Impact of English Language Teacher Training in Bangladesh

A Dissertation Submitted in Partial Fulfillment of the Requirement for the Degree of Masters of Arts in English Language Teaching

(MA in ELT)

Supervised by:

Muhammed Shahriar Haque

Associate Professor

Department of English

East West University

Submitted by

Md. Shamsul Huda

ID# 2009-3-92-007

East West University

Date of submission

April 2012

EAST WEST UNIVERSITY

DECLARATION

I hereby declare that this dissertation is based on my original work except for quotations and citations, which have been dully acknowledged. I also declare that it has not been formerly or concomitantly submitted to other institutions.

_____

Md. Shamsul Huda

Date: 1 April 2005

Impact of English Language Teacher Training in Bangladesh

Dedicated to

MY SON

(Farhan Anjum Amlan)

ACKNOWLEDGEMENT

This is my self-effacing attempt to present gratitude in writing this Dissertation. I have truly drawn upon my own experience as student of English Language Teaching (ELT). I have also received help from a number of persons in preparing this Dissertation and I would like to thank them all.

I am immensely grateful to all the students, teachers and trainers who have participated in this study and co-operated me with their valuable data. Without their wholehearted co-operation, this study would not have been possible. I also acknowledge my debt to all scholars, researchers and critics whose opinions I have used in my dissertation and quoted extensibly.

I remember with gratitude the very kind response I got from my teachers, friends, colleagues and classmates. This study has much been profited from their suggestions, encouragement, and evaluative comments. I am also grateful to the librarians of the Institute of Modern Languages, University of Dhaka, Institute of Education and Research (IER), University of Dhaka, Stamford University Library who allowed me to photocopy journals from their libraries. Last but not the least, I thank Almighty Allah for blessing me and keeping me healthy to pursue this work.

ABSTARCT

Teacher training is an important aspect in the arena of English Language Teaching. Teachers need to be trained to increase their knowledge in their professional fields and enhance their teaching capabilities. Training is, even, more important when curriculum, teaching approach or methods or course books are changed or modified as teachers need to cope up with the changes and to apply new approach effectively in the classroom. Teacher training programmes have always aimed at the improvement of the quality of teaching and learning and developing the ability in teachers to teach effectively. With a view to enhancing the quality of English language teaching and learning, Communicative Language Teaching (CLT) approach was introduced in Bangladesh and accordingly English teachers have been trained to equip them with the new approach. But question arises about the implementation of the training in the classroom. This study aims at finding out the rate of implementation as well as spotting different kinds of problems that may hinder the implementation of training in the classroom with a view to suggesting some possible ways to overcome them.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter-1: Introduction

1.1. Background

The world is becoming a 'global village' and with this transition, the demand for English language teaching and learning is increasing. To meet the increasing demand, the need for teachers' professional development has also been realized simultaneously. According to the education system of Bangladesh, English is taught as a compulsory foreign language to the students from class one to twelve (Islam, 2010). Before the introduction of Communicative Language Teaching (CLT) approach, Grammar Translation Method (GTM) was used to teach this language which produced graduates with a limited scale of accuracy but most of them were unable to communicate in their real life situation (*ibid.*). Rahman (2009), in the Implementation, Monitoring and Evaluation Department (IMED) report, says that the learners in Bangladesh were lagging behind in effective English communication; and to improve this situation, the government of Bangladesh in 1990 changed the curriculum to be communicative. In the period from 1990 to 1995, the communicative textbooks were developed for class six to eight by a project of NCTB titled 'Orientation of Secondary School Teachers for Teaching English in Bangladesh (OSSTTEB) (*ibid.*).

When communicative language teaching was introduced in 1996, the necessity of training the teachers teaching English in secondary level was greatly felt as the teachers and students were not aware of CLT until 1997 (Islam, 2010). For this reason several projects and programs like English Language Teaching Improvement Project (ELTIP), Post-primary basic And Continuing Education (PACE) program of BRAC,

Teaching Quality Improvement in Secondary Education Project (TQI-SEP), and United Kingdom and Bangladesh Education Trust (UKBET) have started working to catch up with the trend of CLT. These projects   and programmes are involved in accomplishing various types of activities like reviewing and developing curriculum, developing texts and supplementary materials and training trainers and teachers. Among these projects and programmes, ELTIP is the first and pioneering project , which since its inception in 1997, has achieved some major accomplishments, such as developing communicative textbooks for classes nine to twelve, reforming testing system, and training the trainers and teachers (see ELTIP Project Proposal, 1997). It was through these activities, CLT was introduced in Bangladesh (*ibid*.). Till 2010, around thirty thousand English teachers have been trained by the programmes mentioned above (see Islam, 2010; Rahman, 2009; TQI-SEP report, 2010).

Now the question arises about the impact of all these changes, such as change of curriculum, textbooks, teaching methodology and the training imparted to the teachers. This research investigates, through empirical data, how far the training is being implemented in the classroom situation. Some studies on this field like (Yasmin, 2008, p. 50; Roshid, 2008, p. 185-186) support the conception that most the trained teachers do not implement the training in their classrooms. So this study tries to find out the reasons behind it.

1.2. Problem Statement

Rahman (1999) mentions English has been taught in Bangladesh as a compulsory subject from class one to twelve since 1992. But the state of English revealed a

frustrating ELT scenario in Bangladesh, and the reason behind this was defective teaching methodology, that is, Grammar Translation Method (GTM), in which listening and speaking skills were totally ignored and English was taught as a content based subject in teacher-centred classes (Haque, 1999). After 1997 when ELTIP was launched to train English teachers in ELT (ELTIP Project Proposal, 1997), the situation has changed. In place of GTM, CLT has been introduced, communicative textbooks have been developed and quite a good number of teachers have been trained to raise their awareness of the changes. Furthermore, the teachers have been equipped with the techniques and methods of teaching the new books effectively to make learners competent users of English language. The new books provide the learners with variety of materials such as reading texts, dialogues, pictures, diagrams, tasks and activities to help learners improve their four basic language skills. Khan (2004), and Yasmin (2009) comment that the new textbooks are good as they highlight the four English language skills, and emphasize natural situations and activities. They have also mentioned that these books have some drawbacks like the lack of literary texts and authentic listening texts.

In spite of all these changes and teacher training initiatives, things have not changed that much. According to Yasmin (2009), the current Bangladeshi ELT situation clearly indicates that despite the introduction of CLT, many factors of grammar-translation method are still in practice which creates some mismatches between CLT and present practices. She also claims that in Bangladesh CLT has not yet been fully applied. It seems that the reluctance of trained teachers to implement the training concepts in the classroom may be one of the main reasons of the unsatisfactory

application of CLT in Bangladesh. This research investigates the reasons why the training concepts are not being implemented in the classroom.

1.3. Purpose Statement

The purpose of the study is to trace out the effectiveness of the existing teacher training programs in ELT in Bangladesh. A good number of projects and programs are providing more or less the same kind of training to the teachers and it is observed that after having training, the teachers do not seem to be interested to apply the training in their classrooms. Therefore, it appears that there are problems for which teachers do not feel encouraged to implement the training. This study intends to find out the problems that are hindering the application of training in the classroom so that corrective measures can be taken to make it effective.

1.4. Central research questions

The central research questions of this study are:

1. To what extent is the existing training being implemented in the classroom?

2. What are the reasons of the unsatisfactory implementation of training in the classroom?

1.5. Significance of study

As the major problems of non-implementation of training are expected to be identified through this research, it will help the policy makers to make new policy for implementing the training removing the identified problems to achieve the desired

goal. It will also help the people involved in the training programs to make their training more effective taking corrective measures if any problems are identified. For the improvement of education, this research will unfold areas of further research regarding English language teaching and learning in Bangladesh.

1.6. Delimitation

ELT is a broad area and many aspects like curriculum, syllabus, teaching materials, methodology, and training are related to it. It is not possible to bring all these things in one research, so this study has focused only on training. Training is also a very big issue. The network of training is spread all over the country and a large number of organizations are running training for the secondary level English teachers including schools, madrashas and vocational institutes. However, this study has further narrowed down the scope and investigated one particular training programme, that is, ELTIP training programme and its impact on teaching and learning of the secondary level schools.

1.7. Limitation

This study was conducted in the urban area located at different parts of the country. Communicating the participants and collecting data from the remote places created problems. Moreover, political unrest, strike, examinations and vacations of the schools created problems to carry out the plan of this study smoothly and made it difficult to finish the project in time.

Chapter- 2

Literature Review

2.1. Introduction

This chapter discusses the ideas of various ELT specialists and researchers which are related to the study. Furthermore, it focuses on ELT issues, teaching methodology, teacher training and its implications.

2.2. English Language Teaching (ELT)

Thomas Babington Macauley (in Dutta, 2006: 66), the British colonial administrator, officially introduced English language on the Indian sub-continent on 7 March 1835 with the declaration that "the great objective of the British government ought to be the promotion of European literature and science among the natives of India and all funds appropriated for the purpose of education would be best employed on English Education only." Since then English has been an important component on the national curriculum in the subcontinent (*ibid*). Kachuru (in Rahman, 1999) states that at the beginning of the twentieth century, English became firmly established as the academic and official language of Indian subcontinent and many colleges and universities were established for teaching English. English is a foreign language in our primary and secondary curriculum from class one to twelve and is taught as required subject with the same weightings of the mother tongue   (Haque, 1999; Rahman, 1999). Teaching approach in Bangladeshi English class, in both before and after the introduction of CLT, is teacher centred and students are hardly involved in activities, here ELT involves reading the textbook loudly and describing the meaning

of the new words and translating every sentence of English textbook to Bengali (Rahman, 1988; Haque, 1999; Yasmin, 2008).

Though the main objective of ELT is to facilitate the development of learners' communication competence of their language skills which develop mainly through practice, it fails to achieve this, and one of the reasons is the defective language syllabus (Shahidullah, 1999). Shahidullah (1999) also says that language syllabuses in Bangladesh are designed by senior academics on the basis of some hypothetically perceived needs by the teachers without any empirical investigation of learners' needs. In this regard, Rahman (1999) mentions that because of the absence of specific goals of rightful use of English in the national life, English language teaching has been subjected to change in curriculum and provision for teaching English at different levels resulting in the falling of quality of education in Bangladesh.

2.3. Teaching Methodology

With regard to English language teaching, a number of methods and approaches have been introduced to teach English, and among them Grammar Translation Method (henceforth GTM) dominated European and foreign language teaching for about 100 years from the first half of the 19th century to the first half of the 20th century (Dutta, 2006). In modified form it continues to be widely used in some parts of the world today (*ibid*). The objective of GTM is to teach grammatical rules and train the students to write the new language accordingly, although there is much stress of knowing the rules and exception, little training is given in using the language actively to express one's own meaning (*ibid*). Shahidullah (in Islam *et al*, 2005) rightly says that learnt knowledge of grammar is not readily available at the time of production.

Dutta (2006) observes that GTM fails to prepare learners to communicate in the target language in the real life situation and so with a view to coming out of the disappointing situation, the necessity was seriously felt to introduce a modern teaching method comprising effective ways and devices which would make the students communicatively competent, and the method was communicative language teaching. It has rightly been pointed out by Rivers (in Dutta, 2006: 67) that " Emphasis in language teaching tends to swing from a preference for one approach to a growing attraction for another as successive generations of teachers seek to correct any imbalance which may have developed from the particular preoccupations of their predecessors."

Although CLT originated in the late 1960 and expanded in the 1970s (Dutta, 2006), it was introduced in Bangladesh in 1996 (Khan, 2005), and is currently the most widely used approach all over the world (Akter, 2005). One of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more communicative view (Littlewood, 1981).

Richards and Rogers (1986) claim that CLT marks the beginning of a major paradigm shift within language teaching in the twentieth century whose ramifications continue to be felt today. They have stated that CLT is considered an approach rather than a method as it refers to diverse set of principles that refer to a communicative view of language and language teaching and that can be used to support a wide variety of

classroom procedures. According to Richards and Rogers (1986) the principles of CLT are:

- learners learn a language through using it to communicate.

- authentic and meaningful communication should be the goal of classroom activities.

- fluency is an important dimension of communication.

- communication involves the integration of different language skills.

- learning is a process of creative construction and involves trial and error.

The main focus of CLT has been to encourage students to use, as much as possible, the target language in the classroom by creating variety of language activities (Dutta, 2006). Even though CLT is a well-established and recognized teaching approach in the global context, in Bangladesh an interesting reaction has taken place, creating two misconceptions: (i) in CLT grammar teaching/learning is not necessary; (ii) the only concern in CLT is to develop learner's speaking skill (Yasmin, 2008). Thompson (in Yasmin, 2008) mentions that these are very common misconceptions about CLT throughout the world which have generated a resistance against CLT in many practitioners. Quader (in Yasmin, 2008) argues that the main source of this resistance is the lack of a concordance between the examination, the syllabus, and their notions about the process of learning and teaching method.

Regarding grammar teaching in CLT Dutta (2006) states that although CLT does not subscribe to the view that grammar should be taught prescriptively as a set of rules to be memorized in isolation, one should not say that it disregards the role of grammar in language teaching. He argues that instead of teaching grammar in isolation, CLT integrates the grammar items into the main language activities of the lesson that helps students understand the role of grammar better. Yasmin (2008) mentions that despite the resistance, positive opinions can also be found. As her study reveals that 88% of the respondent students liked CLT as a teaching approach and they are hopeful that through CLT they would be able to improve their English language skills. To justify the introduction of CLT in Bangladesh, Roshid (2008) says that before the introduction of CLT in Bangladesh it was the assumption of the ELT policy makers that the students could not be communicatively competent in English due to following GTM. As reasons they thought that due to GTM, the students depended on rote learning, and they learned grammatical rules by heart and passed the examination but in real sense they did not achieve fluency in language use (*ibid*). So the policy makers thought if they introduced CLT in teaching English, it would be effective to make the students communicatively competent (*ibid*).

2.4. Education Policy of Bangladesh

We need to have a look at the previous and the present education policy of Bangladesh. According to the education policy 2010, primary level education is considered from class one to eight, and secondary education is from class nine to twelve. On the other hand, in the previous education policy primary education was from class one to five, secondary from class six to ten, and higher secondary from class eleven to twelve. There were two public examinations, such as SSC (Secondary School Certificate) and HSC (Higher Secondary Certificate) whereas in the new

education policy there are provisions of holding four public examinations like PSC (Primary School Certificate), JSC (Junior School Certificate), SSC and HSC (Education Policy 2010).

Since it will take some time for the new education policy to be implemented fully, in this study secondary level has been considered according to the previous policy that is from class six to ten.

Key features of Bangladesh Education Policy 2010 are:

- Unified curriculum for general, madrasa, vocational education up to secondary level.

- A one-year pre-primary education for children over five years old would be introduced.

- Compulsory primary education from class one to eight

- Primary education will be free, for all and compulsory up to class-VIII and stipends would be given to students on the basis of results in class V.

- Information and Communication Technology (ICT) and Bangladesh Studies have been introduced to primary and secondary levels.

- Secondary level from class nine to twelve

- All 3-year degree courses to be made 4-year

- Religion, ethics education for all faiths up to secondary level

- Technical education institution at every uazilla

- Integrated Education Law to be formulated

- Teachers will be given more facilities alongside more and modern training,

- Permanent Education Commission to be formed.

The government is yet to confirm whether English medium institutions of Bangladesh would be under this policy.

2.5. English Language teaching policy in Bangladesh.

We often hear people saying that we do not have a language teaching policy but this view is not correct (Rahman, 1999). Wiley (in Rahman, 1999) says that a language teaching policy may be explicit or officially stated in policy documents, or implicit or embedded in institutional structures. According to Rahman (1999), though Bangladesh should have a clear policy, the policy decisions have been ad-hoc and suffered changes with the changes of government, hence Bangladesh still lacks clear goals with regard to foreign language policy. Since the emergence of Bangladesh in 1971; language teaching policy has changed several times with changes of government. During the British rule English became the medium of education, administration, and commerce and continued till 1971, but after the emergence of Bangladesh as an independent country, English suffered a serious setback as the then government promulgated law in 1983 making Bangla compulsory in the medium of education, administration and commerce (Rahman, 1999). Bangladesh Education Commission Report 1974 was the first document regarding language teaching policy in which it was recommended that English would be taught from class seven (Rahman, 1999). He also says that in 1976 National Curriculum Committee was formed which made provision for teaching English from class three in 1980. However, a decision was taken by the government in 1990 to include English as a compulsory subject from class one (*ibid*). Haque (1999) emphasizes on having language teaching policy along with language policy with clear goals and objectives of learning English which can prevent a lot of wastage and duplication of efforts and initiatives in the ELT situation in Bangladesh. He gives an example that if the policy

includes testing listening and speaking skills in the public examinations, it would be easier for the teachers to motivate learners to practice these two skills in class (*ibid*).

2.6. Background of Teacher Training in Bangladesh on CLT

Teaching is a dynamic process characterized by constant change and so teachers' behaviour must be changed according to the change of teaching and learning context (Sultana, 2005). To cope with the changes teachers need to develop them professionally (*ibid*). According to Sultana (2005), development of the teachers can be done through teacher training and teacher development; teacher training can be differentiated from teacher development as the former one is a compulsory, short-term, one-off, competency based component of teacher education, and the later one as a voluntary, long-term, ongoing holistic component.

Language teachers need training to learn what they should do in class and how (Quader, 2005). Richards (in Quader, 2005) says that teachers need to have a twofold knowledge base: one drawn from linguistics and language learning theory to provide them the idea of the general principles that account for effective teaching and another type of knowledge is language teaching methodology and practice. Eliot (in Quader, 2005) considers that teacher training involves teacher in activities that will seek to develop their awareness and control of the principles underlying effective planning, organizing, management and delivery of instruction.

With the introduction of CLT in 1996 different projects and programmes were launched to train and equip the teachers with the techniques of CLT. Among these programmes ELTIP, PACE programme of BRAC and TQI-SEOP are prominent.

BRAC's training course basically focuses on the following areas: developing teacher English, becoming familiar with the textbook and its testing format, teaching techniques and methodologies in four English language skills, vocabulary, and grammar teaching techniques, pronunciation matters, paper checking, peer checking, providing feedback, brushing up instructional English, correcting mistakes and errors, micro-teaching, and observation feedback, lesson planning, facilitating teaching techniques through warm up, pair and group work, brainstorming, drilling, classroom management, designing useful materials like visual aids (Khan, 2005).

Like BRAC PACE programme, the training courses of other programmes, for instance, ELTIP and TQI-SEP, focus on the same areas mentioned above except developing teachers' English as these courses are basically based on methodology training, and not language teaching. It should be mentioned that English language skills for the duration of a 24 day course indirectly helps teachers develop their language (*ibid*).

ELTIP training is based on the reflective model that gained wide acceptance in teacher education (Khan, 2006). The two other trainings are the same in nature, that is, they are also based on the reflective model.

2.7. Constraints of the Implementation of Training

Training is imparted to the teachers with a view to bringing a positive change in enhancing the quality of teaching English but in reality it has not happened as training is not being implemented to that extent it was expected (Khan, 2005; Yasmin, 2008; Roshid, 2008). Many factors may be responsible for this. From the reports of (Khan,

2005; Yasmin, 2008; Roshid, 2008), some of the factors can be identified as constraints in implementing training in the classroom.

2.7.1. Shortage of qualified English teachers

The success of CLT approach and training largely depends on the efficiency of teachers, but we have a huge shortage of qualified English teachers throughout the country and many of the existing ones are not efficient (Ahmed, 2005). Ara (2005) points out that the standard of English teaching in our country is anything but satisfactory due to the dearth of adequately qualified English teachers, and this inadequacy raises the question of the effectiveness of training. In Bangladesh, the teaching community is underpaid; and as a result, one opts for the teaching profession as a last resort, thus increasing the number of inefficient teachers in the teaching community (Khan, 2005).

2.7.2. Cultural constraints

Culture should, without doubt, be an overt component of ELT instruction outside of English speaking countries (Barman, Sulatana, & Basu, 2006). According to Haliday (in Barman *et al,* 2006), culture is an essential element in the evolution of semantic system and syntactic process. To give reason why the application of CLT is not satisfactory in Bangladesh, Barman *et al* (2006) state that teachers and students alike are reluctant to accept the change from teacher centred classes to learner centred classes as local cultural code deems it inappropriate for students to be informal or to argue their point of view with a teacher since such behavior is traditionally seen to be disrespectful.

Teaching and learning theories are not universal like scientific theories, they embody the values of the socio-cultural context of their origin and these are not transferable to other contexts with different socio-cultural values and mode of life (Sampson, Makey, in Shahidull, 1999). Riley (in Shahidullah,1999), expresses that most people whose learning experience is necessarily limited to dependent mode of learning under teacher's control are simply not capable of making decision on their own as required by the western autonomous mode of learning.

2.7.3. Conflict between teaching and testing

Teaching and testing are interrelated and teaching may be ineffective if it is not reflected in testing. Heaton (1990) defines test as a tool which is used to find out how well the students have mastered the language areas and skills which have just been taught. He also stresses that a test should be reliable and valid. Teaching in one method and testing by another frustrates the students as happens in our examination system which is measuring something else rather than communicative competence (Akter, 1999).

In Bangladesh, testing is basically memory based; language tests are tests of memory, not tests of language proficiency or communicative competence (Shahidullh, 1999). Though the syllabus objectives demand that students' ability to use the language skills for communication be tested, in actual fact, students' ability to memorize and copy the textbook contents is what is required for getting high marks in the examination (*ibid*.). In the textbook all the four English language skills are integrated and equally emphasized, but in the testing system, both internal and SSC, only reading and writing skills are tested and speaking and listening skills are totally ignored(Barman et al,

2006). Though the existing examination tests students' reading and writing skills, it is not effective as it tests their memory and not their ability to use these two skills (*ibid*)

2.7.4. Large classes

In terms of language teaching, class size has always been considered as an important factor in Bangladesh; it is a general subject that class management and application of training or teaching methodology become complicated when the class is a large one, but in Bangladesh in almost all-educational institution, large class is an inevitable reality (Islam, Hasan, & Akter, 2006). Overly large classes also account for the poor quality of teaching and implementing CLT (*ibid*). Even if the teachers are well versed in the teaching and fundamentals of CLT, they have a little to do in classroom where there are more than 30 students (Ara, 2006).

There is no specific definition of a large class. According to Hyes (in Bashir, & Ferdousy, 2005: 38) "there is no quantitative definition of what constitutes a large class, as perception will vary from context to context". Bashir and Ferdousy (2005) mention that in language class 25 students may be regarded as a large class and create some problems in teaching and managing the class. The problem of large class faced by English language teachers is different from that of other subjects (Bashir, & Ferdousy, 2005) The teachers of other subjects may not encounter any methodological problem to teach in a large class except some physical problems like accommodation of all the students, inaudibility of the lecture to the back benchers but English language teachers may face both methodological and physical problem (*ibid*) According to the Wisconsin state department of public institution initiated SAGE (Student Achievement Guaranteed in Education) programme (in Shahidul, & Hasan,

2006), a small class is one with a ratio of 15:1, on the other hand a large class is one with a ratio of 20:1. Other programme like Class Size Reduction (CSR) programme initiated by the California State considered classes with a ratio of 20:1 to be small. Islam, Hossain and Akter (2006) define that a class is large if the number of student in a class is 25 or above.

Islam, Hosain and Akter (2006) comment that a large class may be difficult for knowledge based subject where transmission of knowledge is all important but not for teaching and learning a skilled based subject like English language. They point out some of the common problem of a large class:

- Less possibility of communication;

- Distance of teacher from students;

- Student cannot see board.

Making the class interactive and communicative is one of the central features of CLT, but learning environment in a large class makes it almost difficult to make the class interactive and communicative. (Islam, Hossain, & Akter, 2005).

2.7.5. Lack of motivation

We need efficient and motivated teachers to implement training in the classroom but we find most of the teachers demotivated for various reasons. As teaching community is underpaid, teaching is not the first choice of many teachers who come to teaching profession as last resort after failing in other professions (Khan, 2005). Training can be treated as incentive for motivation but in our country it is looked upon by the

majority of our teachers as a 'one-off event, needed for promotion, pay rise etc. on their job and once they finish it, they are not motivated at all to do anything with the training they have received (Haque, 1999: 96). Teachers are over burdened with heavy workloads with little time to spare for lesson planning, class preparation or correction of written works, on the other hand they are underpaid and as a result they are not motivated to make their classes effective and interesting (Khan, 2005). Apart from low salary, other problems like lower social status, uncongenial working environment make teachers demotivated and under such circumstances average teachers are left with little motivation for building up a healthy work culture *(ibid.).*

2.7.6. Lack of monitoring

Another reason of the non-implementation of training may be due to the lack of monitoring classroom activities of the teachers. Effective monitoring network brings the outcome of any training more effective and meaningful (Khan, 2005). Khan (2005) points out that many trainee teachers have updated their views with the popular ideas of language teaching and their overall response match with the current principles of language teaching which will inspire them to find better teaching practices, but without an effective monitoring network these learnt competence might not produce desired outcome. Teachers take training but they do not apply it in their classroom and that means they can easily follow their favourite grammar translation method as there is no system of monitoring their classroom teaching (Haque, 1999).

Chapter-3

Research Methodology

3.1 Introduction

This chapter addresses the methodological issues of the study. It deals with the research methods chosen for this study such as research design, theoretical framework, setting, sampling, data collection instruments, data collection procedures and data analysis procedures and their rationale.

3.2. Design of the study

This study is descriptive as well as analytical in nature and tries to find out the impact of English language teacher training in Bangladesh. It is descriptive as it absorbs a set of techniques "to establish the existence of phenomenon by explicitly describing them" (Seliger & Shohamy, 1989: 125) The data collected for this study were both quantitative and qualitative in nature. For this research, data were collected from 260 students, 26 trained English teachers and 8 ELTIP teacher trainers. The teacher trainers were from ten different training centres working under five Regional Resource Centres based at five divisional head quarters in Bangladesh. Data were collected through questionnaire consisting of both close-ended and open ended questions from 13 urban schools, and interviews of 8 teacher trainers.

3.3. Theoretical framework

The title of this study is "Impact of English Language Teacher Training in Bangladesh", and the objective is to find out the effectiveness of training which is related to the nature of training. 'The reflective model' of Wallace (in Ur, 1991) has been used for this study. Wallace (in Ur, 1991) says that 'The reflective model' aims

at integrating received knowledge and experiential knowledge. The reflective model has been selected for this study because the teacher training is based on this model. In this regard, Khan (2005) rightly says that ELTIP training is based on the reflective model that has gained wide acceptance in teacher education.

3.4. The Setting

The data were collected in both formal and informal settings. Three different types of respondents were involved in this study for collecting data such as students, English teachers and teacher trainers. Students' data were gathered from formal setting that is their classrooms. The researcher tried to make the situation as informal as possible by requesting the teachers to leave their respective classrooms so that the students were not influenced by the presence of their teachers, and also by assuring them that their names would not be used in this research. Data from teachers were collected in both formal and informal settings. Data from some teachers were gathered in their respective schools while, the rest were gathered from outside of the schools, that is, their homes or restaurants. But the data from teacher trainers were collected in informal setting through interviews. Some of the interviews were face to face while the rest were taken over telephone and the responses of the interviewees were written down at the time of interview.

3.5. Sampling

The participants of this study consisted of 26 English teachers and 260 students from 13 secondary schools, six from Dhaka and the remaining seven from different districts of the country. Schools from these districts were chosen for easy access to these institutions as the researcher worked in these areas as teacher trainer. Thirteen urban schools were selected from five districts. Out of 13 schools, six were government and

seven were non-government schools. Only those schools were selected where the English teachers were trained by ELTIP project. Schools were chosen on the basis of the convenience of this study, that is, the accessibility of the teachers and their consent to cooperate with the researcher. Data was collected from the students of class IX because they are more matured than the students of classes VI and VII. Classes VIII and X were not considered because their teaching and learning is more examination based than learning language through communicative approach. The students were selected through lottery when there were more than twenty students in a class to justify the exclusion of some students from the process. Eight ELTIP teacher trainers were selected from eight training centres, that is, one trainer from each centre, and these eight ctntres were chosen from four Regional Resource Centres (RRCs), two from each, located at four divisions of the country namely Dhaka, Chittagong, Rajshahi and Khulna.

3.6. Research instruments

The research adopted quantitative as well as qualitative approaches to collect the primary data. Three types of instruments were used for conducting the survey. These were two questionnaires for students and teachers, and interviews. The questionnaire for the teacher contained both close-ended and open-ended questions where as student's questionnaire consisted of only close-ended questions. The structured or close ended questions were preferred as these structured questions are considered to be more efficient than open ended questions (Seliger & Shohamy, 1989: 173). On the other hand, Nunan (1992: 143) claims that researchers often obtain more useful information from open-ended questions as they offer an opportunity to the participants to express what he or she wants to say. Therefore, open-ended questions

were also included in the questionnaire to "explore the informant's own perceptions, beliefs or opinions" (Burns, 1999: 131) regarding this research topic.

The interview as a research instrument allows the researcher to enter into the other person's perspective (Patton as cited in Merriam). So, interviews with the teacher trainers working in ELTIP was included as tool for data collection as the trainers are knowledgeable and experienced in the field of ELT and its implications and so it was thought that they might contribute to the research providing reasons of why the training is not being implemented in the classroom. The interview was taken using some basic pre-planned questions but supplementary questions were also asked when needed (see Appendix III). The interviews were structured and semi-structured in format. Burns asserts that structured interviews ensure greater consistency and reliability than other types of interviews. Therefore, structured interviews were conducted on the basis of a list of preplanned structured questions to get consistent and reliable information regarding the impact of training in the classroom. Dewitt (1986:53) affirms that the semi-structured interview is quite extraordinary as the interactions in this type of interview are incredibly rich and the data collected through this type of interview can be more flexible than the structured interview. So, semi-structured questions were also used in the interviews to get more personalized responses.

The questionnaires were designed based on the two central research questions. Questions 1, 2, 3, 5, 6, 7, and 10 from student's questionnaire (Appendix- I), questions 3, 4, 5, 6, and 9 from teacher's questionnaire (Appendix-II) and questions 1

and 2 from interview questions (Appendix-III) were related to central question 1. On the other hand, questions 4, 8, and 9 from student's questionnaire (Appendix-I), question numbers 1, 2, 7, 8, 10, 11, 12 and 13 from teacher's questionnaire (Appendix-II) and questions 3, 4, 5, 6, and 7 from interview questions (Appendix-III) helped to find out information to answer central question 2. Student's questionnaire was also translated into Bangla for their better understanding of the questions and consequently for getting more accurate responses from them. The interviews were taken using some basic pre-planned questions but supplementary questions were asked when needed.

3.7. Data collection procedures

Data were collected from 13 schools from Dhaka and other five districts. Those schools were situated at urban areas. The researcher had to go to those schools several times for data collection. The permission of the school authorities that is the head teachers was taken when needed. The questionnaires were distributed among 20 students and two teachers in each school and they were asked to fill them up and then the filled up questionnaires were collected. The questionnaires for the students were distributed among them based on lottery if there were more than 20 students in a class. The teachers were requested to go out of their respective classrooms when the students filled up the questionnaires so that they (e. i. students) could feel secure to give real information. If the students were asked to fill them up in the presence of teachers, they might not have given the true information that would go against their teachers and schools.

The teachers filled the questionnaires up in their office during their off time while some teachers filled them at home.

Since most of the teacher trainers live in different parts of the country, it was not possible to go to all of them and take interviews. Therefore, the interviews with some trainers were taken over telephone while with others, who live in Dhaka or nearby Dhaka, the interviews were conducted face to face. The face to face interviews were recorded and hand notes were also taken. The responses of telephone interviews were written down while the interviews were taken.

3.8. Data analysis procedure

After the collection of data, they were analysed and interpreted. At first the data were compiled and tabulated. The data collected from students, teachers and teacher trainers were tabulated in three different tables. Then the tabulated information were summarized and interpreted separately. After that these three types of responses were combined together and compared. Finally the data were analysed on the basis of 'The Reflective Model' of Wallace (in Ur, 1991) to answer the two central research questions.

3.9. Obstacles encountered

Political unrest and frequent hartals[1], as well as inclement weather initially created some problems in the process of contacting and making appointments with the teachers and trainers for collecting data. Examinations and vacations further delayed the process of data collection. Besides, a non-cooperative attitude of some teachers and school authorities was one of the major difficulties faced by the researcher to conduct the research.

---

[1] Hartal is a kind of strike when the activities of the organizations, educational institutes, shops as well as plying of vehicles of a particular area or the whole country remain suspended for a period of time.

Chapter-4

Findings and Discussion

4.1. Introduction

With the introduction of Communicative Language Teaching approach in Bangladesh in the 90s, quite a number of short training programmes based on the new methodology have been launched to equip the English teachers with the changes (Islam, 2010). Since then around forty thousand teachers have been trained but the quality of teaching as well as the standard of English of the learners have not been upgraded to the desired level (*ibid*). So the effectiveness of these training programmes needs to be questioned. This research tried to find out to what extent the training concepts are being implemented by the trained teachers, as well as reasons that may hinder the application of the training in the classroom. This chapter deals with the background of the respondents who participated in this research providing their valuable information regarding teaching, learning and training. It also presents the interpretation of tabulated data, comparative study of the data provide by the different types of respondents and general discussion of data on the basis of central research questions.

4.2. Findings of students' questionnaires

The research is based on the impact of teacher training on teaching and learning English in the classroom. So, it required students' practical feedback on the classroom teaching by the trained teachers. With respect to this necessity, students' questionnaire was devised. The questionnaire comprised of ten close-ended questions which were actually the bench marks to measure how far the teachers are following

the techniques they were taught in the training course. The feedback of 260 students on the classroom teaching is discussed below:

Table 4.1 demonstrates the general findings of the students:

Table 4.1: General findings of students' questionnaires

Questions	Always	Usually	Sometim	Rarely	Never
Practising four language skills	12%	23%	48%	15%	2%
Speaking English by the teachers	22%	31%	28%	12%	7%
Teachers encourage SS to speak English	46%	15%	23%	12%	4%
Doing pair/group works	7%	11%	48%	21%	13%
Gentle correction of mistakes by teachers	60%	11%	13%	12%	4%
Feeling comfortable to express freely	31%	20%	20%	13%	16%
Teachers explain things in fluent English	54%	15%	10%	15%	6%
Practicing writing activities from EFT	25%	17%	28%	20%	10%

The new communicative text book 'English for Today' is developed in such a way where all the four language skills are emphasized and incorporated in it. ELTIP training tries to encourage teachers to teach these four skills in the class and equip them with the techniques of teaching those skills. So the first question to the students was on whether all four skills are focused in the classroom. In response to this question 12% students say that they always practise all the four English language skills in the classroom while 23% said they usually practice these skills (shown in table 4.1). On the other hand 48% students commented that they sometimes practice them and 15% rarely and 2% students never practice all these four language skills in their classes. From this response it can be said that around 65% teachers are not teaching all the four skills on regular basis though the rest 35% teachers are trying to teach those skills.

Speaking English by the teachers in the class is important to create English environment which helps students improve their English and it is one of the components of the training. In response to the question on whether their teachers speak in English in the classroom 22% of the students responded saying that their teachers always speak in English while the teachers of 31% students usually speak in English. 28% of the students thought their teachers sometimes speak in English whereas 12% of them opined that their teachers rarely speak in English in the classroom. The response suggests that more than 50% classes are getting English environment to develop their language.

Table 4.1 shows that 46% of the students are always, 15% of them usually, 23% sometimes and 12% of the students are rarely encouraged by their teachers to speak in English in the classroom.

Pair and group work activity is an important aspect in communicative language teaching approach which focuses on students' speaking skill practice and it is also one of the strong components of ELTIP training. Regarding pair or group work activity around 18% of the respondents said that they participate in pair or group work while the rest 82% do not, though 48% of them said they take part in pair or group work activities sometimes which can be considered as negative response as through this response they categorically said no.

Communicative teaching approach emphasizes on 'learning by doing' that means students will learn the language by practicing individual skills. As they will practice by themselves, they will definitely make mistakes, but they will learn from their

mistakes and in this regard the teachers have important role to play in correcting students' mistakes gently. The response of the students relating to error correction is quite positive. 60% of the total students said that their teachers always correct their mistakes gently and another 11% of them said usually their teachers correct their mistakes gently. This shows that unlike untrained teachers trained teachers are more tolerant to students' mistakes and they do not discourage students to use English even with some errors and they correct the mistakes gently. So teachers' attitude towards error correction has positively been changed.

Creating friendly atmosphere in the classroom is another characteristic of CLT so that students can feel comfortable to express themselves freely and can ask the teachers questions for any kind of clarification which was almost absent in our traditional classrooms. In this regard data suggests that to some extent improvement has occurred due to training as around 50% students think they feel comfortable to express themselves freely and are not afraid to ask questions to their teachers.

Implementation of training is dependent to a great extent on the quality of English teachers. If the teachers themselves cannot use English fluently, it will be difficult for them to teach their students communicatively. So there was question in the students' questionnaire if their teachers can speak English fluently while giving instructions or explaining things when needed. In this respect the response seems very positive as around 70% of the respondents said that their teachers can speak English fluently. It is important to mention here that the schools from where data have been collected are renowned and located at urban areas like Dhaka city or different district headquarters of the country. Apart from this, out of 26 teachers 19 teachers have their bachelor

degree with English. If the data had been collected from rural schools, the picture would have been different.

Writing skill is one of the important skills for the students as this is tested in both internal and public examination. But there is a general tendency of the students that they memorize writing topics from different source rather than practice freehand writing using the writing activities from the EFT to develop their writing skills. Findings relating to the question whether the students practice writing skills from EFT show that around 54% of the students do not do it or sometimes do it while 42% do it always or usually.
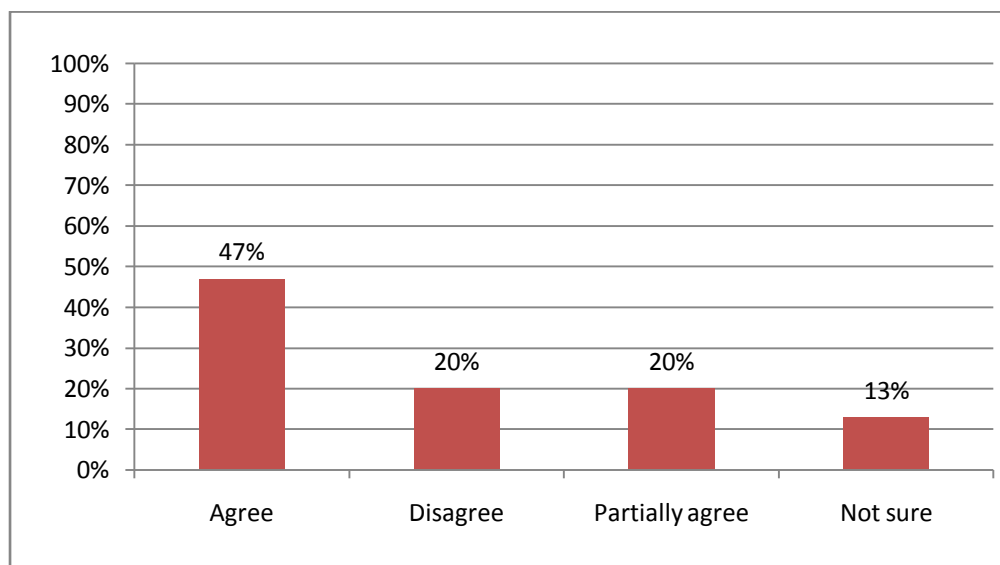
Figure 4.1: Speaking and listening skills are not practiced as these are not tested.

As we know that listening and speaking skills are not tested in the internal as well as in the public examination, students may not be interested in practicing these two skills in the classroom. Students' responses also suggest the statement that students are not interested to practice speaking and listening skills as these are not tested. Figure 4.1 demonstrates that 47% of the total students agree with the statement while another

20% partially agree with it. On the other hand only 20% of the students disagree with the statement whereas 13% students are not sure. So around 70% of the respondents think that they are not encouraged to spend any time on practicing listening and speaking skills as these are not included in the test.
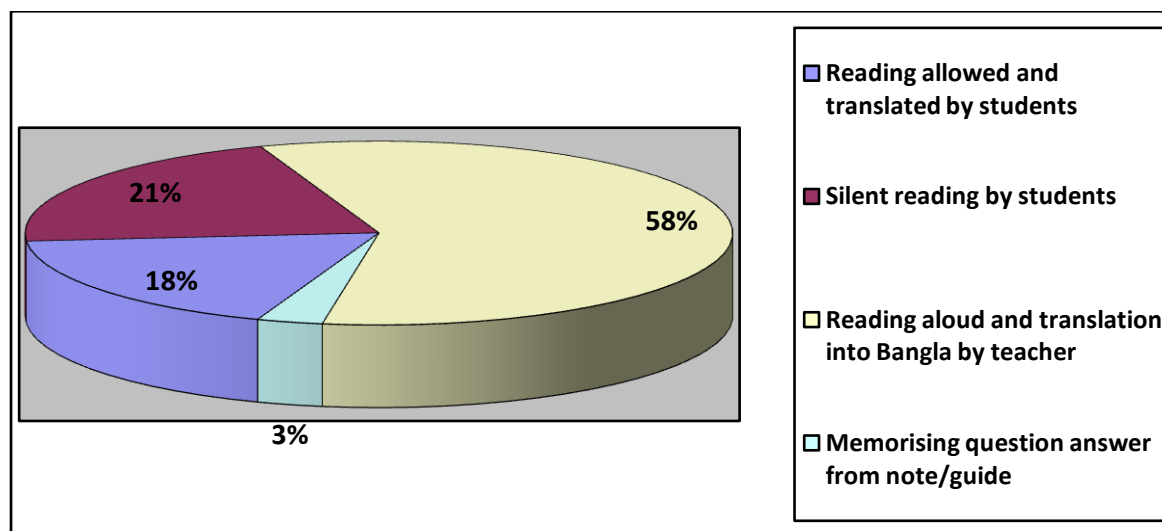
Figure 4.2: Teaching reading skill by the teacher

There may be some valid reasons of why students are not taught listening and speaking skills as these two skills are not tested, but what about the teaching of reading and writing skills. We know that reading skill means the ability of a learner to read a text and comprehend the meaning of it. Students can improve this skill by reading silently by themselves. In ELTIP training course teachers are trained that reading texts should be read silently by the students for better comprehension and the reading texts should not be read aloud and translated into Bangla by the teachers as it does not help students improve their reading skills. To see if the trained teachers teach this skill the way they are trained, there was a question in the students' questionnaire, 'How is reading skill taught in the classroom?' with some options. The response suggests, as shown in figure 4.2, that the teachers are not teaching reading skills following the communicative approach as they are trained; rather they are following

31

the old traditional way of teaching reading skills. 58% of the students said that their teacher read the reading texts aloud and translate them into Bangla which is traditional way of teaching reading skills. Another 18% of them responded saying that they are asked to read the reading texts aloud in the class to check their pronunciation. Only 21% of the students said that they read the texts silently and do activities followed by the reading texts. Regarding writing skill the result is more less the same. We have already seen in table 4.1 that around 54% of the students do not practice free hand writhing from the EFT to improve their writing skills. Though reading and writing skills are tested in both internal and public examinations, these two skills are also not taught in right way following the CLT approach and the reason behind it might be again the faulty testing system. Because the existing testing system is not effective enough to test students reading and writing skills rather it tests their memorization.

4.3. Findings of teachers' questionnaires

The objective of the teachers' questionnaire employed in this study was to obtain data regarding issues directly related to the central research questions of this research.

The following table demonstrates the general findings of the teachers.

Table 4.2: Teachers' general findings

Questions	Always	Often	Sometimes	Rarely	Never
Using Teacher's Guide	31%	19%	50%		
Using English in the classroom	38%	46%	16%		
Involving students into pair/group work	23%	31%	38%		8%
Teaching vocabulary using techniques other than translation	15%	19%	42%	12%	12%

Since the research focuses on the implementation of the training, teachers' questionnaire was designed with the key components of ELTIP training course to see if the techniques or methods covered in the training are being applied by the trained teachers. Most of the questions in the teachers' questionnaire were similar to that of students' questionnaire and it was done to match their responses. Teachers are provided with teachers' guide and trained on how to use it for effective teaching of EFT. Regarding using teachers' guide 31% teachers said they always use it while 19% teachers use it often and the rest 50% teachers sometimes use it (see table 4.2).Teachers also commented on this issue. They said they use teachers' guide as it helps them to teach effectively, to prepare lesson plan, to make them confident, to get instructions and word meaning etc (see-Appendix-4). Another question was whether they use English in the classroom and the response of the teachers seems very positive as 84% teachers said that they use English, 38% always and 46% usually, and the reason they showed are they use English because it creates English environment which helps students develop their speaking and listening skills and encourages them to use English. 4 teachers said they sometimes use English; they don't use it very often because they think their students do not understand English (Appendix 4).

The result of question number 6 (Appendix-2) about involving students in pair/group work activity is neither good nor bad. 54% teachers do pair/group work activity with the students either always or usually as they think through pair/group work students can improve their speaking skill and it makes the classes interactive. It also helps students remove their shyness and develop the culture of collaborative learning. On

the other hand 12 teachers do not do it very often as they think it is waste of time as speaking skill is not tested.

In the training, teachers are encouraged not to use Bangla in the classroom to teach new words if not it is very necessary. Rather they are encouraged to use other techniques like miming, acting, pictures, realia, giving explanation and example in English etc. The data in table 4.2 shows that only 34% teachers, 15% always and 19% usually, try to use other techniques than translation into Bangla to teach vocabulary while 54% teachers use them sometimes or rarely and 12% never use teachers' guide. It indicates around 66% of the teachers are not interested to use the techniques they have learnt in their training.
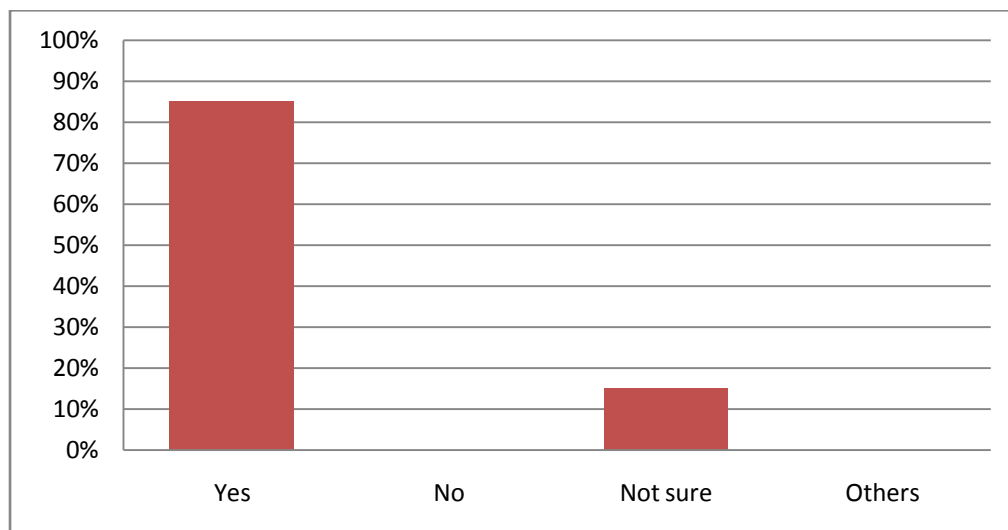
Figure 4.3: Did ELTIP training help develop teachers' views and perception for effective teaching?

Figure 4.3 shows that ELTIP training course is quite positive in term of its effectiveness to develop teachers' views and perceptions for effective teaching. The teachers were asked if the training was effective and it helped them develop their views and perceptions for effective teaching. In response to this question 22 teachers said that the training was very effective and it helped them to change their attitude. So about 85% teachers think that the training is good and effective and they have been benefitted from it. They said the training has made them aware of the new teaching approach and helped them teach the newly developed EFT effectively. It has also made them confident to take class in English (Appendix-4).
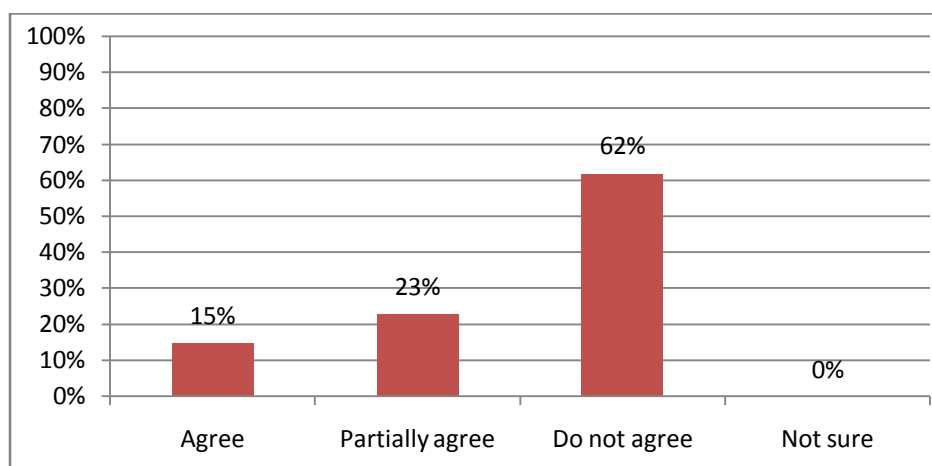
Figure 4.4: Speaking and listening skills are not taught as these are not tested.

The same statement was given to teachers like students that 'speaking and listening skills are not taught as these are not tested in the examination.' Figure 4.4 shows that 38% teachers agree with this statement, 15% agree and 23% teachers partially agree whereas 62% teachers disagree with the statement. About 38% of them think that since speaking and listening skills are not tested in the examination students do not feel motivated to learn them. Around 62% of the teachers think that there might be

other reasons that affect students' motivational level for learning speaking and listening skills rather than defective examination.

Table 4.3: Problems with large classes and level of motivation of the teachers

Questions	Yes	No	Someti mes	Not sure
Large classes are a big problem to apply CLT	62%	23	15%	
Are the teachers motivated to apply CLT?	68%	12	12%	8%

In Bangladesh most of the classes at secondary level are large and it is thought to be one of the major reasons of why teachers fail to implement CLT in the classroom. In reply to the question 'if they think that large classes are a problem to apply CLT', 62% teachers said 'Yes' 23% teachers think it sometimes creates problems to apply the training in the classroom while 15% teachers think it is not a big problem. It is seen in Table 4.3 that about 77% of the teachers think that large classes are a big problem to implement CLT in the classroom. Teachers have also commented on this issue (see Appendix-4). They have said it makes classes noisy and it is difficult to give full attention to all students while they are involved in pair/group work activities, time is also a constraint to involve students in the activities and then to take feedback from them. On the other hand, the rest 23% of the teachers said that large classes are a problem but it is not impossible to manage them.

About the motivation of the trained teachers, data show positive trend. Table 4.3 suggests that 18 teachers, that is around 68%, said that they are motivated to apply CLT in the classroom though in reply of another question; 'what made them

demotivated', (see Appendix-4) 5 teachers said that they are not happy with their existing salary so they are not motivated. Taking too many classes per day is another cause of demotivation for 54% teachers while 42% teachers said 35-40 minutes class duration is not sufficient to apply CLT in the class. The other reasons that make teachers feel like not to apply their training are non-cooperation of the head teachers and senior teachers and the lack of interest of the students to practice the four skills as they like short cut way of solving model questions and memorizing composition part to do well in the examination.
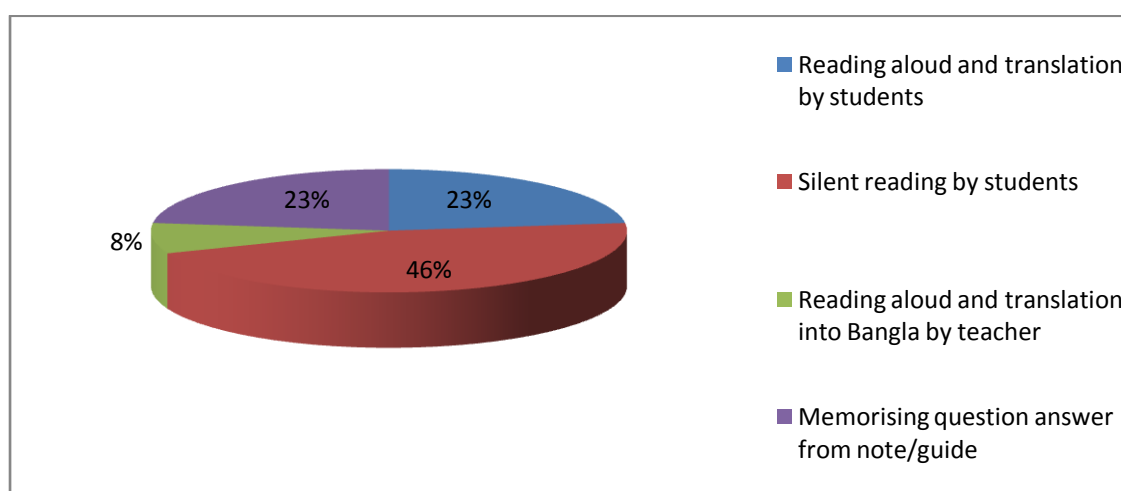
Figure 4.5: Teaching reading skill

Reading skill is still an important skill to the students as well as the teachers as this skill is tested in the examination; so reading skill is taught in the class, but the question is how this skill is taught by the trained teachers- following CLT approach that they have been taught in the training or traditionally. This question was asked to the teachers (see Appendix -2) and their response shows that more than half of the teachers do not apply CLT approach to teach reading skill rather they still follow the traditional way of teaching it, like asking students to read aloud, reading aloud by the teacher or asking them to learn question answer from note/guide book. Figure 4.5

indicates that 46% teachers teach reading skill involving students in silent reading which is important for developing their reading comprehension. On the other hand 23% teachers said that they teach this skill asking their students to read the reading text aloud, 8% teachers read by them and translate the text into Bangla while the rest 23% teachers encourage students to learn answers from not/guide book because they think this is more helpful for the students as it is directly related to testing.
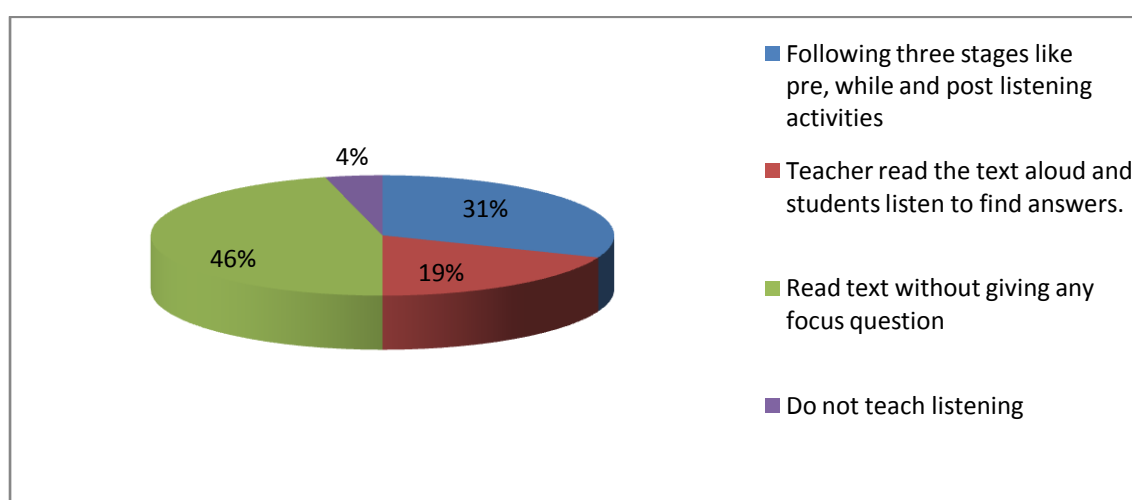
Figure 4.6: Teaching listening skill

Listening skill is one of the most neglected skills as it is not tested in any kind of examination. But the data of this study shows a different picture as shown in Figure 4.6. It indicates that 31% teachers i.e. 8 out of 26 teachers teach listening skill and they teach it following the right kind of approach they are taught in the training while 65% teachers teach it but in wrong way and 4% teachers do not teach listening skill. The reason of this quite positive result regarding teaching listening skill may be that the teachers are good teachers from the renowned schools of urban areas and so they try to teach this skill.

Table 4.4: Reasons for demotivation of the teachers to apply CLT

Reasons for teachers' demotivation to apply CLT					
Low salary	Too many classes	Insufficient class duration	Non-cooperation from head teachers.	Non-cooperation from senior teachers	Students' lack of interest to learn the language
5	14	11	4	3	10

Taking classes following CLT approach is a challenging task for the teachers as the teachers need to involve the students in different kinds of tasks and activities, monitor the students' activities, taking feedback on the activities and to explain and clarify things when needed. So we need motivated and hardworking teachers to implement CLT successfully. In the study the teachers were asked two questions regarding teachers' motivation. One question was whether they were motivated to apply CLT (see Appendix-2)? In reply 70% teachers said they are motivated. But in reply to another question that is 'what are the reasons of their demotivation, if they are demotivated?' they mentioned a number of causes for their demotivation. Table 4.4 shows the reasons that make teachers demotivated. The main reasons they held responsible for their demotivation are low salary, work load, inadequate class duration, lack of support from the head teachers and senior teachers and lack of students' interest due to defective examination system.

4.4. Findings of Trainers' interview

As the topic of this study is 'Impact of English Language Teacher Training in Bangladesh' and the teacher trainers, especially the trainers of ELTIP project which

has been focused in this study, are directly involved in the process of imparting training and implementation of it, they have also been involved in this study. In total Eight trainers have been interviewed and their detailed information has been given in Appendix-5. The first interview question was if the training was effective and in reply to this question all the trainers have said that the training is effective in terms of its contents and format which is practical and participatory but its implementation in the classroom is not that satisfactory. That is why the training has not been successful in achieving desired result. One trainer thinks training is 75% successful as the trained teachers are trying to apply the training but they are not getting support from the authority. Another trainer has commented saying that the training is very essential for the teachers to make them familiar with the changes made in the new curriculum and text books though the application of it cannot be made sure in the classroom.

The response of the second question asked to trainers is quite negative; it seems they are not satisfied with the implementation situation of the training. About half of the trainers said that most of the trained teachers are not applying the training for various reasons while the rest half think some of them are applying some of the approaches covered in the training course. The reasons they have mentioned for non-implementation of the training are lack of support from the authority, inefficiency of the teachers, defective testing system, and lack of monitoring and motivation of the teachers. The responses of all the trainers are the same to the question regarding the level of English of the trained teachers. They think that the level of English of the most teachers, especially the rural ones, is not good enough to implement training successfully unless they work and improve their efficiency.

The trainers were also asked if the learning culture of the students creates any barrier on the implementation of the training. In reply four trainers out of eight think it is not a problem while two of them think it is a problem but not a big problem as it can be easily overcome through training of the students. On the other hand one trainer blames the students' culture of preferring shortcut way of passing and getting good marks in the examination through cramming rather than practicing. One trainer thinks it is the culture of the traditional teachers who do not want to change their attitude is responsible for the unsatisfactory implementation of the training.

The role of testing system is very crucial in successful teaching and learning. A good testing can ensure effective teaching and learning as it has positive wash back effect on teaching. But our existing testing system is not effective due to the exclusion of speaking and listening skills which discourages teachers and students to teach and learn these two skills. Though it aims to test their reading and writing skills, it is not valid and reliable enough to test these two skills as it encourages students to memorize than learning through practice. In reply to the question on this issue six trainers out of eight strongly agree with the statement that the inconsistency between teaching and testing is the main reason why CLT is not working in our country. Two trainers think it is a reason but not the only reason.

Lack of monitoring the classes of the trained teachers is also responsible for the poor implementation of the training. The trainers were asked if they monitor the classes of the trained teachers and five out of eight trainers said that they monitored in the first phase of their project but they do not do it now. The remaining three trainers never monitored the classes. But all of them except one think that it is very important and it can help and encourage teachers to apply training in their classes. According the

teacher who disagrees with this statement, merely monitoring can never be effective to encourage teachers to implement training in their classrooms until testing system is modified.

Another reason of dissatisfactory implementation of the training might be the lack of motivation of the trained teachers. So trainers opinions were sought regarding it and all the trainers think most of the teachers are not motivated enough to take the challenge of implementing training in their classrooms. They said that though the teachers are found motivated during the training but they start losing their motivation going back to their schools because of different reasons. Low salary, defective testing system, non-cooperation of the authority, pressure of completing syllabus, large classes are responsible for their demotivation (see Appendix-5).

4.5. Comparison of findings

As all the questions in the students' and teachers' questionnaires and trainers' interview are not the same, only those responses obtained from similar types of questions have been compared. Using English by the teachers is very important in CLT as it creates an English environment which helps the students learn the language. 22 teachers out of 26 (about 85%) reported that they use English in the class while 53% students said that their teachers speak in English in the class; so there is quite a big difference between the responses of teachers and students. Regarding the teachers' using English in the classroom, Roshid (2008) mentioned that most of the teachers (73%) did not use English as the medium of instruction and they taught English using Bangla.

Pair/group work activities are one of the crucial components of CLT as well as ELTIP training. 44% of the teachers reported that they involve their students into par/group work activities but only 18% of the students responded saying that they take part in pair/group work activities. It is found in (Roshid, 2008) that about 87% teachers did not engage students in pair work and very few teachers involved the students in group work. Pair/group work activities are meant to practice speaking skills mainly and it is seen that this skill is neglected.

About 67% students and 38% teachers think that speaking and listening skills are neglected because these two skills are not tested while 62% teachers do not think that it is because of the defective testing system for which these two skills are neglected and only 17% students express the same opinions to the teachers'. From this kind of response of the teachers it is assumed that teachers make students practice these two skills in the class and it is also reflected in the response of them regarding involving students in pair/group work activities where about 54% teachers claim they involve students in pair/group work activities though 82% students express opposite opinions saying that they do not take part in the pair/group work activities very often. However, 7 out of 8 that is 87% teacher trainers think that mismatch between teaching and testing is one of the major reasons of why CLT is not working in Bangladesh. Roshid (2008) cited that undeniably speaking and listening are the most neglected skills of English at secondary level in Bangladesh as these skills are not tested.

From the data of the teachers about teaching reading skills it is seen that 46% teachers teach this skill following CLT approach while from the data of students it is found

that only 21% teachers follow CLT to teach reading skill, on the other hand, 79% teachers teach it traditionally. So, there is a considerable difference between teachers' and students' reports.

Implementation of CLT is a challenging job and we need hard working and motivated teachers to take this challenge. ELTIP trainers think that most of the teachers are not motivated for some reasons like non-cooperation from the authority, low salary, work load and most importantly for ineffective testing system whereas 80% teachers express opposite opinions to the trainers', though in the next question asking for the reasons of their demotivation, if they are, most of them have mentioned more than one reasons of it, so it is contradictory that they are motivated to take the challenges of implementing training.

4.6. Discussion based on central research question

The objective of this study is to find out to what extent ELTIP training is being implemented in the classroom by the trained teachers and to investigate reasons of unsatisfactory implementation situation. To decide the result let us divide ELTIP training components into two categories, one focusing on the attitude and behavior of the teachers in the classroom that relate to the use of English by the teachers, encouragement of the students to speak in English, creation of friendly atmosphere, gentle error correction and the other focusing on the skill development of the teachers to teach individual skills like listening, speaking, reading and writing. From the responses of the students, teachers and trainers it is found that the extent to which the training is being implemented is limited, especially in the case of teaching individual skills.   Positive changes have taken place in the case of their attitude as reported by

about 50% students. But in the case of later category of the training which is the core component of it and directly involved to develop students' communicative competence, the implementation rate is very limited. Only around 20% students report that teachers teach these skills properly following the communicative approach though the claim of about 50% teachers is that they do so.

To find out the answer to the second question 'why the teachers are not applying the training in the classroom,' it is seen that the ineffective testing system is the main reason of it as the examination fails to inspire or in other word to compel the teachers and students to teach and learn the four language skills in communicative approach. About 70% students, 38% teachers and 87% trainers support this view. There are some other reasons also like lack of support, low salary, work load, insufficient duration of class, and students' lack of interest that demotivate teachers to teach communicatively.

The reflective model' of Wallace (in Ur, 1991) has been used for this study to examine the impact of the training. The model says that teachers learn the teaching approaches through training and then apply it in the real classroom to reflect back whether the approaches are applicable to the existing education system including the context and content of teaching and testing. The findings of the research correspond to the theory of Wallace (in Ur, 1991) as from the findings it is found that many trained teachers tried the approaches they learnt from the training in their real classes and discovered that they were not applicable in our context and contradictory to the existing testing system, and so, they gradually lost their motivation and stopped following the training.

Chapter-5

Conclusion and recommendation

5.1. Introduction

The study investigated the impact of English language teacher training in Bangladesh. It wanted to see the present implementation condition of the training as well as to investigate the reasons behind the non-implementation of it. For doing so, data were collected from 260 students, 26 trained teachers of 13 urban schools and 8 ELTIP teacher trainers. Both qualitative and quantitative methods have been used for the analysis of the data as mentioned in chapter-3.

5.2. Summary of the findings

The findings of the research do not demonstrate a very positive impact of training as they show that only a few teachers are trying to apply some of the aspects of the training. It is seen that teachers' attitude and behavior in taking English classes have positively been changes through training. Around 50% participants responded saying that their teachers encourage them to speak English, correct errors gently without giving punishment, create friendly atmosphere in the class. So implementation of training, especially in respect of the teachers' attitudes is 50% by the urban trained teachers. But in the case of the core components of the training like teaching four language skills, involving students in pair and group work activities, the implementation rate is very poor. According to the responses of the students and trainers only around 20% teachers try to implement the training concepts.

The participants of this study have held the defective testing system responsible for this deplorable condition of implementation of training. Listening and speaking skills

are most neglected as these two skills are not tested in public as well as internal examinations. Reading and writing skills are taught but not in a proper way following the training, rather these are taught in traditional ways like aloud reading by students and teachers and translation into Bangla or solving model questions as these are directly related to the existing testing system. Apart from defective testing system, they also mentioned some other problems, such as lack of support from the head teachers and untrained senior teachers, low salary, work pressure, insufficient duration of the classes and students' lack of interest that hinder the implementation of the training in the classroom.

5.3. Contribution to research

Some studies have been done on ELT in Bangladesh. Most of the researchers focused on communicative text books, CLT, testing system etc. Very few studies have been done especially on the effectiveness of the training programmes.   So, this study can help the future researchers with literature on the similar area as well as a list of references from where they can get more information about their topics. Besides, they can use the findings of this study to compare with theirs. This research can also be a good help for the researchers if they want to do any study on the same area focusing both on rural and urban settings.

5.4. Practical implications

As this study presents the deplorable condition, with reasons, of teaching and learning English in the country and the implementation of training provided to the English teachers to bring about a positive change, it can help all the stakeholders and decision makers involved with teaching, testing and training to take necessary measures to improve the situation. As the major problem lies in the testing system, the policy

makers can take initiatives to do extensive research on this area and based on the finding they can take necessary steps to modify the testing system to ensure positive wash back effect of it on teaching. People involved in training programmes can also be benefitted from this study as they can make their training more effective taking corrective measures, for instance, they can include more modules to develop teachers' language skills. As it is seen from the data of the trainers that monitoring can play vital role to motivate teachers to implement training, they can enforce monitoring activities.

5.5. Further study

In this study only urban schools have been chosen for data collection but we know that a very big portion of the total number of schools is located at the rural areas. So, the result of this study may not reflect the real scenario of teaching and learning of English and the implementation of English language teacher trainings of the whole country as there is a big gap between the level of English of both the students and teachers of these two settings. So further researches are suggested including both rural and urban schools.

5.6. Recommendation

Based on the result of the study the following recommendations have been made:

1. As major problem lies in the testing system in our country, it should be reformed. Speaking and listening skills test should be introduced in the internal as well as in the public examinations and the existing reading and writing tests should be changed and made more reliable, valid and practical ensuring the test of students' skills rather than their memorization. In this

case, along with seen comprehension passage, an unseen reading passage can be added and seen passage can be rephrased before setting it in the question paper.

2. Another problem is the shortage of qualified English teachers. Because of low salary and lack of other incentive, qualified people are not interested in teaching profession, especially in the rural areas. So, the government should increase the salary structure for the teachers so that bright and qualified people become encouraged to join this profession. To improve the quality, especially the language competency of the existing English teachers long term training should be arranged emphasizing more on the language improvement of them along with methodology training.

3. Trained teachers complain that they do not get support from their school austerities and so they start losing their motivation to implement training after coming back from training. To solve this problem school authorities meaning head teachers, school managing committee members, etc can also be brought under short training to raise their awareness of the importance of the training so that they can cooperate their English teachers and contribute to the implementation of training.

5.7. Conclusion

In Bangladesh Communicative Language Teaching (CLT) has been introduced and teachers have been trained with the expectation that if teachers use the textbooks properly and implement the training in the classroom appropriately, the students will be communicatively competent. But this research reveals that the scenario of the implementation of training at the secondary level is undoubtedly frustrating. Although the textbook is designed based on the communicative approach with lots of activities, very effective to develop students' language skills, due to some unavoidable reasons, the teachers are reluctant to implement the training in the classroom. The reasons revealed in the study are ineffective testing system, lack of qualified English teachers, low salary, workload, inadequate class duration etc. It is hoped that the authorities concerned like will look into the matter and take necessary steps for removing all the obstacles to ensure the implementation of the training and bring about a positive change in the teaching and learning of English in Bangladesh.

References

Ahmed, S. S. (2006). Communicative English in Bangladesh: A Feedback. *Stamford Journal of English*, 2, 17-23.

Akter, Z. (1999). English Language Testing System in Bangladesh and Communicative Competence: An Investigation. *National and Regional Issues in English Language Teaching: International Perspectives. Conference Proceedings.* Dhaka: British Council.

Ara, A. (2005). Teaching of English in Bangladesh: Problems and Solutions. *Stamford Journal of English*, 1, 59-62.

Barman, B. , Sultana, Z. , & Basu, B. L. (2006). *ELT Theory and Practice*. Dhaka: Friends' Book Corner.

Bashir, A. , & Ferdousy, S. (2006). Problems and Strategies of Teaching English in Large Classes at University in Bangladesh. *Stamford Journal of English*, 2, 38-52.

Burns, A. (1999). *Collaborative Action Research for English Language Learners*. Cambridge: Cambridge University Press.

Dutta, S. K. (2006). Grammar Translation Method Vs. Communicative Language Teaching: Objectives and strategies. *Stamford Journal of English*, 2, 66-80.

Haque, S. (1999). ELT Issues in Bangladesh: An Overview. *National and Regional Issues in English Language Teaching: International Perspectives. Conference Proceedings.* Dhaka: British Council.

Heaton, J. B. (1990). *Classroom Testing*. London: Longman.

Islam, M. S. , Hossain, Z. , & Akter, R. (2005). Choosing an Appropriate Methodology. *Stamford Journal of English*, 1, 145-150.

Islam, S. (2010, July 4). NGOs Role in Secondary Level English Teaching. *The New Nation*.

Khan, H. R. (2005). Perception of Trainee Teachers: Implications for Effective Teaching of English. *Stamford Journal of English,* 1, 119-129.

Khan, R.A. (2005). The Weak Link in English Language Teaching Practices. *Stamford Journal of English,* 1, 156-162.

Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.

Merriam, S. (1998). *Qualitative Research and Case Study Applications in Education: A Qualitative Approach.* San Francisco: Jossey-Bass.

Nunan, D. (1988). *Syllabus Design*. New York: Oxford University Press.

Quader, D. A. (2005). Teacher Training for Teachers of English: A Project of National University. *Journal of the Institute of Modern Languages*, 18, 1-28.

Rahman, A. (1988). English Language Teaching in Bangladesh: Problems and Prospects. *Journal of the Institute of Modern Languages*, 3, 94-111.

Rahman, H. (1999). English Language Teaching in Bangladesh: Didactics on the Pragmatics of a Foreign Language Teaching Policy. *National and Regional Issues in English Language Teaching: International Perspectives. Conference Proceedings.* Dhaka: British Council.

Roshid, M. M. (2008). Performance of Teachers in Implementing Communicative Approach in English Classes at the Secondary Level: An Evaluation Study. *The Teacher's World*, 33, 177-186.

Seliger, H. W., & Shohamy, E. (1989). *Second Language Research Methods.* Oxford: Oxford University Press.

Shahidullah, M. (1999). Towards an Appropriate Methodology for ELT in Bangladesh. National and Regional Issues in English Language Teaching: International Perspectives. Conference Proceedings. Dhaka: British Council.

Sultana, S. F. (2005). Towards Organizing a Teacher Development Movement: Bangladesh Perspectives. Stamford Journal of English. 1, 69-76.

Yasmin, F. (2008). Attitude of Bangladeshi Students towards Communicative Language Teaching (CLT) and Their English Textbook. The Teacher's World. 33, 49-59.

Appendix-1

Questionnaire for student(s)

School_____ Class_____ District_____

☐ Urban area ☐ Rural area   ☐ Male   ☐ Female

1. Do you practise all the four language skills (listening, speaking, reading and writing) in your English class? (তুমি কি ইংরেজি ক্লাসে ভাষা সংক্রান্ত চারটি স্কিল চর্চা কর?)

☐ Always/ সর্বদা   ☐ Usually/ সাধারণত   ☐ Sometimes/ মাঝে মাঝে   ☐ Rarely/ খুব কম

☐ Never/কখনো না

2. Does your English teacher speak English in the class? (তোমাদের ইংরেজি শিক্ষক কি শ্রেণীকক্ষে ইংরেজিতে কথা বলেন?)

☐ Always/সর্বদা   ☐ Usually/সাধারণত   ☐ Sometimes/মাঝে মাঝে   ☐ Rarely/ খুব কম

☐ Never/কখনো না

3. Does your teacher encourage you to speak in English in the class? (তোমাদের শিক্ষক কি তোমাদেরকে ইংরেজিতে কথা বলতে উৎসাহিত করেন?)

☐ Always/সর্বদা   ☐ Usually/সাধারণত   ☐ Sometimes/মাঝে মাঝে   ☐ Rarely/ খুব কম

☐ Never/কখনো না

4. Students are not interested to practise listening and speaking activities from EFT as these two skills are not tested in the public exam. Do you agree with the statement? (শিক্ষার্থীরা লিসেনিং ও স্পীকিং স্কিল চর্চা করতে আগ্রহী না কারন, এই দুটি স্কিল পরীক্ষায় যাচাই করা হয় না। তুমি কি এই মন্তব্যের সাথে একমত?)

☐ Yes/হ্যা ☐ No/না ☐ Partially agree/আংশিকভাবে একমত ☐ Not sure/নিশ্চিত না

☐ Others/অন্যান্য (Please specify/উল্লেখ কর)…………………………………………………………..

5. Do you participate in pair and group work in your English class?(তোমরা কি শ্রেণীকক্ষে জোড়ায় জোড়ায় বা দলগতভাবে কাজ কর?)

☐ Always/সর্বদা   ☐ Usually/সাধারণত   ☐ Sometimes/মাঝে মাঝে   ☐ Rarely/ খুব কম

☐ Never/কখনো না

6. How do you learn your reading lesson? (তোমরা কিভাবে রিডিং লেসন শেখ?)

☐ We read the text aloud and translate it into Bnngla. (আমরা শব্দ করে পড়ি এবং বাংলায় অনুবাদ করি)

☐ We read the text silently and do the activities based on the reading text. (আমরা মনে মনে পড়ি এবং রিডিং টেক্সট সংশ্লিষ্ট করি)

☐ Our teacher reads aloud and explain it in Bangla

☐ We learn the answers to the questions based on the reading text from guide book.

☐ Others (Please specy)………………………………………………………………………………

7. When you make mistakes, does your teacher correct your mistakes gently? (শ্রেণীকক্ষে কোন ভুল করলে তোমাদের শিক্ষক কি সেটা ধৈর্য সহকারে শুধরে দেন?)

☐ Always/সর্বদা   ☐ Usually/সাধারণত   ☐ Sometimes/মাঝে মাঝে   ☐ Rarely/ খুব কম

☐ Never/কখনো না

8. Do you feel comfortable to express your opinion freely and disagree on your point of view with your teacher?

☐ Always/সর্বদা   ☐ Usually/সাধারণত   ☐ Sometimes/মাঝে মাঝে   ☐ Rarely/ খুব কম

☐ Never/কখনো না

9. Does your teacher speak English fluently and explain clearly when you do not understand anything? (আমার শিক্ষক অনর্গল ইংরেজি বলতে পারেন এবং কিছু না বুঝলে পরিস্কারভাবে বুঝিয়ে দেন)

☐ Always/সর্বদা   ☐ Usually/সাধারণত   ☐ Sometimes/মাঝেমাঝে   ☐ Rarely/ খুব কম

☐ Never/কখনো না

10. Do you practice writing activities from EFT in your class? (শিক্ষক তোমাদের বিভিন্ন পদ্ধতি - যেমন, অভিনয়, চিত্র ব্যাখ্যা বা উদাহরনের মাধ্যমে ইংরেজি শব্দের অর্থ শেখান)

☐ Always/সর্বদা   ☐ Usually/সাধারণত   ☐ Sometimes/মাঝে মাঝে   ☐ Rarely/ খুব কম

☐ Never/কখনো না

Questionnaire for Teacher(s)

All the information of this questionnaire will only be used for a study and kept absolutely confidential.

School_____ District_____ ☐ Urban ☐ Rural

Age_____ ☐ Male ☐ Female Teaching experience_____ year(s)

Highest degree obtained_____

1. Did you have English in your Bachelor degree? ☐ Yes ☐ No

2. Have you received any training other than ELTIP? ☐ Yes ☐ No

If yes,

Name of the training course   Duration   Organized by

……………………………..   …………………….   …………………………………………..

3. Do you think ELT training helped you develop your views and perceptions for effective teaching?

☐ Yes ☐ No ☐ Not sure ☐ Others (Please specify)…………………………

Give reason……………………………………………………………………………………..

………………………………………………………………………………………………….

4. Do you use Teacher's Guide to prepare your lessons for teaching?

☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

Give reason………………………………………………………………………………….

…………………………………………………………………………………………………

5. Do you use English in your class?

☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

Give reason…………………………………………………………………………………..

…………………………………………………………………………………………………

6. Do you conduct any pair and group work to engage students in different tasks and activities from EFT?

☐ Always ☐ often ☐ sometimes ☐ rarely ☐ never

Give reason…………………………………………………………………………………..

…………………………………………………………………………………………………

7. How do you teach listening lessons from English for Today? Please tick. You can tick more than one option.

☐ I do Pre, While and Post- listening activities with the students.

☐ During While-listening stage, I read the text from teacher's guide aloud and ask students to do activities while they listen.

☐ I read the text aloud and ask students questions after reading.

☐ I do not teach listening lessons.

☐ Others (Please specify)……………………………………………………………………………………

8. How do you teach reading skills? Please tick. You can tick more than one option.

☐ I ask students to read the text aloud and translate it into Bangla.

☐ I read the text aloud and translate into Bangla.

☐ I ask students to read the text silently and do activities based on their reading.

☐ I ask students to read the passage at home and then check their comprehension asking questions based on the text in the next class.

☐ Others (Please specify)……………………………………………………………………………

9. Do you use other techniques like visual aids, miming/acting, explanation in English etc. than using translation technique to teach vocabulary?

☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

Give reason……….

…….

10. Speaking and listening skills are not practised in the class because these two skills are not tested in the examination. Do you agree with this statement?

☐ Agree ☐ Don't agree ☐ Don't know ☐ Partially agree ☐ Others (Please specify)…………

11. Do you think large classes are a big problem to apply CLT in the classroom?

☐ Yes ☐ No ☐ Sometimes ☐ Not Sure ☐ Others (Please specify)……………………….

Give reason…………………………………………………………………………………………………… …

………

12. Do you feel motivated to take the challenges of applying ELT training in you classroom?

☐ Yes ☐ No ☐ Sometimes ☐ Not sure ☐ Others (Please specify)………………………..

13. If you are demotivated, what are the reasons of it? Some of the reasons are mentioned below. If your answers match with them, tick them. You can tick more than one option. Add below if you have other reasons.

☐ Low salary ☐ Too many classes

☐ 35-40 minutes class duration is inadequate for applying CLT in the class.

☐ Non-cooperation of the head teachers ☐ Non-cooperation of the senior teachers

☐ Students are more interested in solving model questions and memorizing writing questions for exam than learning language.

☐ Others (Please specify)………………………………………………………………………..

Appendix-3

Questions for interview with teacher trainer

(These are only some sample questions. Other supplementary questions will be used based on the situation during interview)

1. How will you evaluate the training you provide the teachers?

2. Do you think the teachers are applying the training concepts in their classroom?

   If yes, to what extent? If No, why not?

3. What do you think about the level of English of the trained teachers to implement CLT?

4. Do you think the culture of learning of the Bangladeshi students creates problems in implementing CLT? If yes, how?

5. Do you believe that the mismatch between teaching and testing is one of the major reasons of why CLT is not working in our country?

6. Do you monitor the trained teacher's classes after training? Do you think proper monitoring system can be effective to encourage teachers to implement training in their classrooms?

7. Do you think the teachers are motivated enough to take the challenges of implementing CLT in the classroom? Explain

Appendix-4: Teachers' comments

Teachers	Benefit of training	Use of Teacher's Guide	Use of English in the class	Doing pair/group work activities	Applying various techniques for teaching new words	Large classes	Reasons for demotivation
	Comments made by teachers regarding their teaching in the classroom						
Teacher-1	-It helped to use EFT effectively to teach four skills	-It makes teacher confident and helps to teach students effectively and accordingly.	-It helps to develop students listening and speaking skill.	-It gives students chance to share their learning and help to develop skills.	-they are very much effective.	By involving students this problem can be solved	-low salary -Too many classes. students are unwilling to learn
Teacher-2	Has benefitted from training.	It helps to take classes effectively	Students are not habituated. They are interested in exam.	-----------------	-----------	Teachers can manage it.	--------------------
Teacher-3	Students speak English fluently without hesitation, construct grammatically correct sentences, use good range of vocabulary.	-It helps with language of instruction.	It helps students to improve their speaking and listening skills.	It improves their listening, speaking and writing activities	-----------------	It can be handled by putting students into pair work activities which reduces the physical and social distance between teacher and students.	--------------------
Teacher-4	It helped him teach the lessons effectively.	To prepare lesson plans	Students are not able to understand English so he does not use English all time rather sometimes.	To make the class enjoyable and fruitful pair/group work activities are useful.	It helps student to understand the meaning of words easily	To manage a large class is very difficult.	------------------

Teacher-5	It built up teachers' confidence to conduct the class through English.	It helps to find out the meaning of new words, to teach in proper way. it provides with listening passage	Students get interest. -It inspires the students to use English. It removes their shyness.	-It reduces the work load. Build up confidence and increase interaction.	-------------------	Though large classes are a problem but it is not impossible to apply CLT in a large class.	----------------
Teacher-6	It helped him to use EFT to teach the four skills effectively.	It makes teacher confident. It helps to teach effectively and accordingly.	By using English in the classroom students' listening and speaking skills develop	It gives students chance to share their learning and help to develop skills.	Effective for teaching meaning of the words	If the teachers involve students in groups and pair, other problems of large class will be solved.	
Teacher-7	It helped him to teach the four skills of language	It helps to teach the students properly	It helps the students to have good command over the foreign language and its application	It motivates the weaker students to contribute being inspired by the brighter students	It gives students clear conception about the words	-------------	Faces difficulty and feels bored as there are too many students and lack of facilities and teaching aids
Teacher - 8	It gave clear idea about the four basic skill and the teaching of them	It is an instructional guide through which a teacher can make lesson plan which is indispensible for taking an effective class.	It helps create English environment in the class.	It's fruitful. Students can learn through effective interaction.	Students can easily comprehend the meaning.	It creates noise. Teacher cannot give full attention to all students within the fixed time. It is difficult to handle the large class.	Lack of facilities for executing training.
Teacher-9	It helps students to develop their four skills, listening, speaking, writing and reading	By using teachers guide teachers can prepare lesson plan.	Students can develop their speaking skills.	It helps develop the students' speaking and listening skills.	-------------------	--------------	-------------------

Teacher-10	……	It helps have better ideas about the teaching of EFT.	He uses English Since it is his subject.	It can help give students exposure to English.	---------------------	--------------------	…………..
Teacher-11	--------------------	-----------------------	It helps create an English environment and encourage students to go ahead	----------------------	-----------------------	It is difficult to control all students in a large class and it is a bit troublesome.	.----------------
Teacher-12	He learnt from the training how to use EFT and how to teach grammar from EFT	It helps prepare lesson plans.	It helps to develop students' listening skills. His English encourages them to speak in English.	By pair work activities students can learn through enjoyment and potentiality of the students comes out through sharing ideas	These give them practical and clear ideas about the words.	Taking feedback from all groups becomes difficult in a large class.	……..
Teacher-13	------------------.	From teachers' guide teachers can know the techniques and methods of teaching.	Pair and group work help the students to develop their knowledge and skills.	Learning by teaching aids is longer lasting.	----------------	It is not a big problem if participatory method is applied.	----------------
Teacher-14	Helped take fruitful class.	---------------.	It helps students to develop listening skills.	It makes students active.	Students can guess the meaning from the aids.	It creates noise.	----------------
Teacher-15	----------------	It helps students develop their listening and speaking skills.	It helps students to develop their speaking skills.	--------------------	--------------------	----------------	--------------
Teacher-16	----------------	It helps teachers to impart teaching to the students	It creates English environment.	----------------.	-------------	It is difficult to control class.	…………

	effectively.					
Teacher 17	It helped perform activities successfully	A teacher can make the class more effective by speaking English in the class.	It is more effective and it helps students to share their knowledge	------------------	-------------------	It is hard to monitor large class.	----------------
Teacher-18	It is very effective for communicative English teaching.	It helps the teacher have better ideas about the topic.	It helps students develop their four language skills.	It is effective.	-----------------	---------------	--------------
Teacher-19	In this training we have learnt how to teach effectively.	Cannot use teachers guide that much due to work load, assessing exam scripts, social and political	Students don't understand English,	Teaching aids are not available.	-------------	-----------------	---------------

Appendix-5: Findings of Trainers' interview

	Effectiveness of training	Implementation of training	Level of English of the teachers	Cultural constraints	Inconsistency between teaching and testing	Monitoring trained teachers' classes	Motivational factor of the teachers
Trainer-1	Effective but implementation situation is disappointing	-Most of the teachers are not implementing the training	Not all the teachers are good at English, especially the rural ones.	-Culture creates problem to some extent.	-Testing system is defective -Inclusion of speaking and listening skills in testing will help CLT work better	-Monitoring can motivate teachers to implement the training concepts. - Teachers' classes are not monitored.	-In the training room they are motivated. But after training going back to their schools they started losing their motivation.
Trainer-2	The training is quite effective	-Some are trying to apply, but most of them are not applying -Most of the teachers are makeshift.	-Most of the rural teachers are not that much good to implement CLT in the classroom -They blame the students for their level of English.	-Students' mind-set is quite ready to learn everything through cramming but not through practice. -Guardians are also concerned about exam result.	Some of us are blaming in that way but not everybody. -But listening and speaking skills are marginalized due to testing system	I firmly believe that proper monitoring can play a vital role in implementing training practices and concepts.	-Low salary is responsible for their demotivation.
Trainer-3	The training is really essential for the teachers. But the implementation cannot be made sure.	-Yes, but with some reservation. -Some teachers apply 5-10 percent of the training they have received while some other teachers apply 50	-Most of the rural teachers do not have English background.	-No, learning culture of the students should not create any problems in implementing training.	-Yes, to some extent, but it is not the major reason.	-Yes, we did. It is important and it encourages teachers to implement training.	-No, they are not motivated wholly.

		percent.					
Trainer-4	Training is 75% successful.	-Teachers are trying to apply but they are not getting enough support from the authority.	The level of English teachers are not that good, especially the rural teachers.	No.	-Yes. Inconsistence between teaching and exam is one of the major reasons of why CLT is not working in our country.	Yes we did, but not now. It can help in case of implementing the training.	-No. For the defective exam system the teachers are under pressure, so they cannot implement CLT 100% in the classroom.
Trainer-5	The training course is okay but without a long term monitoring system the training is not benefitting much.	-Most teachers are not implementing the training -Only a few teachers who have a good level of English are applying some of the aspects of training.	-The level of English of government school teachers is good. However, the level of English of non-govt. school teachers is not good enough.	-At the beginning it may create problem but when the students are trained to work in a peer environment, they start to accept the new method.	It is partially the reason. As there is no speaking test, students do not find much interest in doing the speaking activities.	Of course, positive monitoring of the trained teachers can help them a lot.	Not all teachers are motivated due to low salary. -So they are not interested in taking challenges.
Trainer-6	-It is time befitting and very effective -Its impact is not so great but it has some impact on teaching as they get developed and make less	-Not all of them but some of them are doing. -They are applying some of the concepts not all.	-Not up to the mark – Many of them are dependent on guide books -All teachers are not actual English teachers.	-It is not a problem for students but teachers are not willing to change their culture of teaching.	-Yes. They are not motivated to teach speaking and listening skills.	-No, once we did but not now. -Yes, it is effective.	-Not all of them -low salary is reason but it cannot make sure their motivation -non cooperation of the head teachers

	mistakes.						-work load/completing syllabus exam pressure
Trainer-7	The training is updated and suitable enough to meet 21st century needs of ELT.	There is a problem in terms of implementation of training ideology in the classroom.	The level of English teachers has been found poor. -To a great extent, the level has been observed almost nil. The condition is horrible in the rural area.	They do not like to learn this target language. - They prefer shortcut way to pass in the exam.	I do agree with this judgment Our students are exam oriented. Therefore, the teachers, although they are highly motivated after the training, can hardly implement the techniques and methods	I have monitored them. Merely monitoring can never be effective to encourage teachers to implement training in their classrooms until testing system is modified.	Initially they are found motivated, but they gradually lose their motivation. Teachers do not like to work against the sweet will of our government, the Education Board, District Education Officers etc.
Trainer-8	-Effective but implementation is not satisfactory for several reasons	They are trying but they can't try fully for not getting cooperation from the authority. At the beginning they try but lose their motivation for the lack of cooperation	-Not up to the mark -All teachers are not actual English teachers. -Some are good in English but their traditional outlook hinder to apply training	-it is a problem but not a big problem it can be overcome by their teachers.	-Yes. They are not motivated to learn speaking and listening skills.	-No/ once we did but not now. Yes, it is effective.	-not all of them -low salary -non cooperation -work load/completing syllabus exam pressure -large classes