The Impact of EFL Teacher Training in Bangladesh

This thesis is submitted in partial fulfillment of the requirement of the degree of Masters of Arts in English Language Teaching

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Date of Submission: February 2011

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TO MY PARENTS

Abstract

Teacher training is one of the important factors to implement a new syllabus (Curriculum and Syllabus Report, 1995). In Bangladesh, a new syllabus has been introduced for teaching English using CLT method since 1995 *(ibid).* To reach the goal of that syllabus, the government is running some projects to provide training to the secondary English teachers, among them TQI-SEP (Teaching Quality Improvement in Secondary Education Project) is the largest project at present (Islam, 2009). But it seems that the quality of the training provided by TQI-SEP is questionable and whatever the teachers are learning from the training may have little impact on teaching.

This study is an attempt to find out the lackings of the training provided by TQI-SEP and to what extent the training is effective. To find out the lackings of the training the trainee teachers of 31st batch of TQI-SEP at Government Teacher's Training College have been interviewed. The teachers were 40 in number. When they went back to their school after completing the training one class of each teacher was observed and surveyed to see the effectiveness of the training.

From the data it is found that the training is quiet good but it needs to be developed. And whatever the teachers learned from the training has very little impact on teaching due to some obstacles.

Acknowledgement

I gratefully acknowledge my debt to the scholars mentioned in references, whose writings have proved to be immense sources of materials for my work. I express my heartfelt gratitude to my supervisor, Dr. Muhammad Shahriar Haque, Associate Professor, Department of English, East West University, who took pain to guide me with substantial information and necessary techniques in preparation of this dissertation. Then I would like to thank my colleagues at Government Teacher's Training College, Dhaka who helped me to collect data for this study. I also would like to thank my parents for their encouragement and help, and finally two of my friends, Tahmina Aktar and Nuzhath Afrin for providing me some valuable materials.

Declaration

I hereby declare that the dissertation entitled "The Impact of EFL Teacher training in Bangladesh" was undertaken by me in partial fulfillment of the requirements for MA in ELT degree from East West University. I also would like to confirm that no part of this thesis has previously been submitted for any other degree elsewhere and this is being produced for the first time.

MD. JAMIL RAIHAN

Date:

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List of Abbreviation

BEd – Batchelor of Education

CLT – Communicative Language Teaching

EFL – English as a Foreign Language

ELT – English Language Teaching

ELTIP – English Language Teaching Improvement Project

HSC – Higher Secondary School Certificate

JSC – Junior School Certificate

MEd – Masters of Education

NCTB – National Curriculum and Textbook Board, Dhaka

SSC – Secondary School Certificate

TQI-SEP – Teaching Quality Improvement in Secondary Education Project

Chapter – 1

Introduction

1.1 Introduction

Among three levels of education system (primary, secondary and higher education) in Bangladesh, secondary education is very important because it can contribute a lot towards providing human resources and it helps turn into economic development of the country (Ali, 2008). In line with the growing demand of English language all over the world, Bangladesh government introduced CLT in 1995 at secondary level to teach English more effectively; at the same time the government felt the importance of teacher training and started to run some projects with donor support to provide training to the secondary English teachers (Roshid, 2009). But it appears that the trainings themselves are problematic and whatever the teachers are achieving from the training has very little impact on teaching. For this reason this study has found out the lacking in one of the trainings and to what extent the training is effective.

1.2 Problem Statement

Teacher training is one of the important factors to implement a new syllabus (Curriculum and Syllabus Report, 1995). In Bangladesh, a new syllabus has been introduced for teaching English using CLT method since 1995 *(ibid).* To reach the goal of that syllabus, the government is running some projects to provide training to the secondary English teachers, among them TQI-SEP (Teaching Quality Improvement in Secondary Education Project) is the largest project at present (Islam,

2009). But it seems that the quality of the training provided by TQI-SEP is questionable and whatever the teachers are learning from the training may have very little impact on their teaching in the schools.

1.3 Purpose of the Study

The purpose of the study is to see the quality of the training that is provided to the secondary English teachers and to find out whether the training is being properly implemented by them in their classrooms. The secondary English teachers also will be benefited by this research. It will help them to become more conscious about their pedagogy. This research also will help the teacher trainers to develop the quality of their teaching as it has brought out their weaknesses. This research also will help the research community to go for farther research related to the teaching and learning of English at secondary level of Bangladesh.

1.4 Research Questions

The research questions of this study are given below:

    a)   What are the lackings of the training provided by TQI-SEP?

    b)   To what extent is the training effective?

1.5 Significance of the Study

This study is expected to bring out new dimension at English language teaching in Bangladesh. The research will help the policy makers to identify the weaknesses and

prompt the government to take steps to improve the quality of the trainings provided to the teachers and to implement the training effectively in the classroom. For the improvement of education it will also unfold the areas of research regarding English language teaching and learning at secondary level of Bangladesh.

1.6 Delimitation

There are different training programs for the secondary English teachers throughout the country, among them TQI-SEP is the largest program (Islam, 2009). That is why this study has focused only on the training of TQI-SEP provided to the secondary English language teachers of Bangladesh. TQI-SEP is providing teacher's training through different Government Teacher's Training Colleges but only the teachers who came for taking training at Govt. Teacher's Training College, Dhaka were interviewed. The training is provided through different batches, but only the teachers of the 31st batch were interviewed as the batch was running during the research. It is very difficult to survey and observe the classes of all the schools of Bangladesh that is why only those schools were chosen of which the teachers were the trainees of that particular batch. It is also difficult to survey and observe all the classes of those schools. That is why only class-9 was chosen because the students of class-9 had no pressure of SSC examination as the exam was not very near to them. Only one class from each school was surveyed and observed. However, it is hoped that it will present a representative picture of English teaching and learning at the secondary level in the country.

1.7 Limitation

There is not much literature on teacher training in Bangladeshi context. Though there are some literatures on teacher training but they are hardly directly related with the training of TQI-SEP. It was decided to take the interview during the lunch break hour but some of the teachers were not willing to be interviewed during that time. Finally they agreed but they were absent-minded to some extent and tried to answer the questions in short. There were some teachers who were telling something irrelevant. There were also some teachers who were afraid to tell the truth though the researcher had assured that they would not have to face any problem for that. There was an option in the questionnaires for answering the questions in detail if it was not possible to answer by putting tick mark but nobody wrote, they just answered the questions putting tick marks on the right answers.

1.8 Operational Definition

BEd: BEd (Batchelor of Education) is a degree on education which is provided to the secondary school teachers or those who are interested to be secondary school teachers. This degree is provided by different teacher's training colleges and some private universities.

Head Teacher: Head teachers are known as head masters in Bangladesh. But officially they are called head teachers.

MEd: MEd (Masters of Education) is a higher degree on education which is also provided to the secondary school teachers or those who are interested to be secondary school teachers. But the minimum requirement for achieving this degree is having BEd degree.

NCTB: NCTB (National Curriculum and Textbook Board, Dhaka) is a board which produces textbooks, curriculum and syllabus.

1.9 Conclusion

Finally it can be said that in Bangladesh, a number students at secondary level fail in English which is considered the most fearful subject; those who pass the exams with good results are unable to communicate in English (Quader, 2001). To overcome this situation the teachers are being provided training but the training itself is problematic, after all, whatever they are achieving is not coming to implementation (Ali, 2008). For that reason the study tried to find out the actual condition of the TQI-SEP training and whether the training is being implemented in the schools.

Chapter - 2

Literature Review

2.1 Language Policy of Bangladesh

Since the study investigates the effectiveness of English as a Foreign Language (EFL) teacher training in Bangladesh, it is useful to know the history of language policy and the current status of English in Bangladesh which seem to have an impact on teaching English. A distinction needs to be made between language policy and language teaching policy. A national language policy is determined by such factors as the language spoken by the majority of the population, the standard of the language, the hopes and the aspirations of the people and so on; a language teaching policy, on the other hand, is determined by practical needs of a country to learn a language, for example, higher education, international trade and communication (Mackey in Rahman, 1999).

During the British rule in India, English became the medium of education, administration and commerce and English retained that status till the partition of India in 1947 (Das, 2009). From 1947 to 1971, English continued to play a very important role in the national life of the newly independent state of Pakistan *(ibid).* For the people of East Pakistan, English was the chief means of communication with the people of West Pakistan; English was widely used in the government administration, law courts, commerce and in the communication with the outside world *(ibid).* After the emergence of Bangladesh as an independent nation, English suffered a serious setback and one of the reasons of this was a strong nationalistic sentiment for the

mother tongue, Bangle (Rahman, 1999). The Bangla Introduction Law, promulgated in 1983 by Bangladesh Government, made it compulsory for employees in government, semi-government and autonomous institutions to use Bangla in interoffice memos, legal documents and correspondences except in case of communication with foreign governments, countries and organizations, as a result of enforcement of this law, Bangla began to be used in almost all fields of national life, thus English lost its previous status of second language and came to be treated as a foreign language *(ibid)*. It was soon realized that English could not be neglected by Bangladesh for national development, and co-operation and commerce with the outside world, and most of the educationists and political leaders began to feel that English should be given due importance and now there is a more positive attitude towards English at both government and private institutions *(ibid)*.

2.2 English Language Teaching Policy in Bangladesh

This study has focused on the training of EFL teachers. So it is important to know the history of ELT policy and the current ELT policy of Bangladesh.

English was the medium of instruction at secondary and higher secondary levels during the British rule (Rahman, 1999). As such people who completed secondary level of education at the time were capable of carrying out their day to day activities in English as employees of colonial rulers, after the creation of Pakistan, English was retained as the medium of instruction at the higher secondary or pre university level until 1962, so students going into the tertiary level had little difficulty in following lectures in English and reading recommended books in English *(ibid)*. In 1962,

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English was made an optional medium of instruction at the higher secondary level; English continued to be the medium of instruction at the university level after the independence of Bangladesh, although demands for the introduction of Bangla as a medium of instruction were being made *(ibid).* After 1983, English was no longer a compulsory medium of instruction in the field of higher education and adequate attention to the teaching of English was not given at lower levels, though more than 90% of textbooks at higher levels of study continued to be in English (Das, 2009). More and more students were coming to the university for higher studies with an inadequate command of English and they were unable to read their textbooks or express their thoughts and ideas in English *(ibid).* However nowadays a realization of the importance of learning English is found among the educationists, political leaders and the common people, and efforts are under way to improve the teaching of English at all levels of education *(ibid).*

2.3 A Comparative Study on Education Policy

This study was carried out on the training provided to the secondary English teachers of Bangladesh. To recognize the secondary level of education, we need to have a look at the previous and the present education policy.

According to the education policy 2010, primary level of education is considered from grade one to eight and secondary level education is from grade nine to twelve (Education Policy, 2010). On the other hand, in the previous education policy, primary level of education was considered from grade one to five and secondary level of education from grade six to twelve. Though secondary level of education was

considered from grade six to twelve there were three public exams JSC (Junior School Certificate), SSC (Secondary School Certificate) and HSC (Higher Secondary Certificate).

Since it will take couple of years to implement this new education policy (Education Policy, 2010), secondary level of education has been consider in this research according to the previous education policy.

2.4 The Importance of Teacher Training

In order to know why language teachers need training and what to look for in a proper training, let us look at what researchers say. Richards (1990) holds that teachers need to have a two fold knowledge base: one drawn from linguistics and language learning theory to provide them the idea of general principles that account for effective teaching. This knowledge needs to be combined with another type of knowledge: of language teaching methodology and practice *(ibid).* Secondly after becoming aware of theory and practice they should learn to explore and develop their own approach to teaching *(ibid).*

2.5 The Teacher Training Institutes in Bangladesh

This study has been done on the training provided at Government Teacher's Training College, Dhaka. There are some other institutes that provide training to the EFL teachers. It is also useful to have a glance on the institutes that provide training to the EFL teachers in Bangladesh.

There are several institutions for imparting education and training leading to the award of non-Baccalaureate certificates as well as degrees for teachers at different levels of the education system, they are- eleven public and 54 private Teacher Training Colleges, Bangladesh Open University, The Institute of Education and Research of Dhaka University, Darul Ihsan University, Santa Mariam University and Asian University have been offering BEd (pass), BEd (honors) and MEd courses on a regular basis (Ali, 2008). Higher Secondary Teachers Training Institutes conduct in-service training for both the secondary school and college teachers, for technical-vocational education, there are Vocational Teacher Training Institutes offering 1 year courses for the teachers of VTIs, and Bangladesh Madrasah Teachers Training Institutes offer subject matter courses and management courses for the Madrasah teachers *(ibid)*.

2.6 CLT in Bangladesh

This research has focused on the training provided to the secondary English teachers of general education in Bangladesh. At this level, a well known method of teaching English is practiced that is Communicative Language Teaching (CLT) (Roshid, 2009). That is why it is important to have knowledge about CLT in Bangladesh.

In Bangladesh, English has long been taught as a compulsory subject from class 1-12 in Grammar Translation Method, in which maximum emphasis is put on reading and writing and almost no emphasis is put on speaking and listening skills (Roshid, 2009). Because of the growing demand of speaking and listening skills all over the world

Bangladesh government realizes the need to consider the following factors in teaching and learning of English language:

a) Emphasis on communication and fluency
b) Skill based assessment system
c) Training and motivation of the teachers for the self development and to develop positive attitude towards interactive-student-centered classroom (Roshid, 2009).

In the light of the above mentioned context, the National Curriculum and Textbook Board (NCTB) introduced new syllabus and new textbooks based on CLT in 1995 for the students at secondary level (Roshid, 2009).

2.7 The Scenario of ELT in Bangladesh

The teaching approach in Bangladeshi English class is teacher-centered and students' participation in classroom learning is very poor, teacher-student relationship is not friendly and because of this reason students are generally frightened to ask the teachers any questions if they have any difficulties about their learning (Yasmin, 2009). Generally in Bangladesh, the class size is very large and the allocated time for English lesson is inadequate, and ELT involves reading the textbook and translating every sentence of the English textbook to Bengoli *(ibid).*

2.8 The Obstacles Behind the Implementation of CLT

As Communicative Language Teaching (CLT) is practiced at secondary level, the training focuses on the implementation of CLT (Islam, 2009). So it is important to have a look at what others have already said about the obstacles behind the implementation of CLT.

There are several obstacles behind the implementation of CLT, they are the failure to include listening and speaking assessments in the examination system, inadequate teacher training to use CLT, the absence of audio-visual support, large class size and insufficient time allocated for ELT (Yasmin, 2009).

2.9 Origin of TQI-SEP in Bangladesh

Since this study has been done on the training provided by Teaching Quality Improvement in Secondary Education Project (TQI-SEP) it is useful to know about TQI-SEP. With donor support, the government is moving a number of projects to provide training to the secondary English teachers, among them English Language Teaching Improvement Project (ELTIP) and TQI-SEP are playing the most important role (Islam, 2009). Since 1997 ELTIP is providing training to the secondary English teachers and TQI-SEP has entered into a partnership with ELTIP to develop a 21 days training course that builds on training ELTIP has provided to English teachers since 1997 *(ibid).*

2.10 Studies on Training

Hossain (2005) believes that Training certainly, helps staff in attaining required knowledge and skills as well as improving performance, but it is not only important factor, the motivation of the teachers is also the most important factor in developing countries. Therefore the authority of the educational institutes should not forget to improve work environment, logistical support regularly, maintain supportive

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supervision, and finally job satisfaction *(ibid).* If teacher education programs are viewed in Bangladeshi perspective, we find that the gap is present between theory and practice (Yesmeen, 2005). Training is imparted to the secondary and higher secondary teachers for a given length of time and after the completion there is no check back or follow up neither by the training institute nor by the institutions where they serve *(ibid).*

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2.11 The Theories on Language Teacher Training

Two major theories of language teacher training by Michael J Wallace (1991) have been taken for this research, they are- The Applied Science Model and The Reflective Model.

The Applied Science Model believes that theoretical studies based on the professional knowledge are the vital components in any teacher education program (Wallace, 1991). According to this model teacher education equips trainees with the theoretical knowledge for effective practice in their teaching circumstances *(ibid).* The Reflective Model emphasizes on both experiential knowledge and received knowledge; experiential knowledge refers to the knowledge of practical experience of the teachers and received knowledge refers to the knowledge of facts, data and theories often related to some kind of research, for example, language teachers might be familiar with certain concept from the science of linguistics, science of assessment and so on *(ibid).* This model also emphasizes that the effectiveness of such training programs depends on how well the received knowledge is related to the trainees' own reflection and practice, in other words, the trainees may evaluate the inputs in terms of their own practice and either decide to change their teaching in some way or not *(ibid).* If they

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incorporate the new techniques in their practice, they may then reevaluate them in the

light of that practice, thus they can achieve professional competence *(ibid).*

Chapter - 3

Methodology

3.1 Research Design

The Reflective Model by Michael J Wallace (1991) has been chosen as an ideal theory for this research. And two central research questions have been set based on that theory. To get the data, interview questions have been set up for 40 secondary English teachers who had come to take training at Government Teacher's Training College, Dhaka in the 31st batch. A questionnaire has been set up for 750 students of secondary level. An observation checklist given by TQI-SEP has also been used to check the validity of the data found from the students. For questionnaire survey and classroom observation, those schools were chosen of which the teachers were the trainees of that particular batch.

3.2 Theoretical Framework

It is necessary for the trainers and the teachers of English to be familiar with the major theories of training to choose an appropriate theory for their training. There are two major theories of training by Michael J Wallace (1991), they are: 1. Applied Science Model and 2. The Reflective Model. Among them The Reflective Model seems to be better than the other one. Applied Science Model argues to equip the teachers with the theoretical knowledge for teaching *(ibid)*. There are some arguments against this model. One of the important arguments is that it creates a wide gape between theory and practice. On the other hand The Reflective Model considers the integration of

theory and practice as a very important thing in teacher training *(ibid).* That is why this research has followed The Reflective Model as an ideal theory for this research.

3.3 Setting

The data has been collected from a semi-formal setting that is from the classrooms of the secondary schools and the training sessions of Government Teacher's Training College. Though the setting was semi-formal, the researcher tried to make it as informal and relaxed as possible. At first he took permission from the principal of Govt. Teacher's Training College for taking interview of the trainee teachers then he entered into the training session during the lunch break. Then he explained that he came to take their interview for the purpose of a dissertation. Then he took interview of the teachers one by one. As the duration of the lunch break was for one hour, he had to go there four times to take interview of 40 teachers. When those teachers went back to their schools after completing the training the researcher went to their schools and entered into their classrooms and requested the teachers to give him few minutes for questionnaire survey. When the students were unwilling to co-operate with him, he read all the questions in the questionnaire and explained each question so that they could answer easily. He also assured them that they should not be afraid to answer the questions because their name would be concealed in the thesis. He also observed a single class of grade -9 from each school.

3.4 Sampling

The data has been collected from Government Teacher's Training College, Dhaka and all the schools from which the teachers came to take training at Govt. Teacher's Training College, Dhaka in the 31st batch. The total number of the schools was 15. All the teachers who were the trainees of 31st batch were interviewed. The total number of the teachers was 40. All the students of class-9 were surveyed from those schools. The total number of students was 750. A single class of grade-9 from each school was observed.

3.5 Research Instruments

The researcher has used questionnaire for the students, classroom observation checklist, and interview questions for the teachers as the instrument for collecting data. There are 5 major questions for the teachers' interview (Appendix A). Questions (1,2,3) were asked to find out the lacking in the training and questions (4,5) were asked to find out to what extent the training is being implemented. There are ten questions in the questionnaire (Appendix B). Questions (1,3,5,7,9) were designed to find out whether the teachers are following the age old method of language teaching or new method of language teaching. Questions (2,4,6,8,10) were designed to find out whether the trainings are being implemented or not. An observation checklist given by TQI-SEP had been used to collect data (Appendix C). There were also 10 questions to check the validity of the answers given by the students. Since the study is on the effectiveness of training, the researcher had to consider collecting data from the trainee teachers in the training classes and the students in the real classrooms.

3.6 Data Collection Procedure

The researcher needed to take permission from the principal of Government Teacher's Training College Dhaka. And he had to take permission from the head-teachers of selected schools and the English teachers to visit the classes of their schools. The researcher entered into the classroom of training session during the lunch break and requested the trainee teachers to give him few minutes, next he explained everything why he had come. Then he started to take interview one by one. In the same way he had to go there four days to take interview of 40 teachers. Next he went to each selected school one after another and took permission from the head teacher and the English teachers for questionnaire survey and classroom observation. After that he entered into the classroom with the English teacher who introduced him with the students. Then he requested the teacher to leave the class for 15 minutes. After that he explained his purpose to the students as well as assured them that their names would be concealed in the thesis. Next he provided the questionnaires and explained it. Then he allowed them 10 minutes to answer the questions. After all the respondents have finished the answers, he thanked them for their co-operation. Later he informed their teacher that he had finished his survey and requested him to start the class. When the teacher started the class, the researcher sat on the last bench with an observation checklist and observed the whole class. At the end of the class, he praised the teacher and at the same time suggested him for improvement. Finally thanking the teacher, he left the school. In the same way he collected data from all the 15 schools.

3.7 Data Analysis Procedure

Data has been collected, tabulated and analyzed. Firstly the responses of teachers' interview, questionnaire survey and classroom observation have been analyzed separately then they have been analyzed in comparison with each other. Then the data have been analyzed in terms of central research questions. Finally the data have been discussed in general.

3.8 Obstacles Encountered

To collect data, the researcher had to face some obstacles. The teachers did not show interest to be interviewed. While interviewing the trainee teachers sometimes gave wrong answers. The head teachers of the schools were not interested to allow the researcher to observe classes. And the teachers were afraid to be observed to some extent. The students sometimes did not show interest to answer the questions and to some extent they gave wrong answers.

Chapter - 4

Results and Discussion

4.1 Introduction

Data was collected, tabulated and analyzed. Firstly the responses of teachers' interview, questionnaire survey and classroom observation have been discussed separately then they have been discussed in comparison with each other. Then the data have been discussed in terms of central research question and finally there is an overall discussion of the results. The results are presented below.

4.2 Results of Trainee Teachers' Interview

For question 1, 55.5% teachers (21 out of 40) mentioned that they have come to this profession because they have not got a suitable job. 37.5% teachers (15 out of 40) responded that they have come to this profession because it is a noble profession and people respect them. Two teachers mentioned that they have just completed their graduation and got the opportunity to get the job that is why they have come to this profession. They also mentioned that if they get better opportunity they will leave the profession. Two teachers mentioned that they went abroad after completing their graduation. When they returned to Bangladesh, they had crossed the age of government job that is why they have been serving in non-government schools.

For question 2, different teachers described the training in different ways. 80% teachers (32 out of 40) mentioned that they have been taught how to teach reading,

writing, speaking, listening, grammar, vocabulary and pronunciation in a communicative way. 62.5% of them (25 out of 40) also said that they have been taught teaching techniques and how to prepare lesson plans. 75% teachers (30 out of 40) responded that they have been taught how to test the achievement of the students. 67.5% teachers (27 out of 40) mentioned that they have been taught how to prepare teaching aids and use them.

For question 3, 25% teachers (10 out of 40) mentioned that the training is quite good. 35% teachers (14 out of 40) said that the duration of the training should be increased. 25% teachers (10 out of 40) responded that the number of demonstration classes should be increased. Four teachers mentioned that the trainers should develop their pronunciation and fluency. Six teachers mentioned that the trainers should be more trained.

For question 4, 30% teachers (12 out of 40) confidently said that they will be able to implement the training. Seven teachers mentioned that they will not be able to implement the training. 52.5% teachers (21 out of 40) mentioned that they will be able to implement the training to some extent.

For question 5, 87.5% teachers (35 out of 40) mentioned that the duration of class time is not enough. 90% teachers (36 out of 40) responded that there is no test on speaking and listening in the exam system that is why the students are not motivated in practicing speaking and listening in the class. 65% teachers (26 out of 40) told that the authority's negative attitude toward communicative method is another obstacle to implement the training.67.5% teachers (27 out of 40) mentioned that the guardians'

pressure to make good result is another obstacle. 60% teachers (24 out of 40) said that they have benches for sitting arrangement which are not suitable for group work and it is an obstacle to implement the training. 70% teachers (28 out of 40) responded that large class is another obstacle to implement the training. 30% teachers (12 out of 40) mentioned that their salary is not enough for survival that is why they are compelled to give private tuitions and it is an obstacle to implement the training. 25% teachers (10 out of 40) said that lack of suitable teaching aids and materials is another obstacle. 37.5% teachers (15 out of 40) responded that they have number of classes in a day and this pressure is another obstacle. Five teachers also mentioned that they are not from English background that is why they are not efficient in English language and it will work as an obstacle for them to implement the training.

4.3 Results of Students' Questionnaire Survey

To show the result of students' questionnaire survey, a table has been presented below and then it has been discussed in detail.

Table 4.1: Result Sheet of Students' Questionnaire Survey

Item NO.	Questions	Results		
		Yes	No	Sometimes
1.	Do your teachers lecture in the classroom?	350	40	360
2.	Do you get any chance for group discussion?	148	262	340
3.	Are you allowed to use Bangla in the classroom?	651	2	97
4.	Do you get feedback in the classroom?	292	46	412

5.	Do the teachers focus more on the memorization of grammatical rules?	385	221	144
6.	Do the teachers engage you in reading, writing, speaking and listening?	250	376	124
7.	Do your teachers speak Bangla in the class?	403	42	305
8.	Do you participate in the class?	515	6	29
9.	Are the teachers friendly in the class?	298	357	95
10.	How much of the class time do you talk?[1]	137	408	205
Total Number of Students: 750				

For question 1, 46.66% students (350 out of 750) ticked 'yes' (their teachers lecture in the classroom), 5.3% students (40 out of 750) ticked 'no' (their teachers do not lecture in the classroom) and 48% students (360 out of 750) ticked 'sometimes' (their teachers sometimes lecture in the classroom). The result suggests that the majority of the teachers sometimes lecture in the class which suggests that things are being changed and the training is being implemented to some extent.

For question 2, 19.73% students (148 out of 750) ticked 'yes' (they get chance for group discussion), 34.93% students (262 out of 750) ticked 'no' (they do not get chance for group discussion) and 45.33% students (340 out of 750) ticked 'sometimes' (they sometimes get chance for group discussion). The result suggests

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[1] For this question options were '70%', '50%' and '20%' respectively.

that majority of the students sometimes get chance for group discussion which also suggests that the training has impact on teaching to some extent.

For question 3, 86.8% students (651 out of 750) ticked 'yes' (they are allowed to use Bangla in the class), two students have ticked 'no' (they are not allowed to use Bangla in the class) and 12.93% students (97 out of 750) ticked 'sometimes' (they are sometimes allowed to use Bangla in the class). The result suggests that majority of the teachers allow their students to speak Bangla which suggests that the training is not being implemented to the satisfactory level.

For question 4, 38.93% students (292 out of 750) ticked 'yes' (their teachers give feedback in the class), 6.13% students (46 out of 750) ticked 'no' (their teachers do not give feedback in the class) and 54.93% students (412 out of 750) ticked 'sometimes' (their teachers sometimes give feedback). The result suggests that majority of the teachers sometimes give feedback which suggests that the training is being implemented to some extent.

For question 5, 51.33% students (385 out of 750) ticked 'yes' (their teachers focus more on the memorization of grammatical rules), 29.46% students (221 out of 750) ticked 'no' (their teachers do not focus more on the memorization of grammatical rules) and 19.2% students (144 out of 750) ticked 'sometimes' (their teachers sometimes focus more on the memorization of grammatical rules). The result suggests that till now majority of the teachers are focusing more on the memorization of grammatical rules instead of the use of grammar which suggests that the training has no impact to the satisfactory level.

For question 6, 33.33% students (250 out of 750) ticked 'yes' (their teachers engage them in reading, writing, speaking and listening), 50.13% students (376 out of 750) ticked 'no' (their teachers do not engage them in reading, writing, speaking and listening) and 16.53% students (124 out of 750) ticked 'sometimes' (their teachers sometimes engage them in reading, writing, speaking and listening). The result suggests that the majority of the teachers do not engage the students in practicing four skills of language which suggests that the training has not a great impact on teaching.

For question 7, 53.73% students (403 out of 750) ticked 'yes' (their teachers speak Bangla in the class), 5.6% students (42 out of 750) ticked 'no' (their teachers do not speak Bangla in the class) and 40.66% students (305 out of 750) ticked 'sometimes' (their teachers sometimes speak Bangla in the class). The result suggests that till now majority of the teachers are using their mother tongue in the class. But one of the important features of CLT is using the target language in the class. So the result suggests that the training is not being effective to the satisfactory level.

For question 8, 68.66% students (515 out of 750) ticked 'yes' (they participate in the class), six students have ticked 'no' (they do not participate in the class) and 30.53% students (229 out of 750) ticked 'sometimes' (they sometimes participate in the class). One of the important features of CLT is   ensuring students' participation. The result shows that the majority of the students participate in the class which suggests a positive impact of the training.

For question 9, 39.73% students (298 out of 750) ticked 'yes' (the teachers are friendly in the class), 47.6% students (357 out of 750) ticked 'no' (the teachers are not friendly in the class) and 12.66% students (95 out of 750) ticked 'sometimes' (the teachers are sometimes friendly in the class). The result suggests that the majority of the teachers are not friendly which suggests that the training has not a great impact on teaching.

For question 10, 18.26% students (137 out of 750) ticked 'a' (70% of the class time they talk), 54.4% students (408 out of 750) ticked 'b' (50% of the class time they talk) and 27.73% students (205 out of 750) ticked 'c' (20% of the class time they talk). The result also shows a positive impact of the training.

4.4 Results of Classroom Observation

To present the result of the classroom observation, a table has been given below then it has been discussed in details.

Table 4.2: Result Sheet of Classroom Observation

Item No.	Questions	Results		
		Yes	No	Others
1.	Did the teacher introduce the lesson clearly?	5	10	0
2.	Was the lesson well prepared?	6	9	0
3.	Were the teacher's instructions clear?	8	7	0
4.	Did the teacher make the lesson interesting and interactive?	5	10	0

5.	Did the teacher use every opportunity to give the students speaking practice?	1	14	0
6.	Did the teacher correct students' errors gently?	8	7	0
7.	Did the teacher follow good teaching principles in teaching grammar, vocabulary or the four skills?	6	9	0
8.	Did the teacher ask variety of students to answer?	11	4	0
9.	Was the teacher's voice clear?	6	9	0
10.	Did the teacher encourage the students?	7	8	0
Total Number of Classes: 15				

In question no. 1, it is seen that five teachers (out of 15) introduced the lesson clearly and 10 teachers did not. The result suggests that the majority of the teachers did not introduce the lesson clearly which suggests that the training has little impact on teaching.

In question no. 2, it is seen that the lesson was well prepared in six classes (out of 15) and it was not prepared in nine classes. It also suggests that the majority of the teachers do not prepare lessons well though they are trained. The result suggests that the training is not being implemented to a satisfactory level.

In question no. 3, it is seen that the teacher's instruction was clear in eight classes (out of 15) and it was not clear in seven classes. The result suggests that the majority of the teachers' instruction was clear and it is a good sign of effectiveness of the training.

In question no. 4, it is seen that five teachers (out of 15) made the lesson interesting and interactive and 10 teachers did not. The result suggests that majority of the teachers did not make the lesson interesting and interactive which is an important feature of CLT. This is shocking news for the implementation of CLT.

In question no. 5, it is seen that one teacher (out of 15) used every opportunity to give the students speaking practice and 14 teachers did not do that, though it seems that speaking is the most important skill. The result suggests that the training has little impact on teaching.

In question no. 6, it is seen that eight teachers (out of 15) corrected students' errors gently and seven teachers did not do that though it seems to be one of the important teaching techniques. The result suggests that the training is effective to some extent.

In question no. 7, it is seen that six teachers (out of 15) followed good teaching principles in teaching grammar, vocabulary or the four skills and nine teachers did not do that. It is a negative sign for the implementation of the training.

In question no. 8, it is seen that 11 teachers (out of 15) asked variety of students to answer and four teachers did not do it, which seems to be one of the important

teaching techniques. Since the majority of the teachers asked a number of students to answer, it suggests a positive sign of effectiveness of the training.

In question no. 9, it is seen that six teachers' (out of 15) voice was clear and nine teachers' voice was not clear which is very important for the language teachers.

In question no. 10, it is seen that seven teachers (out of 15) encouraged the students and eight teachers did not do that though it seems to be very important for teaching a language. The result suggests that majority of the teachers did not encourage the teachers which suggests that the training is not being very effective.

4.5 Discussion of Results in Terms of Comparison among Interview, Questionnaire Survey and Classroom Observation

There are some obstacles that are working behind the implementation of the training. To show the relationship between the obstacles and its impact on the implementation, questions from interview, survey and class observation have been discussed in comparison.

Question no. 1 (Appendix A) was asked to know the reason behind their coming to this profession. But the majority of the teachers answered that they have come to this profession after failing to get a suitable job. Question no. 9 (Appendix B) was asked to know whether the teachers are friendly in the class or not. But the results show that majority of the teachers are not friendly. Question no. 4 (Appendix C) was set to know whether the teachers make the lessons interesting or not. But the findings

suggest that the majority of the teachers do not make the lessons interesting and motivating. Question no. 10 (Appendix C) was set to know whether the teachers encourage the students or not but the findings suggest that the majority of the teachers do not encourage the students. Since the majority of the teachers were not willing to come to this profession and they have come to this profession after being failed to get a good job, it seems to be quite natural for those teachers not to be friendly and not to motivate the students. As they have not come to this profession willingly, it suggests that they do not enjoy the profession. Since they themselves do not enjoy the profession, it is quite natural for them not to make the lessons interesting.

Question no. 2 (Appendix A) was asked to know the description of the training and majority of the teachers have said that they have been taught how to teach reading, writing, speaking, listening, grammar, vocabulary and pronunciation in a communicative way. Question no. 5 (Appendix B) was asked to know whether the teachers focus more on the memorization of the grammatical rules or the four skills of language. But the results suggest that the majority of the teachers focus more on the memorization of the grammatical rules. Question no. 6 (Appendix B) was set to find out whether the teachers engage the students in reading, writing, speaking, and listening activities or not. But the results show that the majority of the teachers do not engage their students in those activities. Question no. 5 (Appendix C) was set to find out whether the teachers use every opportunity to give the students speaking practice. But it is found that the majority of the teachers do not use the opportunities to give the students speaking practice. Question no. 7 (Appendix C) was set to find out whether the teachers use good teaching principles in case of teaching four skills, grammar an vocabulary or not. But it was found that the majority of the teachers do not use good

teaching principles. Though the majority of the teachers have said that they have been taught how to teach four skills, grammar, vocabulary and pronunciation in a communicative way during the training but the findings show that it has not a great impact on teaching.

Question no. 3 (Appendix A) was to know the lacking of the training and the largest number of teachers have mentioned that the duration of the training is not enough. On the other hand, question no. 7 (Appendix B) was set to know whether the teachers use Bangla in the classroom or not. But it is found that the majority of the teachers use Bangla in the class which suggests that they are weak in English. And it seems that if the duration of the training is increased they can develop their efficiency in English.

Question no. 5 (Appendix A) was asked to know the obstacles behind the implementation of the training. And the major findings are- short class duration; faulty exam system; negative attitudes of the authorities, guardians, teachers and students; lack of logistic support; large class; lack of teachers' motivation; lack of teachers' efficiency in English; pressure of number of classes. In response to question no. 2 (Appendix B), it is found that the majority of the teachers do not practice group discussion in the class. And in response to question no. 4 (Appendix C), it is found that the majority of the teachers do not make the lessons interesting. Since the logistic support is not sufficient it seems to be natural for the teachers not to practice group work and it is also very difficult to make the lessons interesting without teaching aids. In response to question no. 5 (Appendix B) and 1 (Appendix C) respectively, it is found that the majority of the teachers do not give feedback in the classroom and introduce the lesson clearly. Since the number of students is more it seems to be

impossible to give feedback and introduce the lessons clearly in the class. In response to question no. 7 (Appendix B), it is found that the majority of the teachers use Bangla in the class. Since they are not efficient in English, it seems to be quite natural that they speak Bangla in the class. In response to question no. 2 (Appendix C), it is found that the majority of the lessons were not well prepared. Since the teachers are supposed to give a number of classes in a day, it seems to be quite impossible to prepare the lessons well. In response to question no. 5 (Appendix C), it is found that the majority of the teachers do not use the opportunities of practicing speaking. As there is no test of speaking and listening in the exam system, it seems to be natural for the teachers not to practice speaking in the class.

4.6 Discussion of Results in Terms of Central Research Questions

This research investigated the training of secondary English teachers and its impact. The data has been collected through interview of the trainee teachers, questionnaire survey for the students and classroom observation. The findings of this research have been discussed below in terms of central research questions.

The first research question looked at the weaknesses of the training. According to The Reflective Model, training should equip the teachers with the theoretical knowledge of teaching and there should be integration between theory and practice. But based on the findings of this study it is seen that there are some lacking in the training itself. The findings show that the duration of the training is not enough, the number of demonstration classes is not sufficient, the language efficiency of the trainers is not enough and the trainers are not well trained.

The second research question looked at the effectiveness of the training. From the findings it is seen that the majority of the teachers believe that they will be able to implement the training to some extent. Some of the teachers confidently said that they will be able to implement the training completely and the lowest number of teachers said that they will not be able to implement the training. So it suggests that the training is being effective to some extent. From the findings it is also seen that the teachers have mentioned some problems that are being obstacles for them to implement the training. The majority of the teachers have mentioned that the exam system is faulty. The teachers have also mentioned some other problems like short duration of the class, authorities' negative attitude, guardians' worry of the result, lack of logistic support, lack of teachers' motivation, not subject based teachers and lack of teachers' efficiency in English. Though CLT emphasizes on learner center classroom, a large number of students responded that their teachers lecture in the class. It suggests that the training has a little impact on teaching. CLT emphasizes on the use of target language in the class but majority of the students responded that the teachers and the students speak their mother tongue in the class. It also suggests that the training has little impact on teaching. CLT believes on the use of grammer but majority of the students mentioned that their teachers emphasizes on the memorization of grammatical rules which suggests the lack of effectiveness of the training. Though the teachers were trained, it was found through class observation that majority of the teachers did not introduce the lesson clearly, did not make the lessons interesting, did not use every opportunity to give the students speaking practice. It also suggests that the training has little impact on teaching.

4.7 Discussion in General

In line with the growing demand of ELT all over the world, the government of Bangladesh introduced CLT at the secondary level in 1995 and at the same time the government felt the importance of teacher training to implement CLT (Roshid, 2009). The government also started to run some projects with donor support to provide training to the secondary English teachers, and TQI-SEP is one of them which and it is the largest project throughout the country (Islam, 2009). But this study has found out that the training provided by TQI-SEP itself is problematic. However, what the teachers are learning has little impact on teaching. It has also been found that it has impact on teaching to some extent which is not sufficient to implement CLT in a true sense. From the findings it is also seen that there are some problems that are working behind the implementation of the training. It is hoped that if proper initiatives are taken to solve the problems, the training will be more effective.

Chapter - 5

Conclusion and Recommendation

5.1 Introduction

Training helps the language teachers to teach a language effectively (Wallace, 1991). But this sector seems to be neglected in Bangladesh. The aim of the English curriculum of secondary level in Bangladesh is to teach the students in such a way that they can communicate with others in English (Curriculum and Syllabus Report, 1995). But after completing secondary level successfully they are not becoming able to communicate in English ('Reality of Education', 2007). It suggests that they are not being taught properly. To reach the goal of English curriculum, the government is running some projects to provide training to the secondary English teachers (Curriculum and Syllabus Report, 1995). TQI-SEP is the largest project among them at present (Islam, 2009). But it seems that the training provided by TQI-SEP itself is problematic and whatever the teachers are learning from the training may be questionable. That is why this study was conducted to find out the lacking of the training, and to what extent it is effective.

5.2 Summary of the Findings

The secondary English teachers are provided with in-service training by TQI-SEP for couple of years to implement CLT (Islam, 2009). But the training itself appears to be faulty to some extent and has little impact on teaching. That is why this study has found out the weaknesses of the training and how much the training is effective.

The first central research question of this study looked at the shortcomings of the training. The trainee teachers of 31st batch of TQI-SEP at Government Teacher's Training College, Dhaka were interviewed to find out the weaknesses of the training. The findings from the interview suggest that though the training is quite good it needs to be developed; this was the view of majority of the teachers. One of the problems they identified is the duration of the training. The teachers mentioned that they are provided training for 24 days but it is not sufficient to introduce the basic concepts of ELT during that time frame. Another problem is the number of demonstration class. They mentioned that each teacher is assigned to give a single demonstration class and the duration of that demonstration class is about 15 minutes. If each teacher would get at least three demonstration classes they would get chance to apply some of the techniques they have learnt from the training. They also mentioned that there are some trainers whose pronunciation and fluency is not good, that is why they cannot give instructions clearly. If the pronunciation and fluency of the trainers could be developed it seems that they could give instructions clearly and the training would be more effective. The trainers should have further training so that they can develop their language proficiency as well as knowledge on the contents of the training.

However, the second research question looked at the effectiveness of the training. From the data, it is found that the teachers are taught how to teach reading, writing, speaking, listening, grammar and vocabulary according to communicative method. They have also been taught different teaching techniques, how to prepare lesson plans and teaching aids, how to test the achievement of the teachers. But the teachers mentioned that they will not be able to implement the training completely; rather they

hope to implement it to some extent. They mentioned some obstacles which make it difficult for them to implement the training. One of the obstacles is the class duration. They said that the class duration in most of the schools is 35-45 minutes which is not enough for using different teaching techniques like group work, pair work and so on. Another obstacle is the faulty exam system. They responded that there is no test on speaking and listening in the exam system that is why the students are not interested to practice the activities of these two skills. School authorities' negative attitude toward CLT is another problem to implement the training. The teachers responded that they are not allowed to practice the activities like group work, pair work, role play and so on because the authorities think that the teachers create unnecessary noise in the class, and such activities have no use for passing the examination. The guardians' anxiety about good result is another problem. The teachers mentioned that the guardians do not bother about the language skills of their children; rather they are very concerned about good results. Traditional sitting arrangement is another obstacle to implement the training. The teachers said that they have long benches in the class and it is very difficult to make groups using long benches. Large class is another problem. The teachers said that sometimes they have more than 100 students in a class but the techniques they have learnt from the training are not suitable for such classes. Teachers' salary is another obstacle. They responded that they are ill paid that is why they are compelled to give private tuition for their livelihood. Since they are very busy with private tuition, they do not have enough time to be well prepared for the classes of their schools. The teachers mentioned that they have no suitable teaching aids and materials, that is, why they cannot make the lessons interesting and effective which work as another obstacle to implement the training. The pressure of number of classes is another obstacle. The teachers said that they are supposed to give

five or more than five classes in a day, that is, why they cannot prepare lesson plans. Lack of teachers' efficiency in English is another obstacle to implement the training. Some of the teachers responded that they are not from English background that is why they cannot conduct the classes in English.

5.3 Contribution to Research

Training is very important for any kind of professional development (Ali, 2008). But if is not effective, it seems to be meaningless. There is no exception for teaching; training helps the teachers to be familiar with new techniques and methods, and it should have an impact on teaching (Wallace, 1991). In Bangladesh, the secondary English teachers are being trained for couple of years by different projects run by the government. But only a few studies have been done on the impact of the trainings. This research is an attempt to find out the impact of EFL teacher training in Bangladesh which will contribute to the limited literature of EFL teacher training in the Bangladeshi context.

5.4 Practical Implications

This study mainly focuses on the weaknesses of the training provided by TQI-SEP to the secondary English teachers and its effectiveness. It aims to make the students, guardians and the authorities of the secondary schools aware of CLT by finding out the obstacles behind the implementation of the training. It will also help the teachers to develop their teaching techniques and method. Through this study, the trainers, the

educationists and the policy makers will be helped to develop the teacher training programs and make the trainings more effective.

5.5 Recommendations

Based on the findings of this study, this research wants to give some recommendations to make the training program richer and to make the training more effective. The duration of the training should be increased to at least one month so that the basic concept of ELT can be taught in details. At the same time it should be kept in mind that if the training is too long, the teachers may not be interested to take the training and their schools may have to suffer for the shortage of the teachers. The number of demonstration class for each teacher should be increased to at lest three so that they get enough opportunity to apply the different CLT teaching techniques and develop their efficiency through the feedback by the trainers and the other trainee teachers. Further training should be arranged for the trainers to develop their language efficiency and knowledge regarding the contents of the training. The duration of English class in schools should be increased to at least one hour so that the teachers can make the students work in group or pair. Marks should be allocated for speaking and listening in S.S.C., H.S.C. and other examinations held in the schools so that the students and the teachers become motivated to practice the activities of these two skills. Seminars should be arranged on "The Importance of CLT in Bangladesh" at the teacher training institutes where the authorities of the schools should be invited and they should be encouraged to arrange such types of seminars at their schools with the guardians and the students. Funding should be available to buy suitable furniture and teaching aids for practicing CLT and a fixed classroom with all the modern facilities

of teaching English should be kept for English class at each school. Sections should be increased at those schools where the number of students is large so that an ideal class can be found. More teachers should be employed at the schools to reduce the pressure of number of classes. Subject based new teachers should be employed for English and they should have at least graduation in English. Further training should be arranged to develop the efficiency of the existing teachers.

5.6 Areas of Further Research

This research looked at the training provided to the secondary English teachers by TQI-SEP. Other researchers can do research on the trainings provided by other projects. Further research also can be done on the trainings provided to the primary or tertiary level English teachers.

5.7 Conclusion

Teacher training appears to be part and parcel of a curriculum. Without teacher training it seems to be impossible to reach the goal of a curriculum. The aim of the English curriculum of secondary level is to provide a communicative syllabus for teaching and learning of English at secondary level in Bangladesh (Curriculum and Syllabus Report, 1995). To reach the goal of that curriculum, the government is running some projects for providing training to the secondary English teachers. But the trainings themselves are problematic and whatever the teachers are learning from the training has little impact on teaching due to some obstacles. That is why this study was conducted to find out the lacking of the training and the impact of it on teaching.

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Appendix A

<u>Interview Questions for the Trainee Teachers</u>

1. Why have you come to this profession?

2. Describe the training.

3. What things are important to develop the training?

4. Do you think that you will be able to implement the training?

5. What do you think about the problems that you may have to face to implement the training?

Appendix B

Students' Questionnaire

Give tick mark to the right answer. If there is no right answer write the answer in detail. (mwVK DË‡i wUK wPý `vl| mwVK DËi †`qv bv _vK‡j DËiwU wb‡P wjL|).

1. Do your teachers lecture in the classroom?

   (†Zvgvi wk¶Kiv wK K¬v‡m †jKPvi †`b?)

   (a)Yes   (b) No   (c) Sometimes

   …………………………………………………………………………………

   …………………………………………………………………………………

2. Do you get any chance for group discussion?

   (Zzwg wK K¬v‡m `je×fv‡e Av‡jvPbv Kivi my‡hvM cvI?)

   (a)Yes   (b) No   (c) Sometimes

   …………………………………………………………………………………

   …………………………………………………………………………………

3. Are you allowed to use Bengali in the classroom?

   (†Zvgvi wK K¬v‡m evsjv ejvi AbygwZ Av‡Q ?)

   (a)Yes   (b) No   (c) Sometimes

   …………………………………………………………………………………

   …………………………………………………………………………………

4. Do you get feedback in the classroom?

(†Zvgvi wk¶K wK K¬v‡m wdWe¨vK †`b ?)

(a)Yes   (b) No   (c) Sometimes

……………………………………………………………………………………

……………………………………………………………………………………

5. Do the teachers focus more on grammar?

(†Zvgvi wk¶Kiv wK MÖvgvi Gi Dci ‡ekx †Rvi †`b ?)

(a)Yes   (b) No   (c) Sometimes

……………………………………………………………………………………

……………………………………………………………………………………

6. Do the teachers engage you in reading, writing, speaking and listening?

(†Zvgvi wk¶Kiv wK †Zvgv‡K cov, wjLv, ejv I ‡kvbvB e¨ — iv‡L ?)

(a)Yes   (b) No   (c) Sometimes

……………………………………………………………………………………

……………………………………………………………………………………

7. Do your teachers speak Bengali in the classroom?

(†Zvgvi wk¶Kiv wK K¬v‡m evsjv e‡jb ?)

(a)Yes   (b) No   (c) Sometimes

……………………………………………………………………………………

…………………………………………………………………………………….

8. Do you participate in the class?

(Zzwg wK K¬v‡m AskMÖnY Ki ?)

(a)Yes   (b) No   (c) Sometimes

……………………………………………………………………………………

……………………………………………………………………………………

9. Are the teachers friendly in the class?

    (wk¶Kiv wK K¬v‡m eÜzm~jf ?)

    (a)Yes   (b) No   (c) Sometimes

    …………………………………………………………………………………

    …………………………………………………………………………………

10. How much of the class time you talk?

    (K¬v‡m KZUzKz mgq †Zvgiv K_v ej ?)

    (a) 70%   (b) 50%   (c) 20%

    …………………………………………………………………………………

    …………………………………………………………………………………

Appendix C

<u>Classroom Observation Checklist</u>

1. Does the teacher introduce the lesson clearly?

    (a)Yes   (b) No

2. Was the lesson well prepared?

    (a)Yes   (b) No

3. Were the teacher's instructions clear?

    (a)Yes   (b) No

4. Did the teacher make the lesson interesting and interactive?

    (a)Yes   (b) No

5. Did the teacher use every opportunity to give the students speaking practice?

    (a)Yes   (b) No

6. Did the teacher correct students' errors gently?

    (a)Yes   (b) No

7. Did the teacher follow good teaching principles in teaching grammar, vocabulary or the four skills?

    (a)Yes   (b) No

8. Did the teacher ask variety of students to answer?

   (a)Yes   (b) No

9. Was the teacher's voice clear?

   (a)Yes   (b) No

10. Did the teacher encourage the students?

   (a)Yes   (b) No

Biodata of the Researcher

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