you are responding seems you would be happy'*. That made that particular student belittle in front of the whole class as others were busted in huge laughter at the same time. Students didn't ask a single question within 45 minutes class duration. Teacher didn't try to elicit answers from students rather he had given all answers and all functions himself that were expected to be done by students, asked questions himself, answered and explained himself. Students' answers were valued not because they brought new information but because they responded structural predefined answers from the textbook. Students usually did the chorus for the last one or two words uttered in teacher's own answer every time. Interestingly enough even teacher waited usually for the last word or words to be completed by students in chorus. Sometimes teacher repeated students' last word cue. It can be mentioned that even in a traditional heavy handed grammar-translation based or fully lecture mode class teacher at least explains some grammar points, new words, or least ask students to read from the textbook but in that case teacher didn't give that scope to learners rather he did everything himself. He is following the transmission view of knowledge considering students are empty pot to be filled in by the facts and knowledge pouring to them. I found this class as a classic example of non-implementation of innovation as expected by materials such as textbook, TG or curriculum guidance that teacher was supposed to be using in that particular class following what he was trained up for. Indeed, he is a trained teacher and he is well aware

of textbook and TG. Now the question is- why didn't this teacher try to implementing anything expected in the textbook he was using in that class? What is his personal interpretation of that kind of lesson?

Figure-000,Teacher's one way questioning zone was distributed around the class.

*small circle as student

*arrow as little gap between.



Teachers do would be innovation implementation in the training room with great success; however on visiting their classrooms it is observed that only exceptional few of the teachers are using partially the training course they have learnt as it was designed to be used by following textbook, and are in fact reverting of the more traditional lecture mode 'one-man-show' type teaching common before they had been trained.

On later date this teacher had an informal conversation with me; now let's look at some quotes from that talk. (Translated from L1 Bangla)

'CLT is not possible in our country until teacher students' ratio not perfect and infrastructure to be developed'

'At primary level teacher tolerate students' noise in class at secondary level teacher want more order and organisation in classroom, contributed negatively to effect students' spontaneity.'

'up to primary level parents teacher teach their siblings and supports from school available and after that mostly parents couldn't support for their level of education'

'Parents expectation is changed; learning style is changed after students join in secondary school'

'Exams [Tests] should be improved as syllabus demanded then students will be interested'

'I was trained in 2002-3, initially tried to take classes as per ELTIP training but returned to traditional lecture based as we have problem with seating arrangements, colleagues from other subjects complain if noise level in class high'

'I am well aware of TG and I know there you have everything even by minutes'

'You can do this type in English medium school as they have AC and sound proof classroom'

'I do private tuition with 10 students in each batch though could be take more in' 'even there I am very strict, I usually do a 7 days observation period'

'In classroom a teacher should be conservative and strict as it is girls' class, the authority wants that'

'In private tuition students are more comfortable, they ask lot of questions as they used to in home situation'

'Within school we are in pressure to achieve results, complete syllabus, also pass rate in final examination' 'parents and students want good results too'

'I am not satisfied as listening and speaking not include in exams, I have articulated this problem during my training'

'I am very with the results of my students, 49 students has passed this year, 39 got GPA 5, and 5 got Golden GPA' 'parents are very happy they contacted me and thanked me and they expected I had been there'

'I personally don't like the profession of a police but joined as it is a government job plus my parents wished me to do so'

'As a police officer my salary will be 17,500 but as an English teacher I earned 25,000 approximately'

Personal profile: This teacher MBHS2 (code name) is a married man and he is father of a son and daughter. His wife looks after their children based in local town. After 6 years of teaching this teacher left teaching profession and joined as police officer as his parents always expected him to join a government job. Anyway he mentioned that his father is a secondary school teacher in his locality.

In an average class of 60-70, although lecturing the entire class in general when it came to task or activity the teacher usually focused attention on a few students. In a class, for instance, there are 5 or 6 good students in front rows - certainly, teachers pay special attention to them. There were clearly noticeable action zones, in the classroom usually towards the front where the 'good' students tended to group together and towards whom the teacher's attention was directed usually.

Students spoke only when spoken to and except for pair work observed only in two classes students were not encouraged to speak. In fact teachers made extra effort to "silence"; this is the word teachers generally used in the class. In this context, I would argue that the amount of whispered discussion/sharing of ideas/prompts/non-verbal signalling among learners when presented with a task were equivalent to covert group work. Instead of wasting great energy and time in ineffectively trying to stop these, teachers could utilize this natural trend so valued in process approaches to learning. More importantly, it would enable teachers to distinguish between learning and testing, between process and product. Having observed whispered communication is a regular aspect in these very large classes, the argument forwarded against large class size being a constraint on group work does not appear well-founded. Shared learning is part of the culture. In non-classroom encounters too, learners share notes and attend coaching centres or paid private tuition sessions with the same class-teacher in groups.

One of the roles of the teacher was seen as a guardian of values same as father figure in a traditional family in Bangladesh. Again, in the case of actual language error, these teachers sometimes used error correction as an allusion into deeper faults in learner personalities and behaviour. It is therefore no wonder these students hardly attempt to respond to any queries spontaneously if asked by the teacher in class.

4.8 Teachers' stimulated interviews (after observation)

The observations provided me with the explicit behaviour while the interviews provided implicit perceptions. Through the- justifications, teachers were able to talk about teaching as a meaning-making activity. It may be reiterated that a finite set of teaching behaviours were identified in my observations. On speaking to teachers, it was revealed that they tended to justify their actions alone four factors. These are related to:

- Teachers' perceptions of their own role as a teacher
- Perceptions of the role of the learner
- Perceptions of the contents of the lesson
- perceptions of social factors

Teacher's role

Teachers adopt certain roles and through their behaviour express these roles. The following excerpts are taken from the interviews and embody teachers' understanding of their role in classroom the wider society. According to Wright (1987: 7), "role is a complex grouping of factors which combine to produce certain types of social behaviours". These factors are social and psychological and contribute to perceptions, behavioural actions and expectations by members of a community-in our case, the classroom community. For examples:

We are very much like their father or mother; we need to guide them for their future

Teaching is charitable knowledge distribution - to give away knowledge

We teachers are the source of knowledge

We have to build the moral characters of these adolescents, otherwise they will go astray

A teacher builds a nation; a teacher is a nation builder

The parents, headmaster, principal expect us- a teacher to be very strict on discipline to make learning happens to their children, if they do not have pressure they will learn.

Learners' role (cf. MSBDHK, Appendix24; IQBPTN, Appendix20)

Learners are seen as empty pint-pots and clearly divided into good or bad students in terms of their cognitive abilities, and mostly teacher holds low opinion about the general students.

In Bangladesh we have only 4 or five good students in class; they are the model for others

Most of the students are very weak. They are not motivated in learning English

They come from poor backgrounds' they cannot afford private tuition to do better in learning English.

The products we get here, they do not have good basics from primary school.

Learners must listen to the teacher carefully to remember facts we teach in class.

Learners must be obedient to teachers same as to their father and mother.

Learners need to be kept under pressure of work; otherwise they will not study at home.

They don't pay attention in class because they always have private tutors and notebooks, so class-time is not very important they feel like this.

Contents of the lesson

Teachers' understanding of language and language learning influence their perceptions of the subject-matter. For example, the textbook is always seen as being handy when teachers read aloud and translate the text into the L1 Bangla followed by answers provided for the comprehension questions. Language is seen as made up of discrete items and language learning as learning the code. All teaching is directed towards passing the examination. (cf. KRQB, Appendix25; CTGHK, Appendix26)

Students need a lot of grammar to learn a language properly, without grammar they never can learn a difficult language like English.

Translation is necessary to learn English, they have...we have difficulty in understanding English; they do not understand English to English books, so we always explain things in Bangla.

They need to increase their vocabulary or word stock, if they do not know words how they can make a single sentence. You see they cannot say 'I am a student'

Previous textbook was good, you need good stories to teach proper English, Communicative is short method; they are not interested that way to follow in textbooks.

We read aloud and translate because the students cannot learn pronunciations and meaning otherwise.

Social factors

Teachers are extremely aware of external factors that determine their action. These are usually seen as constraints or difficulties created by the context and the society at large. As a result, teachers perceive themselves as having less flexibility because certain curriculum decisions have already been made.

(MSBDK, appendix24)

The English for Today books are too easy. The language is very much easy. These exercises are too easy to learn real English.

In our time we have literature, there are must be good stories or poetry so they are interesting to remember. Why they will learn everyday things in English, do they use English in family?

We need pure literature; Students can develop original good English like English writers.

The examination is very important. We have to teach, students how to pass the exams, though we are saying communicative English, if they do not pass I will get bravo...

We have a syllabus and we must complete that before exam comes. We have no time to think of anything like they speak in English. They do not have listening or speaking tests in their national exams.

We have very large classes - it is difficult to do written work in class, or check afterwards.

We can only mark students 'written work like grammar answer'. The guardians expect us to be very strict with the students following exam questions.

(Examples: KRQB in appendix)

A content analysis of the interviews shows that teachers' justifications for in-class pedagogic decisions were the following:

- Students need to be given explicit rules about grammar because NCTB books are not sufficient.

- Students are asked to read aloud because only then can they get the pronunciations and spellings right if they read in front of me

- The teacher usually chooses good students to answer questions because it is important others can learn from the good student. Because you were also in the class

- A teacher has to be a guardian of moral and societal values; this is the mission of a teacher

- students to use guidebooks to do well in SSC examinations, they want to touch and pass; they want to cross the stairs of exams. (cf. NDPTN, MBSDK in Appendix)

The interview extracts indicated that there were a finite set of metaphors and accordingly action plans in class were typically played out that way. Teachers were quite clear about why they made certain behavioural management decisions in class. What is more, there was a shared understanding of the relationships between teachers' knowledge and beliefs and their instructional behaviour, and hence, there was a consensus in their justifications. Thus an implicit theory of the teaching-learning process was collectively represented by these teachers.

4.9 Training room observations, phase-1

Initially I have contacted a friend of mine who himself works as a trainer in a local NGO. So first of all I visited his place to update myself with present training scenario in BGD, later on it was great opportunity for me to visited with him at distant place rural school around 90 km away from the local town centre. There I observed a scheduled training session on English pronunciations ran by British volunteer trainer of EL. Following the local norms opening ceremony has taken longer time where local administrative head UNO has given a speech, members of School GB and HM were present at the occasion. Surprisingly most of SCELTA members, ex-trainees of UKBET were present amid a torrential rainy day. That session was run by the trainer successfully, trainees were rather curious in practicing their English pronunciation with a Native speaker and even it was a good opportunity for me to practice pronunciation with them, and camouflaged me among the trainees.

And later in that week my trainer friend contacted a local ELTIP trainer for me and informed our interest to observe a session of his training programme. As he consented we arrive at the venue before 10am in the morning, before the training sessions starts we recorded school surroundings. When the session started we sat at the back in a corner but later found recording quality is not that good though it served the purpose. Finally it helped me improvise that kind of problem. I decided I will observe and will take notes on paper, so it was far better for me not busy with camera rather I was taking notes as running commentary and a professional camera man recorded 2 sessions for me although it was a bit expensive for me. I found the training sessions went very well and both of trainers were competent in teaching the targeted skills. Few trainees have difficulties in speaking English but they did well with the encouragement from the trainers, and overall all trainees did well in the training room. After the sessions we talked informally with trainers, and 2 trainees. It seems either trainers or trainees are concern with the real-time classroom application of the skills and knowledge they have acquired in such a training. Though all of the trainees were very enthusiastic about training programme and were enjoying their time there. As this SRC was located at a local government school campus so it was very noisy place.

ZHD, an ELTIP trainer, AGHS School campus, 10.00 am, a sunny morning. (Handouts: appendix27)

At the beginning stage of the ELTIP project, all SRCs (Satellite Resource Centre) have not got their own building or campus. So temporarily this SRC has been sheltered in a local government high school of the local town centre. Though training environment demands a suitable quiet place, the school campus is always noisy, around 1000+ students study in that school between two shifts. The school campus itself is very close to the main road and sound pollutions is high because of rickshaws [manually driven local tricycles], and car horns, as horns are allowed on streets and sadly nobody bothers even in restricted area like schools, toad fuel to fire campaigning in favour of a political party is going on through by using loud speakers locally called *miking* [popular local term]. It is seen in entrance of the school it is printed on steel banner in Bangla ‘the school is established in 1903’, the school has 2 very old tin shed buildings, and construction work is going on nearby for new 2 storied building. The outer walls of the school is full of advertisements of political parties, either for a meeting or for the release of some detained leaders, this is a common phenomenon in Bangladesh. Again lot of posters of different private coaching centres are there in the outer boundary walls of the school to lure parents and students as it is very lucrative business in such exams centred culture of education.

This morning the training session is supposed to be started at 10.00am as I am informed by a friend of mine who has contacted the trainer in favour of me one day ahead of scheduled observation. The trainer is 4/5 minutes late; he is hurrying for the class. A smart looking young man enters in the training room and is greeted by the trainees as usual. The trainer starts his class straight away announcing today’s session ‘Today we will discuss about classroom management instructions.’ He mentions the importance of classroom management ‘classroom management is very important to conduct your class effectively.’ And in general he asks the trainees ‘are you familiar with large classes? Yes! May be all of you are facing this large class situation.’

Then the trainer writes 2 questions on the board as:

1. What, in your experience, are the problems with large classes?
2. What are the ways of solutions you tried in your classes?

Then the trainer tells the trainees ‘now I will put you in pair, and you will discuss these 2 questions with your partner. You are allowed to move but don’t move your chairs.’ At the same time he mentions that the value of learning by doing ‘I should not just tell you what to do better, not what in theory, better I show you how you can arrange group work, pair work etc.’ Then he makes pairs among trainees indicating by his right hand ‘you are A’ ‘you are B’ ‘you are C’ now AA pair, BB pair, CC pair. The trainer has done pairs for all 28 trainees attending this session. He continues his instructions ‘you don’t need to move your chair, just you move around.’ Then the trainees commence their discussion in pairs on the problem they are facing in the large classes. The trainer gives a shout ‘Discuss for 3 minutes’. And by this time the trainer monitors the class moving between gaps in rows to see how the discussion is going on in different pairs and afterwards he comes back to white board and asks trainees to volunteer telling the problems they found from discussion by turns, one by one. The trainer takes responses from trainees and writes a list of problems on the board as there is overlapping voices heard he again draws attention of the trainees by clapping his hands ‘everyone will tell one problem, one problem by turns’. Now the list on the board shows some points: 50-60 students, crowded class, space problem, noise, mix ability students, monitoring, class duration etc. ‘You have told me all the problems you found; think about the possible solutions’ at this point (20 minutes class time is over), the trainer distributes a handout (**Appendix27**) among trainees and they are supposed to match the problems stated with the solutions while working in groups formed by the trainer for 3 minutes, it seems trainees are very much engaged in discussion, and the trainer kept monitoring the class walking around. Now the trainer asks randomly in different groups to check their answers no 1, 2,3,4,5,6,7,8 etc, ‘what is the solution for no.3?’ He asks some selected trainees to clarify their answers with explanations.

He thanks, praises the trainees for their good response. For example no.4 ‘I can’t have pairs or groups in my classroom because the desks are fixed on the floor’. The possible solution no. a. ‘Even if the furniture is fixed, the students aren’t .Besides pairs can be formed students sitting at the same bench.’ Solution for no.5? ‘Noise isn’t necessarily a bad thing-especially if it is productive noise- it’s inevitable in language

classroom. Perhaps teacher should talk to their colleagues next door and explain what is happening' 'Can we learn speaking without speaking?'

Then the trainer reminded the trainees what he has done at the beginning of the class, how he has put them in pairs etc. Interestingly, I am following from the beginning he calls all the trainees by their first names. (44 minutes class time is over).He calls a female trainee by her first name to come in front of the class to do similar pairs as the trainer has done at the beginning of the class, and the trainee just does 'you are A, you are B, you are C, AA pair, BB pair, CC pair etc. After she finishes he calls a male trainee from the back by his first name to do the same for making groups, and he did it successfully. The trainer assesses the trainees' understanding and demonstration of making pairs and groups at this point. So it seems the trainer is not just telling what to do in real classroom, rather trainees are learning by doing. Now on the board the trainer draws a diagram of a classroom of 3 rows 16 desks and 48 students, giving numbers to each student's seat, asks the class which number can go with which number etc. Then he distributes a 2nd handout (**Appendix28**) to trainees and asks them to work in pairs by drawing lines in the handouts. It seems again the trainees are enthusiastically doing this task in pairs following instructions. The trainer goes around the class to monitor the class and he talked to some pairs as trainees are following the questions in hand-out as, **a)** How could you put these students into pairs?, **b)** How could you put them in fresh pairs?, and it is observable that trainees are busy again with the diagram in their handout. A time taken in this task is 3 minutes. Finally, the trainer draws attention of the trainees 'dear honourable, respected teachers at the beginning of the session we had a problem, do you think still it is a problem? All trainees replied in chorus 'NO!' The trainer thanks the trainees for their participation, and announces 15 minutes time for Tea-Break. (Total observation time=50 minutes)

4.10 Trainers' interviews

Similar themes emerged from teachers' and their trainers' interview data are-

1. Teaching context/contextual constraints
2. Beliefs about language teaching and learning
3. Reflection on own teaching or on training programmes
4. Tension of adaptation in actual classroom
5. Recommendations for future improvements of syllabus or training programmes.
6. Trainers' views about teachers' strength and weakness
7. Implementation and policy issues

ZHD, a Trainer, AT SYLHET TTC CAMPUS, (a snap-shot)

'actually since my early life when I was a student- when student of honours 1st year or 2nd year that time I was studying literature, I attended some classes in British council ah...those classes were actually ah...interesting and I did not get the chance to do my graduation in Language I did my graduation English literature and when I was studying literature at that time at one point I met up some senior teachers at university and they did their master from UK from them I got my idea of doing my masters in ELT but it could not happen for me, in masters when I have applied for doing my masters in language at Dhaka university the decision was very late at that time already 6 months have passed by in my masters level –in masters courses-course so what happened I could not do my masters in language and afterwards then I was a teacher in XXXXXX school and college, then I was a teacher in xxxxx school and college, um... and this professional life I also actually ah... found that language is the area, where there are lot of things for the students to work with...

....far more challenging, and lot of colourful experiences there because in a country where literature has nothing to do with regarding the language teaching, ah...so here actually language has lot of scope to work with.

'they are absolutely correct; it is the problem of our bureaucracy; before in....before introducing the books the training should have been imparted first but the books have been introduced then the training has started that's why there is big gap; some...some teachers have got trainings by this time and some teachers...for...lot of...lots of teachers it was very late, they got the training after 2 years of the introduction of the book, after 3 years of introducing the books ah...some teachers got the training, after introducing the books 5 years passed by some teachers still didn't get the training, accepts foreigners in the country, so this a bureaucracy, very powerful '

'after training some teachers have got the change, some teachers have got the um....(pause) false changes that means they sh...'

'I mean that means they show that it's clear....when they are being observed they try to perform according to the training but after the observation again when they teach independently in their schools

without being observed they sometimes is... we have got that...I have pursued the students to monitor the situation and they complain that teachers are not actually following CLT method,'

'still teachers...some cases they are lacking, even after training they go back to their schools and they actually sometimes not from the core of their heart they are implementing, some teachers actually come to our training and they don't actually do the training very much attentive and with them...we sometimes cannot motivate, sometimes we try but when there are 30 teachers and 1 to 2 teachers go may be not 100% well noticed'

'we have taken; we take our sessions on teaching grammar in CLT way, some teachers follow the CLT way teaching grammar and some teachers go back to their schools and they don't follow the CLT way grammar, because regarding CLT way grammar teachers are required to change their age old traditional outlook the...of grammar, they don't change it.(pause), little is change there, that means the idealistic change is there, the way um... how the exam-exams are taken on the basis of that they teach in their own way'

'one problem is that we have teachers guide (TG)for them but teachers guide....but our administration is not actually compelling the teachers to use teachers guide, not inspiring that way'

'they are not using it, very rare, It has a use very very much ,ah...very very much'

'no, they don't use it, some of them use it, some of them actually taken it from us and they use it but not all of them'

'What may be.....you cannot...it has big backdropvery big background for example teachers are not..... ill paid in Bangladesh, teachers are ill paid even the university teachers, teachers from primary level to upwards even university level they are ill paid they so they do not put much time in reading book like teachers guide, to be prepared, to consult and prepare the lesson plan for the next day, they don't do it actually, they are not habit of doing it, very few teachers do it'

... 'sometimes they take it but somehow if they can drag out of the profession without having any contact with the teachers' guide, if it is possible they do it. If the monitoring I mean the head master HM is not actually, if the HM doesn't know how to monitoring an English teacher then the teacher very easily deceive the head master or they can even deceive the profession even, so they deceive themselves '

'one suggestion, first of all financial ah... side of a teacher should be...actually should be taken care of by the authority or by the government, if the teacher is ill-paid, ill claimed then the authority cannot expect to have smooth running of the classes, smooth preparation of a teacher, if the person doesn't have a square mind to feed himself and then how can the authority expect that ...that person would be...

'one comment I want to put ah...grammar in English 2nd paper has been put recently in the previous format I mean ah...in the traditional format; grammar could be introduced in the CLT way but that was not actually done, grammar again has been brought again in the second paper but...but this in the traditional way, not the CLT way, this is mistake I think, this was not actually taken in feedback' (cf. Appendix27, ZHD)

EHQ, SYLHET ELTIP, AT SYLHET TTC CAMPUS (a snap-shot)

'sometimes challenging because ah... you know some teachers expressed different opinions and sometimes ah...several answers may be right, they disagree that O' no! this will not be the right answer, and stick to one answer only sometimes, ...and the after actually...sometimes it becomes difficult to convince them...that these...this answer can also be right, ok, they have previous notion and they sometimes ...they try to stick to that notion and as trainer I see that we always try teach them some new ...ah..we always...always try to give them some new ideas but they always don't take it with them because some teachers think that system was better than this system-the present systemand some teachers do not know how to apply the CLT method appropriately that's why they think that in the books, especially in the first paper books there is no grammar, they find no grammar and some teachers...even English teachers ah...do not know that they have teachers' guide, if they have no idea...some teachers have never seen the teacher'sguide [TG], so how do they know? they... In this case we can say that if the doctors do not know the proper treatment how can they treat well..... so the teachers so the teachers should know well what they have inside the text books, especially you see one thing when our teachers go to class they do take...they take often they take the guide books like Advance...Noboduth...Panjeery [brand names of notebooks]and some other guide books and they even do not touch the text books, in the text book they will see some pictures, how to teach the students properly, how to develop all the skills, not two skills, not the reading skill and writing skill but few other skills, they neglect....the speaking and listening skill IR: right...because they often say O' there will be no exam on listening skill or speaking skill, so they almost neglect it, they often blame our... their students for speaking and listening , they said O' if we speak in English our students...they cannot understand...they are unable to understand that, if you check you will find many teachers they themselves are unable to speak properly'

'so I think this is one the major ah... problems with the teachers but you now...if we....CLT says that you should use English like your mother tongue, ... ok,if they create English speaking atmosphere in their own classrooms there will be scope for the students to practice and if they listen they will try to speak also, if they continue this situation ah...if they continue to make English speaking environment in their own classroom, gradually there will be development in their students, the students will be developing but they do not understand that they should start, and, starting is challenging sometimes challenging to them because they need to prepare themselves also'

'sometimes we observe them in micro-teaching but here we do not get the real situation, we have to see their real situation in the schools, ...because here all are teachers so the students –the teachers will be obedient students and they know everything in, they can respond very well but we have to see how the teachers ah...deal with their students , (Cf. Appendix28, EHQ)

4.11 An understanding of teachers' present working knowledge

From the interviews, these teachers recognized their own lack of knowledge and understanding of the syllabus. They also expressed their lack of interest in this curricular document. In terms of the student-centred approach, both teachers attributed large class sizes, students' poor language proficiency, limited teaching periods, heavy teaching loads, and Bangladeshi students' study habits as obstacles to their implementation of this approach. Regarding the use of the mother tongue in the classroom, these teachers emphasized that they used L1 Bangla to save time, to be clear in instruction, and to check whether students understood what was being taught to them. These teachers acknowledged the impact of high stakes test on their curriculum implementation. The effects included teaching to the test, a reduction of the intended curriculum by focusing on improving students' test scores, and paying little attention to the cultivation of students' communicative skills. Indeed, both classroom observations and interviews demonstrated an inconsistency between what was intended by the national policymakers (cf. chap.1) and what was enacted by the classroom teachers. (**Appendix29, Appendix30; UKBET, NARZI1**)

Indeed, Teachers' views about the new syllabus, deeply cognitive in nature, are seen as being formulated through a personal and professional understanding of societal norms and contextual factors. The findings thus bear relevance to issues raised in chapter-2 related to teachers' beliefs, socialisation, culture and context and have special significance in terms of teachers' attitudes towards educational innovation and change. These have implications for TEFL as they seriously question the assumptions traditionally made by teacher education programmes that work through a top-down transfer of knowledge. Instead the need for Teacher Training programmes need to look at context specific dimensions of foreign language teachers appears in a positive light. In this study therefore I am proposing that teacher perspectives need to be recognised. Thus, with the present Teacher Training programmes in Bangladesh having been analysed as operating through an applied science approach, the study findings indicate the need for a re-thinking of the assumptions and the structure of the existing teacher training programme design. (**cf. HSTTI, chap.5**)

4.12 Summary and Conclusion

In this chapter, I have attempted to explore the subjective world of the teachers in terms of their conceptions of what is salient by investigating teachers-in-class instructional behaviour and their own justifications for their decision making. The study findings indicate that English Language teachers hold definite views about teaching and learning which underpin the justifications for their instructional or pedagogic decisions. I would say that the kind of perspectives provided by even a limited investigation such as this study, offers valuable insights for some of the fundamental assumptions that are needed to be considered in any teacher education programme in a TEFL context.

Chapter 5 Re-visiting the context, phase2

5.1 Introduction

By comparing and contrasting different training programmes- can we suggest a possible framework for teacher training/development/education framework for that specific context?

- Teachers those who are implementing innovation, i.e. new syllabus, why? How do they make implementation possible?
- Those who are not implementing, why not? What are the reasons in their own words?
- Do their given answers can be supported by innovation implementation theories?
- What are the values of context specificity in ELT literature?
- How this particular study will fill the gap for that specific context or similar context in general?

Training implementation group: (UKBET, ELTIP, TQI), though actual practicum of these trainees is not changed dramatically high, but in some cases an identical progress has been made in certain areas.

Natural control group (traditional group, HSTTI): far more traditional in mode of training delivery; in some cases stated attitudes are changed in favour of new CLT based syllabus but actual practicum is highly teacher fronted, structured and lecture based.

- No change or little change happens in traditionally trained group of teachers but there is significant change in CLT based trained teachers in their stated attitudes/beliefs, far more positive in third group (UKBET) which has in-built CPD for further development following after they finish their training. That 3rd kind of course/programme may be recommended for CSA.
- Traditionally trained group is more resistant towards change than other 2 groups.

- In following CLT based teaching approach as recommended in curriculum materials.
(textbooks' preface, NCTB guidelines in chap.1)

5.2 Different Training Programmes

Following, Henrichsen 1997; Paran 2003; Bartolome 1994; these are the characteristics of Training Courses.

Taxonomy of Teacher preparation programmes,

According to Henrichsen's (1997) taxonomy, there are eight different dimensions to look at a teacher preparation programme:

1. **Institutional base:** where are they based/located?
2. **Objectives:** initial/add on, degree, certificate
3. **Timing:** before/during/ after participants gain teaching experience
4. **Educational purpose:** training or development (full time, part time, periodic), commitment of the participants
5. **Intensity:** full time, part time, periodic
6. **Length:** duration of the programmes
7. **Target teaching level:** where they intend to teach (primary, secondary, University, Adult education.
8. **Linguistics or cultural setting:** TEFL/TESL (home or abroad etc.)

Bartolome(1994, p.179) adds that it is important to evaluate programmes in terms of how well they [programmes] prepare EFL teachers to function in the socio-cultural context in which they will work.

Bartolome's 'social-context' here means EFL classroom in Bangladesh, where English is regarded as foreign language not a second language. We can follow the questions in this case as:

1. Does the programme have a clearly stated philosophy?
2. Does the programme reflect programme philosophy?
3. Does the programme promote trainee flexibility in using teaching approaches for different situations?
4. Does the programme promote the ability to use, and to adapt, foreign-language-teaching materials?
5. Does the programme balance received versus experiential knowledge?
6. Does the programme incorporate and encourage trainee reflection on the experiences and values they have when they enter the programme? In particular, does it encourage trainee reflection on their 'apprenticeship of observation'?
7. Does the programme promote the skill of reflection and self-evaluation as a teacher?
8. Does the programme promote future reflective practice?
9. Does the programme promote the 'long-term, developmental nature of learning to teach' – does it promote post-qualification teacher growth and development?
10. Does the programme have good linkage among courses, avoiding overlaps?
11. Is the programme up-to-date?
12. Does the programme balance teacher- and student-centred learning?

13. Does the programme prepare EFL teachers to function in the sociocultural context in which they will work?
14. Do students [trainees] believe the programme meets their needs, is relevant to their needs, and adequately prepares them for classroom teaching?
15. Does the programme incorporate and balance linguistic, pedagogic, and managerial competence to an appropriate degree? Linguistic competence here means L2 proficiency. Pedagogic competence refers to teaching skills plus knowledge of language and second language acquisition.

Paran (2003, Unit-6, pp. 6-12, cited in Harumi, 2003, INSET) offers a frame work for assessing INSET, His rubrics of questions as follows:

1. Who is the initiator?
2. Who is the provider?
3. Who is in the charge of choosing the contents of the programme?
4. Who are the teacher and how are they selected?
5. What are the aims of the programme?
6. Is there any qualification at the end?
7. How is the programme evaluated?
8. What is the duration of the programme?
9. How does the programme guarantee continuity?
10. Do the participants receive any financial or other form of incentives for attending the programme? Or, who pays the money for? [my own addition to this list]

Most importantly in consideration of the real time context [the classrooms of the trainees] to which trainees will be returning after the completion of the short training course, we need to ask the question, what are the normal features of schools classrooms to which most trainees[teachers] will be returning, in terms of,

1. Typical infrastructural conditions in schools' classroom
2. How far these are different from the training room they attended?
3. Availability of resources other than textbooks
4. Time available at a single class period or in week
5. Affordability of the supporting materials
6. Any in class or after class assessment of learning if any

Characteristics of the programme, ELTIP: (cf. Appendix31)

1. Based at Government TTCs and Govt. Colleges.
2. Regional centres are more facilitated than local SRCs
3. Make English teachers competent in using CLT methodology in their classes.
4. Oral reflections from trainees are encouraged.
5. In 4 weeks-time trainees attend 42 sessions in 21 days (phase-3)
6. Training and development of English teachers, hand-on workshop based training course.
7. Target teaching level secondary schools' English textbooks.
8. School textbooks and TGs are mandatory for trainees, even supplied from SRCs if required.
9. Initially DFID and GoB jointly funded, 3rd phase is funded by GoB only.

10. Trainees are paid BDT.70 [less than £1] as daily allowance, in some cases accommodation for trainees are arranged.
11. These teachers are teaching English as a Foreign Language. English is very important subject in national exam.
12. NCTB, National Textbook Board initiates the course with support from aid project of UK government.
13. Post-course in-class writing assignment for final evaluation of trainees.
14. Trainees' or trainers' feedbacks are not necessarily accommodated rather a ministerial committee evaluate the nationwide course yearly.
15. No in-built evaluation of the course is available for specific training site.
16. Certificates are provided based on their training room performance and attendance.
17. No clear guidelines for CPD, but trainers encourage trainees to keep in touch for any future problems they might face.
18. Only in first phase of the project supports monitoring of trainees in their schools occasionally, but later withdrawn for the shortage of funds and vehicles etc.
19. Finally this programme is merged by another new long term project (TQI), whereas training materials are developed by same foreign consultant.

Characteristics of the programme, UKBET: (cf. Appendix32)

1. This is not supported by national government, an UK based charity working just in one particular region of Bangladesh. They have an office in divisional town centre.
2. Mainly to make English teachers competent in using CLT methodology in their classes.
3. Reflection is highly encouraged in course materials. It is mandatory for trainees write one reflective essay as homework after completing each session, collected and checked by trainers weekly.
4. This training course is not restricted only to IN-SERVICE teachers; fresh graduates are allowed to join the course as pre-service teachers. This course is rather flexible and open to primary, secondary or higher secondary level teachers.
5. Trainees attend one 2 hours session on weekly holiday Friday, altogether trainees are supposed to attend 16 sessions in 4 months-time.
6. Trainees are not paid for attending the training course; volunteering schools send their English teachers with trainees own cost.
7. This institute have their own resource centre; trainees are allowed to use their library.
8. UKBET also arranges Intensive on-site training course for particular school, in that case that school have a contract with the training provider.
9. All through the training course trainees use Textbooks and TGs published by NCTB, and mandatory for trainees.
10. CLT based negotiated training materials are used in training sessions developed by local and foreign experts jointly, trainers are independent in accommodating materials negotiating with trainees.

11. After course follow up is included, trainers visit trainee's school, do classroom observations, and even help in initiating Language Club in that school.
12. They have strong partnership with British Council, American centre, membership with IATEFL, and maintains liaison with local universities to arrange workshops for English teachers.
13. Occasionally volunteers from UK visit their main office, revise materials if required, arrange workshops and visit selected schools as well.
14. CPD, included as post-course requirements, all trainees join a professional association of their own locality called SCELTA, which arranges meetings, and workshops etc. are supported by UKBET.
15. They arrange Teachers Problem Solving Day (TPSD), weekly Film Day, conversation classes for teacher.
16. UKBET publishes their Newsletter Quarterly, in that newsletter teacher publish their writing on classroom experiences, lesson plans etc.

In principle they are empowering teachers, flexible and more independent administration as they are not pressurised by government though.

Characteristics of the programme, HSTTI: (cf. Appendix33)

1. **Institutional base:** Located in TTC campus, own campus and independent facilities.
2. **Infrastructure:** Air conditioned training room equipped with all modern facilities like white board, OHT, projectors etc.
3. **General aims and objectives:** aiming repertoire for competent and affective teachers, nothing particularly mentioned about the development of English teachers.
4. **Timing:** this is an add-on IN-SERVICE on the job Training for these teachers. All trainees have relevant classroom teaching experience.
5. **Educational purpose:** Training and development, highly theoretical very little hands-on methodology training, it is not an INSET specifically for English teachers.
6. **Mode of training:** Lecture based and trainer fronted traditional training sessions.
7. **Length:** It is a short training course, duration is 2 months.
8. **Target teaching level:** Target teaching level for these teachers is HSE (Higher Secondary Education) level. English is very important subject in national exam.
9. **Materials used:** ad-hoc basis selected by the resource persons from different colleges, Textbook and TG are ignored and even devalued.
10. **Finance:** ADB and GoB jointly finance this institution. Trainees are on the leave for 2 months period, they are paid BDT. 120 [£1 approx.], and they are provided free accommodation support from TTC but no food allowance is given.
11. **Linguistic/cultural setting:** These teachers are teaching English as a Foreign Language, post-colonial and linguistic imperialism highlighted, use English for developmental purposes.
12. **Initiator:** Ministry of Education, DHSE, Directorate of Higher Secondary Education, sets and sends out programme contents.
13. **Evaluation of trainees:** Pre-course and post-course exams of Total 400 marks are set for the trainees, and final evaluation is based on 75 marks on simulation at the end of the course.
14. **Evaluation of the course:** No in-built evaluation of the course is available.

- 15. Certificate:** Trainees those who are attending all sessions are given a certificate at the end of the course authorised by Ministry of Education.
- 16. CPD Options:** At the end of the course nothing specified about Continuous Professional Development (CPD).
- 17. Follow up support:** No follow up support are available for these trainees after they finish the course.

5.3 Observation of three training programmes

1. HSTTI

The government of Bangladesh and Asian Development Bank (ADB) funded HSEP (Higher Secondary Education project) in introducing teacher training for untrained teachers of between one and five years of teaching experience in the higher secondary education sector, however a few teachers with 10-15 years of experience attended the course. As mentioned before HSE (11 &12) prepare students for examinations leading to entry to government and non-government degree colleges and universities (cf. chapter-1). Five newly created, free-standing HSTTI (Higher Secondary Teacher Training Institute) are situated in rural towns some distance from the capital Dhaka.

HSTTI administer an 8 week training course with two components, subject knowledge and pedagogy (their terms). The institute doesn't follow any recorded syllabus rather the course was run completely on ad-hoc basis. Subject knowledge consisted in the case of ELT's, classes of general English. Pedagogy comprised subjects such as:

- History of education (ancient Greek-Roman to 20th century)
- Educational psychology
- Education policy and Management
- Teaching methods(lecturer method vs. discussion method)
- Educational evaluation and measurement.

General Aims and Objectives: (HSTTI)

- To arrange subject based training for higher secondary level's teachers.
- To provide appropriate training to create teachers' international standard.
- To create an environment that all teachers can participate actively in training programme and by exchanging their experiences to lead to a collaborating learning atmosphere.
- Educational development and to increase subject knowledge

Trainer's lecture, HSTTI, a classic example of teacher talk in training room:

This trainer is assigned his session titled '**Developing writing skill**'. When this trainer enters the class all trainees stand up and murmur 'Assalamualikum, [salutation in Arabic] sir!' and he replied as usual. He is a long bearded man wears turban on his head and has starts his class declaring 'today I am supposed to do developing writing skill' with you then tells the trainees 'before I do that I need to say something.' It seems trainees need to follow the digression. Some quotes from his talk as 'English was savage and inhuman coloniser and now England.' 'In English we say alphabet, and alphabet is from alpha and alpha is from Alif.' Then he talked about history of England and English language referring to a book written by J.C Long [trainer's reference]. Though he didn't mention the publisher or publishing year of Long's book and also he referred another Bengali Linguist Suniti Kumar Chatterji to support that all languages are rooted in Semitic language, Arabic etc. 'Don't think that I am just telling you, I have authentic documents'. Again he says about the importance of learning English as 'we cannot ignore English, it is important for communication, important for commerce, global trade and business and also for information technology'. He mentions some of his university English teachers from his memory. And added what we need to write correct English as 'to write in English we need grammar; grammar is the rules of language. We need vocabulary, stock of words not just list of words but using words differently. And we need style, what is style? He explains in L1 'if you visit a rich man's house and see a messy plastic decoration in wrong place and if you visit a poor man's house and see a nice vase made of bamboo and kept in tidy wooden self, which one will you like?'. Trainees' reply in chorus choosing the second example given by the trainer seems to be supported.

Then the trainer happily accepts the answer and says 'this is style, it has its own taste'. Again he mentions the importance of learning correct English, formal and informal English, his personal reason for learning English 'to get good job' etc. Then he talks about his personal experience as an examiner of education board, regrets that he is instructed by board authority that 'even students do mistakes in spelling they should be given full credit' 'you see even incorrect spelling we ignore' also he has given an example of wrong translation written by a student '*se mara giyechilo* as He went die, it should be he died' 'this is result of communicative English. This is a sheer conspiracy against the future of our next generation', 'those people who are planning this their sons and daughters are studying in India, Sri Lanka, England and America, they are learning English very well, they are learning grammar but these village students those who are coming to schools eating *panta bhat [raw rice]* they don't need grammar. If they [village students] don't learn correct English they cannot answer 100 marks English in BCS [national competitive exam after graduation to get a government job] 'then their sons and daughters will get the jobs but not the village boys and girls, this is a conspiracy' 'the government is listening to foreigners, these foreigners are giving that advice to sell their books, don't listen to them, we need to learn correct English'. 'they have hired foreign people, they have introduced this book 'English For Today' this book is full of errors ,mistakes; human, humans, I didn't find this word in any dictionary, it should be human beings' 'we should learn 4 skills: reading, writing, listening, speaking' then he mentions of his teacher from Rajshahi University says 'if you want to learn English read in English, write in English, listen English, speak in English even dream in English then you... it will be easy to learn English' 'we need to learn English for our status, for job, and to know great literature of Shakespeare, Byron, Shelley, Keats.' , ' what is language?' 'Language is the correct form of expression' 'we need grammar to learn English; we cannot learn English without grammar. When students come to me for private tuition I usually give them an x-ray, whenever you go to doctor they might give you an x-ray, I do my x-ray, asks few grammatical questions say 20 marks, 5 voice changing, 5 narrations, 5 right forms of verbs, 5 prepositions etc, to test their English knowledge.' Then he tells the trainees ' I have first coaching centre, when there was no coaching centre, I have earned a lot, 30,000-35,000 from private tuition'. So it is very much telling a story, and after few minutes' digression, then back to class topic again. Then the trainer gives example of a word 'water' use this word in different forms say noun, verb, adjective etc.

He writes examples on board 'she is watering in the garden, in this sentence 'water' is verb, and Water has no colour, here 'water' is noun again she was buried in the watery grave in the poem 'the sands of Dee' 'O! Mary go and call the cattle home, here 'water' is adjective' 'so you see you are learning writing, isn't it?'

Then he flags his hand indicating a female trainee 'what's your name? I forget' 'Shelley, sir!' he continues writing on board while inviting responses from trainees, 'My name is Shelley' 'Shelley is name of mine' 'I am Shelley by name' 'I am named Shelley' 'I bear the sweet testimony of the name Shelley' 'so you see you are learning, this is writing skill, isn't it?'. It is around 34 minutes of giving the lecture now the trainer reminds the trainees 'now let's start the class, today we will write a paragraph' so according to trainer it is just starting! And yes, it was turning point in the class.

Now he is inviting the trainees to response 'everybody just give one point, just point about quality of a good teacher'. It seems the trainees are very engaged and responsive at this activity, they are giving their own point, though it seems overlapping each other's point with loud voices around the class. So the trainees are giving their point and the trainer is writing on the board. These points are written on board as follows:

Title: quality of a good teacher

1. Sincere and competent [trainer asks one trainee to spell 'competent']
2. Co-operative
3. Simple minded
4. Broad minded
5. Tactful
6. Actor
7. Socially conscious
8. Humours

Then at this point interestingly one trainee responded 'human being, sir!' the trainer responds, 'yes of course, a human being, how can you be a teacher, if you are not human being. Yes! There are some beasts, they are not teacher' then he tells the class a long story he knows from woman colleagues of him, that is how she was sexually harassed by her biology teacher in practical classes, and she couldn't protest

as she was needed to pass her practical exams. That is a sad story clouds the whole class at this moment.

Now again the trainees starts to raise their points. **As follows:**

9. Honest
10. Energetic
11. Active
12. Foresightedness [a confusion on spelling is prevalent among trainees]
13. Pleasant voice
14. Motivator
15. Religious/pious
16. Smart
17. Learned
18. Brave and patriotic
19. Good moral character
20. Attractive personality
21. Leadership quality
22. Philosopher, friend and guide [locally it is popular term goes with teacher]
23. Encyclopaedia

Then the trainer repeats ‘encyclopaedia’ yes! Encyclopaedia like Dr. Shahidullah [a Bengali linguist and scholar]

After 10 minutes of sharing listing of ‘qualities of a good teacher’, then the trainer straight away asks the trainees to start writing their paragraph. Around after 12 minutes some trainees has already finished their writing, some of them are still writing and at this point trainer asks selected volunteers to read their ‘paragraph’. It seems most trainees use the qualities written on board. It is shocking and surprises me as at 3 female trainees read their paragraph and mentions teacher as ‘he’ nobody mentions ‘she’ though themselves were women. And four other trainees volunteered in this same reading activity.

A female trainee for example has written her paragraph as follows:

‘Quality of a good teacher’

‘A teacher is a person who is philosopher for the students. He should have such knowledge which the students will use like a dictionary or encyclopaedia. There is a quote saying that ‘a good teacher teaches and but the best teacher inspires. So the teacher should be good motivator for the students. A teacher must have the qualities of an actor. He must know how to present his lesson attractively to the class. He should also know how to manage the class. He should possess the leadership qualities too. So the students can follow him to be successful in future. A teacher must be pious but not prejudiced or superstitious. He must reflect a good moral quality, so that the students can build them up as honest people. He should be co-operative, helpful and friendly to students. Thus it is clear that without a good teacher we cannot have good nation.’

This activity has taken around 14 minutes time then trainer tells the trainees ‘I will tell the authority to set this paragraph in your exam, those who will sit for exam’ ‘huge laughter around the class’. Again he starts telling about the importance of learning grammar referring his another teacher as, ‘sir, used to say about tense, ‘was in mother’s womb’ is past tense, ‘now on the earth’ present tense and ‘will be on grave, earth again’ future tense. [Translated from L1] and there was another 8 minutes digression time as he one trainee is from his [trainer’s] in-laws locality, then he spends 8 minutes telling story of in-laws and his family people. Finally, thanks all trainees and asks them to do practice of their own religion ‘all religions are same as all religions want peace on this world’.

Of around 90 minutes of class time, trainer’s talk is more 85% of time other than trainees giving a response or reading paragraph ‘Qualities of a good teacher’. This is a classic example of anti-communicative stand of a Trainer, himself an English teacher, also we can see that his views of ‘language learning and teaching’ strongly favours grammar-translation and prose-poetry English literature based views of syllabus, completely against the current CLT based syllabus change as rather considering ‘innovation’ that is new methodology as a planned ‘conspiracy against the whole nation.’ (Quote from lecture 30/03/2008, 2.15 pm)

HSTTI (Higher Secondary Teacher Training Institute) administer an 8 week training course with two components, Subject knowledge and Pedagogy (their terms). Subject knowledge, in my case English, was taught by professors from local colleges and some from universities who were perceived, because of their high rank, to be more expert than the trainees. There were only 8 classes on General English and the duration of each class was 60 minutes. It is mentioned before (cf. chapter-3) that it was a short course of 8 week. Pedagogy was taught by staff with master of education degrees from the neighbouring TTC (Teacher Training College) and about 16 hour on each area, which trained secondary teachers (cf chap-1, pp.8-9). Overall 85% of the course was just comprised of lecturers. And most of the time trainees were just listening the resource person, as their [trainees'] own students listen to them in their classes. It is observed that very few staff were aware of more practical methods, and active learning was not a familiar concept. The dominant pedagogy as usual emphasizes telling, listening, committing to memory and regurgitation in written examination papers. The classic example of teaching as telling was observed at HSTTI where a lecturer/resource person even read from a textbook on the advantages of discussion method. But no discussion was arranged practically involving trainees themselves. Interestingly enough in a Physical Fitness session not in the gym but in the same classroom the resource person gave a 60 minutes lecture on usefulness of drinking water before or after meal and when and how of that drinking in his term water therapy. Following Hofstede (1991), Bangladesh culture may be characterized as hierarchical collectivist and dominated by the need for certainty and predictability. Teachers have status because of their knowledge of important truths. Therefore, teachers are never asked why they are doing as they are!

It particular it was found that trainees were rather enjoying the extra-curricular session [fun class] based on their own participation in different activities such as storytelling, reciting, singing, citing jokes, asking riddles, puzzles or giving commentary on a chosen topic by lottery.

In the last week the trainer managed micro-teaching and simulation classes where subject and pedagogy components were supposed to be integrated. During these session trainees were delivering a 30 minutes trial lecture in turns as usual they are used to doing in their own classes while an external expert was evaluating the sessions. Although they were supposed to give their lectures imagining the other trainees

as their students but in reality they displayed their knowledge as treating the other participants as their counterparts. Indeed, if we consider a real classroom situation that type of lecture would not work. In fact, the attending trainees were hardly asking any questions to the lecturing trainee to save the face of their fellow trainee before the expert. Yet one thing in these sessions was noteworthy that trainees were asked to come along with their lesson plan. During the last week the institute arranged an Action Research [not in real term as in literature, cf. Kemmis and McTaggart, 1988; Elliot, 1991; Hopkins, 1993] trip to a local college where a questionnaire which was prepared by the resource person was administered among 200 students, to find out why students are weak in English. Finally a report was also prepared on the basis of this survey although students' participation was not spontaneous enough. Anyway the trainees were required to sit for a two hour exam as it was a mandatory part of the course and the test paper of that exam designed in way to write mini essays in Bangla on topics as those taught during the course period. Subsequently they were given a certificate issued in favour of the Ministry of Education whatever their performance in that exam. In this connection it is worthy to mention that no workshops were arranged on subject methodology though at least two sessions were covered by a local university professor delivering lectures on how to teach grammar communicatively and contextualized way. Meanwhile the institute arranged and conducted a programme of visits to places of historical interest.

To sum up it could be rightly said that most trainees only attended the training course as they were asked by their college authority and also for the reason that they were paid an extra amount of money by the government as an allowance for attending the course. It has been reported from many sources (see for example, APEID Report, 1998) that many of the trained teachers do not follow the techniques learned in HSTTI in the colleges where they work. The reasons for non-applying these techniques could be clarified as a consequence of the very impractical nature of the course, which is de-linked from the real classroom. The question is, what did they learn actually? Or, what are the teaching techniques they have learned other than lectures?

HSTTI was rather classical humanistic in their approach to training, clearly they were using contents from 60s, contents of English teaching training was included inside a general educational format. Surprisingly, although contents of English training are supposed to be based on CLT methodology as expected in

textbook. I found at least from 7/8 days of observations, all the trainers using lecture mode when taking the sessions, whereas textbooks were never used except 2 sessions because this trainer was ELTIP trained. Finally I have recorded few demonstration classes [simulation classes]. And during that demonstration classes one of the trainees was taking the role of the lecturer and the other trainees were acting as students, sometimes they were using textbook but CLT methodology were never used as demanded in the textbook itself, mostly asking questions to the class, explaining topics, giving lectures, and at the end of the class assigning home work to students writing on the white board; two of the trainees were using projector available in the class but regretted they couldn't use it in their real classroom. In retrospective way I myself was a trainee of the same programme during 1998, and I observed after 10 years the programme was never evaluated or adjusted with the current approach to follow the textbook and the CLT methodology prescribed are supposed to follow in their classes for that level of students. They are lecturer in a hierarchical education system and there must be a static power relation even though the methodology demanded a collaborative and democratic approach to classroom relationship. They never changed their way of teaching rather teaching all the same as they used to teach previously.

UKBET:

As it introduces the organisation in its brochure 'UKBET, the UK-Bangladesh Education Trust, is a well-known and highly respected education charity established in 1993' and registered with the Charity commission in the united kingdom and NGO bureau in Bangladesh. 'It offers a range of quality training programmes for teachers of English working in sylhet division. This in turn has helped to raise the achievement of students in local institutes.' By this time this organization is already recognised by Bangladesh ministry of education, the British council, Bangladesh, and the British High commission in Bangladesh. UKBET offers four core training courses for teachers of Sylhet division.

- STEP methodology course
- STEP UP
- Super teacher training
- English conversation courses.

And these UKBET courses are run by local qualified and overseas trained Bangladeshi trainers with regular inputs of trainers from the UK. They offer support services for SCelta aiming ‘to raise awareness about ELT materials and to help them to keep up-to-date with the latest advances in ELT both nationally and internationally.’ So SCelta is a great help for teachers for continuing their professional development. Remarkably this organisation has a very good link with other prominent ELT organisations at home and abroad.

UKBET also offers paid services such as, ITTC (Intensive Teacher Training Courses) for private English medium schools, management consultancy for and support for schools, English language training courses for businesses, e.g. Banks, NGOs, private companies.

I observed 2 sessions of UKBET’s STEP methodology course at their local town centre office, joined their study tour at a local tourist spot, talked informally with the trainees, afterwards taken 2 unstructured interviews of the trainers working there, attended and observed a SCelta workshop run by British volunteer in a remote sub-district of Sylhet division, during 2007-2008. I also attended a professional sharing meeting which includes certificate giving ceremony for the UKBET trainees. And I had observed 3 teachers who have completed the STEP methodology course by this time.

The opening page of the participants’ book says about that UKBET STEP Methodology Course

‘This course is for English Language teachers working in secondary schools and Madrasas in Bangladesh. The materials have been specifically designed for teachers using the course book ‘English for Today’, but are also suitable for teachers using any course book.

Course participants are required to attend 16 three-hour sessions, complete a minimum of 14 reflective assignments based on their practical teaching experience, and teach one lesson observed by a course trainer.

The course aims to:

- promote active learning and learner-centred methodology
- enable teachers to create a communicative learning environment
- improve teacher's ability to reflect on their own teaching to ensure continuing professional development after the course.'

UKBET-ITTC, running commentary on observation, BBIS, STEP methodology session,

This is a 7 days intensive teacher training course, on every day each session is 3 hours continuous session which includes a tea-break conveniently. This is an on-site training course and trainees remain in their workplace that is in their school while the trainer comes to that school. It is hands-on workshop based training. Today I am observing the first session of this intensive course. This training is taking place at BBIS, a school which is 45 km away from the district town of Sylhet. This school is established in 2002, and it is L shaped traditional tin shed building surrounded by small and big green trees.

The first session of this intensive course is supposed to start at 10.00 am this morning, I am along with the trainer is present on time at school campus, when we arrive we are welcomed by a member of staff and we are offered tea and snacks although we already had our breakfast this morning. Traditionally people are very hospitable here in Bangladesh and they in this school treated us as their guests. Any way around 10.30am a senior teacher shows us the room where they want the training is going to take place. It is a normal school class room which have got electric fans on the ceiling and a white board is also available for teachers. On arrival in the room the trainer re-arranges the desks in U-shaped rather than keeping as these are in rows with the help of some trainees, now it seems that fronts of all desks are open to the trainer for good access. By this time at around 10.40, the principal of the school joins the session and he has given a briefing to all teachers about the importance of this training as *'by this training you will be able to change your traditional teaching...and I hope you will learn this modern ways...this is a great opportunity for improve yourself, change yourself, adjust your teaching with new ways, and students will improve their ways of learning following you, because ultimately we want to see good results of our students, so I hope...you will try to apply this training in your classes'*. Follows by principal's talk the

trainer greets trainees and says ‘Good morning! Good morning to you all’ (10.43) and requests trainees to collect their NAME CARDS. Then he passes around a signature sheet and ask trainees to sign for their attendance of this session. A folder containing 7 days’ sessions is distributed among all trainees. As a procedure these are the formalities to be followed by trainer at the opening session.

The trainer talks about the aims of this training course, same as the handouts are supplied to trainees.

- To improve participants’ teaching skills
- To improve participants English language skills
- To deepen participants’ understanding of theory and methodology
- To enable participants to reflect on their own teaching and continue to improve after the course has finished

Now the trainer informs the trainees to bring their course book, paper and pen to each session and further requests them to attend all 7 sessions. He mentions ‘you need to reflect on this training, you need to reflect on your own teaching’, ‘it is like looking at mirror’, ‘it is like think back what you already have done’ ‘Is there anyone, who doesn’t use a mirror?’. There is no one found saying no, it seems to me that trainees are engaged with the mirror metaphor as they are familiar with this everyday example. Again he utters ‘so after all these session we want to see you as reflective teacher, see you as better teacher, see a better BBIS’.

The trainer assures ‘We will try our best to help you improve your teaching’ ‘even after this course is over still you can contact us to ask and discuss any questions you find important to you’ and ‘we need your help to make this happen, please be open! It will be helpful for us know what’s your idea. It is your time, your time to tell, so...Please be open.’

First of all the trainer asks an open question to the floor ‘What is your expectation from this course? What hope you have from this course?’ And two trainees respond as ‘After the course I would like to be an ideal teacher.’ ‘I think the course can be changing for me.’ It seems other trainees are hesitant in telling their expectation or fears.

Now the trainer draws the attention of the trainees and distributes small pieces of papers of different colours as red, yellow, green etc. And after that he asks all trainees to write one hope and one fear about this training. 'So I want everyone will write one hope and one fear about this course, I repeat, so you are writing two things one hope and one fear if you have any '. So the trainees are writing, seem more comfortable and engaged in doing this. The trainer is passing blue-tack around to trainees and instructs them to stick on 'expectations/hopes' in one wall, fears in another wall. So the trainees are sticking on all their hopes in wall-2 [my numbering] and sticking on all their fears in wall-1[my numbering], now the two walls are decorated with small pieces colourful papers. Let's see what they have written in Hopes and Fears.

Expectations/Hopes: [as it is written by trainees, wall-2]

1. After this course I will change myself
2. I hope I'll speak in English fluently
3. I like to be a good teacher
4. I hope I will learn more
5. I hope I'll be able to develop my pronunciation skill
6. I like to be a good teacher
7. After this course I change myself perfectly
8. I hope I will learn more
9. I hope I will give good things to the students
10. I want to improve my skills
11. I hope I will learn a lot
12. I want to be good and intelligent teacher
13. After finishing this training course I will be a perfect teacher
14. After this course I change my self perfectly
15. I hope I'll be able to develop my skill and impart this in to my students
16. I hope to be the best and ideal teacher
17. I hope I will learn better things

18. I'll make the lesson interesting and effective

Fears [as it is written by trainees, wall-2]

1. I am afraid that I may not pass the course
2. I fear to have the training thoroughly
3. I am afraid I may not better in this course
4. I am afraid about pronunciation
5. If I am unable to apply my treasure in classes
6. I am afraid if I won't do this
7. I afraid if I don't capture this lesson
8. I am afraid of my shyness
9. I am afraid that I may not pass the course
10. I am afraid of absorbing the course as I expect
11. I fear to apply this training in my class
12. I am afraid , I may not pass the course
13. I am afraid that I may not face the exam

There are 16 trainees attending this session so I am expecting $16 \times 2 = 32$ responses, but in reality it is seen we have got 18 hopes, though 2 hopes are repeated. But in case of fears we have got 13 fears, so either 3 people miss out or they do not have any fear. So hopes are greater than fears.

Questions came to my mind: why these people had repeated hopes and fears?

Once again the trainer articulates 'in this training we will try our best to adjust your hopes, remove your fears; and I need your cooperation, you need to open up and tell me the problems you face in your classes, and working together we can find solutions'. The trainer throws an open question to trainees 'What are the problems you face in your classes?' and it seems trainees start a discussion about their problems as 'students are weak in English', 'teachers are not fluent in English', 'whatever you do parents like private tuitions' etc. But some trainees are feeling shy to tell their problems to trainer. Now the trainer forms 3 groups, a, b and c among the trainees and ask them to discuss the problems in groups and in each group

one person is requested to write, and make their list of problems using key words. Let's see the arrangement of different groups. In group-a, there are 3 males and 2 females; in group-b, again 3 males and 2 females but in group-c, 4 females and 2 males, and this group-c has got 6 people while other groups a and b, have got 5 people working together. The trainer has allocated 10 minutes for this activity and reminds each group to mention at least 5 problems. The trainer alerts the trainees about time 'you have 4 more minutes, keep writing'. After they have finished writing, one person from each group is asked to read out their problems. It is found that one trainee starts speaking in L1 Bangla and it was overheard by trainer and interrupts as 'sorry! English only, please speak in English. Now all 3 three groups are requested to put on their posters on walls using sticky tape or blue-tack, while other groups are moving around and are interested to look at the posters. It seems to me that trainees are joyfully engaged in this activity. The trainer monitors while the trainees are working in groups and appreciates this activity. By this time the trainer clarifies that trainees can do similar activities with their students.

Now let's see what they have written in their posters.

Group-a, List of Problems:

Ss [students]

- Students not attentive
- Students are negligent
- Students like play/sleep
- Students like to go to and fro
- Lacking of instruments
- Students not regular
- Students not fluent in English
- Students like to take Tiffin in classes
- Students are *avoidentee* [word not found in dictionary]

Group-b, Problems we face in teaching:

- Inattentive students [name of the trainee in here]
- Students do not focus on my lesson [name of trainee]
- Some subjects have no questions [name of the trainee]
- Some students are very weak [name of the trainee]
- Some of students are so weak [name of the trainee]

Group-c, Problems we face in classes:

- Weak students
- Inattentive students
- Students do not bring essentials
- Students do not finish their Homework
- Students quarrel in class

After they have finished their posters they put these 3 posters on walls, each group goes to see other group's posters. Then the trainer announces 15 minutes tea-break and mentions 'you can carry on your talk while you are on break, please speak in English, so it will be good practice for you' and tells them 'we will play a game and will also do some learner centred activities after the break'

(Break time is after 2 hours 20 minutes, 1.00pm, local time)

5.4 A Trainer's profile

CHMC, (code Name) Trainer: (cf. chap. 3, participants)

CHMC is in her late thirties. She is a spontaneous, enthusiastic, positive person about change, likes to challenge difficulty, finds alternative to get a solution. She is married woman, mother of a daughter (3 yrs.), and her husband is living in a different town, doing his job over there. She has a personal theory she claims that is 'get things done anyway'. She is graduated with Honours degree in English and passed her MA in English from Dhaka University. She respects local culture and tradition; still recognized the importance of keeping global link and update her knowledge as a trainer. She is very much open-minded in her office and shares her personal sorrows and happiness and necessities with other colleagues and staffs those who work there and she likes to entertain people in her very homely office environment.

At present she is the manager of the Chittagong RRC and she is the authority figure in that divisional part of the country. She has joined this job in 2000 that was during the first phase of the ELTIP project. She has been working in the project for last 8 years. She worked in different locations of the project, and has diversity of work experiences in the project. She has done her own research on "use of visual aids in classroom, published by British council. She has received training from expatriate trainers in the first phase of the project. she thinks that decreasing the amounts of funds available affected her motivation in the job, still she is not hopeless, positively expecting of government's takeover of the project, she regrets the withdrawn of facilities given before. She thinks job insecurity is a de-motivating factor. She is well aware that she is less paid than her workload but still she enjoys her job, as she thinks status and work environment are more important than salary. She is dedicated to her job and not money minded person she mentioned.

However, she affirms that non-availability of monitoring component affects the program negatively. She mentioned that excessive control from top about spending, non-directive or no clear instructions about school monitoring is creating problems for the evaluation of the programme. If she has been done monitoring with personal initiative, constraints in budget allocation subsequently de-motivated her

personal advancement in this line. She feels upset by the withdrawal syndrome of the original British council project when she starts her career as trainer.

Positively, she has strong sense of belonging of the programme; she values her contribution highly as a part of the programme, also recognizes gradual self-development as trainer, as well as believes in learning by doing. She articulates benefits of the programme several times. Her estimation is that teachers enjoy this kind of training programme and are very enthusiastic, so this programme should be continued, realistically believes that we could not expect everything will change overnight.

Personally she believes that training is different from teaching normal classes in a college and training is more challenging to her. She loves to work as a trainer. She is concerned about teachers not sharing professional ideas; they have an ego problem she thinks as such and teachers have resistance in following a new kind of practice in their implementation. Her understandings about the trainees are:

- Urban teachers are recruited well qualified most of them with English background, doing well in training.
- Rural teachers are comparatively weaker, less proficient in English; most of them simply have a BA pass degree.
- Trainees those who have MA in other subjects other than English are initially less proficient in English, but gradually they develop their proficiency in English.
- Madrasa teachers are shy, more resistant to spoken English, because they are not used to have English classes in religious schools where they are from.
- She has her own tacit knowledge about trainees. That tacit knowledge comes from her work experience with trainees. Now she better understands the capabilities of the trainees as a trainer.
- Needs for madrasa and school are different, she observed, it was not a right decision to train them together.

It is noted that she has her own style of management. To make a fairer contribution by using local hierarchy positively, in case of head teacher's way of recruiting trainees, she assigns the name of particular teacher that is beneficial; she personally helps trainees to manage accommodation in TTC's dormitory with help of the principal. She is open for accountability of her own work at the training centre. She observed that missing links between/among governments departments hamper the progress, creates unnecessary misunderstandings she observed. She wants integration among policy makers to carry such project forward. She always goes extra length in-terms of co-operation with local institutions, is self-motivated, takes risk and has courage to take extra responsibility beyond her own assigned duties. She encourages trainees to come forward to meet her if they face any problem in future.

Although she herself is flexible in her teaching, believes it varies from person to person, she is confident about her own style, and recognises different situation demands different kind of teaching, she is ready to adapt with context of teaching. She is very strict about using L1 in the training room and always discourages trainees to use Bangla, L1; even she takes administrative step in case people do not follow her instructions regarding language use. She herself does not believe in teaching of discrete grammar items, but bound to follow as ordered from the top and demands from the trainees make them include grammar items in the training course finally. She personally believes that grammar can be taught communicatively, but pressure from trainee teachers bound them to include grammar in training course itself, because trainees think they cannot improve their language without learning the grammar of the language. She arranges micro-teaching in groups to accommodate all trainees' turns, she has given opportunities for participating in dummy teaching session to all trainees. Equal shares of all participants in micro-teaching are encouraged even minimizing the quality of sessions. It is found that five groups are doing micro-teaching in the same room, and their cross-talks from different groups make the space very much chaotic but still she is following that because this is only way of giving space for each trainee an equal share in available time during a session.

Conversely, she (**CHMC**) is a strict authority figure in some respects, displays norms in position of power, strict on the library use by trainees, still initiated self-study hour to control non-returning of books in the library. Given the traditional value with written texts, she used the training manual provided by the central office, so did not mind to have fixed and rigid materials given to trainers, but positively she initiates change in materials if necessary considering the teaching context.

She is not very much in favour of using the uniform training manual around the country, she thinks people are different in different parts of the country also they have different kinds of problem, but follows rigidly whatever manual is given to them from central office of the project. She ascertains that trainees did not have to face any assessment in the first 2 phases of the project, but in the third phase they have started assessment system, otherwise the trainees might not take training seriously. (cf. **Appendix34, CHMC**)

5.5 Trainers' interviews

Similar themes emerged from teachers' and their trainers' interview data are-

1. Teaching context/contextual constraints
2. Beliefs about language teaching and learning
3. Reflection on own teaching or on training programmes
4. Tension of adaptation in actual classroom
5. Recommendations for future improvements of syllabus or training programmes.
6. Trainers' views about teachers' strength and weakness
7. Implementation and policy issues

...the sort of trainees I actually find at the beginning, first of all I find that...that, actually ah... they are doing some traditional...their teaching...their teaching English with some traditional approach and method....something like grammar-translation method. Ok yes, few trainees have some language problem at the same time... but most of them...most of them have some...have some solid foundation about language...so... these are the main problems I think....that they are... they don't have any pre-idea about the CLT method, as you know...we are working for CLT method...but they have only one idea that is teaching grammar [corrects himself] sorry! teaching English in...in... following grammar-translation method, these are the main problem they have and you know... they don't like to overcome their... their idea also some of them think that no...my idea...my idea actually fine... my teaching style is correct, their teaching English ah...following grammar-trans---translation method...that is okay for them.

...actually I have some chances to share my views with them and they also often actually give me some...some valuable opinions also, ok...which some useful, help me develop my...my skill...and to ah... change my...to include something new in planning my session.

Actually yea actually, I would like to mention here that only few teachers have language problems not all of them, so far have seen in this SRC only actually few teachers have language problem but in other SRCs something like SRC ...SRC Hobigonj, SRC Faridpur I have seen that most of the problem..[corrects himself] most of the teachers have some grammar problem and language problem they have, they face, yes I think of course weakness at English...it... it actually create a problem at last because you know if you don't have any...if you don't have a very good knowledge about...about... English so how can you establish CLT method because in CLT method so far we have seen...so far actually we have said ...try to speak English because English is a target language...it is not a foreign language[corrects himself] sorry! English is a of course foreign language for us. That's why how can actually that is...there is a question...that is how can our students or why should our students use English, ok, so teacher can play a vital role, teacher if teacher doesn't speak English so how can the students can speak at the same time you know in our country teachers... teachers are ..are...teachers.... are actually the model for the society, ok they are the model for the society actually and... and in our school...in our school like Bangladesh...like Bangladesh you know ah...we have some shortage of resources...ua...they have don't have any ah...aa...dictionary...or English to English dictionary even some students ah...don't have any tv or some satellite channels at their home, ok, so only who can create the situation? only the teacher, because the student...our student of course follow the teacher...their language, their style, their own pronunciations so if the teacher has some problem in pronunciation so how can our students pronounce very soundly, if the teacher are making some mistakes in the classroom so how can I expect my student use English soundly. Of course I think a...a language teacher...English language teacher should good knowledge about English language.

...of course I think some sort of development or improvement can be seen in them at the end of the training. And you know you have got some teacher...some....I can divide the teachers in two ways...two ways...one is good....that is one group is their language is very good, their language actually what should I say their level of language is good... and there are some teacherswhose language is not... whose actually language are not so good, they have some problem, they have some mistake, so after the training the teachers that is the first group that is who have very good knowledge about English Ok they can develop themselves by getting the ideas that getting the idea of CLT that means how can they teach students CLT method and what is benefit...what is the advantage of CLT method that means they learnt the CLT method totally that means the ways...the ways, the techniques, the method so they have some development and on the other hand the groups Okay! who have some language problem and who are scared of using English in their real life or personal life, they can easily overcome their their their fears their fearness of English and the same time they...actually they improve their language too, so these are the achievements that they both are benefited these two group are benefited you know I think the...the latter group that means the teachers who have some language problems they overcome their language problem at the same time they can develop some idea about CLT. But the first group whose language proficiency is... is better, satisfactory they can develop their idea about CLT method, how should they teach so I have some from both group I...I receive some positive actually response from them. They are developing.

You know...yea...yes I have some real intention...real desire to visit them. To see how they are going on, that means how CLT method is working and how this approach followed by them. But you know our actually...official... our official procedure...our official decorum doesn't permit us to visit any school.

yes, I think at the very beginning when the project was funded by DFID at that moment there are some....there were some chances, after their departure we don't have resource...don't have....we don't have any resource also, at the same time you know our office, our this ELTIP doesn't permit us to go there.

Of course I think, because you know ah...when they just go back...after the end of the trainingI have no idea whether they are following this method or not, that is not only method...there are some other things also introduced in the training...something like teaching pronunciation, using dictionary, and there are some sessions also about developing writing skill also, yes, we actually that means to some great extent we actually teach them how to follow CLT, how teach their students in CLT method.

Yes you know if I get a chance I think it will be some... some positive result I can see I can observe what are their lacking what are they facing and I have the chance also to see whether they are following the method in the classroom or not. And if they...they think that my trainer...our trainers will visit us they will be serious I see.

You see, in this CLT method a language teacher should work very hard, he should, he or she should prepare lesson plan, he should think about his language, ok, at the same time, he or she should have visual aids or some other things, some other rules to follow [by this time the office assistant enters, was asking 'do you want to eat anything now, sir!'] that's why I see there is some problem to follow this method, on the other hand our traditional you know actually in our traditional method that means whenever traditional way their way, there...they don't need any resource or any preparation, so actually usually our teacher avoid working very hard, they would like to ignore their duty.

as so, they actually often told me, that's the way 'you know we are getting some poor salary, so why should we work hard?' we English teachers getting same salary as religi- Religious teachers and Geography are getting, ok, so government ...

we are also teacher' but their work...they need to work very hard...a English teacher need to work very hard...you know in the classroom. Ok, yea, otherwise...otherwise... that means otherwise learning and teaching English will not be successful. If the teacher ah... actually doesn't work very hard in the classroom I think our student...the student eh...come here to develop their language proficiency. I see if you have other chances to visit some other classes ...at secondary school ...you can see a geography teacher only take some preparation and he just delivery his speech only. Ok... um...here some other teacher know it's is not necessary for them to work very hard, to group them [sts] in pair, to make group, to take some feedback, ok, and using the board, they only deliver their speech standing at the front, that's why but a language teacher

yes, communicatively, communicatively, that is correct but here you know, in our country we don't have any resource, this is a...of course a poor country, so you know here in our country the students can't discover anything that means discover any new theory...any new theory...ok.. that is the theory they have got in the book, they need to memorize only, there they don't have any chance to produce anything....the student don't need produce anything but in language...in language class the student need to produce

something and the teacher should inspire them to produce, to produce what? Produce language, produce some sentences that is it difficult for someone and you know other subjects are content based subjects...they are content based...totally content based subjects....there the student need to memorize onlymemorize the theory, that means eh...eh... 'why does earth move round the sun?' here I can't discover anything new, ok, but here...in language class...this is actually English...teaching English...English is...is a ...is a...actually this is practice based subject I think, this practice based subject as it as a language, it is a foreign language, so it is practice based subject, and the other subjects are actually content based subjects, they outstanding to memorize but in language classroom or in language class the student produce something ,to create something new that means a new sentence, a new structure and you know not new word...that means what...[a Bengali synonyms] other things they can develop, the courtesy also, that means the courtesy that the tradition how should he or she should speak in their real life with some foreigner or their relatives that is...that is also a culture...there also a courtesy...courtesy teaching. So

considering these things I think that the English teacher of our country deserve some salary to motivate them...to motivate them...otherwise they won't work very hard...and this they won't work very hard and you know it will be a condition you can see that means after getting master degree certificate they can't speak, after... after you know our students have actually learning English for 13 years but they can't soundly use the... use English in their real life. This is the reason....this is due to our traditional the system...teaching system. Somehow at first we should motivate our English teacher to develop our student.

Previously I was working as a lecturer in school; the name of the school is Holy Flower School and college, so there yea. Which is located in Dhaka city, yes there I was perform...performing as a lecturer but you know here this...this job...I like it you know...I think this is dignified one... to work with some mature people, here I have got chance to work with some mature people you know the teacher of this country so this is...this is dignifying also.

...yes I cannot ignore this idea that is we are running after some good opportunity. But ok I think that I like this job, yes if I get a chance to some renowned university or university level obviously I will go there besides these I will leave this job and I would like work with mature people. And every day... everyday my likeness becoming higher and higher you know.

I think you know as you told me to say only a particular issue or particular thing, I don't think a particular thing or particular issue can develop or improve our teaching system that means learning and teaching English, several things should be brought here.

There are some other foreign language apart from our national language Bangla all of languages are foreign language for us apart from our Bangla and some other tribal languages, tribal, there are some tribal people they have their own language apart...apart from these all the languages are foreign language for us, for Bangladeshi people. Something like Spanish, this also foreign language, Japanese this also foreign language but a question may rise in your mind 'why our government has introduced English as compulsory in curriculum or syllabus?' the reason is that it's an international language, it's an international language and I think that English language is not the language of the English only that

means this is not the language, now-a-days.. now-a-days this is not the language of English people...this our language...this a global language...as you talk what is my suggestion, in now...in the preface in the EFT book that means the textual books I have got the idea as the chairman of the board told us 'the purpose of the book is to develop the four skill of the student but you know there is an irony, although there purpose is to develop the four skill of the student but in the exam system we only introduce 2 skill...they only check 2 skill that written skill and reading skill, so what about the other 2 skills? Speaking and listening? In our... if you don't impose anything on our students they won't learn...they won't learn.

if you don't include these two skills, checking these 2 skills, listening and speaking; I shouldn't, ah...never practice in the classroom. So you know the so target our students get A+ only, A+ in the English, they don't have any intention learn...learn English at all, their target is to get A+ anyhow, so why should put their ...concentration on planning listening and speaking, they just memorize something, they just try to develop their writing freely and they just read and in this way they develop their two skills that is speaking [correct himself] sorry! that is only written skill and reading skill. They that means...that means they you know I think that means I think 100% of students of our country ignore speaking and listening but when they become aware after getting some higher degree something like graduation or post-graduation they become aware that yes, speaking English that is 2 skill- speaking and listening is important from them but at that moment they are too late to learn so this is one of my suggestion and...and you know I think the text...the text book....the quality of the text book is good I think. I think if the teacher can follow this student can improve. And some other suggestion also you know our students...our....in our country....[indicating the training room] in our training, at our resource also we are not getting some facilities here, we don't have any audio player, we don't have any cassette player even we can't provide the TG, you know teacher's guide, they only provide the TG of class 9, so what about the other TG? So how canhow can they....how can the teacher teach ah.... English...without TG? So, ok, this is also one thing at the same the time I think the English teacher that means the salary structure of a ...of English teacher should...should be increased and this is ...this will be a...a good step to develop the English ...English learning system of our country.

...they have learned ah...yes we...we observe the class...we observe the class and you know there are some things whenever a teacher ah... do something that means in...in I think in CLT...in...in CLT...in CLT method teacher talking time and student...student talking time should be equal. Ok, and I also observe these things and at the same time I also observer whether they provide any chances to um... develop their own skill or not by giving them some pair work or group work and I also observe that whether....whether they... they teach grammar...they teach it in communicative ways or not? Communicative ways that means here the student will not memorize theories or definition...they will understand...they will understand and then need to have lot of practice and in this way they will learn. I also follow this thing whether the teacher teaching grammar in context or not? ok, whether the classroom is interactive not? So considering these....all these things I...I just ah... come to a conclusion whether they are...they have learnt CLT method or not?

...the most of the teachers have got very good knowledge...have...have got very good skill at English, so this is one thing another big difference between these 2 districts is that...that means the teachers of that 2 district ah...is that the teacher of the you know the teacher of that district that means the teachers of Faridpur are not getting some facilities because you know that district is not that much developed....and most of teachers are...are fighting...fighting with the poverty ...their...their condition...their poor living condition...yea the scenario is totally different...there... there the teacher are... there [Comilla] the

financial condition of the teacher is satisfactory, they have some facilities to use a computer, to use internet, yea, yea of course and they um... you know they you know yea you know as this district is located just beside our capital Dhaka so they are getting some facilities, they have...have... they have TV at their home means satellite channels so they can easily enjoy CNN news, BBC news or some other program and whenever ah...you will these sort of programs to help you to develop your knowledge and at the same time your language and overall quality I think.

...yea, yea and language also as you told and I as I mentioned earlier, they can enjoy CNN news BBC news, they can watch this sort of English program

...yes, of course, of course, of course I think but I think that you know... that this training program is a complete one I think, but sometimes we need to face some problems, some problem which is....which...which are only include in my program.

but if at that moment I don't have any knowledge about...about language or CLT I think we...we of course face some problem that's why I think a trainer should prepare himself, should prepare himself and he should ha...have some what should I say have some background, CLT background and ELT background that is English Language Teaching background otherwise often face some problem or she face some problem.

the trainees often... the trainees don't have any[stress] idea that means a they don't have any ABC knowledge about CLT

...most of the teachers totally ...ah....totally...what should I say? that means they don't have any ABC knowledge about CLT, fine! I need to include something...often I need to include something, new one beside my...ah...my my fixed syllabus, yea, yea.

I would like to think that ah....all the people all the policy maker actually you know our policy maker the intellectual person ah... the university teacher, specially the policy maker of our gov...government are spending money spending actually much money for developing English...ah...English teaching system in our country but I think they should come under one shed

...come under one umbrella, they should work together, ok; they should work together- 'how can solve this problem?' I would like to...I would like to tell this message ...just like to convey this message to policy maker 'don't work fragmentally or separately' just come under one shed...unde...under the same roof, same umbrella and work together, do some good approach and actually do some good sort for the development of English... and ok...and don't think about your personal benefit, just think about the country, country people. Ok still we you know we are living in a third world countries, where the people are...are fighting for food, ok, fighting for food, so I think our people need to develop their food, how to develop their living style, they need to learn English...they need to learn English [stress]. Ok it will help them to get a good job not only in our country but all around in this world. So that's why I think our policy makers should give some importance on....., how can they make it easy, make it success, how can our student learn English very successful? How can our student use the 4 skills in real life soundly, so that is...that is my last actually ah... message.

so, Ok, don't you think that is a wastage of money? They should come together, yes, just just look at us [indicating the training centre] yea, we can't provide the TG, we have some limited resources, we have

some limited...ah..a...we have some limitation here but our government don't bother, yea, some there are some other project those who are working for the development of English. So why shouldn't gover... our government take some step, all the project will come in what do they do?

....two project but they are working separately...they are working separately, they are working fragmentally but I think they should come together, in this way we can solve some problem, because there is spending some money...they are spending for...some money....but they can provide....they can't provide something at the same time we can provide them something, so far as I know they can't provide...they can't provide quality teaching, yea! There in that project so far know only some teacher...only some teacher of secondary of secondary level conducting their classes. I think the teacher ah.... actually the teachers have shortage of CLshortage of knowledge of CLT at the same time look at us, we have I don't...I don't want to say that our trainer...our trainers is...are very good, ok! But they...their performance ah...I think to some extent satisfactory but we not getting some facilities...

5.6 Questionnaire data, phase-2

Group profile-HSCM (Code Name)

All 20 participants (HSCM) have an MA degree in English literature. Their age ranged from 28-49 years and teaching experience ranged from 3- 23 years; this group of English teachers locally designated as lecturer, asst. professor etc. but commonly anyone who teaches at a college known as a professor which has higher value to general public whereas any teacher teaches at a school known as 'master'. In my case this group of 20 trainees worked very much like a control group in an experimental study, intentionally not separated but by default they were following the traditional lecture based training format however they were sharply in contrast with other groups such as TQDHK, ELCM, ETUB (**Appendix35**) who are following participatory approach following CLT and TGs in their training room as communicatively oriented textbooks series EFT demands, these EFT series are designed for classes 6-10. Classroom setting of the training room were suited for GW/PW among trainees. Whereas the other group HSTTI is supposed to be trained as EFT (English For Today) textbook for classes 11-12 that is higher secondary classes which is in the same vein with CLT methodology but all training sessions one were completely lecture based, the one exceptional session was taken by a resource person who himself is trained by ELTIP in the UK. In this programme the trainers were following the transmission approach of teaching-learning where the trainers were imparting their knowledge to the trainees. And surprisingly and English and the other subject Business Management were taken together in the same room to make the

programme cost effective in financial terms as one of directors told the present researcher in informal talk. No actual textbooks or TGs were used during training sessions. Even though the furniture used in the training room were flexible, moveable and suitable for either group work or pair work that kind of interactive mode was never seen in any observed training sessions. It seemed there is superiority complexity that college teachers are superior to school teachers though this group of teachers do not have any other qualification other than MA degree in English literature, and no other necessary qualification needed to join the post of a lecturer in a college.

All trainers for teaching the English contents of the course were appointed on ad-hoc basis for certain number of classes. And these trainers were comfortable with lecture mode of teaching as they themselves are teaching their own students in colleges. Even in some cases they were openly against any imported methodology [their term] of teaching, in that case against CLT and much aligned to GT and literature method.

ID	Gender	EXP/YRS	Qualification	Location	Level
HSCM1	M	18	MA.ENG	U	HSEC
HSCM2	F	7	MA.ENG	U	HSEC
HSCM3	M	17	MA.ENG	R	HSEC
HSCM4	M	15	MA.ENG	R	HSEC
HSCM5	F	10	MA.ENG	U	HSEC
HSCM6	F	8	MA.ENG	R	HSEC
HSCM7	M	3	MA.ENG	R	HSEC
HSCM8	F	5.5	MA.ENG	R	HSEC
HSCM9	F	12	MA.ENG	R	HSEC
HSCM10	M	18	MA.ENG	SU	HSEC
HSCM11	M	23	MA.ENG	SU	HSEC
HSCM12	M	3	MA.ENG	R	HSEC
HSCM13	M	7	MA.ENG	R	HSEC
HSCM14	M	13	MA.ENG	SU	HSEC
HSCM15	M	12	MA.ENG	SU	HSEC
HSCM16	M	6	MA.ENG	R	HSEC
HSCM17	M	14	MA.ENG	R	HSEC
HSCM18	F	7	MA.ENG	R	HSEC
HSCM19	M	14	MA.ENG	SU	HSEC
HSCM20	F	9	MA.ENG	R	HSEC

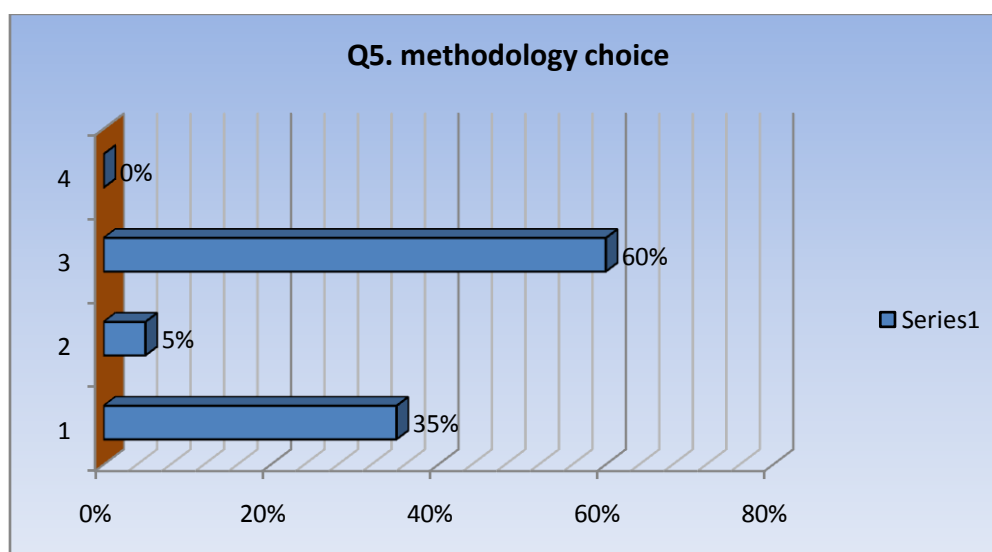
SEX

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid F	7	35.0	35.0	35.0
M	13	65.0	65.0	100.0
Total	20	100.0	100.0	

EXPERIENCE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3-9YRS	9	45.0	45.0	45.0
10-16YRS	7	35.0	35.0	80.0
17-23YRS	4	20.0	20.0	100.0
Total	20	100.0	100.0	

Total number of participants in this group is 20, 13 (65%) male and 7 (35%) female. Their average teaching experience range from 3 -23 years and in terms of qualification this group is very homogenous, all the participants have an MA in English literature major and all of them teaching at higher secondary level that college level of Bangladesh. 11 (55%) participants are from rural areas, 3 (15%) from city centres or urban areas, and 5 (20%) from semi-urban areas that close to city centres.



1=Grammar Translation and Literature, 2=CLT, 3=Combined (CLT with GT and Literature), 4=different opinion.

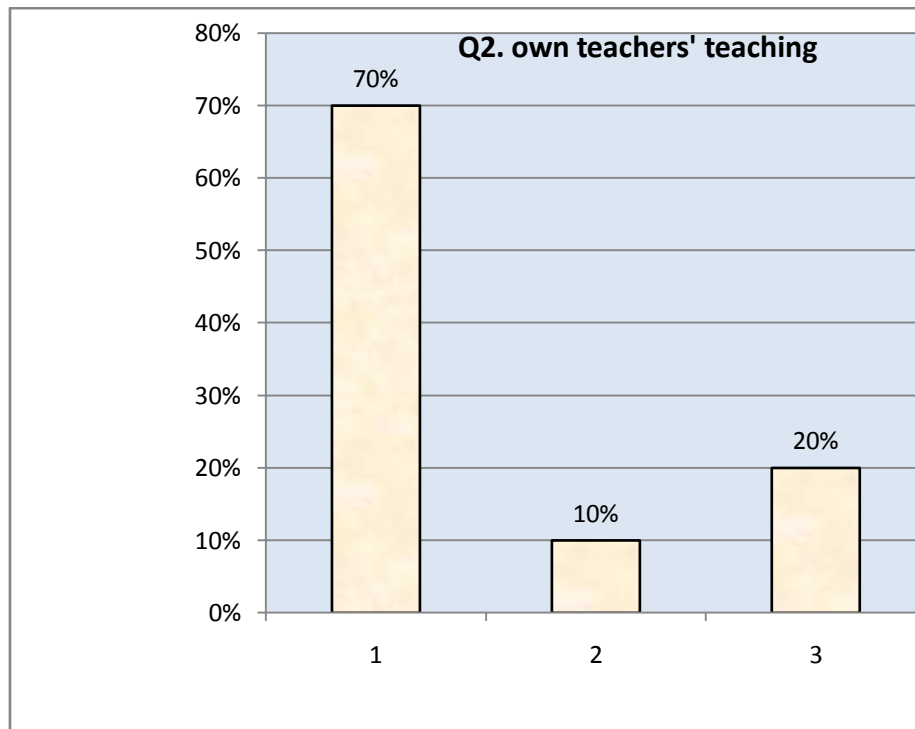
Surprisingly this group (HSCM) of respondents returned all (20) questionnaires on time; I arrange a lottery draw for the participants on closing day of their training. I already discussed the programme characteristics (**cf.chapter-5 &6**).

35% participants in this group think that GT and literature is the most suitable for their learners, whereas only 5% of the participants think CLT is suitable for their learners, whereas 60% goes for the mixed or eclectic options, and 0% or no participants has given any personal opinion other than the choices available in the questionnaire. As I discussed earlier that this group of trainees were trained following the traditional lecture mode of teaching, even some of their trainers were clearly vocal about anti-CLT campaign and they themselves are rather resistant to CLT method. Therefore it is understood a non-CLT training programme surprisingly affected the re-structuring of trainees' stated viewpoint about CLT and they are more aligned to grammar translation and literature method of language teaching in this HSCM group.

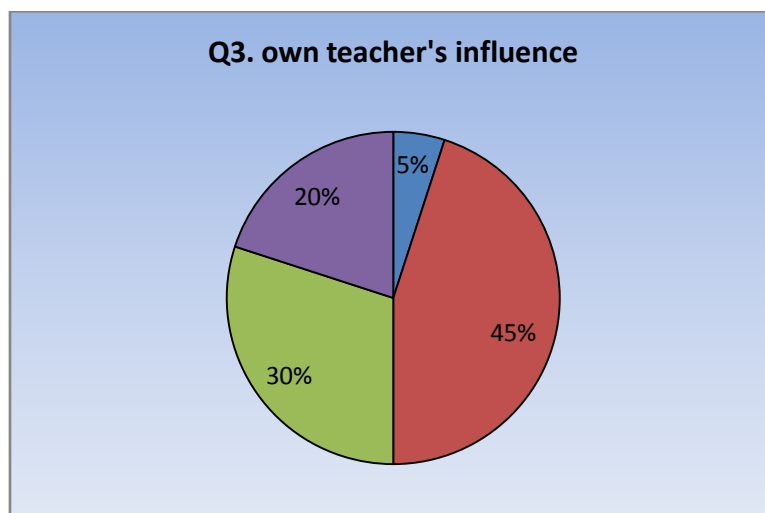
HSCM group on memories of own teachers' teaching

I was interested to know whether this group of teachers did like their own teachers' teaching in early age. My assumption was that they might like or dislike their early age teachers, which might influence their current beliefs. Now we will see what their responses show.

70% of these teachers agreed that they like their own teachers' teaching whereas only 10% mentioned they didn't like the way they were taught, but interestingly 20% shows a mixed response, and mentioned a personal response.



And when in the next question they are asked whether they follow their own teachers teaching when teaching their own classes. 5% teachers didn't respond to that question, 45% of the teachers in that group believe that they are in some extent or fully influenced by their own teachers.



Variations found in their choices of teachers from primary to university level, they were asked if they could remember the name of that teacher write on the blank space provided. However, 30% teachers mentioned that they didn't like the teaching of their own teachers, still 20% has given their own opinion

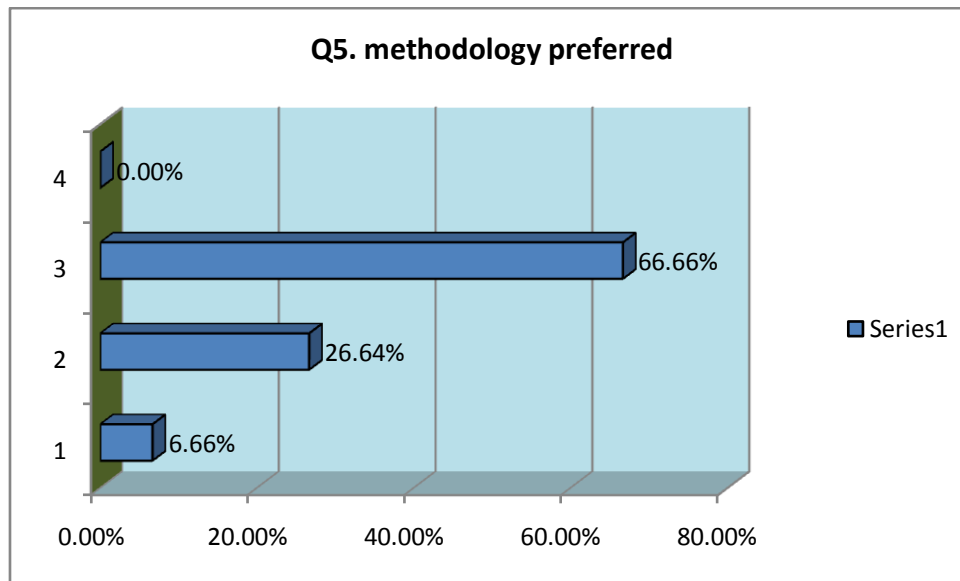
as very much ‘mixed feelings’ liked some of the things in their teacher though didn’t like their teachers entirely.

Group profile-ELCM (Code Name)

ID	F/M	EXP-YRS	EDU-QF	SCH-TYPE	LEVEL
ELCM1	M	13	BA+B.ED	R	SEC
ELCM2	M	12	BA+B.ED	R	SEC
ELCM3	M	25	MA+B.E D	SU	SEC
ELCM4	M	4	MA	SU	SEC
ELCM5	M	4.5	MA	R	SEC
ELCM6	M	25	BA+B.ED	R	SEC
ELCM7	M	12	MA.ED	R	SEC
ELCM8	M	5	BSC+B.E D	R	SEC
ELCM9	M	12	BA+B.ED	R	SEC
ELCM10	F	8	BA+B.ED	SU	SEC
ELCM11	M	19	BA+B.ED	R	SEC
ELCM12	F	10	BA+B.ED	SU	SEC
ELCM13	M	4	BA+B.ED	R	SEC
ELCM14	M	12	BA+B.ED	R	SEC
ELCM15	F	5	MA.ENG	SU	SEC

Total number of participants in this group is 15, 12 (80%) male and 3 (20%) female. Their average teaching experience range from 4 -25 years and in terms of qualification this group is not homogenous, 5 participants have an MA degrees and only 1 of them has an MA in English degree and rest of them (10) have BA degrees with a B.ED and they are teaching at secondary level of education in Bangladesh. 10 (66.7%) participants are from rural areas, 5 (33.3%) from semi-urban areas. And 0, (0%) that is none of them from city centres or urban areas so they are from rural or suburban areas.

*[M= Male, F= Female, R=Rural, SU= Sub-Urban, U= Urban, SEC= Secondary]



Very conversely in this group (ELCM) only 6.66% of participants think GT and literature method is most suitable for their learners, while 26.64% think that CLT is the most suitable method for their learners, 66.66% think a combined (CLT with GT and literature) method is the suitable for their learners, 0% or no participants gives any personal opinion in this group too, this group is more aligned to CLT method of language teaching though both are similar in their choice of eclectic or multi-method. And similarly no one in both groups gives any personal opinion about their choice.

If we compare the 2 groups of trainees it is clearly understandable that 2nd group (ELCM) is far more aligned to CLT approach of teaching and only 6.66% of participants supported GT method as a suitable approach for their students, comparatively very lower than the other group (HSCM) 35%.

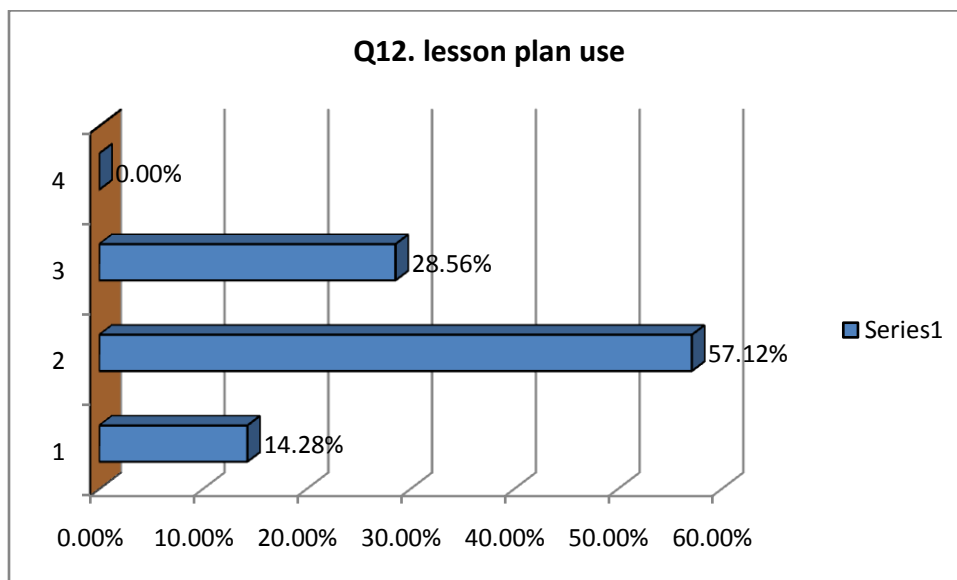
So receptive knowledge from the training programme has contributed positively to change the attitudes of the 2nd group of trainees aligned towards CLT as their training programme itself was CLT oriented.

Interestingly enough irrespective of modes of training programmes both group has supported the statements which in favour of eclectic approach. 60% from HSCM group chooses eclectic approach whereas 66.6% from ELCM group is in favour of eclectic approach. Do teachers understand eclecticism? What are their perceptions on a multi-approach?

ELCM on their own teachers' influence – only 33.33% teachers liked their own teachers' teaching, comparatively less than the previous group. Some of them commented they have adapted only grammar

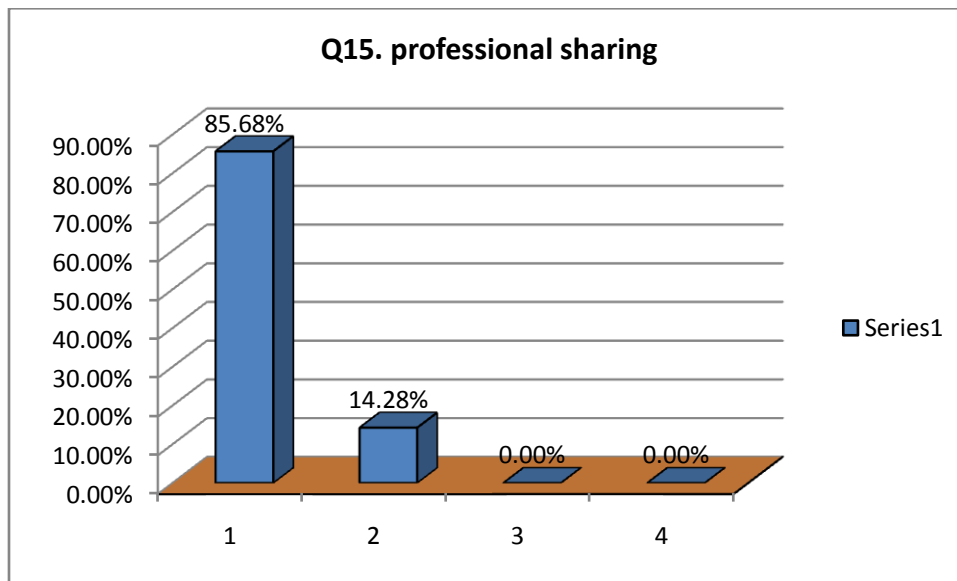
teaching of their own teacher that is the structural approach to teaching a language. Is it because they have changed their views on language learning and teaching by now? And now they are unhappy the way they were taught during their own student life.

ETUB (code Name) though the number is not high, in this group, it is found that teachers use lesson plan and 14% teachers respondents take their lesson plan with them and again positively 86% teachers do professional sharing with their colleagues from own school, or from other schools in that locality. Observation data also confirmed that kind of sharing even officially or informally at a convenient location of that zone and not necessary in the town centre.



Surprisingly compare to other groups 43% of respondents in this group supported that if their salary is increased they will be more concentrated on their first job and might not take private tuition as a second job after class with the same students they teach during the class hours. And again, 43% respondents from that group prioritised the fulfilment of 'aims and objectives' given in the textbooks, if implemented at classroom level that might decrease memorisations tendency among our students. But in contrast, only 29% of the respondents think that CLT would be the most suitable method of teaching for their learners, whereas 71% respondents think that a mixed approach that (GT & CLT) would be suitable for their learners, at least it is a change, it is a positive change in their stated beliefs that no one in this group supported GT would be suitable for their learners, I understand training has change their attitude about

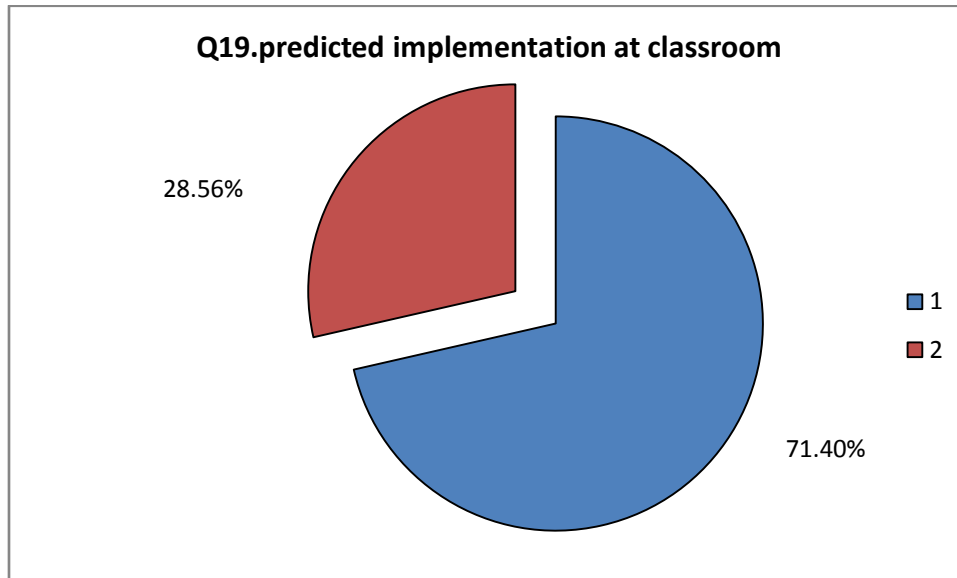
learning a language, so that change needs to be nourished and supported in school. So considering responses of other groups it is understood that irrespective of training programmes, CLT based or traditional lecture based delivery of a training, most teachers at different level go with an option for an eclectic approach of teaching not with anything purely grammar-translation based or completely CLT based in principles.



Observation data also supported that most teachers do that kind of practice with high volume of L1 use in the class though. Moreover, interview data from different groups show that irrespective of training programme, qualification or teaching experiences most teachers go in favour of teaching discrete grammar to their students. And for lobbying from different teachers group and their trainers NCTB has already introduced a separate grammar for classes 9,10 and for 11 and 12 classes as it was in previous grammar translation syllabus, and it is understood from training room observation that although in the training it is clearly mentioned that grammar ought to be taught in textbook context not as discrete item from the lesson itself, but teachers were not using that kind of scope to do such practice and even when the trainers were giving lessons they were also teaching grammar as separate entity.

Although data findings from (Qs, 5, 10, 15) show that they have changed their stated belief after training, still 72% of the respondents in this group think that contextual constraints of some kind will be a barrier

for implementing their training knowledge. As there was given an open space for writing their own contextual constraints, most teachers mentioned at least a word or sentence about that, so I used that open ended part, I have categorised these responses in two categories of constraints that is micro context or school context and macro for broader national context that is beyond the control of teachers.



Again, if we compare to any other group, 72% participants have given ideas on further improvisation of the current textbooks. Whereas 42% teachers reflected on the training programme they have attended, and have positively given more ideas on further improvisation of the programme instead. It is clearly understood that as reflective component after end of every session that has developed critical mind of the trainees. In addition, as trainers in that training programme are for more flexible with the trainees as seen less authoritative than other trainers (ELCM.HSCM), moreover these 2 trainers have international and national link with some organisation like IATEFL, BELTA.

Whereas in other group ELCM, it is observed that trainees are encouraged to give positive impression only about the training programme as that programme has little or no scope even to include or accommodate trainees' feedback as they are following a nationally accredited manual for the programme and trainers in their interview also confirmed that kind of limitations from their part. So learning happens in this group as socially negotiated way, after training these group of trainees engage themselves in CPD as they from a local professional group which arrange their occasional meetings at different schools at

different time, even international volunteers participate in that sessions, which clearly a great matter of enthusiasm for teachers and school authority, and I myself attended one of such session where it seems the head teacher of the school and other subject teachers seemed celebrating that as an important event.

Now if we look at how teachers' previous learning experience influence their own teaching we can find some interesting data from this group even, after all that good achievements, when this group of respondents are asked about their previous learning experience, 57% of the participants mentioned they liked their own teachers' teaching that was GTM as followed back in 1997 and again 29% teachers think they are still influenced by their own favourite English teacher at some extent when teaching in their own classes, and remarkably almost all participants mentioned the name of that teacher of their early age schooling or even at university level. Positively 71% teachers mentioned that they would change their teaching following a collaborative approach rather than just giving lectures in traditional format but only 14% think that even though they have all good intention of implementing the training knowledge they might not be able implement all that training knowledge in the real classroom if they consider they real circumstances of their schools.

Now if we compare that frequency of responses with the response to Q19, we can understand that these teachers have a higher rate of stated positive beliefs about implementation of training knowledge than the actual classroom practices as confirmed from classroom observation. But exceptions are there, I still find some teachers those who are very much motivated by their own initiative or having support from the school authority try to follow their training knowledge even amid difficult circumstances. Examples of teachers such as ELCM13, MBHS2 are very encouraging about their personal initiative for implementing a CLT approach following enthusiasm of doing GW/PW or role play with very limited resources even. That supports the view that change finally is a personal initiative of a teacher with support network from context where a teacher works. **(see also, appendix.chap.5.6)**

5.7 Classroom observations (phase-2)

This is a morning class at 9:10am, present: 64 students, this is a high profile girl's school in Dhaka city.

Unit-9: Lives and Jobs, Lesson-4: Women at work. (Appendix36, textbook)

It is a very nice and clean big classroom. At the very beginning of the class the teacher greeted her students and the class starts. At the very first minute she shows poster of a photograph and asked them 'Do you know who this is?' all students replied in chorus 'Begum Rokeya' 'this is the picture of Begum Rokeya'. All students are familiar with this great woman of Bangladesh, so the teacher easily linked the photograph with her students' current knowledge. Then she starts the PART-A of the lesson shows some three pictures, they have these picture in their textbook but the teacher printed it a bit bigger to make things more visible for students and asked the class 'what are the women in these pictures doing?' students replied easily, then the teacher announced the class writing on the Board 'Women at work'. Then she wrote 5 difficult words on the board, in that case she could ask students whether they found any difficult word/words, but she had done it herself. The words she had written on the board were: 'Assess, Exist, Refresher course, Generation, Assertive'. Then she asked the class for meanings of these words randomly picking up students, some students mumble the meanings, but the teacher didn't give enough time for students to guess a meaning for any particular word, she straight away told them the meaning of each word serially; this is traditionally a teacher does in a class. After that she asked the students, to open page no.99 of their textbook and read individually part-B, and she assured students 'if you have any problem in understanding you can ask me'. According TG time allocated for this task is 20 minutes, she had taken around 15-16 minutes though, as per textbook instructions students need to follow the writing task of 6 sentences, first they are supposed to tick the correct expressions and then need to re-write the wrong expressions correctly, BUT they didn't do a writing task at this point rather teacher corrected the wrong expressions herself, she discussed and explained herself although students did some chorus repetition with teacher. For example no.2. *T:Teaching is an easy job compared to office work. (Incorrect), 'teaching is not an easy job if we compare with other jobs, other than teaching in class, a teacher has to prepare question papers [tests] and also need to check exam scripts, and they have to study to know the latest things in teaching, so you see not easy'*

Then teacher explained the grammar point why to use *have to/has to*, to the class. Either in textbook or in TG it is not mentioned whether it is oral task or writing task, or individual or pair work etc. Students did work out the answers in pairs as instructed by their teacher. By this time teacher walked around the class to monitor students' work. Then once again she asked students to work in pairs to whether they agree with each other about the ballooned expressions in part-D, also asked them to tell their reason for agreeing or disagreeing 'why or why not' to their partner. Teacher monitored students as they were doing this discussion. Teacher called 2 pairs of students on dais to come by turn on dais to present their argument. After a while she wrote a question on board, asked for students' attention to find out the answer, the question was , ' What is Sharmin Chowdhury's opinion about teaching profession?' this is a turning point in the lesson as she asked students to read carefully page.99 to find out the answer. It was reading and writing task. But teacher repeated the same thing again, called 2 pairs of students in to come on the dais to tell their answer. At this stage one individual student wanted to tell her opinion, and teacher had given her chance to tell her answer.

At last teacher asked the whole class 'Could anyone of you summarise what we have learnt?'' who will come?' 'Why not raise your hand?' Then 2 students tried to give summary by turn. Teacher at this point asked the whole class 'Are you clear? Have you understood? All students replied in chorus 'yes! Madam!!'and to conclude teacher thanked her students and the class finished. It sounds like the teacher was prepared and she was well versed in English. It was good that she was not strictly following textbook or TG's instructions, and was rather flexible.

Teacher's Reflection after class: What else could be done other way round?

1. Instead teacher made a list of uncommon difficult words students could make their own, or students could work in pairs to find out new words for vocabulary.
2. Students worked in same pairs for Part-C and part-D, pairs can be rearranged,
3. Or at least duplication of pair work could be avoided rather group can be formed.
4. Better avoid asking the class 'Are you clear?' 'Have you understood?' students' evaluation could be on something specific? 5. Teacher's comment on students' summary was needed at least.

MBHS1, (appendix37), 'Unit-21, Lesson-3, writing a CV'

This school is a typical big city centre school, located at northern part of capital city Dhaka, this English teacher and principal of the school were contacted and agreed one day ahead the recording of that class, it was their pleasure to meet back one of their ex-students, as my wife was an ex-student of that school 10 years back, they happily agreed and had shown high interest about the value of that kind of research. The school authority and the teachers were friendly as usual on every day.

This was a typical hot summer day in Bangladesh; I checked local weather office recorded temperature of the day 34 degree Celsius and humidity 72%.

Students of this class and teacher are already familiar with observations and they have taken recording of their class more enthusiastically and it was very much like celebrating privileged event for them.

When the teachers entered the class it seemed students are very excited even messed around morning or afternoon when greeted their teacher, they also mumbled 'sir! must be ready'. Teacher was smiling, enthusiastic and sounds confident, comfortably steps on the dais kept his belongings and class materials on shelf of his desk. Initially he was trying to engage students with class doing warm up and keeping them in a non-threatening comfortable zone by asking 'how are you?' almost the whole class replied in chorus 'Fine sir!' 'And you, sir!' this is typical chorus students usually do, and teacher replied 'I am also fine' that was very much helpful in ice-breaking situation at the beginning. The teacher asked 2 students from front desk about their future plan of professions, asked why they have such plan etc and a 3rd student listed some professions also from front at other row. Then the teacher reasonably convinced students by eliciting answer from them that that anyone wants a job initially needs to write a CV, and mentioned its importance and shows a poster of a CV. After 4 minutes teacher declares today's lesson, write on the black board '**Unit-21, Lesson-3, writing a CV**' (Appendix37) and asked students to open their books, typically it happens in very first minute of a class, teachers usually say 'open page no.211' but he didn't. Students did individual reading task by reading an advertisement 'Vacancy for Teacher' in part-A of their textbook, and teacher called one student at his dais to read the advertisement for the whole class, again the whole class was asked to read a sample CV of Masuma Hassan, a teacher. Then the teacher picked at 3 students up to ask similar questions, what is CV? What is biography? At this point very positively one student from front desk initiated a question 'sir, what is resume?' this is usually not the case; students are

silent in most of the class time. Teacher responded student's question. Interestingly enough either in textbook or TG though there is no indication of a job interview or how it takes place, at this point teacher picked 2 students up in his dais and he instructed how to play the role of a head teacher interviewer and an interviewee as a candidate and these students performed the assigned role, it sounds their English expression is lively and spontaneous, 'what is your name' what is your academic result?' the role had taken just 1 minute time, and that was really useful for real language modelling. However, teacher picked up that moment to teach the class WH questions, had taken cue from questions from role play and that is he is trying to teach grammar from context though wasn't mentioned in textbook lesson (**Appendix37**) or TG's guidelines (**Appendix38**), this is a very creative use of the lesson, though the teacher picked up 4 students to give examples sentences and transform these into WH questions, in two cases students mumble the answer but teacher didn't correct the sentence immediately, rather waits for eliciting correct answer from other students. It seems that teacher is more flexible about students' making errors; he didn't give the right answers straight away for students, usually trying elicitation from students but it seemed when one student wrote on the board 'I am playing', and that student didn't put full stop at the end of the sentence then the teacher reacted instantly as 'if you do not full stop at the end of a sentence it will be grammatically incorrect'. After all, the time pace of class very quicker, just after 12 minutes, teacher asked students to part -C, 'Story of Ms Fatema'. Students were given 3 minute to read the story of Ms. Fatema. If follows either textbook or TG and this point students are supposed to write CV for Ms. Fatema using the information from the story, but he called to 2 students at dais one played the role of headmaster, other student played the role of Ms. Fatema, 2 students had the role play again nicely and even they used new language and asked open questions creatively. The role has taken 2 minutes time though. Now teacher asked the whole class to write their own CV while he himself is making list of items and had written on the black board they usually found in CVs, and all the students were copying in their note book from the black board, teacher steps down from the dais to monitor the whole class 'whether they are writing?', while monitoring the class he was talking to himself 'today is a very hectic day' and was going close to students to check what they had written. Some students were standing up from their seats and voluntarily handed over their note book to teacher. Teacher found one of the students' handwriting is very nice, and then displayed it to the whole class and thanked that student. Conversely found another

student's handwriting not nice depreciate in front of the whole class and the asked the whole class to, 'who will come?' means is there anyone wanted to having a check of writing? then bell rang he declares that he could continue the class 'tomorrow' and instructed the whole class to write their CV on separate sheet of paper and could show him, just before leaving the room he asked the class 'is there any question on 'writing CV'? Is there any question? Will you ask me any question? I found it is critical incident, usually teacher asked for questions, no student ask a question, seems they understood everything, but here it becomes a different situation one student from a middle row stood up and asked 'sir, what is Bengali meaning of intimacy?'. Although that was very last minute of class seemed it was turning point of the lesson. Teacher for the first time in the class used Bengali word for explanation and he also used his body language to make word accessible to students. Then another student by nodding his head tried attract the attention of the teacher and asked 'what do you mean by nursery teacher? Nursery teacher? But in that case teacher explained concept in English,

T: O' those who are habituated to teach...those who are very primary stage...I mean those who are at the very beginning ...those who teach them... {Using his right hand to show heights of kids} they are called nursery teacher. These types of teachers should teach very carefully...okay!

So teacher used sign language to show the heights of kids instead saying a word 'kids' babies' etc.

Again another enthusiastic student from back asked 'sir! If don't have an experience of job, so what we will write in the experience' showing the board to teacher. When that student was asking question, it seemed he is using correct English even in long question? Teacher responded '*T: okay! This is the format of writing. If you don't have any experience you will not write that, okay, not applicable. NOT APPLICABLE {given emphasis}, Okay! Be seated!*

Finally, students enthusiastically thanked the teacher, and class finished.

This teacher identified shifts in his belief after several training, studying for teaching qualification.

In a quick conversation just after class walking along with him in the corridor he confirmed that he is trying to follow his training 'I am trying my best to follow training materials, but can't follow for

everything like math formula' 'I am doing my own way'. Then the question comes in my mind is- where does this own way come from? When he was asked 'why didn't you do pair work?' 'they shared part-C, If I give them pair work they usually speak in Bangla, so what's the point of doing it, you saw I did role play with them and they enjoy it'. In the same class teacher arranged role play twice, second one was far better as students generated their own questions and answers. It is understandable to me that he understood the norms of his class. Again 'Why did you pick students up of your choice to ask any questions?' 'If you asked them to raise hands all they want to answer or nobody will raise hand, this is the way we understand them'. It is normal culture of passive classroom but still it was very interactive classroom, I should say this is the context specific knowledge of that teacher that made this class a success. Students were reading the textbook for information in Part-A, so they also have interaction with the text as well (Holliday, 1994). My personal understanding is that this teacher has adapted a CLT class beyond textbook or TG by utilizing his personal knowledge of context without upsetting the cultural expectations of his students. Very frequently teacher got down from dais and came back dais again, seems he was rather comfortable on the dais, this space is a symbol of his control and power, and he was in a predicament of taking control or becoming flexible. It sounds he was flexible when calling students to use dais as they are doing role play. Interestingly enough there were 3 advertisements for recruitment at the opening of the lesson but teacher asked his student to read only the first one 'Vacancy for a Teacher' and in the lesson itself there were 2 teachers' information, in this lesson teacher also used role twice for modelling language in teacher interview, and the researcher is collecting data about teacher's perception of his role, and students' expectations from teacher etc. And if we link the second role play- the questions asked by the student who is playing the role of headmaster is noteworthy, it sounds like a 'play within play'. To conclude it can be said there was a fine balance traditional teacher role and now assigned communicative teacher role.

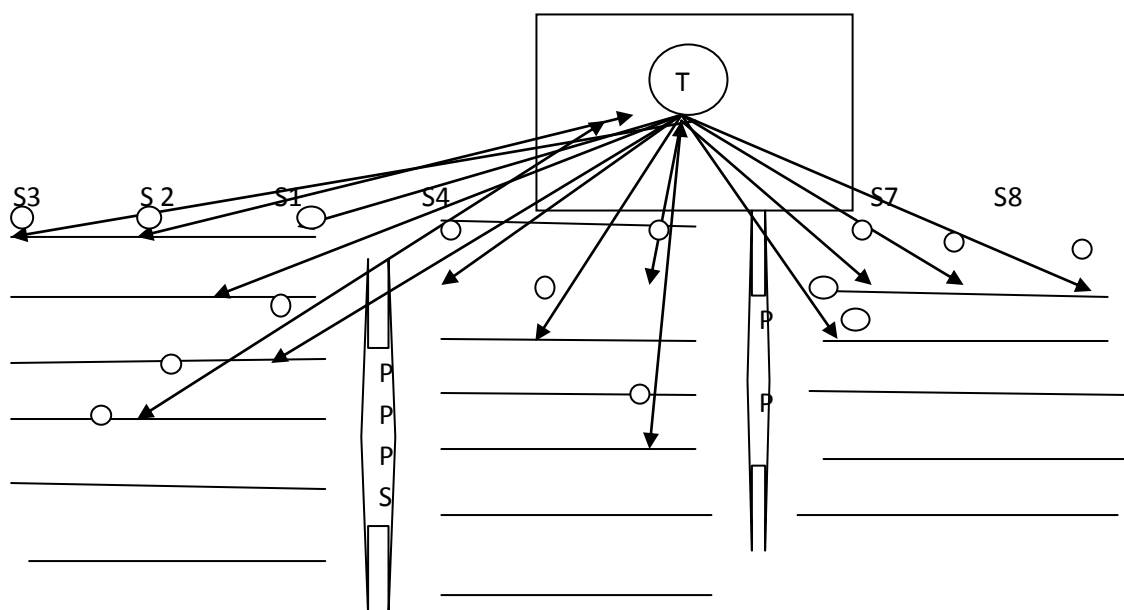
Back in UK I asked to one of my nephews, and a niece (both 11-12 years around) to watch the Video of **MBHS1** (a Bangladesh school class), just to find out anything striking for them and ask them to make a list themselves, if we have a look at the list they made, how non-Bangladeshi British school students' do their first impression on a typical Bangladeshi School and class room's physical setting and students' and teacher's normal behaviours etc.

1. Straight and long desk, sharing by too many
2. Small classroom and too many students
3. Teacher uses chalk-board/black board
4. Students stand up to greet teacher when enters
5. Students do not do hands up instead they stand up to say something
6. Teacher picks up the students who to speak
7. Shockingly teacher pushed up students
8. Students' works checked in instantly in class not in break time
9. Wall not enough clean, seems dirty
10. Teacher got a dais/podium in class, he has shelf down to his desk
11. Class room walls are blank, no posters or students' works display
12. Very close to main road, horns overheard outside class
13. Building not safe, windows open without any bar.
14. Trees in the playground, no swings and slides in the playground
15. Teachers wears ID card, students have uniform but they are not ID card wearer
16. Students need to help teacher to hang up paper on board
17. They have electric fans in class
18. Students greet teacher even when he is departing off the class.

Now let's look at these 2 young observers' understanding above and what are the norms here in Bangladesh.

In UK schools nowadays students do not have long straight desk, bench for students, they might have seen only in the parks but in Bangladesh majority of schools have that kind of desk and bench, some private expensive schools are exception. It is true that the room of this size for more than 60 pupils is unimaginable, yes! It was a jam-packed room except the space for teacher's dais. The comments 3, 4, 5, 16, 18 above is very much norms of a class here in Bangladesh. (6) A traditional authoritative teacher usually does this; otherwise teacher reports that students may not voluntarily do a response. If we look at comments 9, 13, 17 are very much related with infrastructure either teacher or students do have control on these things. Except some private schools students' works are not found displayed in classroom wall. They made a complain about unacceptable teacher behaviour in number 7, mildly pushing a student to give a direction to do something is acceptable in some cases; in that particular case it was male teacher's class with all boys but in girls' school that would be highly offending to students. Anyway these findings are interesting to look at classroom behaviours from a different point of view.

It is found that normally teacher's action zone centred around the first 2/3 rows in a large class of 64 students, mostly teacher action is unidirectional as teacher always asks questions, but in that case we get 3 bi-directional cases as students asked questions, and teacher replies. Most students were passive in the class but they were at what other students doing, how can we say they were not learning even remained passive? **TEACHER ACTION ZONE**



5.7.1 Teachers' views

HSCM3 is a women's college teacher, working in this college for 17 years as a lecturer, strictly he is needed to follow only lecture mode of teaching, **following are extract from an informal talk** we have during an afternoon while he was spending his free time walking on roof-top of his rented house, so we can get some insights from this talk (with cross-reference to the questionnaire) he responded.

Cross-checks with questionnaire's response of the same trainee-

- *I was motivated learn English as 1) English is an international language, 2) it is the language of higher education 3) it is the language for communication with the world community, 4) we can earn high wages by learning this language, 5) it is the language of IT, science and business 6) English is the only language other than one's mother tongue expanded around the world.*
- *Students are not eager learn English as it is a foreign language.*
- *Considering the reality of present time I have concentrated on 4 skills of learning English for communicative purpose.*
- *Bengali and English classes are combined classes in my college, so most of the time we cannot accommodate huge number of students for inappropriate seating arrangements, classes are overcrowded. For example, in the year 2007, when a college inspector visited our college, the number of students' attendance was very high and we had to send some students back home.*
- *I always consider students background knowledge on any topic and relate it to current lesson very normally to engage them in my lesson. I try to elicit answers from students by asking questions.*
- *In training course I liked most: Educational psychology, Education policy and Education management.*
- *A professional teacher is aware of his her responsibilities and performs duties honestly, dedicate themselves for learners' development.*
- *Higher authority is not concern about our problems. Principal needs to have vision for future and GB must be aware of any development.*

- *Considering present price hike, it is very logical to increase teachers' salary. Teacher's frustration negatively affects their teaching. Teachers must not be worried about their basic rights. If they can concentrate minutely, it brings lots of benefits. I have my shopping list in my pocket while in class; I must be frustrated considering e price hike.*
- *Volume of the textbook should be reduced to the level of our students. Students are scared of the volume of the textbook. We couldn't complete this syllabus in four years time. The actual time they have after all vacations is 1 year and 1 month, how is it possible?*
- *Training course should be focused on HSC syllabus that we are supposed to teach.*
- *A trained teacher always does better than an untrained teacher.*
- *A monitoring team can be sent out to colleges to see what teachers are doing in their classes, and then teachers can be aware of implementing what they have learnt in training.*
- *Teachers should teach efficiently in the class and test writers (Question paper setter) would write/prepare authentic test to test learners' real skills not memorised skills.*
- *Students write answers from guide books. When they cannot write from their memory, they write fragments of sentences as they forget things in exams.*
- *Speaking and listening tests can be included after developing proper infrastructures and material support in each and every school of the country.*

HSCM15, is teaching in a degree college since 1997, in private life he is father of 7 years old daughter, his wife is an English teacher as well, works in local college; his teaching experience is around 12 years, in his college 3 English teaches among 28 members of teaching staff; He mentioned that hisPrincipal is very much autocratic as his recruitment is politically motivated and he follows a 'divide and rule policy'. There are about 750 students in intermediate classes (HSE, Humanities and science group), 250 students at degree level (BA), average class size 160 students in class, he mentioned that mostly students are from poor families, 'they are hungry students'. 90% students pass in national exams in this college. He is not happy about pay scale differences between government and non-government colleges, shows concern about the recruitment policy in non-government colleges as there is always political influence he thinks.

He provides private tuitions for 100 students. We can have some insights from the **following quotes from an informal talk.**

- *I am not against communicative language teaching but I think our learners like stories, so I think literature based syllabus is better for our students.*
- *I think at this moment we don't need to include speaking and listening test, high marks might be biased as teachers' neutrality is not beyond questions.*
- *It is not easy to teach that kind of CLT syllabus to mixed ability students. Only the reputed city colleges like Notre 'dam or Vicarunnessa School can follow that syllabus.*
- *Our students are weak and cannot cope in class and also they have tendency to go for private tuitions.*
- *Teachers are frustrated to see differences with other professions, even after 20 years of serving there is no increase in pay scale.*
- *We actually get 150 days a year, and 45 minutes time for a class period is not sufficient to cover the syllabus.*
- *English syllabus is already creative questions oriented, so other subjects need to follow the same route.*
- *Principal is interested for enrolling higher number of students, wants higher pass rate in national exams, even GB intervenes in administration of the college; local MP has the designator of Chairman of GB.*
- *I think volume of the present textbook is very big for that level.*
- *Only MZMN [a trainer] follows CLT syllabus based teaching during training, all other trainers do their lectures as usual.*
- *Our daily allowance for attending training from 9am to 5pm is only 120 taka [£1=120 approx.] is nonsense.*

5.8 Annual Test Analysis

As it is mentioned before (cf. chapter-3, document analysis) that test papers of the HSE (Higher Secondary Education) board examination and of the terminal examination of a local college and 25 scripts of students written examination are collected to investigate the mismatch between the methodological expectation of the new syllabus based on communicative approach and what in reality it reflects either in key public examination or students' performance in terminal examination.

Davies (1990:1) emphasizes that '*language testing is central to language teaching. It provides goals for language teaching, and it monitors, for both teachers and learners, success in reaching those goals*'.

Schwartz (2002:128) by referring Savignon, 1983, 1986, 1992 speaks out as,

'Many attempts at curricular change have been foiled due to the lack of corresponding change in method of assessment'.

By analyzing the test papers here we will examine the mismatch between the theoretical expectation of the communicative approach and the test papers which were supposed to reflect this expectation to test the students' learning out come after the completion of the syllabus after a given time. The said public examination/ terminal examination is characteristically supposed to be an achievement test.

An achievement test refers to the mastery of what has been learnt, what has been taught or what is in the syllabus, textbook, materials, etc. An achievement test therefore is an instrument designed to measure what a person has learned within or up to a given time. It has been based on a clear and public indication of the instruction that has been given. The content of the achievement tests is a sample of what has been in the syllabus during the time under scrutiny and as such they have been called parasitic of the syllabus (Davies, Brown, Elder, Hill, Lumley, McNamara, 1999; cf. Alderson, 2000). Therefore achievement tests are needed content validity.

Weir (1993:5) points out that 'achievement test must be viewed as integral part of learning process...The purpose of the tests of achievement should be to indicate how successful the learning experiences had been for the students' also he indicates the 'need for a clear understanding of what test tasks are measuring

and how well they are doing it' (ibid.: 7). In fact, test validity is classically defined as the extent to which a test measures what it is intended to measure (Alderson, 2000:23)

Furthermore, McNamara (1996:23) suggests 'representative communicative tasks in the tests, and thus indirectly for the real world communicative tasks beyond the test'.

Canale and Swain (1980:34) present a theoretical framework for communicative testing and suggest that 'Communicative testing must be devoted not only to what the learner knows about the second language and about how to use it (*competence*) but also to what extent the learner is able to actually demonstrate this knowledge in a meaningful communication situation (*performance*).

Therefore if we want to examine learning outcomes by a giving a test to what extent the learner is able to actually demonstrate the knowledge after the completion of a syllabus in a given time then the test itself should be *authentic* not copied what they practiced or were taught from prescribed textbook in their classes.

Bachman and Palmer (1996: 23-4) see authenticity as crucial and argue that it is a 'critical quality of language tests' also they suggest that authenticity has a potential effect on test takers' performance (cf. Breen, 1985). If we examine the test papers (see **appendix39**) under question in this study, English First Paper, Annual Examination, & HSC (public examination), it can be seen that three of the reading passages are taken from the textbook, Unit-5, lesson-2 p.60; lesson-6, p.69; & Unit-16, lesson-3, p.203 respectively from *English For Today (11-12)* (see appendix.....& appendix..... respectively). It also can be noted that virtually both the tests followed the guideline provided at the beginning of the textbook under the heading 'Syllabus' (see appendix...) though these are models for test papers which themselves are self-contradictory and misleading with the aim prescribed either in preface or in model test papers (cf. **Appendix39a**) as under the heading English, paper-1, it says, All the questions should test the students ability to understand the passage as a whole, rather their ability to copy sections from it. Although the Seen comprehension passage will be taken from a set textbook, it will not encourage memorization, because i) the passage will be reproduced on the question paper and ii) the questions will not be from the textbook, but rather will be new.

Notably, all teachers and test writers even syllabus designers themselves are very much aware of the availability of huge notebooks and guidebooks produced by mushroom publishers around the country. So how can they guarantee that the students will not produce answers from the notebooks if the reading passages are taken from the textbook? Or, is this enough that to discourage memorization by re-producing the passages from textbook in test papers? For example, **Q.1, Q.2, or Q.6** (see **Appendix39**) were asked in way that it is very easy for the students to copy sentences or pick up words or sentence/ sentences from the passages. In that case, what are the students *demonstrating*? Morrow (1979:150) states that ' A test of communication must take as its starting point the measurement of what the candidate can actually achieve through language'. In addition, Morrow (1981:12) in his paper 'Communicative language testing: Revolution or evolution' points out that 'the candidate's responses need to be assessed not quantitatively, but qualitatively.

Test should be designed to reveal not simply the number of items that are answered correctly, but to reveal the quality of the candidate's performance.'

In addition, **Weir (1981:33)** states that ' the construct, ability to communicate in the language, involves more than mere manipulation of certain syntactic patterns with a certain lexical content'

It is worth mentioning that the tests under question in this study do not include testing of speaking skill or listening skill on the ground that mass administration of the testing of such skills are quite impossible yet in the activities of the textbook quite a good portion is invested for speaking skills. For Messick (1996), the key to test validity (which will include positive washback) is avoiding construct under-representation (e.g., a test of communicative competence that did not test speaking or listening would under-represent the construct of communicative competence). It also construct irrelevant (e.g., if a test of communicative competence included a high proportion of decontextualized grammar probes teachers might pay due attention to helping students overcome an irrelevant difficulty instead of helping them improve on the construct itself. These failures of test development can be identified by judgements made on the test itself.._' (in Lyons, 1997:299).

Indeed, after introducing communicative approach there were supposed to be a shift from the traditional testing format as it is the demand of the paradigm shift towards a CLT approach. But in reality it doesn't appear in the public examinations.

Therefore we can say *'partial adoption of alternative assessment strategies without an underlying paradigm shift in one's view of teaching and learning may jeopardize both the validity and reliability of the assessment'*(Liskin- Gasparo 1996:182 in Savignon, 2002).

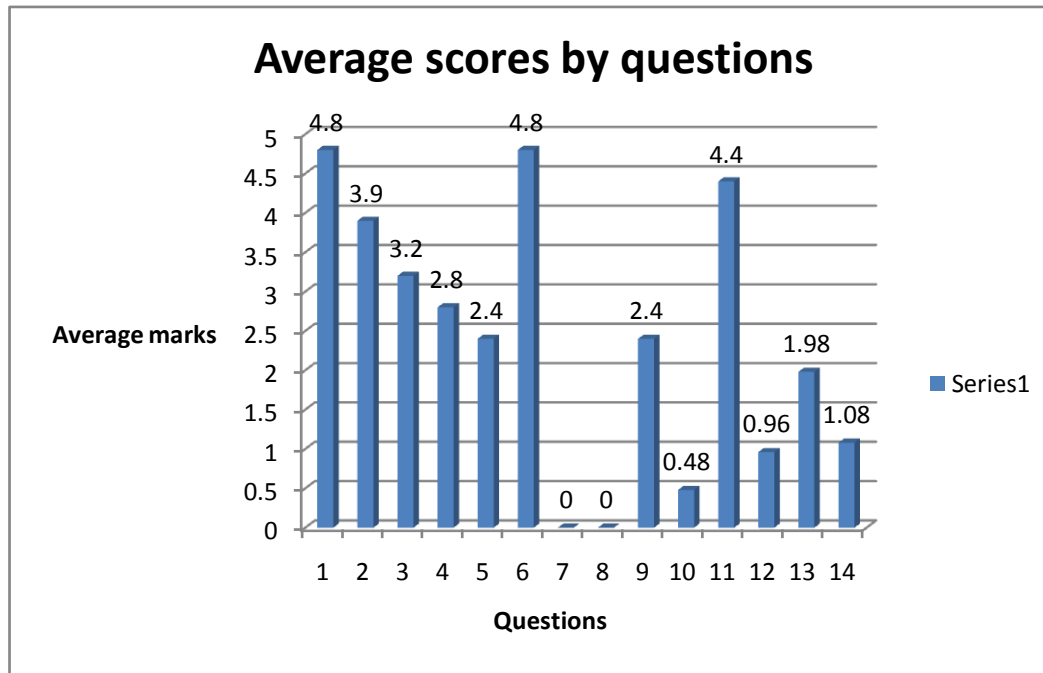
As a detailed evaluation of the test paper itself is beyond the scope of this dissertation we are going to examine the performance of the students' in a test.

The test results of 25 students in a local terminal examination will be analysed to compare their performance in discrete items (i.e., Q.1, Q.2, Q.6) with the answers which demanded their reflective or analytic skills (e.g., Q.5, Q.7; cf. **Appendix39**) of language use on basis of their score on different questions separately. For example Q.5 is short answer questions which involve production from test takers other than just recognition so it is possible to interpret students' responses to see whether they have really understood or say, Q.7 is asked to summarize the passage in that case students *need to understand* the text and response should be authentic and creative in nature. The same performance is expected in answers in Q. 13 or Q14 (cf. **Appendix39**) Now let's see the students' performance on each question. Students are serialized as S1, S2...S25 and question numbers are Q1, Q2...Q14 in table below:

(see scores, Appendix40)

Students' average marks as per question: (see Table-6, and **Appendix40**)

Q1 = 4.8, Q2 = 3.9, Q3 = 3.2, Q6 = 4.8 out of total 5 marks and their average marks in Q11 is 4.4 out 10 total marks Therefore, it can be seen from the table above as discussed before that Q1, Q2, Q6, Q11 these questions were asked in way that students could easily pick up a word/sentence from the given passage even without understanding the passage itself but in Q5 students' average marks 2.4 in that case they were needed to write a short response in their own words.

Table 6: Average Scores by questions, Annual Test

In addition, in Q7, Q8, Q9, Q10, Q12, Q13, Q14 (cf. Table-000, p.000) the average marks range from 0 (zero) to maximum 2.4 out of 10 total marks (see sample papers, **appendix41**). As these questions demanded students' analytic skills and production of their own language but the results show that conversely they got very poor marks for these answers even zero and we can compare the marks from the diagram as discussed above. We can conclude that their *actual performance* or what they really *demonstrated* in the production of language are not satisfactory.

5.9 Summary and conclusion

This chapter offers a clearer picture of changes in teaching and learning brought about by introducing the CLT approach, in the context of Bangladesh, appear likely to remain superficial. From this study it is found that the teachers' and trainers' perceptions about the innovation are very positive but they hold clear resistances in actual practices. The majority of the teachers believe that the new syllabus is better than the previously followed literature based syllabus. Importantly enough, they report the need for training or re-training to teach the new syllabus. But, conversely, still the lecture mode of teaching is common around the country and contextual factors (i.e., large class size, seating arrangements) were barrier in implementing the methods such as group work pair work (cf. chap-4, chapter 5). After studying, in general, the available teacher training formats (cf. chap1, chap-5) and in particular, INSET programme for English teachers in HSTTI (Higher Secondary Teachers Training Institute), by analyzing the characteristics of the courses it is identified that these courses fail absolutely to train/prepare the English teachers to teach the new syllabus according to the expected methods (cf. chap 2, literature review). We can also see from the Test analysis and students' performance that their *actual performance* or what they really *demonstrated* in the production of language are not satisfactory in terms of competence.

Rather the said training courses are impractical and unrelated to the actual classroom of the trainee teachers where they return to teach. One outcome of this study is the understanding that curricular innovation is though strongly complementary with teacher preparation/training. But teacher training is just one aspect of innovation implementation and not consistent with further sustainable accommodation of innovation in school syllabuses.

Chapter 6 Data Analysis Results (2)

6.1 Introduction

In this chapter, the major findings of the study are discussed while comparing the findings of two phases. These findings illustrate the gap between the national policy maker visions and plans stated on the documents such as **NCTB** English textbooks ‘English for Today’ on the one hand and the actual implementation of curricular innovation by teachers on the other. There is compliance– but little success in actual change. Findings from this study are consistent with those of other similar research into Asian contexts in particular that have indicated that a huge gap exists between intended innovation in curriculum documents and what is actually implemented by classroom teachers in real-time and in a specific context (e.g. Li, 1998; Carless, 2001).

6.2 Findings from observations and training programmes

Lacking a support network, these teachers continued to avoid implementing innovation.

These teachers have misconceptions about communicative approach to language teaching,

same as Thompson (1996) summarised different views from his colleagues and outlined 4 misconceptions about CLT.

1. CLT means not teaching grammar
2. CLT means teaching only speaking
3. CLT means pair work, which means role play
4. CLT means expecting too much from teachers

The question of how school contexts influence what teachers think and do and how teachers learn to teach remains unanswered (Freeman, 1996). Teachers beliefs based on their own

experiences as a learner as well as the school context, which emphasized control of teaching and learning process, impede change. The more control a belief, the more it will resist change (Pajares, 1992:318).

What are normal features of schools/classrooms considering real time classroom context to which trainees will be returning after the completion of training course in terms of

- Typical poor infrastructure, under-resourced
- Resources other than NCTB textbooks not available
- Supporting materials such as hand-outs not affordable for teachers
- Time available at a single class period was limited to 40-45 minutes
- Any in-class or after class assessment of learning mostly not available

Summary of Teachers' classroom behaviour from observations as -

- Teachers showed a great emphasis on grammar at the expense of communicative activities. Their beliefs about language teaching and learning should be elicited so that they could develop their beliefs and knowledge about CLT.
- Teachers has fragmented knowledge about CLT, and their beliefs about language teaching and learning were based on their own second language learning and teaching experiences, as opposed to formal knowledge such as training programme.
- Teachers reported finding it impossible to introduce innovation, for reasons such as colleagues' resistance, parental resistance, or resistance from principal or HM.
- Even though teachers are introduced to new methodology (CLT) they seemed to screen them according to current beliefs and mostly not changed even after training.
- Which will we rank higher as negative force either their own beliefs system or contextual constraints?

- Teachers' interviews and questionnaire responses also reflected the dichotomy between their wishes and the reality they face in the classroom and broader school context, and they could not ignore the influence of examination-oriented teaching of English.
- Teachers are accustomed to routine practices (Pajares, 1992)
- Duality of goals and confusions that is hidden goal (exams vs. textbooks)
- Particular pattern of teaching with heavy emphasis on grammar explanation and translation.
- These teachers revealed other potential influences on the way they thought. These included uncertainty about teaching, avoidance of conflict with other colleagues, or even with learners' expectations, lack of learner motivation as they mentioned, homogenous grouping, and the lack of teachers' proficiency in English as they themselves have graduation without English in their BA (pass) degree.
- Interview data revealed that their second language learning experiences, in particular remained influential in their own approaches to ELT.
- There is a tension between aspirations to carry out CLT activities and at the same time desire to maintain a quiet orderly environment in a traditional way.
- For many teachers shift would be impossible even if desired, because of their limited linguistics abilities (Markee,1997)
- Teacher-talk time usually very high.
- Practising teachers are restricted in their opportunities for experimentation of their gained knowledge due to contextual and time pressure associated with their workload.
- From interviews we better understand how the practising teachers better understand their pedagogical beliefs were formed and influences on their teaching experiences.
- Few teachers had changed their views about language teaching and learning after encountering communicatively oriented training courses (i.e. ELTIP,UKBET in this study)

6.3 Review and comparison with previous findings

The study findings from phase-1 and phase-2 of this study indicate that English Language teachers hold definite views about teaching and learning which underpin the justifications for their instructional behaviour. I would say that the kind of perspectives provided by even a limited investigation such as this study, offers valuable insights for some of the fundamental assumptions that are needed to be considered in any teacher education programme in innovation context such as Bangladesh.

Progressive focusing of this research, a Growing mind:

- Initial assumption was that non-training of teachers might be the cause of non-implementation of curricular innovation at classroom level
- But it is found that training option is already installed later on to make teachers familiar with new teaching methodology
- But reluctance or resistance is found either from the part of the school or from teachers themselves to take part in training
- Administrative step to make some teachers participate in the training
- Training programmes (ELTIP, UKBET) are CLT based, seating arrangements and classroom environment are okay for the purpose of flexibility as demanded but no audio-visual facilities are available.
- Surprisingly Training programme HSSTI (English) remains all the same, Lecture-Grammar-Translation based as it was a decade ago.
- And the other way round schools classroom remain same as it was! Subsequent changes at classroom following changes in materials were not done as required to accommodate methodology recommended by textbook.
- Even though teachers are trained in methodology, their belief system about teaching and Learning a language not changed, classroom practice or practicum remains almost same.
- Some enthusiastic teachers initially tried the methodology just after returning from training, ultimately frustrated by contextual constraints revert to their traditional approach rather as safe and comfortable way of teaching.
- Individual Blaming Bias Theory (IBBT) - different layers of stakeholders blame each other for non-implementation of expected curricular innovation. Who is to blame then?
- Back and forth from training room to classroom, continuous progressive focusing, and the present researcher also back and forth from field to the affiliated institute, understanding the problem relating to literature of innovation in English language teaching.

Perhaps a universal truth is that instructional practices are context bound. Teachers should be prepared to adapt learner needs, but context often limits what can be done (Wang, 2002:144). Teachers' perception of their own work and the social context in which they are

situated are crucial for understanding teaching and promoting innovative change (p.153; *ibid.*). Promoting teachers' understanding of language learning theories helps inform their practice. In contrast the expectation that they will apply received knowledge, methods, and techniques indiscriminately undermines their ability to theorize their practice and inhibits their professional growth. As the results of this study show, teachers who are only interested only in techniques and apply them in their classrooms may conventionally fall back on older, easier ways of teaching (p.153; *ibid.*)

6.4 Findings from interviews

Major Findings.

- Teachers are struggling between the old (GT) and new ways (CLT) of teaching. [creative tension]
- Lecture-based teacher talking type GT method is prevalent in most of the classes observed.
- Pressure of completing syllabus put teachers under unplanned quicker ways of survival teaching.
- HM/principal and GB's emphasis on exams results pushes teachers away from instruction suggested in textbooks rather concentrates on test papers/question papers solutions that is an exam-oriented teaching, in other words teachers are teaching towards tests.
- Teacher's willingness to question one's practice or willingness to change affects positively to adapt innovation even under constrained environment in few cases.
- Lack of support from colleagues those who teaching other subjects. Order and control of classroom is far more important than learning itself.
- HM, GB or parents are not aware of new methodology (CLT) of teaching, so English teachers' expectation and other stakeholders' expectations from learning English are different.
- Myth of 'popular teacher' 'good teacher' or 'best teacher' is very much related with exam results not how good teaching itself is in the classroom.
- Teaching is viewed as charity. Idealistic or moralistic value of responsibility is teacher's burden not shared with learners.
- Teachers usually follows their routine ways of teaching and reluctant to change risking any kind of uncertainties during classroom instructions, so they feel right to stay in their own comfortable zone.
- Teachers' own view of teaching have supported highly GT based teaching because that is the way they themselves were taught English.

6.5 Findings from questionnaire

Questionnaire responses: thematic grouping of qualitative data from questionnaire and their link with interview data

1. Large classes/ physical spaces
2. Pressure regarding ‘finishing the textbooks’
3. Total time available in every class/every week
4. Contents of the textbooks Vs exams contents
5. Teachers workload
6. Students lack of motivation
7. Learners language level
8. Teachers strategic/ socio-linguistic competence in English.
9. Teachers views on language learning is aligned with GT method.
10. Usual order and norms are more important than learning in classroom.

Table 7: Some counts from the questionnaire data

Contextual constraint factors	Number of participants mentioned (T=134)
1. Large class, Problem with space	67
2. Limited time for syllabus completion	46
3. Learners weak in English	53
4. Volume of the textbook huge	39
5. Teachers workload, time pressure	56
6. Teach to pass the test	71
7. Salary not sufficient	49

6.6 Reconceptualising English teachers' practicum

The data from both phase-1 and phase-2 of the study shows that teachers are engaged in a finite set of classrooms teaching behaviours and attributed almost similar justifications for these behaviours which stemmed from four main variables in the teaching context - teachers' perceptions of the role as teacher, their perceptions of the learner's role, their perceptions of language and learning, and finally their perceptions of contextual factors and societal expectations. In addition, the subject-matter of the lesson too played a part. Thus teachers attached a particular set of beliefs and values to an instance of classroom behaviour. Concepts express generalisations from particulars and impose some sort of meaning on the world. Through them reality is given sense, order and coherence. They are the reasons by which we are able to come to terms with our experience (Cohen and Manion, 1994). Two important points need to be stressed - concepts do not exist independently, and are, in effect, constructed enabling us to acquire some of the apparent disorder around us. Secondly, they are limited in number and are required to explain an infinite number of phenomena. Based on these two points, I attempt to conceptualise teachers' working knowledge of English Language Teaching which relates to their mental constructs, their knowledge and reasoning. It may be pointed out that the categories of analysis are derived from the teachers' own perceptions' and thus have the potential of being much more psychologically valid than externally imposed constructs (Chaudron, 1988).

The classroom underpins teacher-learner roles. Teachers and learners' adopt certain roles and through their behaviours express these roles. Thus teachers conceptualised their own roles, as identified by Bailey (1996), to be "*servicing the common good*". This role of duties and obligations is also seen as given upon them by society at large. In this role, they are the givers of knowledge, the guardians of moral values, the disciplinarian of non-conformist behaviour, and the facilitator towards a good result in the English exam.

It is interesting to note that learners' roles are perceived as passive, dependent and at the receiving end of all the good that the teacher and the materials can provide. Indeed the texts are mediated by teachers strictly under the belief that learners should be spared the pain of making any error. There is no scope for engaging with learner's background knowledge or with any

affective experiences. Yet there is an implicit acceptance of learners' influence on teacher action as demanding certain behavioural pattern from the teacher. Thus teachers' understanding of learners' expectations also act as determinant of teacher action as seen with the different group teachers. External factors such as the examination, the phenomenon of large classes, school pressures, and societal expectations are all considered influencing factors. Indeed teachers perceive these contexts features as constraints rather than opportunities which place them in positions where they see themselves as having little flexibility.

The pattern of emphasis for the reasons provided for their in-class actions reflect the view of the constraints in relation to their particular teaching-learning context. Holliday (1994a) and Coleman (1996c), among others, argue for the interpretation of classroom in its cultural context. The range of instructional behaviours are seen as addressing these problems, the active solutions express pedagogic and personal concerns. In such a scenario, van Lier (1988: 82) speaks of “complex relationships between individual participants, the classrooms and the societal forces that influence it”

Teachers' knowledge is actively related to the world of practice (Elbaz, 1983). They use their practical knowledge to express purposes, give shape and meaning to their experiences, and structure social realities. It may be inferred that teachers' perceptions have their roots in experience, previous knowledge and socialisation into the “folkways of teaching” (Buchman, 1987). Immediate effect of teaching is the classroom. The common features of the classroom environment shape common patterns of belief and behaviour in teachers.

Imbedded systems like the institution and the larger social context which surround them also wield an influence to create a specific culture of teaching. This culture points to the phenomenon of teachers being directed by a personal implicit theory. This implicit belief system works through a “sense of plausibility” (Prabhu, 1992, 1995) which do not easily allow for alternatives to take over.

From an epistemological stance, these conceptualisations are concerned with the ways individuals construct knowledge and interpret the world and are intimately concerned with

individuals' conception of themselves and the world around them. These teachers may be considered to have 'variant' perspectives vis-à-vis standard English Language (ELT) Teaching practices, as a result of different experience and world views, but nevertheless from a constructivist approach, these perspectives are valid to the participants and to the setting in which they operated and hence, need to be recognised as such.

6.7 Reconceptualising perceptions of innovation

‘Change is a journey, not a blueprint; change is non-linear, dynamic and loaded with uncertainty and excitement, sometimes travelling through unexpected places. The trip can be full of anxiety for each individual teacher who is engaged in the process. (Fullan, 1993:26)

‘Innovation needs to be developed so that they are appropriate to local conditions, including cultural norms’ (Kennedy, 1988:331)

‘Innovations, however, sometimes prove unpopular and do not work. It is therefore important to understand some of the reasons for this, it also the case that an innovation may work for some people but not for others’ (Dickins & Germaine, 1992:11). The issue of how an innovation is introduced and implemented is crucial. Sometimes there is insufficient dialogue with the users of the innovation before it is introduced. For example, a new set of tests may be imposed on classroom teachers without adequate explanation as to how they are to be used and marked, they following may result. The new system is not understood by some teachers and they decide not to have anything to do with it. Some teachers may try to use the new testing procedures but because they have an inadequate grasp of them, they make mistakes and subsequently decide to return to their old (system) methods. Other teachers see the new system as a move to undermine their authority and so dismiss it out of hand.

Thus there may be resistance to something new not only because it has not been fully explained but also because it is viewed as something external which does not belong to the teachers themselves. As a consequence, they may be reluctant to make adjustments to their current classroom practices and reject the innovation.

Three models: (Dickins & Germaine, 1992)

1) RD & D

2) The social interaction model (p.12)

3) Action Research

The social interaction model: the social interaction model of innovation is one in which there is an emphasis on user involvement, with the teacher taking an active part in the innovation process. Accordingly, the planning and management of the innovation may be carried out by a number of different people or groups. This may for example, include teachers, the relevant departments in a MoE, the examinations council, the teacher training college, the relevant university departments or representations from an English panel and so on. The approach is collective and collaborative and recognises that a range of contributors are relevant to the introduction of something new in the English language curriculum. (ibid.p.12)

Holliday (1984:45) contends that ‘SSM matches an ecologically sensitive approach to ELT curriculum design, characterised by an attempt at innovation which is appropriate to the existing features of a host educational system. This approach sees the “constraints” of the host situation as more positive feature which must be allowed for in the earliest stages of the design (Bowers, 1986:9; Holliday & Crooke, 1982: 137), through the use of means analysis which attempts to formulate its categories of investigations from its experience of the host situation, instead imposing imported blue-prints’. Therefore, from the experiences in the field, we can say undoubtedly that the Bangladesh context might favour a “process oriented” approach.

“SMS is a “process-oriented” rather than technique-oriented approach” accepting that “problems” are endemic in human affairs (and) cannot be ‘solved’ and once-and-for-all” (Checkland, 1988: 35, cited in Holliday, 1990)

6.8 Findings from Test analysis

According to Canale (1983), communicative competence, includes four components: grammatical, socio-linguistic, discourse and strategic competence. A communicative language testing in principle requires tests which are devoted to testing not only learners’ knowledge of a language and how to use it (competence) but also to what extent learners apply their knowledge to meaningful communicative situations (performance) (cf. Fulcher and Davidson, 2007).In principle when making a communicative language test, test makers should clearly state what they

expect test takers to perform when they use the target language in a particular context – what is tested. Then test makers should establish scales and criteria for assessment which can measure exactly the stated features of testees' performance to ensure the validity of the test.

However, a communicative test should require test takers to show their ability of combining language skills as in real life communication situations. Brown (2005) suggests five core characteristics for designing a communicative language test. These include meaningful communication, authentic situation, unpredictable language input, creative language output, and integrated language skills (p. 21). First, the purpose of language learning is communication so language learners' communicative ability should be measured. In other words, language tests should be based on communication that is meaningful to students and meets their personal needs. The examples from the annual test show that they focused closely on grammar and structures and mainly on form rather than real application by test takers. (cf. section 5.8)

Nevertheless, these are restricted mainly technical and theoretical tasks and tended to test students' memorisation of language knowledge not their creative application of it to communication. In the characteristics of the tests, while the theories on communicative language testing emphasize meaningful communication, these tests focused strongly on form and accuracy. They provided clear and familiar context for students. However, they did not create what is called 'unpredictable language input' and 'creative language output' to test students' language knowledge. Moreover, these test tended to test discrete point of language knowledge not integrative point as encouraged in communicative language testing in principles as mentioned earlier. (cf. section, 7.7.4 for recommendations)

6.9 Summary and conclusion

The results of this study reveal that in most cases teachers' voices are aligned positively with their understanding and appreciation of the interactive nature of the communicative approach. On the other hand, these same teachers could not make much difference in their practice at classroom level, especially in the case of increasing student interaction, as they rather felt comfortable to revert to their traditional way of teaching, even though they were trained in required methodological skills to teach English as Foreign Language (EFL) in the revised syllabus. It emerges from teachers' interviews and informal conversations that they are very much guided by own beliefs system. However, after studying the contextual constraint factors, what also emerges is that disparity exists in the education system in general in rural-urban dichotomy of the social context in question. Though the results of this study are very definitively not conclusive, however, implications underscore the need to consider context-specific issues when judging the effectiveness of subsequent innovations, and there is a need to set up an appropriate local knowledge base to guide curriculum renewal in Bangladesh, taking into account the very unique rhythm of this heterogeneous and diverse teaching-learning context.

Chapter 7 Recommendations: A context specific approach

7.1 Introduction

At present the status of English in Bangladesh has degraded to EFL from previously held ESL until 1971, but now BGD government and international donor partners such DFID, USAID, AUSAID are trying to escalate the situation back to ESL situation even there is not necessarily an immediate need of using English, rather organisations like BBC and DFID are using their mobile technology creating a demand of English that people can feel the demand of English language and have the access to English language based media and materials. Media partner BBC is trying to reach remote areas of Bangladesh creating a sense of urgency or demand among people for the need of learning English. Positive discrimination is indeed needed as until recent past English is a preferred medium of education among elites and rich middle class families. Even institutionally those who are good or very good in English get better jobs and easily recruited in government and private sector jobs and ultimately these people highly influence policy makings or they themselves are in power to change. All the ways English has little to do with mass people live under the poverty line. Although Bangladesh government has put much emphasis on English following CLT approach and has developed primary, secondary, higher secondary schools curricula; has published English textbooks with goal of developing real life communicative competence of learners, and has introduced short training courses for teachers to teach this syllabus/textbooks in their classes, but how this top-down innovation perceived by classroom teachers, or how far the following training programmes affects the actual classroom instructions remain largely unstudied or what is the relationship of implementation of innovative methods or materials with teachers own perceptions is very unknown phenomena until now.

The enormous demands of new skills CLT would/already have placed on our teachers without increasing any incentives for teachers. CLT is introduced in schools' curricula but-

- Teachers are not informed beforehand
- Classroom infrastructures remain same

- No workshops to change learners' or their parents' attitudes
- HM/principal not informed of the new role of English teachers
- Colleagues from other subjects are not well informed about the change
- Workloads not reduced rather increased with new demands of time pressure
- Work environment in schools not improved
- Salary comparatively low with other professions
- Test writers not trained with communicative language testing
- Teachers want to teach grammar heavily as they are not trained for teaching grammar in context

7.2 Teachers' Role

From the above discussion (cf. Chapter-2), it is understood that after introducing a Communicative Approach (Richards and Rodgers, 1986) of language teaching there must be a shift of teacher's role from the traditional lecture mode or Grammar-Translation method and the role of teacher needs to be redefined (cf. Littlewood, 1981). At present almost *guru-shishya* [spiritual guide-follower] model of teaching exists in most classes (cf. Canagarajah, 1999) or it might be the situation as Kennedy (1990:17, in Richards and Nunan, 1990) observes 'teachers acquire seemingly indelible imprints from their own experience as students'.

So it is quite common for them to follow their own university teachers' lecture method while teaching their own classes. ' *We teach as we taught*' model is still prominent in the classroom. K. Morrow (1981; cited in N'zian, 1991) strongly criticizes the teacher-centered lecture type class and comments 'sitting in regimented rows under the eagle eye of a magisterial teacher, addressing all remarks to and through teacher, this is a scene [sin] which destroys all hope of communication.' Indeed, teachers need to change their orthodox belief about the power structure protocol in a traditional lecture method class.

7.3 Teachers' attitude

One thing is also observed in the questionnaire data that a few teachers have given stereotypical comments about their students such as 'our students do not have enough motivation to learn English'. 'they cannot even speak a single sentence in English'. I should say such attitudes towards students could be misleading about their true ability if rightly guided and utilized positively. Rather our teacher-researchers in this context need to find out where the problem lies and search the reasons not just blaming the students negatively. It could be possible by creating an opportunity for teachers to exchange their own classroom experiences by giving reflection in a teachers-platform and large scale teacher training could create such an opportunity for them to question themselves about their present practice. As Fullan (1982:247) comments, perhaps it is sufficient for our purposes to recognize that the relationship between beliefs and behaviour is reciprocal- trying new practices sometimes leads to questioning one's underlying beliefs; exchanging one's beliefs can lead to attempting new behaviour (cf. Markee, 1994). Stenhouse (1975) rightly points out that curriculum innovation has not only to deal with the problem of client-user practices, but also concern itself with the client user attitudes.

7.4 Teachers' status in society

A teacher in Bangladesh society is an idealistically rich, economically poor but considered an honest person. Even in local film and drama mostly a teacher is portrayed as poor but honest man burdened with unmarried beautiful daughters, thinking seriously about the crisis of money. Sometimes he is reading newspaper, uttering ideal words, utopian future to someone etc.

If we look at the following **TV advertisement**, it can be seen how media is exploiting this teacher personality in advertisement. (Translated from Bangla)

Scene-1

(an old man, a village school teacher is walking through a village road, while passed by a villager)

Villager: Assalamualikum! [Greetings in Arabic] Master shab! [a teacher is popularly called]

Teacher: Aalikumssalam!

Villager: Master shab! I am going to build my new house, there are lots of tin [CI sheet] in the market, which one will I buy?

Teacher: this is not a problem, better you buy [brand name], this good and long lasting.

Villager: OK, Master shab! I am going to buy that one.

Scene-2

[That villager is working in his new house with CI sheet recommended by teacher]

We can see a teacher character is exploited by a TV advertisement to show the trustworthiness of a teacher in recommending a particular product.

There is no doubt about the pivotal role of teachers in the education enterprise but it is very unfortunate that the teachers in this study context in particular have largely been overlooked in a hierarchical state run education system. It is even reported that teachers even go on strike or hunger strike to pose their demand for upgrading the profession or increasing the salary (*The Daily Star, July 26, 2003*).

Yet 'they have developed a survival mechanism, analogous to that of viruses against antibiotics...' (Nilufar Sultana, 2003).

It is found from my practical experience and local reports (CPD Task Force, 2001:14) also confirm that nowadays the best graduates are not willing to joining the teaching profession because of low salary and in terms of career choice it is always at the bottom or the last choice. Due to the neo-economic expansion and spread of consumerism teachers cannot keep pace with people from other profession. Therefore as a consequence many teachers, English teachers in particular, are largely engaged in private coaching. They are giving private lesson to the same students that they are teaching in their own classes. It is also observed that most of the non-government English teachers have multiple jobs as they are hired by some other institutes other than the college they are serving due to crisis of English teachers in country (*Protomalo, 12 July, 2003*) and their government college counterpart have private consultancy work other than teaching. Though it officially not legal but always it is an open compromise between the English teacher and the respective college authority. In that way teachers have turned their attention to multiple field rather than giving full concentration in developing their career as a teacher.

Therefore, teacher wages should be increased to encourage the brilliant graduates to join the teaching profession.

7.5 Disparity could be minimized

In chapter-1, I have tried to discuss the present disparity in our education system between the government and non-government institutions and in addition the high discrimination in budgeting between government and non-government institutes. For example Chowdhury (2008) states that ‘within the micro-context of Bangladesh, English creates a similar power divide between the local elites whose strong command of English ensures educational and professional success and the vast majority of the population for whom English acts as a barrier, rather than a bridge to future economic benefits. Only 3% of the Bangladeshi population speaks English, while 80% of the population resides in rural communities with limited or no access to English language education (Hossain &Tollefson, 2007). Hence, practical opportunities to practice the language are almost non-existent for rural learners (Hasan, 2004; Hossain &Tollefson, 2007). This situation allows the elite to have an unfair advantage since this group often uses English as a precondition for access to social prestige, employment, and educational rewards (cf. May, 2001; Phillipson, 1992)’.

It can also be seen that the budget for teacher training in comparison with the total education budget (cf. chapter-1) is decreasing every year (e.g., 0.6% in 2000-2001). Above all, I would suggest a uniform education system (cf. Nilufar, 2003) in the country though it will sound like a utopian cry I am desperate to recommend it here. It is a common agenda that whenever the experts demand the large-scale teacher training then the government always shows the problem of funding. In fact, corruption in education (cf. TI report, 2002, see **appendix42**) should be stopped first (e.g. Cadet colleges, cf. *The Daily Star*, July 07, 2003). From analysis of the data collected from different sources it is understood that as a developing country of the third world we need to stop this spending on what is really a wastage of public funds and we can re-direct this fund for building a uniform education system (cf. Nilufar Sultana, 2003) and if the disparity could be minimized/abolished we can have funds for teacher education/ training/ development. It

is true that in a country of a large population of 126 million, we need infrastructure development but this is a giant task and cannot be done overnight. Or, does it mean we will wait forever? But just by showing lame excuses (i.e., problem of funds) we cannot ignore the importance of teacher training/teacher education/teacher learning in teaching-learning process.

7.6 Issue of foreign aid

Importantly, we should not always depend on **foreign aid** or grants for when the issue of teacher training appears. As Philipson (1992) points out, aid does not promote development, but rather perpetuates the dependence of underdeveloped countries on developed countries by implementing a 'centre-periphery' model of development. According to Markee (1997) in this view, aid has far more to do with donor governments wishing to improve trade or gain political influence with the recipients of aid than with promoting human development (Aid, **Appendix 44**) through language education. Although, if one goes through the principles of the ELTIP project as 'Bangladeshi ownership and sustainability can only be achieved through a strong commitment to partnership with the government of Bangladesh. Our advisers understand that they are only here to advise; we will never act alone without our Bangladeshi partners.' (*ELTIP profile, the British Council, Dhaka*). This seems reasonable enough.

Here I would rather say as Kennedy (1987, in Markee, 1997) that 'outside change agents, who come from outside an educational system, typically do not possess any institutional power to force adoption' or as Markee (1997:49) states that '...end users must also possess a great deal of sophistication and confidence to identify and resolve their own problems successfully'.

Therefore, it is high time we sorted out our own way to survive the innovation keeping forward as suitable for the teaching-learning context of the country and it should not be wise to wait for foreign aids and their '*fly-in, fly-out*' (Weir and Roberts, 1994, p.22; cited in Doner, D.1998, p.103) experts to solve our own problems.

7.7 Textbook development

In recent time it is also observed that textbook development has got the priority in each year though behind the screen there is a big business deal between the government and publishers (cf. Nilufar, 2003). Unfortunately, it is also reported (*Protom Alo, July, 07, 2003*) that politically backed influential publishers are doing their business very well in that case. In fact, only by developing textbooks the quality teaching -learning cannot be guaranteed. But the general English textbook development in co-operation with the ELTIP project is seen to be good idea because this book 'English for Today' is a step ahead in a true sense of curricular innovation because before this book was published students of this level are used to follow some literary text such as prose and poetry (see **appendix 43**) and they were supposed to write long answers and short answers and also some grammar items were included but what actually as a syllabus model was a total failure. Indeed, as I mentioned earlier that we need to give importance to the classroom level implementers [teachers] of the graded textbooks followed by a new methodology of language teaching in this case CLT. That means teacher should be trained first.

7.7.1.1 Few possible improvements, Syllabus for 11-12.

Notably, just after reading an ambitious preface of the book when we come across the following page next, we get the page heading as **Syllabus** but what exactly these are the two model Exam papers. Thus, it is questionable whether to the planners or writers of the textbook an Exam paper is synonymous to Syllabus. This type of presentation could be misleading. Conversely, these papers could be included at the end of the book as guided Exam papers to avoid arisen confusion. The book is densely filled up with almost all the national problem topics but this is too much and not realistic for two academic years for learners of this level some of the lessons should leave out for an earlier or advanced series of this book considering the learners' knowledge level. Almost all the instructions in different exercises throughout the lessons should

be explained more clearly and should be re-written in simple English and some of the texts of few reading passages should be re-written while avoiding obsolete vocabulary. And proper listening materials should be included in a balanced way and with clear guidance. Generally the textbook identifies the role of a teacher as a guide and facilitator or monitor but in fact the teacher's role could be extended in every lesson. The textbook is designed in a way where students would be able to use their own ability or gain ability in English. In reality that is not that. *“Educational reality is not what educational planners say ought to happen, but what teachers and learners actually do.”* (David Nunan-1988)

Whereas, most of the teachers do not have any type of teaching training to cope with this type of classroom strategies and management except very few.

Therefore, a good teacher's book is published to offer guidelines for teachers for effective teaching of this new syllabus based book but still today teachers are not following that book properly. On the other hand some of the instructions are about how to explain language items (Grammar, vocabulary) could be included in textbook itself. An answer key of the grammar items could be included at the end of the book. This book 'English for Today' is a step ahead in a true sense of curricular innovation because before this book was published students of this level are used to follow some literary text such as prose and poetry (**Appendix43**) and they were supposed to write long answers and short answers and also some grammar items were included but what actually as a syllabus model was a total failure.

Summing up, after evaluating and justifying the multi-syllabus approach as this general English textbook is based on, we should say, this is really a positive approach towards a progressive teaching and learning method for Bangladesh so we should not step back from the process of innovation wherever needed in future versions of this book.

To conclude, I should say, on the top of everything we need to have change in a totally 'Politico-Bureaucratic' educational policy of our government and our teachers should give up their orthodoxy and should accept a new syllabus to welcome an innovation to go forward towards a progressive better world.

7.8 Reduce the volume of the textbook

From the data analysis it can be seen that nearly 90% of classroom teachers recommended to reduce the volume of the new general English textbook therefore this should be considered by NCTB. This book has got total 158 lessons in 24 Units. The book is densely filled up with almost all the national problem topics but this is too much and not realistic for two academic years for learners of this level some of the lessons should leave out for an earlier or advanced series of this book considering the learners' knowledge level.

7.8.1 Objectives in lessons

At this point it could be noted that in this study the teacher participants were asked to comment on the objectives prescribed in lessons of the general English textbook.

Richards (2001) suggests that objectives should be:

- a) consistent with the curriculum aim.
- b) precise (not vague or ambiguous)
- c) feasible (i.e. capable of being achieved at the end of the specified time)

(cf. Nunan, 1988)

But from the questionnaire data it can be seen that 83.3% teacher think that the objectives demanded in lessons are not achievable as a whole therefore I will suggest to minimize the quantity of activities in different lessons or to deduct number of lessons in some Units (e.g., Unit-11, total number of lessons: 9;) to make the objectives *feasible* (ibid.)

7.8.2 Group work, pair work

Besides, participants were asked to reflect on group work, pair work and role as they find in their classroom. But remarkably 91.6% of the participants of this study reported that they are not engaging their students in such activities rather they mentioned constrains such as class size, physical facilities or problems of teaching aids or students weak level of English and so on (cf. Shahidullah, 2003). I would suggest the use of some group work, pair work and role as they can

be arranged and suitable for each teacher's own context. As Allwright (1989:3, in Hayes, 1997:109) has suggested that, available research evidence indicates that class size may not be the problem many teachers think it to be, if student achievement is the criterion. (cf. Woodward, 2001, Nolasco & Arthur, 1988). M. Long and P. Peter (1985) suggests, 'group work increases language practice opportunities, that improves the quality of student talk, the group work helps individualize instruction, that it promotes a positive affective climate and finally that group work motivates learners' (quoted in N'Zian, 1991). Therefore, Workshop can be arranged in the INSET course to show teachers that solutions are possible in coping with large classes. In addition, the Teacher's Guide (NCTB, 2002) for the textbook *English For Today(11-12)* can facilitate the workshop sessions. However, I am suggesting the *Weaker Version* of the CLT (Holliday, 1994, cf. literature review, chap-2) considering the context of this study.

7.8.3 Grammar & CLT

Furthermore, as the participants were asked to provide suggestions for the improvements of the new syllabus interestingly enough most teachers suggested including grammar items but in principle CLT encourages an inductive approach to grammar as grammar could be used in real-life situation while discouraging mechanized, uncontextualized drills as followed in behaviourist paradigm. (cf. preface of textbook, **appendix**....). Savignon (1997, 2000 in 2002:161) points out, 'Communicative language teaching does not advocate the abandonment of instruction in grammar, but it does reframe its role in a setting that must allow students and teachers to interact in the second language'. In that case language teachers should be sufficiently trained to design meaningful activities to practise grammar in proper context rather than practicing sentences in isolation.

7.8.4 Test development

But conversely, after the data analysis of the present study (cf. chap-5, test papers and test results) as a procedure after studying test papers of public and terminal examinations and 25 sample scripts of students in a local exam it is found that the existing testing format tests the wrong things (i.e., discrete items) in a complete opposite way (e.g., fill in the blanks, true false) which encourages factual material and students can easily lift out word/words or sentence/sentences from the reading passage itself (cf. test data; **chapter-5 & appendix**39 e.g., Q.1, Q.6).

Positively, the Communicative Language Testing (CLT) encourages the testing of analytical, inferential, interpretative skills of understanding of the language rather than non-integrated *items*. Spolsky (1994) brings us to the important concerns of validity and reliability. Validity has to do with the degree to which a form of assessment does what it means to do,....An assessment measure is said to be valid when learners' assessed performance can be accurately generalized to their performance in other (non-assessment).....Reliability on the other hand, has to do with the degree to the assessment of learners' ability is affected by measurement error- that is, the degree to which the measurement varies because of factors *other than* the particular ability being assessed.' Therefore, a test is said to be valid test when learners' assessed performance can be generalized in non-test situation (cf. Bachman and Palmer, 1996). Thus, a test should be the testing of authentic tasks not of copying the pages from the textbook itself. However, the reliability of test can be affected by what the content matter of test, how the tasks are worded, how long the test and so on. (cf. Hughes, 1989/2003).

Furthermore, about Bangladesh, the World Bank report (2000:19, Vol.1) identifies that either the teaching or the test 'over emphasizes rote memorization of factual information. This content is poor use of public and private investment in education'. Akter, Z. (2003) critiques the existing evaluation system as '*you are teaching students how to write communicatively on their own in classroom but asking them to memorize some set of topics for exam. Such situation will never motivate the students to develop writing skills, which is precisely the case in Bangladesh.*'

Many attempts at curricular change have been foiled due to lack of a corresponding change in method of assessment (Savignon, 1983, 1986, 1992, 1997 in 2002). Shahidullah (2003) has presented a suitable framework of tests for Bangladeshi learners. This format can be utilized by the test writers of the Education boards.

7.8.5 English- a subject or language?

Last but not least from my reading of local English dailies I could say that during the year last one year both the new general English textbooks and their base CLT approach were strongly criticized by general readers and teachers in articles or in the reader's column (cf. *The Daily Star*, Sept. 04, 2003; Aug. 16, 2003; Aug. 31, 2003; July, 07, 2003; Aug. 02, 2003) after its failure to achieve targeted success; specially after the results of *SSC examination in 2003 shows that 95% students fail in their English papers* (Protom Alo, July, 07; July, 17, 2003, *The Daily Star*, July, 19, 2003). And few specialists of the literature paradigm interestingly suggested to go back to literature based syllabus to improve the situation. Alam (2002) in his paper strongly criticized the new syllabus while advocating a literature-based syllabus essentially to preserve the endangered imaginative power and student creativity and moreover, he suggested some alternative lessons from post-colonial literature as he thinks that could be more appropriate than the existing lessons in the new textbook, *English For Today*, 11-12.

Although I myself was a student of literature and I do not deny the importance of studying literature, but I am in doubt that how far those people who do not have real classroom teaching or testing experience of this level of higher secondary students, know what the students true performance exactly is. I would rather clarify from my personal experience as a classroom teacher and board examiner that what I found is 95%+ students always write in their exam papers memorized answers either from notebooks/guidebooks or from the notes prepared by their paid teachers (cf. The World Bank, 2000)

If this is the case how far are our students displaying their imaginative and creative power? Displaying their unproductive *parrotting power* while doing exams was easier but no quality learning was attained by them at all. In fact, we just have to look at the prose-poetry based

general English textbook (cf. **Appendix43**) we could easily understand that this book is collection of great pieces of English literature and doesn't contain any guidance for students about what they will do with these classical pieces of literature. Ultimately they were depending on series of published notebooks or their private English teachers. As Dutta S.K (2001:124) observes undergraduate students who come to study English literature do not have the expected proficiency in English rather he refers to a study (cf. Bangladesh Education Task Force, 1976) that reported that *there exists a yawning gap between what these students are supposed to know and what they have actually acquired*. With skills in English much below the expected level, they find the original English literary texts above their normal reading proficiency.' Of course, this is the case with students who study English literature in their University undergraduate classes. But still this is a question about how many of the 600,000 of student population (*The Daily Star*, May, 29, 2003) of higher secondary level could study or need to study literature? I should say 99%+ students study English to use this language for their practical life situation wherever it is needed. Therefore, the need for a functional syllabus is demand at present as classroom teachers themselves observe and this suggests a shift away from an unproductive way of learning. It can be seen from the interviews and questionnaire data of this study that most of the teacher participants suggest, *the new syllabus is better than previous prose-poetry based one*. Therefore, it could be said as Kern, R (2000) suggests that 'traditional notions of literacy as norms of produced language or factual understanding are too narrow in scope to permit easy reconciliation of our goals and our teaching practices.' This author (Kern, 2000) also notes that 'The 'text centric', 'cultural', and 'cognitive skills' views of literacy share a number of limitations in the context of second and foreign language teaching.' Therefore I will recommend a functional syllabus and that we should go forward not backward as 'Communicating successfully in another a language means shifting frames of reference, shifting norms, shifting assumptions of what can and cannot be said, what has to be explicit and ought to remain tacit, and so on. In other words, using another language effectively involves more than vocabulary and structures; it involves thinking differently about language and communication' (ibid.).

Nunan (1988:21) also cautions that 'A *perennial tension* in language teaching is between those who subscribe to a subject centered view and those who subscribe to a learner-centered view of language and language learning. The subject centered view sees learning a language as essentially the mastering of a body of knowledge. the learner-centered view on the other hand tends to view language acquisition as process of acquiring skills rather than a body of knowledge'.

7.8.6 Method or post method?

Furthermore, the issue of method and post method (cf. chap-2, literature review) is the most talked about issue, e.g. Richards, 1990; Kumaravadivelu, 1994, 2001; Pennycook, 1989; Stevick, 1998; Nunan, 1991; Prabhu, 1990; Grundy, 1999; Canagarajah, 1999; 2002. For example, Kumaravadivelu (1994:21) indicates, 'the concept of method authorizes theorizers to centralize pedagogic decision making, the post method condition enables practitioner to generate location specific, classroom-oriented innovative practices'. Now the dilemma is to select an existing method or develop a method suitable for the specific context. Or, if English is taught here as an international language what should the teaching methodology be? (Sandra McKay, 2002; 2003)

Whatever path we follow there is no alternative to teacher education or training.

Savignon (1991:272) rightly argues, 'in our effort to improve language teaching, we have overlooked the language teacher; while considerable attention has been directed to designing communicative methodology, very little systematic inquiry has been conducted into identifying strategies that will help teachers prepare themselves to communicative teachers.' Markee (1997) discusses why curricular innovation often fail and suggests that the reason because 'curriculum development and teacher development are often treated as separate issues although they are in fact indivisible'. A number of studies have shown that apart from having an impact on variables such as organizational structures, pupils' learning outcomes and classroom interactions, curriculum reforms also require teachers to change their roles (Pollard et al, 1994; Webb

&Vulliamy, 1995 in Ling, 2002) and provide them with 'opportunities to learn' (Spillane, 1999; Wood & Bennett, 2000 in idid.) that result in professional development. (Ling, 2002:33)

Cross,D. (1995) strongly points out that putting teachers into a classroom to meet the increased demand or expand access to schooling is often at the expense of quality teacher preparation and, hence, the quality learning. This he critiques negatively effects the character of education as well as the education budget.

To put it briefly this is very true if we consider the context of Bangladesh. Therefore, I would like to conclude as Waters and Vilches (2001:137) suggest 'Any attempt to change the curriculum- whether indirectly through changes in teaching materials, for example, or more directly, through changing methods- implies a need for teacher learning, i.e. opportunities for teachers to learn about the rationale for the new form of teaching, to critically evaluate it, and understand how to get the best out of it'.

7.9 An independent INSET programme

We have highlighted the existing Teacher Training scenario of Bangladesh in chap-1 (pp. 8-9) as a whole. Furthermore, in particular, the training of English teachers of the higher secondary schools (colleges) under these traditional backdated programmes is analysed in chapter-4 (p.41-43). Considering the derogating English language teaching-learning situation in the country, it is the right time for us to cover the damage already done by ignoring the needed development of teachers in the country (cf. *ProtomAlo*, 12 July 2003). All teacher participants in this study reported that they need re-training or CPD (Continuing Professional Development) to teach the new syllabus because they themselves are the products of a literature-grammar-translation based syllabus.

The improvement of an underlying principle for a continuing effective language teacher education programme is problematised by the availability of a wide body of theory and abundant and diverse contexts for practice (Brown, 1983). In general, however, there is a collective opinion that both theory and practice too are of crucial importance for language teacher

education (Stern and Strevens, 1983). Theories comprise a view of the nature of language, language learning and an awareness of social and educational context. Thus, the value of theory is that it provides a sound basis for making decisions in the various areas of ELT (Larson, 1983; Stern, 1983; Brumfit, 1983). Theories form the basis of background knowledge which is for the most part received knowledge. Alternatively, practice provides theory with a context and essential experience that assigns meaning to it. Teacher training, as observed by Duff (1988), should be practical and directly applicable to the teaching context. At the same time, there is an open agreement that practice needs to be based on theory (e.g. Wallace, 1991; Duff, 1988; Thomas, 1987). In other words, explicit theory together with the undeniably necessary practice is justified in that it contributes to the development of the competence that implicitly triggers performance.

On this backdrop, I will highly recommend a separate/independent INSET programme to be introduced by the government for the English language teachers of the country because teaching a foreign language is not like teaching any other subject such as Mathematics, History or Chemistry. In teaching a foreign language a teacher need to be familiar with different methodology of teaching a foreign or second language plus they need to know what language is and how a language is learnt? At first they need to know about methodologies and the application of any methodology comes later. In this dissertation I am not advocating that CLT is ELT or CLT is the only solution before the teachers. The classroom teachers would decide what methodology/methodologies are appropriate for them but if they are not educated/trained or not familiar with methodologies how is it possible for them to implement CLT in their classroom or how can we expect a quality teaching-learning goal at the classroom level. Different reports (cf. The World Bank report, 2000; ADB report, 2001, 2002) show that numbers of untrained teachers or the backlog of untrained teachers are increasing every year. This situation should not be continued for the greater interest of the profession and for the wellbeing of the students. Since it is discussed (cf. chap-1, chap-5, chap-6) that due to the impractical nature of existing **INSET** programmes in Bangladesh the teaching profession is suffering and the ultimate failure of such courses has a direct impact on the classroom practice of teachers. Ibrahim (1991; cited in Hayes,

1997) also found in a Malaysian INSET programme that the *ad hoc* nature of a programme led to an eventual failure. He also identifies the weakness of the courses which were informative rather than experiential. Hayes (1997) also suggests shifting from transmission to participatory, self-discovery models of INSET. A primary goal of In-service program is to provide teachers with ways of looking at their own classrooms from different perspectives. Activities that promote self-inquiry and critical thinking are central to for continued professional growth and are designed to help teachers move from a level where their classroom actions are guided by reflection and critical thinking (Jack C. Richards, 1998:23-4). In addition Moon & Boullon (1997; in Hayes, 1997) suggests, 'Ideally a course needs to build in opportunities for teachers to move back and forth between the workshop venue and classroom in order to enable reflection to be grounded in teachers own practice.' If we believe that 'language teachers have a responsibility to mediate change in pedagogical practice so as increase the effectiveness of language learning and such mediation depends on the understanding of the relationship between theoretical principle and practical technique (Widdowson, 1994: 86).

Therefore, in the case of Bangladesh I will suggest the INSET programme should consist of practical, realistic training that helps teachers to face the day to day problems they encounter in their everyday practice. A typical example of such a training scheme is the COTE Course (Certificate for Overseas Teachers of English), which is part of the Cambridge University ELT training scheme, offered through the British Council worldwide.

Such training should take the form of:

- Workshops (e.g. presenting new language, developing the four skills, classroom management, etc. from a CLT perspective)
- Practical demonstration classes and classroom observation
- Case studies (analysis of local problems and discussion of alternative solutions)
- Micro-teaching (cf. Wallace, 1991)

Now I would like to suggest few sentences for the teacher trainer in this context. As it is observed in a HSTTI programme (cf. chap-5), if a teacher trainer has enough theoretical

knowledge but lacks practical expertise they are not able to cope with the trainees practical classroom practice, ELTIP lacks in built CPD option available, UKBET very much working in one region. They need skills to communicate ideas simply, and creatively demonstrate them practically and set up and manage situations of their own kind, which promote growth of language for discussing the practice of teaching, not just giving lectures on what exists in theory. Finally it is understood from the present study that a complete framework for future teacher training *appropriate for this context*, a context specific approach is needed to venture for English teacher training in Bangladesh. Indeed, the study followed in this thesis shows that most teachers agree that the new communicative syllabus is better than the previous prose-poetry based one. Therefore, we should not deny the need for a functional syllabus such principled in communicative approach. Teacher development programmes are not of an one-size-fits-all nature, and in this manner the outline and substance of the project must consider the setting in which the system is to happen. A few educator teachers (e.g. Breen, Candlin et al. 1989) perceive the need to painstakingly consider the social and instructional conventions of the specific setting. Learning must be identified with the individual needs of the schools and instructors included.

7.10 The Way Forward

It is disconcerting to realise that only a fraction of the teachers were interested in attempting communicative approach to teaching that students in the same educational context had judged to be beneficial and more interesting than their regular method of learning English. This therefore leads to the question of what could be done to make professional development and the implementation of educational innovations work in this context. Taking into account the discoveries of this study, no doubt if change deliberations are to have an effect and lead to uptake, it must be sanctioned at a higher, definitive level. In a hierarchical society where teachers are relied upon to perform consistently and are mindful about making individual changes to their usual practice unless the change is commanded, developments are unrealistic to be broadly connected. Be that as it may most critically, I would contend that to achieve change, mentality towards showing and educators need to first change. On the off chance that educators are to

develop and figure out how to instruct in new ways, schools should first be seen as spots for instructors and additionally understudies to learn. Teachers must be viewed as learners who need to persistently create their insight and enhance their practice.

7.11 Conclusion

Top-down curriculum innovations initiated by policy makers are inclined to adopt power-coercive approaches, which compel teachers to adopt changes. Such strategies are reinforced by convincing rationalisations from decontextualised, theoretical perspectives, rather than careful consideration of how similar innovations have priced in other relevant contexts, such as other south Asian educational contexts. Moreover, those in charge for curricular innovations need to take into account key factors in the local contexts in which the innovations are to be operationalised. These factors involve, among other things, the existing levels of pedagogic knowledge and skills of teachers, and the beliefs they hold about the changes that are expected of them. If requirements of the intended curriculum are too far removed from teachers' present levels of understanding, then effort needs to be spent in a normative re-educative approach to curriculum change (Chin 1967), in which teacher knowledge and skills can be enhanced and adjusted. If we expect teachers to comply with a top-down introduction of new materials or strategies, without taking steps to provide for an appropriate change in beliefs, results in mere propaganda and surface change (Fullan 1993).

Chapter 8 Conclusion

8.1 Introduction

Much of curriculum innovation advancement in English language teaching in the setting of previous colonial nations has been a subsidiary instead of generative, imitative as opposed to self-administrative. This pattern is to some extent the after effect of historical exigencies that made the importation of ELT methodologies, techniques, and strategies for classroom instructional method from standard instructive hypothesis and practice in the centre nations of the West a "characteristic" and practically unavoidable viable necessity of time. Such all-out embrace of standard western standards that neglect to consider existing pedagogical practices that are established in natural, home-developed local customs, are unrealistic to work and accordingly may end up being of sketchy importance and quality. Not surprisingly, then, endeavours at accelerating the ELT situation with unrealistic curricula have not had much achievement coming about often in what Holliday has called "tissue dismissal," owing to their inconsistency with the "local rhythms" of the settings and societies in which these developments have been transplanted (Holliday, 1994). A trickier outcome of this pattern has been rather the cheapening and concealment of real-time local practices and the underestimating and hushing of the voices of home-grown professionals. We have to create a more supportive and responsive educational innovation; one whose instructional method is strongly tied down to the particular qualities that specific local experts bring to the classroom where the local instructors' voices are listened, and where the teaching-learning methodology is done in a more basic and context-bound suitable way. (Rubdy, 2008, p.1).

8.2 Why is context specificity?

I have mentioned earlier that due to lack of extensive academic research, Bangladesh has remained absent from the rich literature in innovation in ELT. Although there have been some studies done by development agencies or NGOs, none of these studies looked at ELT context of Bangladesh from the teachers' point of view and also these studies are 'biased by hyper-rationality' of people involved in that kind of 'donor's funded research'(Holliday,1994). Similar studies have been done in post-innovation scenario in lot of other contexts such as Korea, China, Philippines, Sri Lanka, Japan, Nigeria, Brazil, Vietnam, Oman and then question might rise why another study in Bangladesh. As I have argued throughout my thesis that every context is different from any other context, it is also demonstrated in this research that teachers in the innovation context in Bangladesh are facing quite different issues from any other context of the world where they didn't accept imposed innovation intended by development agencies or to inject innovation in the vein of a healthy culture and context by claiming sickness by foreign donors and local policy makers. Metaphorically speaking, the best options to them for protecting their health from fever and cold are the best options to have the local herbs whatever in their own jungle rather a getting an unnecessary PARACETAMOL from a donor country, since it may cause acidity in their stomach as side effect as they are not used to have that kind of treatment. It is also understood there exists an 'elastic approach' [my own term] of innovation in the presence of an expatriate donor force, as long as they are present in the context with some mechanism it exists coping with innovation on a very temporary basis, and again goes back to its original after the withdrawal of the innovation originator so that was the case of Bangladesh usually suffers from regular withdrawal syndrome after the donor agencies end their funding. If we flashback a little bit about the background of this research I can say that when I arrived in UK in 2002, just after a year of introduction of the new methodology [CLT] of teaching in higher secondary level of teaching in Bangladesh, though the introduction of CLT had been started in an earlier stage from 1990s at secondary level, my personal experience of resistance from teachers and learners that I remember clearly raised me in a state of asking myself questions about why this was happening to teachers, might there be an answer to these questions, or I was actually rather

ambitious to see myself in position like saviour to save country's ELT teachers with a solution of my own, then I started to talk to them about what they really anticipated might cause a big improvement in their teaching of that top-down syllabus prescribed by NCTB with co-operation from the ministry of education, and the initial answer from teachers around the country was for training to teach the new syllabus and they were openly blaming the government for not arranging training courses for them to teach this syllabus, and I was also following their line of thought that training might be an effective solution to their problem of coping with innovation, and afterwards found government and private organisations had introduced short courses of training for teachers in around 6 major cities of the country out 66 cities, to train a limited number teachers to teach their classes following the new methodology. I have observed several sessions of the training course to what is going on in the training course itself, and I found at least one training course was really effective in its performance though classroom teachers own context of teaching were not considered much. Now my turn was to see how these teachers were doing in their classes and how they were coping with innovation or how they were adapting the innovation in their own classes. This Emergent kind of research in which I was always coming back and forth from training room to classroom as well as coming back to my affiliated institution to talk to experts like my supervisor, boards, other fellow researchers from here from Essex university. This is longitudinal research and has taken place in two major phases, though it still continuing. I have come across the hydra metaphor to describe my research. Lately also I have used a metaphor of comparing research in innovation context of Education and doing cancer research in medical field might be similar as these research areas are originally intended to find solution or remedies for critical situation but ultimately they are frustrated not finding a solution after long standing research following long studies but it is encouraging for other researchers as they will find new questions for further research. I asked the questions like why they are not adapting innovation, which seems again blaming the context of use of the innovation, that it identified as contextual constrains, i.e. macro-micro context. Then the ultimate answer was that the wholesale adoption of CLT was not possible in this context, so innovation cannot be injected to a context by following a mechanistic approach to innovations like those

which are successful in other field such as technology etc. Lacking the necessary cultural background knowledge, EFL teachers will find it complicated to understand the instructional material. Until now many EFL teachers in Bangladesh do not possess a good knowledge of the cultures of the English-speaking countries. It should be made clear to classroom teachers, however, that studying another culture does not mean taking up it or following its socio-cultural customs, nor does it mean losing one's own culture. In fact, understanding another culture helps one appreciate one's own culture better that is for sure.

8.3 Limitations of the study

When we are interpreting the results of this research certain limitations must be taken into account. The main focus of my study has been both conceptual and empirical, following line with the aim and purpose of my research; I have investigated theoretical trends, issues and underpinnings of teacher training both in relation to the field of conventional general education and in English Language Teaching pedagogy. From this exploratory study I have recommended a context-specific approach in the order of which I have developed my thesis. Within this conceptual perspective, I have undertaken an analysis of the English Language Teacher Training courses after subsequent innovation has taken place following the introduction of communicative language teaching in Bangladesh.

In relation to the empirical study, the purpose and relevance of the enquiry to my thesis cannot be left without criticism and there may be some limitations. Since teacher perceptions as my main point of reference, I was working in a complicated area of investigation. It is acknowledged that behaviours do not give clear-cut clues of modes of thinking, and in that sense my categorisation of classroom behaviours may be questioned. However, as these behavioural patterns have not been used to prove any form of learning outcomes, and since these have been used as catalysts for teachers to talk introspectively about their beliefs and in class decision-making processes, I consider that my analysis is likely to be satisfactory.

The sample schools are restricted only to 16 schools around the country, although perspectives of teachers from extreme-rural or water-prone areas in more disadvantaged settings may have

provided a further range of thoughts in the process of teacher learning. This is likely, though the careful consideration given to secure a range of variables in my multi-site collective case study as discussed in chapter-3. Indeed, in the case of practicing and trainee-teachers, out of 134 who responded to my questionnaires, most of them were from different kinds of schools from all over the country, many of them from out-reach rural areas. Again, of the 8 who were selected for in-depth interview, came from different backgrounds of teaching and from 4 zones of the country.

Again it has not been possible to take a full-length ethnographic strand, yet from the longitudinal study - perhaps a richer interpretation of classroom processes and teacher perspectives might have emerged from such an enquiry. Moreover, the fact that teachers lacked an appropriate language of their own to articulate their perspectives and theories about teaching and learning may have caused ambiguity in some of their deeper perceptions and explanations though I have taken their interviews in Bangla. This drawback is all the more a reason to encourage teachers to engage with the creative tension (Borg, 2006) and clarify their beliefs and perceptions during the real time training stage. I have constantly repeated that classroom processes are complex multiple-constructed realities and therefore the perspectives of other stakeholders in the school and the wider community would be desirable, mainly those of learners who share the classroom experience.

I have explained in chapter 3 why I was unable to include students in the study. Again, as my primary focus is the English language teacher training course, yet I have taken the perspectives of trainers but that of policy makers' or donors' perspectives would have been useful. In this respect, this study has a specific limitation as well, though I have attended two closing ceremonies of training courses where two policy makers have given speeches to the trainees and trainers and I have included their speeches in data sets.

My study, in spirit, is progressively exploratory and the results I have forwarded are not definitive. But the real significance lies in their implications for teacher training practices for future. Nevertheless, the limitations of my study may be seen as contributory factor for further research in Bangladesh context.

8.4 Contribution of this study

Curricular innovation and change is seen as a necessity in ELT, and clearly important area for investigation is teachers' own conceptualisations of teaching and learning. Teachers' conceptualisations have a decisive function within curriculum change as even minor changes' such as a revised textbook, challenge teachers established concerns. This particular study has been only a small step in this course.

This study contributes to the field of FLTE in three ways:

Firstly, FLTE programs need to apprentice trainees to be teachers, not technicians. FLTE needs to focus on the acquisition of knowledge about FL teaching by specific teachers in specific contexts for specific reasons, not just the acquisition of particular methodology and skills specified in a training manual. Secondly, FLTE knowledge needs to become part of any local teachers' community to look after what works in their own situations and not just focused on established theories from ELT literature or research on second/foreign language teaching-learning alone. Teacher training should not be "one-size-fits-all", type activities but requires being designed and guided according to the existing knowledge base and real-time needs of the teachers involved. Thirdly, in terms of context specificity this study has added a new context such as Bangladesh, and obviously has enriched the existing knowledge base of innovation literature such as concepts as social-turn, social-context is getting momentum in teacher education (cf. Johnson, 2006; Holliday, 1994, 1996).

This research has identified the importance of contextual constraint factors in the local setting and their intersection with teachers' perceptions of their practices that is prevalent in a hierarchical educational culture in understanding the phenomenon of teachers' re-construction of pedagogic knowledge and subsequently their re-interpretation of classroom processes. This study has attempted to provide a comparative representation of three training programmes to set perspectives of trainee teachers themselves in formulating a possible context-specific-approach to tackle the future challenge of English language teaching-learning in the context of Bangladesh. It is also a sub-set of this study that that educational change is a multifaceted and inherently non-linear and unpredictable phenomenon yet there is a high probability that innovation imposed by policy makers will be weakened by teachers' own perceptions of the socio-dynamics of the classroom. It is observed from several other studies (e.g., Chowdhury, Nath, Ahmed, Choudhury, 2002) that the research culture in this particular context (Bangladesh) is very much in favour of the quantitative tradition so this ethnographically-oriented research will add a new dimension in local education research scene. Moreover, methodologically this study has accommodated mixed-method data gathering options and tried and tested an open approach research. Last but not least, this research has followed a bottom up approach as this researcher was an ex-classroom teacher who finally raised his career as a researcher from personal experience of working as a teacher in this context studied.

8.5 Further studies

The sample schools are restricted to a number of schools from around the country; perspectives of larger number of students from both rural and urban settings may have provided a further array of thought processes. Also focus groups as a research instrument may be utilized in this context although this tool was used once with a group of trainees but not repeatedly in this study because of time frame constraint and unavailability of trainees in groups other than training rooms.

Challenges of future teacher education remain if we follow a socio-cultural turn approach (Johnson, 2006). The first challenge is to recognise that both the content and activities of L2 teacher education must take into account the social, political, economic, and cultural histories that are located in the contexts where L2 teachers live, learn, and work. Creating locally appropriate responses to support the preparation of L2 teachers will entail recognising how changing socio-political and socio-economic contexts impact upon the ways in which teachers are positioned, how enact their teaching practices, and most importantly, the kinds of teaching and learning environments they are willing and able to create for their L2 students. A second challenge is to explore more fully the complex relationship between teacher professional learning and student L2 learning. A comprehensive understanding of this will be essential if policy makers and other educational stakeholders are to recognise that time, attention, and support for professional development can and in fact do lead to greater gains in student L2 achievement.

And finally a third challenge for L2 teacher education is to equip teachers with the intellectual tools of enquiry that will enable them to resist the politics of accountability that are rapidly shaping global educational policies and national curricular mandates. This would enable teachers to create educationally sound, contextually appropriate, and socially equitable learning opportunities for the L2 students they teach (Johnson, 2006, 2009). However, the Vygotskian, theory of socio-cultural learning where learning is seen not as an individual process but as taking place through instruction along with social interaction in a participatory framework has reinforced the concept of collaborative learning. Therefore, further studies may effectively test the innovation perspectives in Bangladesh from an Activity theory framework.

8.6 Conclusion:

Despite the limitations, it may well be concluded that the findings of this study provide valuable information about the teacher training perspectives in Bangladesh and English language teaching in particular. Indeed, it is well understood from this study the relationship between curricular innovation and teacher preparation is not linear and teacher training is just one aspect in accommodating innovation. It is also identified that contextual factors should be taken into account either when implementing a new methodology or when designing an In-service training programme for this specific context. Therefore, possible further improvements of the new syllabus and remodelling of traditional teacher training programme is suggested to improve the current situation. Furthermore, it is apparent that without initiating classroom level ownership in curricular innovation (e.g., just introducing a new syllabus or teaching methodology) and by ignoring the classroom teachers' perceptions any innovative project is bound to be a failure.