

**BRAC Training for Secondary School English Language Teacher  
and Its Effect on Classroom Teaching**

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## List of abbreviations:

AT Assistant Teacher

AHT Assistant Head Teacher

BLC- BRAC Learning Centre

CLT- Communicative Language Teaching

DfID- Department for International Development

ELT- English Language Teaching

EFT -English for Today

HT Head Teacher

NCTB National Curriculum and Textbook Board

PACE Post Primary Basic and Continuing Education

MT Master Trainer

RT Resource Trainer

TT Teacher Trainer

GTM Grammar Translation Method

ELTO English Language Teaching Organization

FL Foreign Language

SL Second Language

ESL English as Second Language

EFL English as Foreign Language

ALM Audio Lingual Method

Declaration

“I declare that BRAC training for secondary school English language teacher and its effect in classroom teaching is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references”.

Signature: \_\_\_\_\_

Md. Asraful Alam

Date:

**Approved by:**

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**Supervisor**

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**Coordinator, TESOL Programme**

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**Director, BRAC Institute of Languages**

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**Abstract:**

The aim of the study is to examine the effects of learning from the teacher training program of rural secondary school English teachers. Both qualitative and quantitative approaches are used in the study. The study traces the changes in the teachers in terms of their pedagogic skills, language skills development, knowledge about Communicative Language Teaching (CLT) and their attitudes towards this new approach and its effects on teaching. The study finds out that implementation of knowledge and skills gained through training varies according to age, sex, motivation, experience, and even the regions. The findings of the study create an opportunity to the education policy makers to take proper initiatives to motivate the teachers and the learners towards teaching and learning through CLT approach which apparently influences teachers to bring positive changes of attitude and behaviors in their teaching.

## **Chapter1: Introduction**

### **1. Background and context:**

English was used as a second language before 1971 in Bangladesh. During the Pakistan period, when Bangladesh became a part of Pakistan (1947-1971), English retained its position as an essential subject of study. In independent Bangladesh, English occupies the place of being the most important foreign language. English is taught and learned as a compulsory subject alongside Bangla, the first language, from the primary level up to the highest level of study. Introducing English at the earliest grade and going communicative since 1997(Hamid, 2005) were two recent English language teaching (ELT) policy initiatives to develop Bangladeshi human capital. Our students are weak in English, as a result they can't apply English in their practical life successfully (NCTB, 2003, p. 3) that's why CLT approach was set as corrective intervention since 1997 and it is hoped that CLT would revitalize these weak students' ability to learn English by improving the standards of teaching and learning English at different levels of formal education.

The current approach of English Language Teaching (ELT) all over the world is communicative (The Communicative Language Teaching or CLT). Very recently, the academicians of Bangladeshi ELT context with the backing of the Government have founded CLT in the general education. CLT requires interactive classroom activities with the integration of the four language skills of listening, speaking, reading and writing. Nevertheless, for the construction of sufficient interaction and quadruple- skilled integration in classrooms there awaits some barriers for the Bangladeshi teachers.

### **1.1 Teachers' Professional Development:**

Teacher training is a part of professional development in teaching profession. English teacher training programs in Bangladesh mainly deal with three elements: the teachers' English language ability, teaching skills and the knowledge about the contents of the lessons of the prescribed text books. Through the teacher training program in Bangladesh the authority expect that the teacher will be skilled and competent enough to properly teach the students through CLT approach. But problems may arise when the mixture of three different expectations works together in a short

time training session. Moreover, the educational background of most of the secondary school teachers is very poor and sometime it is seen that the level of their educational qualification is under the mark. This is also a barrier to make teacher training effective and applicable in classroom teaching.

Teachers' professional development will be the most effective one when it is an ongoing process (Carrington & Robinson, 2002) that creates change and new understandings within schools that are quietly, yet most certainly revolutionary (Cardno, 2006). CPD means continual process of learning to enrich and enhance oneself with age and concurrent demand of information whilst engaged in job at any institution. Many researchers in their research investigate the challenges why traditional teacher training in Bangladesh and the other countries failed to change the perspective of the teachers and the learners towards teaching and learning following the CLT approach.

It is an important part to select the appropriate method of teaching to make the class effective so that after completing teaching we can get the highest output from the learners where the objectives of teaching and learning will be reflected. According to Howatt (1984) the search for the most effective and appropriate method and approach to teach a foreign language has been going on for the last hundred years. The change and most effective teaching method will be based on the perspectives related to foreign language learning theories where the nature of language and language learning theories will be reflected. In the field of teaching second or foreign language teaching Communicative Language Teaching (CLT) has settled since 1970s.

The challenges with language teaching is that teachers use language to teach language, so knowledge in language teaching is actually a dual phenomenon: a) Language is the basis of the lesson- what the teacher is teaching and b) It is the means of teaching it- how the teacher teaches that lesson. Language teaching relates /blends content (what) and process (how) in and through language (Burns & Richards 2009). It means that in teaching profession the teachers will know the language, will be skilled in language as well as the methods and techniques by which the learners will be able to understand the language they are learning to use in their everyday life.

The primary focus of applying CLT approach in language teaching is on helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native like

pronunciation. Communicative competence is widely known as the important requirement of the language teachers to ensure successful language teaching (Brown 2006, p.266). In Brown's views, Bangladesh like many other countries, has adopted the communicative language teaching approach in English language teaching to develop the competencies and abilities of EFL learners, to make them fluent, proficient and accurate in the field of communication through English. National Curriculum and Textbook Board (NCTB) has designed the secondary and higher secondary English for Today (EFT) books based on this approach where the learners have adequate scope to practice four language skills equally through different activities. But lack of sufficient knowledge and skills of using the EFTs' in classroom teaching the aim of designing the book is not achieved with reasonable success. One of the important reasons is the lack of awareness and understanding about the use and significance of designing the books in this way among the rural secondary English language teachers. Though NCTB provided some orientation through different English Language Teaching Organizations (ELTO) and projects to accomplish the aims and objectives of redesigned EFTs among teachers and the stakeholders, it is found that most of the rural secondary English language teachers are not getting ample opportunity to receive the orientation provided by government through various projects and English language teaching organizations. Bangladesh is a country where most of the secondary schools are in the rural areas and it is found that the competence and confidence level considering the knowledge of English language and teaching English language of most of the rural secondary schools English language teachers are not up to the mark (Baseline Survey 1990 in Rahman, et. al. 2006).

Moreover it is the common feature in most of the rural secondary school that the schools don't have the positive or supportive environment to practice English language inside the school ground or in the class because of teachers' lack knowledge and confidence of English language. Even the English language teachers are not interested to create the environment in their school where the learners will have the access to practice English language. We know that English is nothing but a language and the purpose of learning a language is to use that language in real life communication. Without creating the opportunities of using that target language in real life communication and only memorizing the rules of that language never can make the learners efficient in any language and the purpose of learning a language will not be achieved. That means that the environment where the teachers do not have frequent opportunities for interaction but are committed to the communicative language teaching approach often fail to exploit real

interaction in classroom teaching. If we consider the context of teaching and learning English as a foreign language in secondary schools we find that the environment of using English as a medium of instruction during conducting the class is rare. There are various reasons for the present classroom situation. However, in the field of implementing CLT approach in teaching English language in Bangladesh the teachers and the learners are facing difficulties to ensure the adequate practice of using English language to interact or communicate in classroom activities.

Training may be organized in two ways for the professional development of the teachers. The first one is pre-service training where the teacher will get chance to enhance the subject knowledge (knowledge of language, pedagogy, test items, pattern of the test items, curriculum etc.) and the second one is in-service training which helps the teachers to become skilled in teaching (Farrell & Oliveira, 1993). Research shows that the effect of traditional teacher training on classroom practices is very limited (Westbrook et. al., 2009).

### **1.2 Grammar Translation Method:**

Grammar translation method is one of the earliest methods used to teach classical languages like Greek and Latin. The Grammar Translation Method is introduced in English language teaching since early 19<sup>th</sup> century. The Grammar Translation Method is developed mainly to improve learners' ability to read and understand second or foreign language literature. Grammar Translation Method focuses on analyzing language rather than its use and it isolates the grammatical rules to achieve accuracy of that target language. GTM also has the practice of memorizing vocabularies. Memorizing vocabularies and grammatical rules of a target language works as a barrier to the learners to become fluent in the target language. Another important role of GTM is immediate errors correction, which breaks down the confidence and competence of ESL/EFL learners to use that language spontaneously in their everyday life for practical communication. Though it is known to all that the purpose of learning a language is to use it in everyday life for real life communication, GTM does not serve the purpose properly for some of its confusing features.

### **1.3 Grammar Translation Method to Communicative Language Teaching approach:**

Having the long experiences of teaching- learning EFL/ESL through Grammar Translation Method the question is raised whether GTM is appropriate for ESL/EFL teaching learning which

emphasizes the structural aspects of language learning, neglecting the most important aspect of learning a language (communication). To overcome the limitations of GTM in terms of learning language it is necessary to consider equal emphasis on four basic language skills.

In Bangladesh it is found that English is taught through GTM and it involves learners to memorize some vocabularies and the grammatical rules of that language which does not create any opportunity to the learners to internalize the target language. It is observed that the learners are not capable of using English in their real life situation though they know enough vocabulary and grammatical rules of the language.

CLT innovation was introduced in the curriculum of secondary school English language teaching which was jointly funded by the British Department for International Development (DfID) and the Government of Bangladesh. The bilateral venture gave birth to the English Language Teaching Improvement Project (ELTIP Bangladesh) which had two specific objectives: 1) to produce communicative language teaching (CLT)-based English textbooks for Grades 9–10 at the secondary level and Grades 11–12 at the higher secondary cycle, and 2) to train school teachers and empower them to teach communicative English (Paul, 2004; Hamid, 2005; NCTB, 2001, 2003; Rahman, 2007). The teachers are the real users of the new EFT model, their training was essential for shifting their orientation to CLT from the old grammar translation based methodology. That's why teacher training must be given a high priority as it was basically on the grounds of teachers' unpreparedness that the introduction of CLT was opposed from different quarters (Hamid, 2005).

#### **1.4 Communicative Language Teaching approach:**

CLT approach has been introduced in late 1990s in the field of teaching English in Bangladesh. According to Richards and Rodgers (1986) the goal of teaching language through CLT approach is to develop learners' communicative competence where the main concept is language as the means of communication. In the same way the objectives of introducing CLT approach of teaching English language in Bangladesh is to ensure the use of English language in daily life/practical life communication replacing the most familiar Grammar Translation Method of teaching. CLT and GTM differ significantly in terms of the objectives of applying teaching techniques or approach and methodology. CLT is characterized as a broad approach of teaching

with clearly defined sets of classroom practices. The features of CLT approach according to David Nunan (1991) are: i) An emphasis on learning to communicate through interaction in the target language, ii) the introduction of authentic texts into the learning situation, iii) the provision of opportunities for learners to focus not only on language but also on the learning management process, iv) an enhancement of the learners own personal experiences as important contributing element to classroom teaching, and v) an attempt to link classroom language learning with language activities outside the classroom. To cope with the changes of teaching an adjustment training of teaching applying CLT approach is required to teachers that would of necessity to bring a paradigm shift in their attitudes and beliefs.

From the above discussion it is easy to understand that the introduction of any new approach to language teaching is usually problematic because it entails a paradigm shift for all the stakeholders involved, especially teachers (Defeng 1998, p. 678). In Bangladesh it is found that English language teaching has been shifted into CLT approach without strengthening the infrastructure. The secondary schools English language teachers are instructed to teach English through CLT approach without giving sufficient orientation or training on applying CLT approach in language (EFL/ESL) teaching. Apparently, the policy makers and the government have failed to realize whether the secondary schools English teachers have enough knowledge applying CLT instead of Grammar Translation Method. It is not taken into consideration if teachers are capable enough to adapt themselves from GTM to CLT. This resulted in situations where the teachers remain unchanged and failed to come out from their traditional outlook which made the classroom dull, uninteresting and a fatigued place to the learners. A paradigm shift by definition involves a change in attitude. Firstly, it is relevant to consider the change of attitudes of the teachers because teachers play the role of a model in the field of teaching and learning by creating a positive learning environment following the new teaching methods and approaches. On the other hand a traditional teacher has to conduct classes one after another like a machine in secondary school teaching in Bangladesh. Even the teachers don't have the time to realize whether the teaching brings any positive outcome from the learners or not. Richardson (1994 in Sato & Kleinsasser, 1999) recommends focusing on teachers' beliefs and practices in order to understand how they make sense of the teaching and learning process.

### **1.5 BRAC English language teachers training program:**

BRAC is the world largest non-government organization working in Bangladesh and 12 other countries to alleviate the poverty level by empowering the poor to legalize their potential through bringing a positive change in their lives. Like other activities to reach the goal BRAC started to work in the field of education in 1985 as BRAC non-formal primary education (NFPE) renamed as BRAC education program (BEP) in 2003. BEP program is active in five major areas: non-formal primary education, the pre-primary schools program, the adolescent development program (ADP), the multipurpose community learning centers and the mainstream Secondary Schools Support initiative which builds the capacities of rural secondary school teachers and helps to improve classroom pedagogy as well as the overall quality of education.

In 2001, BRAC education program started training program of English language teachers of rural non-government secondary schools. The aim of this training program is to enhance the teaching capacity of English teachers to cope with the demands of the revised curriculum.

BRAC Post- Primary Basic and Continuing Education (PACE) Program took the initiatives to provide teacher training support in 2001 in 22 rural secondary schools. Till now PACE program is working to enhance the potential of the rural non- government secondary school teachers teaching capacity providing subject based residential teacher training.

BRAC has been providing subject based in- service residential training to the teachers of English, Mathematics, General Science, Geography and Values education since 2002 through its Post-Primary Basic and Continuing Education (PACE) program. PACE English training consists of three residential modules. The first two is for 12 day and the third one is for 5 days refresher training.

**1.5.1 The participants of the English training:** BRAC- PACE program provides training on English language teaching in selected rural secondary schools to the teachers who teach English. From the selected schools BRAC provides training to four English language teachers' from each school; two teachers for teaching classes 6-8 and another two teachers to teach classes 9 and 10.

**1.5.2 Background of the teachers:** Most of the English language teachers in rural secondary schools don't have enough knowledge about teaching English through CLT approach. Even

many of the teachers don't have enough ideas about CLT approach. They are teaching English as they have learnt through traditional method (GTM). In Bangladesh secondary schools it is found that the particular subject background is not the most important criteria to teach in a particular subject. The teachers have to teach different subjects in different classes one after another. Most of the teachers who are teaching English in rural secondary schools don't have relevant degrees in English. Most of the teachers of rural secondary schools don't have any prior or in-service training related to their profession as they don't have enough knowledge about applying CLT approach in teaching English and the government failed to take proper initiatives to orient the teachers how to handle the books in classroom teaching before introducing the new EFTs they remain unchanged.

### **1.5.3 Aim of BRAC teacher training:**

English is introduced as a compulsory subject on the school curriculum from play group to the H.S.C level. In Bangladesh the students of these classes have no option but to study English as a subject. But most of them are not able to use English language effectively. Thus CLT approach of teaching languages is introduced in Bangladesh. Before starting subject-based training for the rural secondary school teachers, BRAC-PACE program conducted a needs assessment survey and found that most of the rural secondary English teachers were facing several problems in dealing with new teaching materials designed by NCTB based on CLT approach which eventually hinder the quality of teaching. It resulted in increased failure in public examination. As a result, BRAC PACE program designed residential training for those rural teachers to bring out positive changes. It was felt that English language teachers aiming at training his or her learners in using language learning strategies should learn about the learners, their interests, motivation and learning styles. As CLT is a broad approach rather than a highly structured method of teaching and it focused on language as a medium of communication and communication with a social purpose, the teachers of Bangladesh without any orientation on applying CLT are facing multifarious problems in managing their classroom. After introducing the CLT approach of teaching FL/SL in the context of Bangladesh, NCTB designed the EFT books for secondary schools in such a way where the teacher and the learners will get opportunities to practice target language (English) considering four language skills equally. The ways in which new EFTs are designed focused on learners involvement in language practice.

Thus the teacher- dominated view in the field of FL/SL teaching has been shifted to the learner-centered perspective. The emphasis in CLT focused on the individual learners and their learning styles. But in Grammar Translation Methods of teaching it was totally absent. As a result, it is observed that due to proper orientation and training on how to deal the EFT's in classroom teaching based on CLT approach, the aim of new EFT's failed to reach its goal. BRAC education program found that the teachers of rural secondary schools are not getting ample opportunities to know about the changes of the new EFT'S and the purpose of changing EFTs. That's why they don't have the knowledge how to use the EFTs in classroom teaching. Many of the rural English language teachers in secondary schools don't have the information about English language and the new methods and approaches of teaching. Considering the present situation in secondary education especially in rural schools BRAC- PACE program organize secondary school English language teacher training to enhance their potential providing support in three areas such as providing knowledge on the language (teachers self development), pedagogical knowledge related to the subject provided by NCTB for the students of secondary levels and theoretical and practical knowledge on second/ foreign language teaching methods, techniques and approaches in relation to the learners individual learning style.

### **1.6 Purposes of the study:**

Considering the importance of addressing the above mentioned challenges of CLT, the researcher felt to pursue an investigation. Therefore, the purpose of this study is to determine the reason(s) why the secondary school teachers are not feeling interested to implement the training in their classroom teaching. It is hoped that based on the finding a solution may emerge to implement the teacher training in classroom teaching so that the learners are benefited in the teaching learning process of ESL/ EFL. According to Bangladeshi context, there is lack of pragmatic research in overall educational field let alone at secondary level and most particularly in the area of secondary teachers' professional development. This study presumes that for the secondary schools of Bangladesh to achieve desired improvement, the emphasis on students' quality without improving the teachers' quality would be like building castle in the air. In Bangladesh, the opportunity for teachers' professional training is scanty. Headmasters and teachers can emphasize on the practice of teachers' collaboration and classroom observation at site level. These types of site level professional development activities can be easily practiced in

a poor country like Bangladesh as they do not need to spend much money. Developing and monitoring these capabilities require conscious effort both from headmasters and teachers. The headmasters must know the variables that strengthen teachers' capacities to shunt their insight views. This study can work as feeder in their thinking. This study will help reach a solution which will help guide proper initiatives.

### **1.7 Significance:**

Little research has been done on the impact of teachers' training on the effective implementation of the Communicative Approach in ESL settings in Bangladesh. This study attempts to trace the real implication of teachers' training through classroom practice. It also traces the supportive and difficult aspects of implementing teachers training in classroom teaching considering teachers, students and social needs.

### **1.8 Thesis Outline:**

The entire thesis is developed with six different chapters.

Chapter one provides a brief outline about the study including the background and context of the research topic, the purposes of the study, and the significance of the study.

Chapter two deals with the review of literature related to the study.

Chapter three outlines the research methods for the study by the combination of both qualitative and quantitative data analysis. This chapter provides a brief description of selection of the study areas, the participants, the tools used for the study, and the data collection process and the limitation of the study.

Chapter four introduced the result found through the questionnaire and the classroom observation during the study.

Chapter five contains a full discussion, interpretation and evaluation of the results with references to the literature.

Chapter six contains the recommendations, limitation and conclusions.

### **1.9 Research questions:**

#### **General question:**

What is the relationship between teacher training and the improvement of classroom teaching in Secondary level education in Bangladesh?

#### **Specific question:**

- i. Why the teachers are de-motivated to teach the students through CLT approach in spite of having teacher training?
- ii. How teacher training helps the teachers to make them skilled in teaching?
- iii. Why many of the teachers are not interested to apply the methods and techniques they gain through training in classroom teaching?
- iv. What makes the students difficult to cope with the trained teachers who teach English as a means of communication?
- v. What are the difficulties the trained and non-trained teachers facing while teaching in the classroom through CLT approach?
- vi. What are the challenges the teachers face after training?

### **1.10 Conceptual framework, theory, hypothesis:**

The study is aimed to find out ways and means to improve and enable the teachers' teaching capacity. Although evidences from observations are not very encouraging, it is still believed that taking part in training the Secondary English teachers will get chance to reflect on their own teaching. It seems appropriate to hold the belief that observing others' teaching which will help them to reconstruct their pedagogical principles about teaching and learning in a manner which obviously will provide a strong justification for the reflective approach to teacher education through open discussion and shared opinions.

## Chapter-2: Review of literature

Professional development (training) can help teachers to become skilled in their profession which will help the institution (school) providing effective teaching to the learners. A school is four walls surrounding a future, where teachers work as architects, in the process of building the basis of future architects of the nation and society as well. Wenger (1998) addresses the teachers' community as the key to transform people's lives. Teaching is a heavy and sensitive responsibility which requires the teachers to inspire themselves with the quality of dedication and being resourceful (Alam & Haque, 2010; Alam et al. 2010). Considering all the above mentioned it is obvious that teachers have a great role in teaching by which the learners will be benefitted and for that they need to be skilled professionals. There are many alternatives to become skilled in any profession especially in the profession of teaching if the teachers wish to enrich themselves to become skilled in their respective profession they can do the following activity in their daily life. These are- they can take part in professional training, they can arrange co-teaching/team teaching, peer coaching, study group, action research, reflective writing, portfolio development, self-directed professional development etc. Training is one of the ways of becoming skilled in the profession. Teacher training brings positive impacts on teachers' knowledge, attitudes, beliefs, teaching practice and last of all it will bring a positive impact on students' achievements. The aim of teacher training program is to create the opportunities to the teachers to rethink and re-shape their ideas of teaching methodology, dealing with content, pedagogy and t beliefs about learners' ability, which brings a positive change in their teaching. Smyle (1995) noted that learning subject matter and instructional technique alone are not enough; side by side, language teachers need to change their beliefs and actions. Guskey (2000) argued that change in beliefs and attitudes occur subsequently in the change in practice and result from teachers observing the impact of changes in their practices on students' outcomes. In a survey of higher secondary level teachers' perceptions and attitudes in an in-service CLT training course, Rahman (2003) investigated the apparent mismatch between the traditional mindset of English language teachers and the demands made by the introduction of the communicative approach to ELT.

Teaching language through communicative approach helps the learners to develop competencies and abilities to be fluent, proficient and accurate in the target language. According to Brown

(2000) communicative competence is widely accepted as the best way to ensure successful language teaching. "Interaction is the collaborative exchange of thoughts, feeling or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to 'negotiate' meaning, or simply stated, to get an idea out of one person's head and into the head of another person and vice versa." (Brown, 2001). Sometimes students' behaviors also object to the interactive and integrative management of an ELT classroom. Teenaged students could be "unruly" (Brown, 2001) being in the freedom of pair and group activities "where discipline is the major issue"(Brown, 2001). Very few ELT classes of Bangladesh are not large. The usual class-sizes exceed seventy five or even hundred. Therefore, when a teacher attempts to divide such a large class into groups it ultimately gives rises to managerial difficulties. Eventually, the teacher would face complications in monitoring the pair or group activities ensuring the "importance of meaningful, purposeful language and communication, which in turn must allow the student to give vent to creative possibilities"(Brown, 2001).To "circulate among the groups, listen to students, and offer suggestions and criticisms"(Brown, 2001) it would demand more time and effort than a teacher can usually afford. According to Littlewood (1981), the teacher is a facilitator of his students learning. According to this a teacher has to play various roles like- manager of all classroom activities.

The introduction of any new approach to language teaching is usually problematic because it entails a paradigm shift for all the stakeholders involved, especially teachers (Defeng 1998, p. 678 in Magid, 2006). A paradigm shift by definition involves a change in attitude, which is why it is relevant to consider the attitudes of teachers. Richardson (1994 in Sato & Kleinsasser 1999, p. 496) recommends focusing on teachers' beliefs and practices in order to understand how they make sense of the teaching and learning process. Mazid (2006) found in Zimbabwe that to shift the teacher from Grammar Translation Method (GTM) and Audio Lingual Method (ALM) to CLT approach 'an adjustment of teaching methods was required of teachers that would of necessary entail for an attitudinal paradigm shift'.

Careless (1998 in Hall & Hewings, 2001) notes that when teachers are favorably disposed to an approach they are also likely to support its implementation, but when they are unfavorably

disposed they may prove resistant to the change in attitude required to implement the approach. Teachers who are generally perceptive and sensitive to required adjustments in attitudes are better able to make the paradigm shift required to become facilitators of classroom discourse (Van der Walt, 1990; Harmer, 1995 & Holliday, 1997). This is often a difficult transition for teachers who are accustomed to traditional method that gives them a commanding position from which they dictate. The Communicative Approach requires the teacher to direct and guide classroom discourse to ensure learners' interaction. Many teachers have difficulty in changing from being authoritarians to being facilitators.

Freeman (1991 in Magid, 2006) maintains that teacher education should integrate four basic constituents: knowledge, skills, attitudes and awareness. Hargreaves (1994 in Clemente 2001, p. 47) argues that we have much to learn about teachers' feelings, emotions and desires when they actually teach in classrooms. It stands to reason that teachers' attitudes in the classroom play a pivotal role in the successful implementation of the Communicative Approach and the learning process.

## **Chapter-3: Research Design**

### **3.1 Methods:**

Both quantitative and qualitative approach is used in the study. Two different research tools have been used to collect data from the participants. One is questionnaire for the subject teacher who took part in the training provided by BRAC PACE program and another is for the researcher to use during observing classroom teaching by the trained and non- trained teachers. In the questionnaire part the trained teachers have been asked to put their responses regarding each and every question. Data is collected from trained and non-trained teachers, students' responses in the classroom teaching, trainers, schools management committees (HT) etc. through:

Test questionnaires

Classrooms observation (both trained and non-trained teachers)

### **3.2 Rational for the research tools:**

The research area is teacher training and its effect in teaching especially in secondary education sector in Bangladesh. Before this one many researchers had done the same kind of research in the field of education. Therefore, to design research tools for this study, previous research tools have been consulted.

### **3.3 Sample and sampling:**

The study was conducted in two ways- one is the questionnaire session of the trained and non-trained teachers and another is observation of classroom teaching of the trained and non- trained teachers. The researcher intended to collect information for the research from a mixed group of English language teachers considering age, sex, teaching experiences, locality, professional courses, and educational qualification. Considering these the researcher designed a way to formulate the questionnaire and observation of trained and non- trained teachers. BRAC-PACE program is working for the development of the rural secondary schools, ensuring the quality of teaching enhancing teachers teaching capacity all around the country, the researcher intended to reach the rural teachers from various rural schools, to get the overall progress of the teachers and the effectiveness of English language training. The sampling was done with 52 English language teachers in rural secondary schools and 25 classes were observed which were conducted by

trained and non- trained teachers before and after receiving BRAC English training for secondary school English language teachers.

### **3.4 The Participants:**

In the questionnaire 52 trained teachers took part from different rural secondary schools from different districts over Bangladesh. 25 trained and non-trained English teachers' classroom teaching was observed by the researcher to collect the information related to the implementation of the training and to find out the differences between trained and non- trained teachers' teaching. The sample and sampling held around the countries (Bangladesh), rural and urban schools. The random selected populations are considered as the representative of the total respondent.

### **3.5 Process of data collection:**

The researcher prepared research tools to collect information from the trained teacher and from the performance of classroom teaching by the trained and non- trained teachers in their respective schools. The researcher collected data from the teachers from different BRAC training centers. In the training centers the English language teacher of different schools from different districts and upazilla's were present. It helped the researcher to collect information related to the research topic within a short time. In the training session the researcher took permission from the training coordinator and BRAC authority to arrange a questionnaire session in any convenient time. The training facilitator arranged the time for the questionnaire session. The researcher found 13-17 teachers in every training session where both female and male teachers were present who represent the beliefs and understanding of the teachers' about BRAC English language training and the reliability of implementing the training in real classroom teaching by taking part in the questionnaire session.

The researcher also observed 25 English classes conducted by trained and non- trained teachers in different schools under different districts. The researcher observed some of the teachers teaching before receiving BRAC training and after receiving training during the research. The researcher also observed the teachers who received training long ago (2-5 years). Sometimes the researcher observed trained and non- trained teachers teaching in the same school to find the differences in teaching. The researcher observed classes in Norsingdi, Dinajpur, Nilphamary and

Rangpur district. In the questionnaire session the teachers were from Thakurgaon, Dinajpur, Rangpur, Nilphamary, Bogra, Norsingdi, Gazipur and from comilla district which was held in four BRAC training centers (Rajshahi, Bogra, Dinajpur and Dhaka).

The researcher introduced the purposes of the questionnaire session to the teachers and asked them to share their own beliefs and understanding regarding the information they asked to provide in the questionnaire session. The teachers were given sufficient orientation about all the question/information clearly before sharing their own beliefs and understanding. Then they individually answered the questionnaire. At the end of every questionnaire session the researcher thanked all the participating teachers.

The data was collected through two ways. These are: conducting questionnaire session and trained and non-trained teachers' classroom teaching observation. In the process of data collection most of the time, the researcher was involved directly. To collect the data the researcher selected the teacher, school, training program and the area (district) randomly. Before starting data collection the questionnaire was prepared for teacher, the questionnaire was also discussed with the experts (class teacher) to test its relation to reflecting subject matter, training, clarity, wording and difficulty level, which proved the validity of the questionnaire.

### **3.6 Data analysis:**

All the numerical data gathered for this study were processed and analyzed manually and the qualitative data were analyzed through interpretation. Finally, all the result is analyzed through triangulation to bring the conclusion in relation to the data and result found through questionnaire and classroom observation.

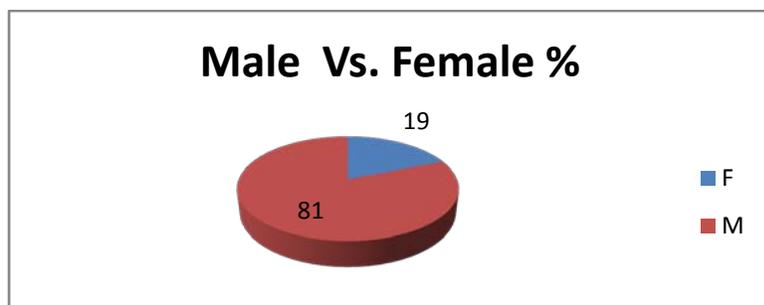
## Chapter-4: Result and Discussion

### 4. Introduction:

One of the important aspects of BRAC teachers training is to introduce the English language teachers with Communicative Language Teaching approach as the replacement of Grammar Translation Method. The training provided by BRAC\_PACE program tried to give the teachers clear concept of CLT approach, the importance of applying CLT approach in English language teaching, types of changes they need to bring in teaching as a communicative language teacher. After all the trained teachers get practical demonstration on applying CLT approach in teaching English, they took part to analyze the demonstration. Finally, they have the scope to practice the application of CLT approach in their teaching by taking part in micro-teaching session during training.

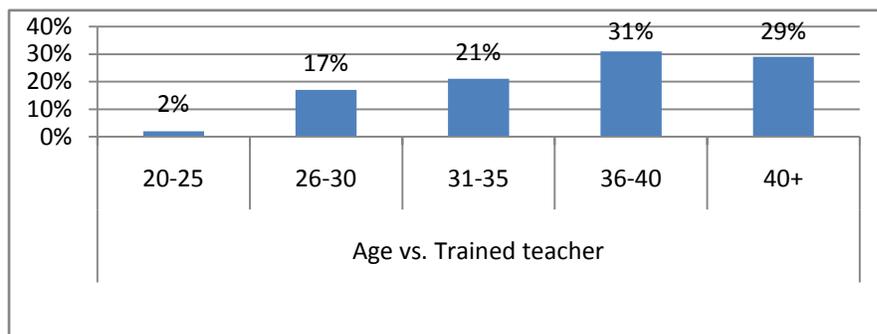
The study (questionnaire) was held with 52 teachers where 81% (42) were male and 19% (10) were the female teachers.

Figure-1: Ratio of male and female respondents:



During the studies it is found that the age of the teachers vary and in teaching learning process we know that age is an important variable. So, in the study the researcher divided the teachers into five categories based on their age (20-25, 26-30, 31-35, 36-40 and 40+). In most of the cases the researcher found a significant difference of the trainee teachers based on their age. Most of the teachers 31% were around 36-40 years old, 29% was more than 40 years old, 21% was around 31-35 years old, 17% was around 26-30 years old and 2% teachers were 20-25 years old (Figure-2 ).

Figure- 2: The ratio of trained teachers according to age:



#### 4.1 Result found through the questionnaire:

##### 4.1.1 Teacher's personal views regarding teaching and training:

According to the result found through questionnaire it is obvious that most of the participants agreed (79%) (With strongly agreed) Table-1: successful implementation of CLT. 88% (see table-1) believe that training make them prepared/skilled to implement CLT approach in teaching English in their respective institutions. None of the teachers agreed with the statement which said that the implementation of CLT approach is impractical. Most of them (58%) (See table-1) disagreed and 34% agreed with that statement and the rest was neutral. Another statement was related to the rigidity on traditional teaching techniques. Here 50% (see table-1) teachers agreed and 42% trained teachers disagreed to be rigid on traditional teaching (see table-1) and the rest were neutral. That means out of 52 respondents believe in changing teaching methods and approaches, the ratio among agree, disagree and neutral are 26, 22 and 4 respectively. Most of the trained teachers believe that they are able to implement cooperative teaching having training on English language teaching though they have different academic backgrounds. All of them believe that training helps everybody to develop their professional life/career. Though they mentioned that in the way of applying CLT approach they need extra time but it makes them competent as an educator or teacher by increasing their teaching potential. From the above discussion it is found that after receiving BRAC English language (English) training most of them become skilled and competent in teaching. They also mentioned that though in applying CLT approach they are facing some difficulties they also get various benefits by applying it.

Table-1: Teacher's personal views regarding teaching and training:

| Teacher's Personal Views regarding teaching and training  | Strongly Disagree |            | Disagree |            | Neutral |            | Agree |            | Strongly Agree |            |
|---|-------------------|------------|----------|------------|---------|------------|-------|------------|----------------|------------|
|   | Count             | Percentage | Count    | Percentage | Count   | Percentage | Count | Percentage | Count          | Percentage |
| I understand communicative teaching-learning well enough to implement it successfully.                                | 0                 | 0%         | 8        | 15.38%     | 3       | 5.77%      | 31    | 59.62%     | 10             | 19.23%     |
| The amount of communicative teaching- learning training I have received has prepared me to implement it successfully. | 0                 | 0%         | 2        | 3.85%      | 4       | 7.7%       | 43    | 82.69%     | 3              | 5.77%      |
| The training in communicative teaching/ learning has not been practical enough for me to implement it successfully.   | 8                 | 15.38%     | 22       | 42.31%     | 4       | 7.7%       | 16    | 30.77%     | 2              | 3.85%      |
| I prefer using familiar teaching methods over trying new approaches.  | 1                 | 1.92%      | 21       | 40.38%     | 4       | 7.7%       | 22    | 42.31%     | 4              | 7.7%       |
| I believe I can implement cooperative learning successfully.  | 0                 | 0%         | 0        | 0%         | 2       | 3.85%      | 43    | 82.69%     | 7              | 13.46%     |
| I have too little teaching experience to implement cooperative learning successfully.                                 | 8                 | 15.38%     | 10       | 19.23%     | 6       | 11.54%     | 23    | 44.23%     | 5              | 9.62%      |
| I find that involving students in group/pair works is too difficult in the class.                                     | 5                 | 9.62%      | 35       | 67.31%     | 3       | 5.77%      | 8     | 15.38%     | 1              | 1.92%      |
| Training helps the professionals to become skilled  | 2                 | 3.85%      | 0        | 0%         | 2       | 3.85%      | 21    | 40.38%     | 27             | 51.92%     |
| Makes teachers feel more competent as educator/ Eases the pressure on me as a teacher.                                | 1                 | 1.92%      | 4        | 7.7%       | 10      | 19.23%     | 25    | 48.08%     | 12             | 23.08%     |
| Requires extra time to plan learning activities.  | 0                 | 0%         | 7        | 13.46%     | 3       | 5.77%      | 35    | 67.31%     | 7              | 13.46%     |

#### **4.1.2 Trained teachers' preference of teaching method:**

To get a clear picture of the implementation of CLT approach in classroom teaching in the questionnaire the teachers were asked whether they like to bring change in selecting teaching methods and approaches. The statement was “I prefer using familiar teaching methods over trying new approaches”. In response to the statement 29 teachers (24 male and 5 female) disagreed with the statement that means that they were interested to bring changes in teaching through new methods and approaches, 18 (13 male and 5 female) teachers’ agreed with the statement that means they are not interested to bring changes of applying methods and approaches in their teaching. Here it is found through the questionnaire that BRAC teachers training were able to convince 57% male teachers to apply CLT approach in teaching English to achieve the goal of NCTB which designed the EFT’s for secondary level learners based on CLT approach. 31% of the male teachers are not convinced to apply CLT approach or bring changes in teaching applying new methods and approaches. On the other hand the ratio of female teachers applying new approaches (CLT) were 50% positive and another 50% was negative. That indicates that the male teachers are more convinced than the female teachers 12% male teachers held neutral position. It shows that 69% teaches are interested to bring changes in their teaching by the way of applying teaching methods and approaches. In response to bringing changes in teaching English the teachers who are around 26-30 years, 44% of them agreed to bring changes in applying teaching methods and approaches, 44% were not interested to bring changes in teaching methods and approaches and the rest 11% were in neutral position. Among the teachers around 31-35, 64% agreed to bring change, 36% were not interested to bring change in teaching methods and approaches. Teachers around 36-40 years, 50% were interested to bring change, 44% were not interested to bring change and the rest 6% were neutral to bring changes in teaching learning process (methods and approaches). The teachers who were more than 40 years, 67% of them were interested to bring changes, 20% were not interested to bring changes and the rest 13% were neutral in response to bringing changes in teaching-learning process. In total it is found that 69% teaches are interested to bring changes in their teaching by the way of applying teaching methods and approaches. From this analysis the researcher found that a significant change occurs among the teachers who were around 31-35 and more than 40 years old. While discussing GTM and CLT approach and their features, it is found that the teachers are interested to resist GTM because it requires little involvement and skills. It means that BRAC training

significantly affect the teachers' perception to bring a change in teaching methods and approaches to become skilled in teaching as well as to create a skilled generation who will be able to use language they have learned in everyday life communication.

#### 4.1.3 Gender vs. confidence of applying Cooperative learning process:

It is stated earlier that the teachers who teach English in rural secondary schools are not up to the mark to teach English because most of them don't have English background or training on teaching English through CLT approach. BRAC assists these less confident teachers to enhance their potential through training on applying cooperative teaching –learning process. Through the training BRAC ensures ample opportunities to the trainee teachers to have clear understanding about cooperation between teacher-learner, learner-learner and learner- teacher to practice language learning activities in congenial teaching learning environment. To find out the result whether the training was sufficient to raise the trainee teachers' confidence level regarding the implementation of cooperative learning one statement was, "I believe I can implement cooperative learning successfully". In response to this statement 60% female teachers opined that they are not capable enough to implement cooperative learning in classroom teaching. 57% male teachers also observed that they are not capable to implement cooperative learning in their classroom teaching. 58% teachers responded that they are not confident enough to implement cooperative learning/teaching in their classroom teaching (Table-2).

Table-2: teachers' confidence on applying cooperative learning (according to sex):

|        | Strongly disagree |            | Disagree |            | Neutral |            | Agree |            | Strongly Agree |            | Total |
|--------|-------------------|------------|----------|------------|---------|------------|-------|------------|----------------|------------|-------|
|        | Count             | Percentage | Count    | Percentage | Count   | Percentage | Count | Percentage | Count          | Percentage |       |
| Female | 1                 | 10%        | 5        | 50%        | 0       | 0%         | 4     | 40%        | 0              | 0%         | 10    |
| Male   | 7                 | 17%        | 17       | 40%        | 5       | 12%        | 13    | 31%        | 0              | 0%         | 42    |
| Total  | 8                 | 15%        | 22       | 42%        | 5       | 10%        | 17    | 33%        | 0              | 0%         | 52    |

#### 4.1.4 Age vs. confidence of applying Cooperative learning process:

In response to implementing cooperative teaching-learning in classroom teaching 44% teachers were confident, 44% teacher were not confident who are around 26-30 years old. The teachers who are around 31-36 years old, 73% of them were not confident to implement cooperative learning in classroom teaching, the rest 27% were confident. 50% teacher were not confident, 44% teacher were confident and the rest 6% were neutral in response of implementing cooperative learning in their classroom teaching who were around 36-40 years old. The teachers who were more than 40 years old, 67% were not confident, 20% were confident and the rest 13% were in neutral position in response to implementing cooperative learning in classroom teaching (Table-3).

Table-3: teachers' confidence on applying cooperative learning (according to age):

| Age   | Strongly disagree |            | Disagree |            | Neutral |            | Agree |            | Strongly Agree |            | Total |
|-------|-------------------|------------|----------|------------|---------|------------|-------|------------|----------------|------------|-------|
|       | Count             | Percentage | Count    | Percentage | Count   | Percentage | Count | Percentage | Count          | Percentage |       |
| 20-25 | 0                 | 0%         | 0        | 0%         | 1       | 100%       | 0     | 0%         | 0              | 0%         | 1     |
| 26-30 | 0                 | 0%         | 4        | 44.5%      | 1       | 11%        | 4     | 44.5%      | 0              | 0%         | 9     |
| 31-35 | 2                 | 18%        | 6        | 55%        | 0       | 0%         | 3     | 27%        | 0              | 0%         | 11    |
| 36-40 | 3                 | 19%        | 5        | 31%        | 1       | 6%         | 7     | 44%        | 0              | 0%         | 16    |
| 40+   | 3                 | 20%        | 7        | 47%        | 2       | 13%        | 3     | 20%        | 0              | 0%         | 15    |
| Total | 8                 | 15%        | 22       | 42%        | 5       | 10%        | 17    | 33%        | 0              | 0%         | 52    |
| %     | 15.39             |            | 42.31    |            | 9.62    |            | 32.69 |            | 0              | 0          |       |

#### 4.2 Teachers' professional views on students' responses and effects:

##### 4.2.1 CLT promoting cooperation among students:

One of the aims of BRAC teachers training for English language teachers is to enhance the secondary school teachers' skills to ensure qualitative teaching through CLT approach to reach

Table-4: Teacher's Professional Views on students responses and effects of CLT

| Teacher's Professional Views on students responses and effects  | Strongly Disagree |        | Disagree |        | Neutral |        | Agree |        | Strongly Agree |        |
|---|-------------------|--------|----------|--------|---------|--------|-------|--------|----------------|--------|
|   |                   |        |          |        |         |        |       |        |                |        |
| My students presently lack the skills necessary for effective cooperative group work.                                 | 0                 | 0%     | 9        | 17.31% | 5       | 9.62%  | 30    | 57.7%  | 8              | 15.38% |
| Peer interaction helps students obtain a deeper understanding of the material.  | 1                 | 1.92%  | 1        | 1.92%  | 10      | 19.23% | 29    | 55.77% | 11             | 21.15% |
| My students are resistant to working in cooperative groups.   | 3                 | 5.77%  | 14       | 26.92% | 11      | 21.15% | 19    | 36.54% | 5              | 9.62%  |
| Communicative learning/teaching places too much emphasis on developing students' social skills.                       | 1                 | 1.92%  | 5        | 9.62%  | 10      | 19.23% | 31    | 59.62% | 5              | 9.62%  |
| Using communicative approach fosters positive student attitudes towards learning.                                     | 0                 | 0%     | 3        | 5.77%  | 12      | 23.08% | 33    | 63.46% | 4              | 7.7%   |
| Communicative approach of learning holds bright students back.  | 7                 | 13.46% | 20       | 38.46% | 9       | 17.31% | 14    | 26.92% | 2              | 3.85%  |
| Motivates students to get more involved in learning activities.   | 0                 | 0%     | 2        | 3.85%  | 8       | 15.38% | 33    | 63.46% | 9              | 17.31% |
| Promotes the development of students' interpersonal communication skills (e.g ability to relate or work with others). | 0                 | 0%     | 2        | 3.85%  | 15      | 28.85% | 34    | 65.38% | 1              | 1.92%  |
| Communicative approach of learning gives too much responsibility to the students.                                     | 1                 | 1.92%  | 6        | 11.54% | 12      | 23.08% | 25    | 48.08% | 8              | 15.38% |
| Your students have English speaking environment in your institution/ class.   | 1                 | 1.92%  | 11       | 21.15% | 8       | 15.38% | 23    | 44.23% | 9              | 17.31% |
| Engaging in cooperative learning interferes with students' academic progress.   | 7                 | 13.46% | 9        | 17.31% | 6       | 11.54% | 21    | 40.38% | 9              | 17.31% |
| Promotes the development of communication skills (e.g., writing and presentation skills).(students)                   | 0                 | 0%     | 1        | 1.92%  | 6       | 11.54% | 26    | 50%    | 19             | 36.54% |
| Motivates students to get more involved in learning activities.   | 0                 | 0%     | 3        | 5.77%  | 4       | 7.7%   | 33    | 63.46% | 12             | 23.08% |

the goal set by NCTB while designing the new curriculum and the EFTs. In CLT approach of teaching-learning a language the learners have ample scope to practice language involving group, pair, and individual and whole class activities. It creates opportunity to the learners to built rapport among them. Whether the language teacher who received training from BRAC believe it or not the observer set a statement in the questionnaire. 100% female teachers agreed with the statement which meant CLT approach promotes cooperation among students. Among the male teachers 86% agreed with the statement and the rest 14% were in neutral position.

In total 88% teacher agreed with the statement (See Table-4). In the discussion of age and gender vs. confidence of implementing cooperative learning, we found that in an average 58% teacher do not think that they are capable to implement cooperative learning in classroom teaching but 88% teacher believe that it promotes cooperation among the students which play an important role in learning a language.

Table-5: The male and female teachers' views on promoting cooperation among students through CLT:

|        | Strongly disagree |    | Disagree |    | Neutral |       | Agree |       | Strongly Agree |       | Total |
|--------|-------------------|----|----------|----|---------|-------|-------|-------|----------------|-------|-------|
| Female | 0                 | 0% | 0        | 0% | 0       | 0%    | 9     | 90%   | 1              | 10%   | 10    |
| Male   | 0                 | 0% | 0        | 0% | 6       | 14.3% | 30    | 71.4% | 6              | 14.3% | 42    |
| Total  | 0                 | 0% | 0        | 0% | 6       | 12%   | 39    | 75%   | 7              | 13%   | 52    |

In response to promoting cooperation through CLT approach 89% teachers around 26-30 years agreed with the statement and the rest was in neutral position. 100% teachers of around 31-35 years old agreed with the statement. 94% teachers around 36-40 years agreed with the statement, 87% teachers who were more than 40 year agreed with the statement. In an average 88% teacher agreed with the statement (See Table-6).

Table -6: Teachers' views on promoting cooperation among students according to age:

| Age   | Strongly disagree |    | Disagree |    | Neutral |     | Agree |     | Strongly Agree |     |
|-------|-------------------|----|----------|----|---------|-----|-------|-----|----------------|-----|
| 20-25 | 0                 | 0% | 0        | 0% | 1       |     | 0     | 0%  | 0              | 0%  |
| 26-30 | 0                 | 0% | 0        | 0% | 1       | 11% | 8     | 89% | 0              | 0%  |
| 31-35 | 0                 | 0% | 0        | 0% | 1       | 9%  | 10    | 91% | 0              | 0%  |
| 36-40 | 0                 | 0% | 0        | 0% | 1       | 6%  | 12    | 75% | 3              | 19% |
| 40+   | 0                 | 0% | 0        | 0% | 2       | 13% | 9     | 60% | 4              | 27% |
| Total | 0                 | 0% | 0        | 0% | 6       | 12% | 39    | 75% | 7              | 13% |

#### 4.2.2 Students present skills for effective cooperative group work:

In the part of teachers' professional views on students' responses and effects, the second statement was "My students presently lack skills necessary for effective cooperative group work". In response to this statement 67% trained teachers stated that their students were not skilled enough to conduct effective cooperative group work, 22% were of the opinion that their students are skilled enough to participate in effective cooperative group work and the rest 11% trained teacher were neutral in response to this statement who are around 26-30 years old. Among the teachers around 31-35 years old, it is found that 90% of them believe their students were skilled enough, and 10% of them believe their students were skilled enough to ensure effective cooperative group work. 81% teacher stated that their students were not skilled enough, 6% viewed their students as skilled and rest 13 % were in neutral position in response to ensuring effective cooperative group work and they were around 36-40 years. The teachers who were more than 40 years old, 60% of them were in favor of the statement, 33% were not in favor of the statement and 7% were in the neutral position. It means that in each category of teachers according to age was highly resistant in their beliefs and attitudes regarding the learners/students ability to ensure effective cooperative group work. Earlier it is mentioned that many researchers showed the role of teachers' positive beliefs and attitudes playing an important role in the process of learning any language. In the part of classroom management, classroom language and teachers attitudes in BRAC training modules discussed by the responses of most of the teachers it seems that this part does not create any sense by means of teachers understanding regarding their beliefs and thoughts towards the learners (Table- 7).

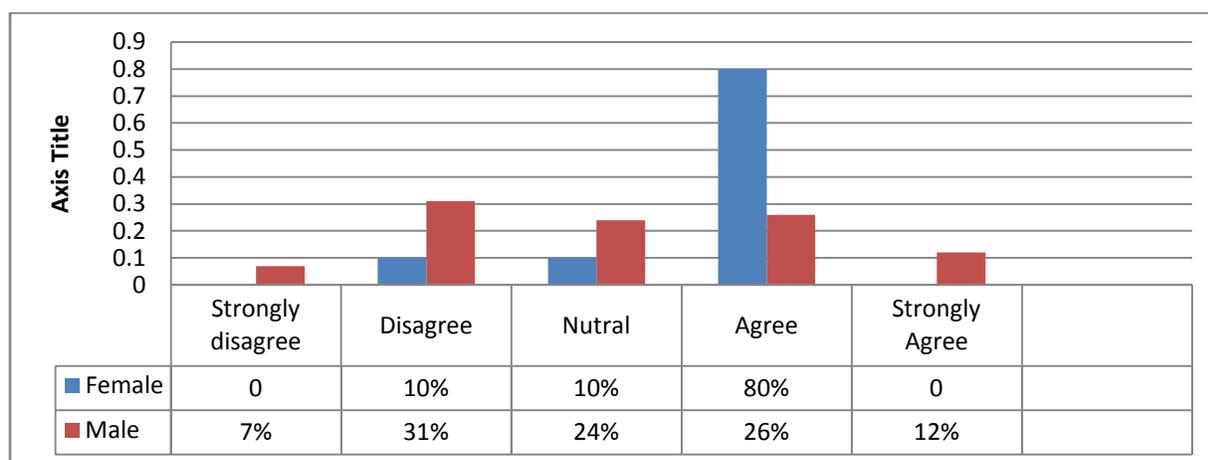
Table- 7: Teachers views on students' skills in cooperative group work:

| Age   | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree | Total |
|-------|-------------------|----------|---------|-------|----------------|-------|
| 20-25 | 0                 | 0        | 1       | 0     | 0              | 1     |
| 26-30 | 0                 | 2        | 1       | 5     | 1              | 9     |
| 31-35 | 0                 | 1        | 0       | 7     | 3              | 11    |
| 36-40 | 0                 | 1        | 2       | 12    | 1              | 16    |
| 40+   | 0                 | 5        | 1       | 6     | 3              | 15    |
| Total | 0                 | 9        | 5       | 30    | 8              | 52    |

### 4.2.3. Students resistance to work in group:

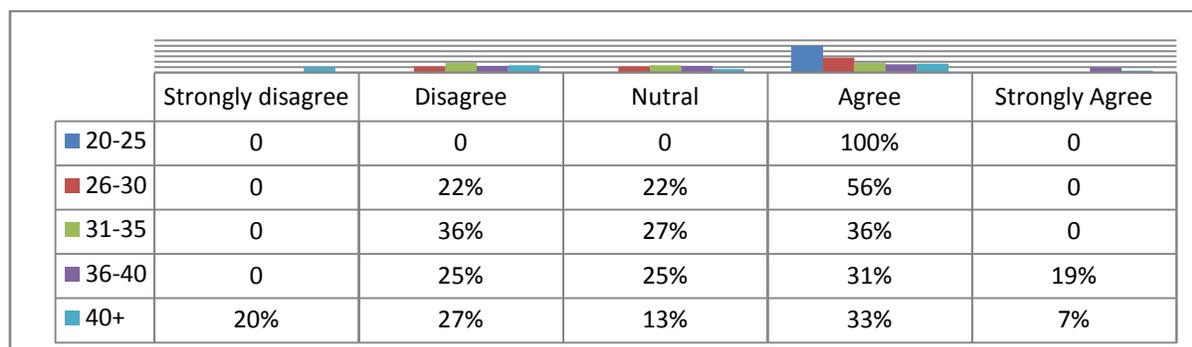
The 4<sup>th</sup> statement regarding students' responses and effects the teachers were asked whether "the students are resistant to work in cooperative group". In response to the statement 80% female teachers agreed, 10% disagreed and the rest 10% were neutral. On the other hand 38% (agree and strongly agree) male teacher agreed, 38% (disagree+ strongly disagreed) disagreed with the statement and the rest 24% were in neutral position (Figure-3).

Figure-3: Teachers' views on students' resistance to work in group according to sex:



Teachers view on students' resistance to work in cooperative group varied according to their age. From the questionnaire it is found that the teachers who are around 26-30 years 56% agreed, 22% disagreed and the rest 22% were in neutral position in response to the statement. The teachers who are around 31-35 years, 36% agreed, 36% disagreed and rest 27% was neutral in response of that statement (figure-4).

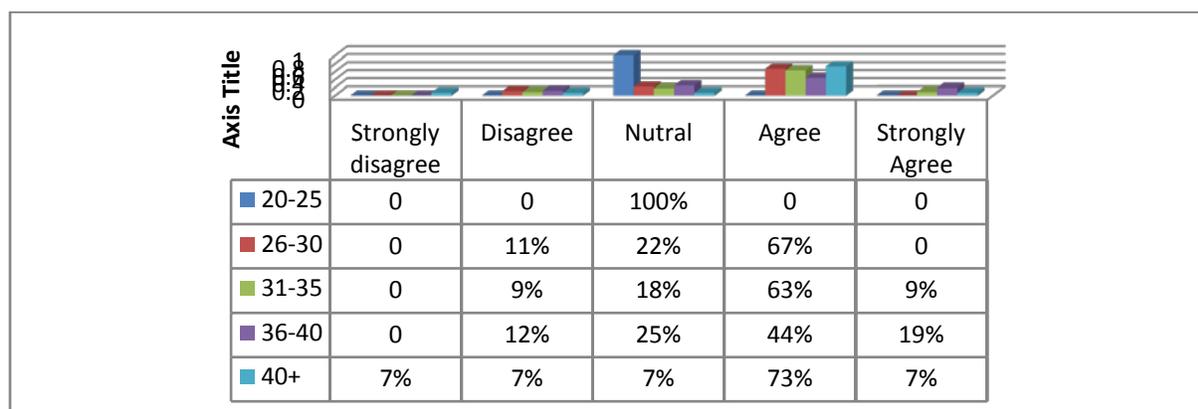
Figure-4: Views on Students resistance to work in group according to teachers' age:



#### 4.2.4 Emphasis on developing social skills:

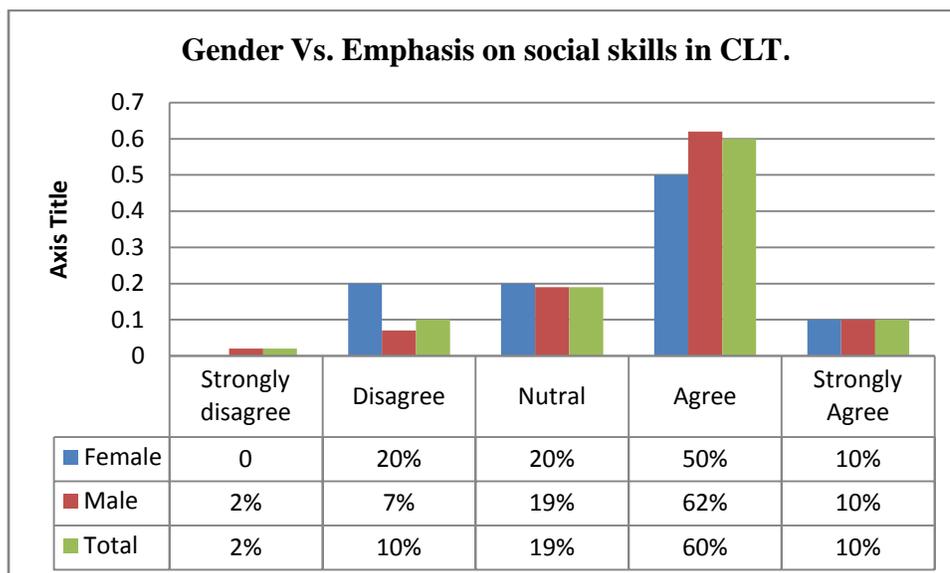
In the questionnaire the trained teachers asked whether the CLT approach of teaching FL/SL puts emphasis on the learners to develop their social skills. In response to the statement most of the teachers agreed (69%), 19% were neutral and rest number of the teachers disagreed with the statement. That means most of the teachers believe if the ESL/EFL learners get opportunities to learn target language through CLT approach it will help them to develop their social skills. From the responses in the questionnaire it is found that among the teachers who are more than 40 years old about 80% of them believe that CLT helps learners to develop their social skills. Here the significance is in most of the cases the aged people are more resistant in their beliefs and thoughts but we found the changes of their beliefs and thoughts here. It's only possible for the training they received from BRAC on English language teaching through CLT approach (figure-5).

Figure- 5: Age vs teachers' responses on "CLT emphasis developing students' social skills":



While comparing the responses between male and female it is found through the questionnaire that 71% male agreed (agree+ strongly agree) that CLT helps learners to develop their social skills on the other hand 60% female agreed with that statement. It clearly helps the researcher to trace that the male teachers are accepting the impact of teaching language through CLT approach helps the learners to develop social skills. Here it means that when the learners get opportunity to involve themselves in interaction during the language class through group, pair or drill work, it helps them to develop their communication skills and communication skills is one of the most important social skills (figure-6).

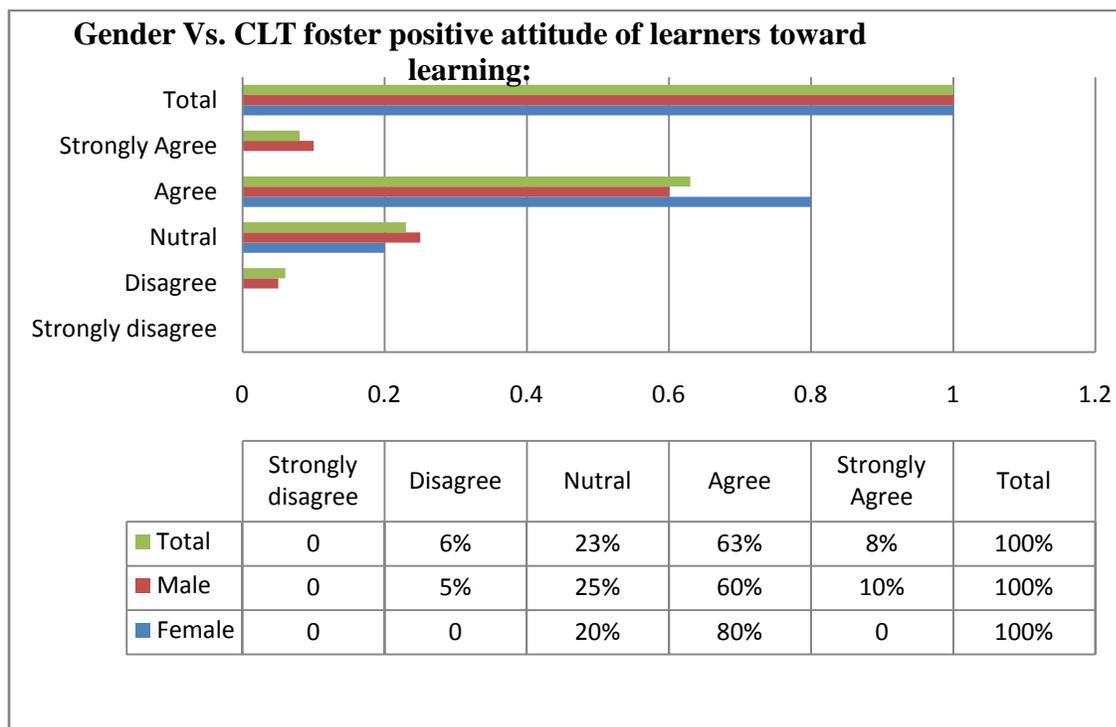
Figure- 6: Responses according to sex, CLT emphasis on social skills



#### 4.2.5 Learners positive attitudes towards learning through CLT approach:

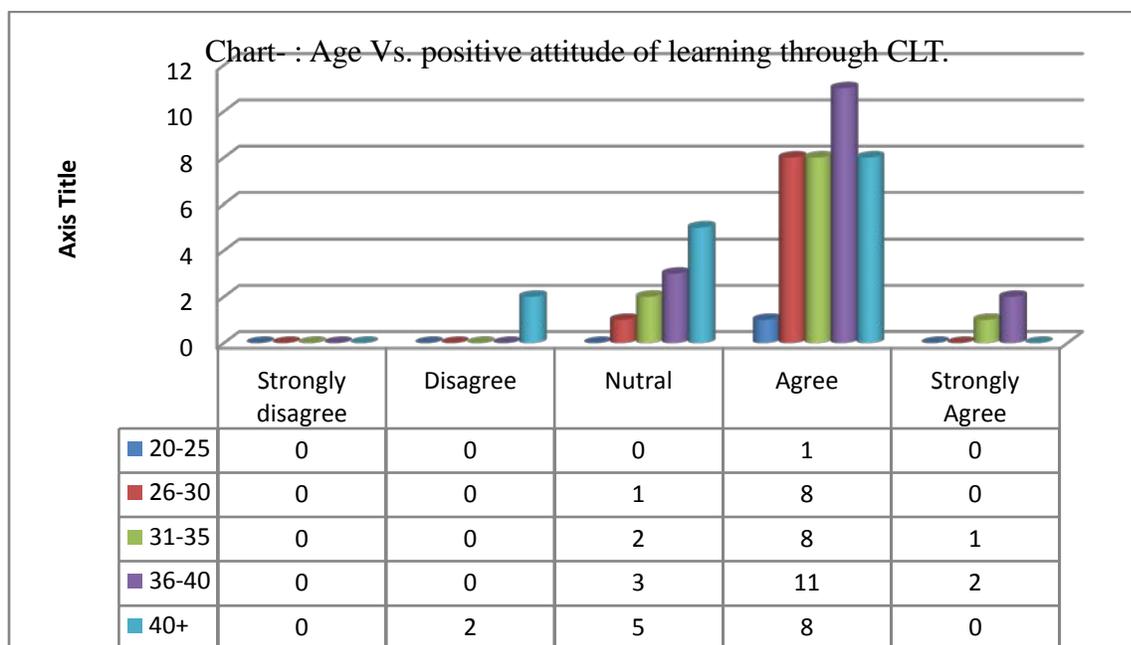
When the respondents of the questionnaire get a statement about the effects and responses of learners toward CLT to ensure positive learning attitude 37 out of 52 put ticks on agree and strongly agree column according to their experience of teaching applying CLT approach after having training on teaching English language through CLT. It is about 71% of the total respondents' positive response according to their perceptions. Where, 80% female and 67% male teacher were agreed with the statement. It gives us an idea about the implementation of CLT approach to teach English language after receiving training from BRAC on applying CLT approach. Though it is found that majority percent of trained teachers are trying to apply CLT approach in teaching English in secondary schools the female teachers are further ahead than the male trained teachers.

Figure-7: Gender wise responses on “CLT foster positive attitude of learners toward learning”:



**4.2.6 Age vs. Teachers’ views on positive attitudes of learners toward learning in CLT approach:**

Figure- 8: Age vs. positive attitude of learning through CLT



It is shown earlier that in response to positive attitudes of learners towards learning through CLT approach most of the teachers found that the learners are positive in accepting CLT approach of learning which creates opportunity to ensure ample practice of learning language in classroom teaching. Age of the trained teachers is considered as an important variable to implement the training in classroom teaching. That's why the researcher tried to trace how age influenced responses of experience about learners feeling while teaching English through CLT approach.

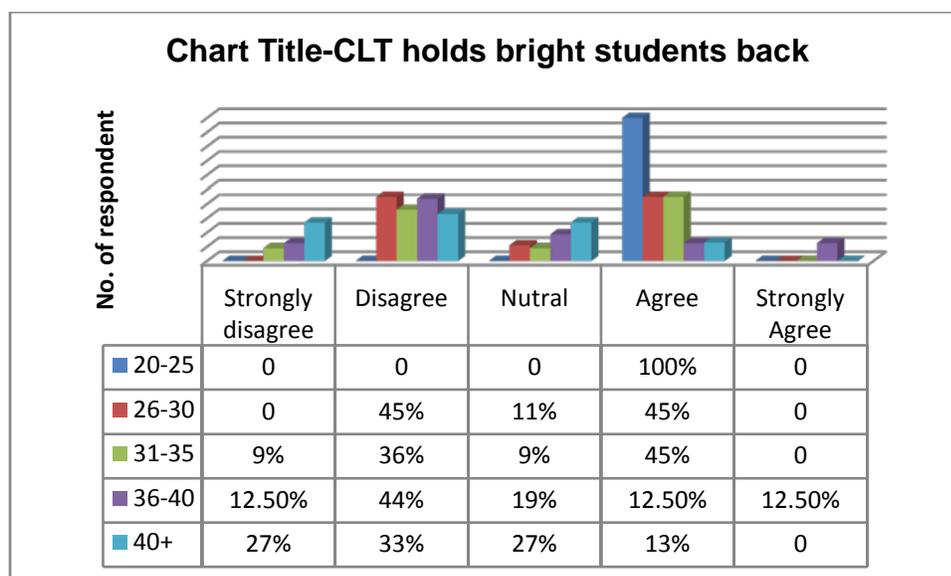
According to the age it is found that the teacher who is about 20-25 years old agreed, out of 9 teachers about 26-30 years old, 8 agreed and 1 was neutral, out of 11 teachers about 31-35 years old 8 agreed, 1 strongly agreed and 2 were neutral, out of 16 teachers about 36-40 years old 11 agreed, 2 strongly agreed and 3 were neutral, out of 15 teachers above 40 years old, 2 disagreed, 5 neutral and 8 agreed with the statement. That means except 11 teachers who were in neutral and 2 teachers who disagreed, rest 39 teachers agreed that CLT approach create positive attitude towards learning. In total 39 (75%) teachers out of 52 believe CLT can ensure positive attitude towards learning.

#### **4.2.7 CLT holds bright students back:**

CLT approach emphasizes all learners' participation during the class so that they can develop their language skills as well as social skills. To check the trained teachers' attitude toward the application in language teaching and their understanding about learners' perception the researcher set a statement whether CLT holds the brilliant learners back in learning language. The responses vary according to the teachers' age. Among the teachers who were about 26-30 years old, 44% responded positively and 44% of them responded negatively to the statement and the rest were neutral. That means that the trained teachers who took part in the questionnaire 44% of them were not clear about choosing teaching materials. It also indicates that the teachers who agreed with the statement after having training on EFL/ESL through CLT approach provided by BRAC still have some misunderstandings about the implementation of CLT in classroom teaching. The same things happened in case of 31-35 years old teachers. Among them in both agree and disagree options 45% of them puts tick equally and 9% were neutral. The teachers who were around 36-40 years old they showed a significant role in favor of CLT approach putting 56% tick on disagree column (both disagree and strongly disagree). Only 25% responded positively in this statement that meant they believe CLT holds bright students back.

19% were neutral in response to the statement. Though more than twice respondent were in favor of CLT and believe that it does not holds the bright students back but the number is not so much significant considering the total number of respondent. The teachers who were more than 40 years,60% of them believe CLT does not holds the brilliants students back, 13% of them believe it holds bright students back and rest 27% were neutral in response to the statement. According to the above result it is easy to understand that the aged people were more positive and capable to ensure the application of CLT approach in classroom teaching without hampering the development of all levels learners (Figure –9).

Figure –9: Age based teachers’ responses on CLT holds bright students back:



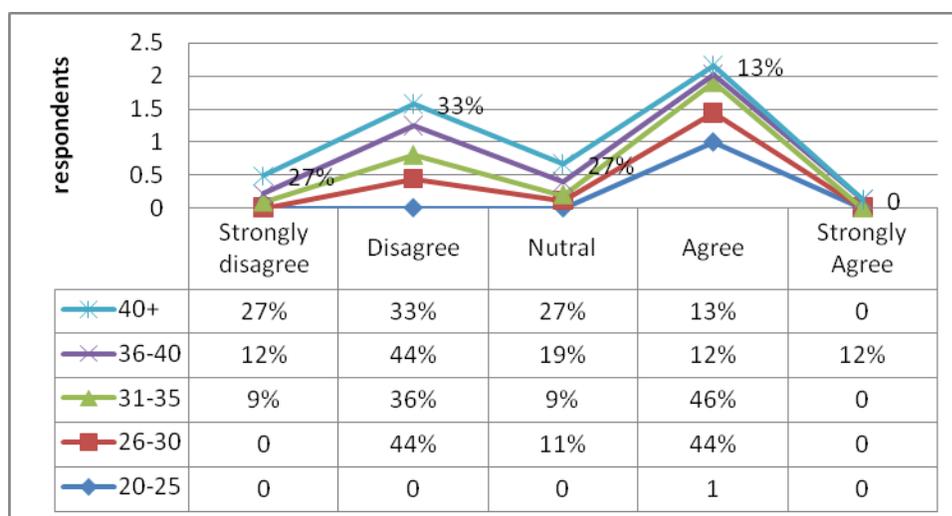
#### 4.2.8 CLT motivates students to learn:

From the respondents views found in the questionnaire in responses to the statement “CLT motivates students to get more involved in learning activities” 65% agreed with the statement, 17% strongly agreed with the statement that means 82% respondents believe that CLT approach in teaching language motivates students to be involved in the process of learning languages,13% were neutral and the rest 4% disagreed with the statement. It is found that there were no trained teachers (respondents) who disagreed with the statement between the ages of 31-35 and 36-40 out of 11 and 16 respectively, only 1 trained teacher from each of the age group of 26-30 and 40+ disagreed with the statement out of 9 and 15 respectively. That means that the training

provided by BRAC PACE program on teaching English through CLT approach made the teachers understand about the effectiveness and practicality to make the learners interested in learning language (Figure-9).

From the study it is found that the teachers responded differently according to their age for the relation between CLT and students motivation. 60% of 40 years old, 56% of 36-40 years old, 45% of 30-35 years old and 44% of 26-30 years old teachers do not believe that CLT motivates the learners to learn language.

Figure –10: Age based teachers’ responses on student’s motivation through CLT



#### 4.2.9 CLT helps students’ personal learning styles:

In responses to the question “CLT helps accommodate students’ personal learning styles” out of 52 respondents 29 agreed, 06 strongly agreed, 09 were neutral and 08 disagreed. Analyzing the result according to the age group it is found that none of the respondents disagreed in the age group of 31-35, and only 1 was in neutral position out of 11. That means more than 90% respondent between 31-35 years old believe if they apply CLT approach in their classroom teaching it will fulfill the demand of all types of learners to enhance their learning, as different types of activities are incorporated in the way of teaching through CLT approach. The respondents, who were between 36-40 years old, were confused in responses to the statement according to the result found in the questionnaire. Out of 16 respondents 8 agreed, 1 strongly

agreed, 5 disagreed and 2 were in neutral position. That means 9 were in favor of the statement (56%), and the rest were not in favor or not willing to share their views. 60% were in favor of the statement those were more than 40 years old, 13% were not in favor of the statement and the rest were in neutral position. Analyzing the responses from the questionnaire it is observed that most of the trained teachers have realized CLT approach incorporated most of the teaching techniques and activities to reach all the learners to fulfill their specific requirements to learn a language effectively considering the learners learning style and individual differences (Table-8).

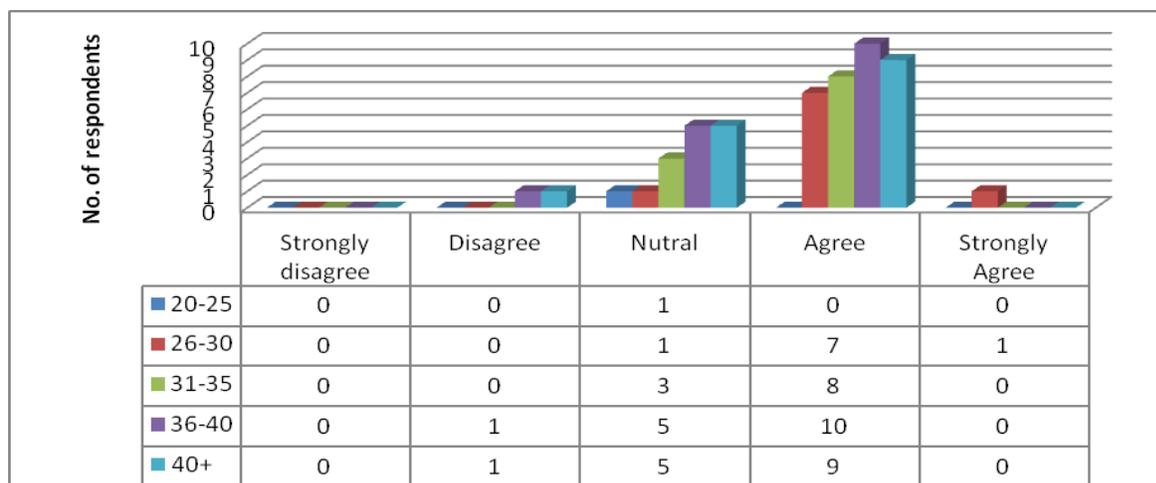
| Table-8: respondents views on learners learning styles according to age: |                   |   |          |     |         |     |       |      |                |     |
|--|-------------------|---|----------|-----|---------|-----|-------|------|----------------|-----|
| Age  | Strongly disagree |   | Disagree |     | Neutral |     | Agree |      | Strongly Agree |     |
| 20-25  | 0                 | 0 | 0        | 0   | 0       | 0   | 1     | 100% | 0              | 0   |
| 26-30  | 0                 | 0 | 1        | 11% | 2       | 22% | 6     | 67%  | 0              | 0   |
| 31-35  | 0                 | 0 | 0        | 0   | 1       | 9%  | 10    | 91%  | 0              | 0   |
| 36-40  | 0                 | 0 | 5        | 31% | 2       | 13% | 8     | 50%  | 1              | 6%  |
| 40+  | 0                 | 0 | 2        | 13% | 4       | 27% | 5     | 33%  | 4              | 27% |
| Total  | 0                 | 0 | 8        | 15% | 9       | 17% | 30    | 58%  | 5              | 10% |

#### 4.2.10 CLT develops students' interpersonal communication skills:

In the questionnaire the researcher put a statement to get responses from the trained teachers about the interpersonal communication skills of the learners. The respondents were asked whether CLT approach help learners to develop their interpersonal communication skills. In responses to the above mentioned out of 52 respondents 67% (35) were in favor of the statement and 29% (15) were not in favor on that statement. The remaining respondents were in neutral position. As BRAC training for the rural schools English language teachers are focused on teaching English through CLT approach and developing students interpersonal communication is

one of the most important features of communicative language teaching approach so the question was asked to the trained teacher whether they have understood the feature of CLT through the training they have received provided by BRAC.

Figure-11: Age vs. respondents responses on developing students' interpersonal communication skills

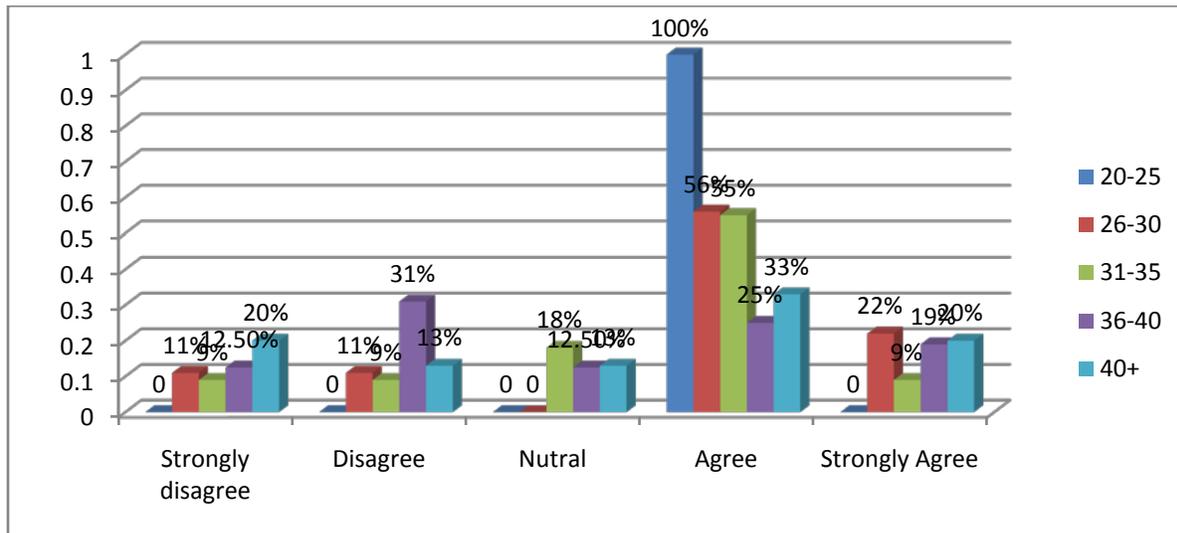


#### 4.2.11 Ensuring English speaking environment in classroom teaching:

To ensure the practice of teaching language through CLT approach the first condition is creating positive learning environment where the learners feel free and comfortable to practice the target language like learning their mother tongue. While learning mother tongue the learners have enough scope to practice the language according to the real needs without knowing its grammatical aspects and ignoring the hesitation about making mistakes. The CLT approach also emphasizes on learning the target language in native like environment. During training provided by BRAC PACE program teachers have the scope to get model demonstration on creating positive and learner-friendly environment to ensure the optimum learning output by the learners. After the demonstration the teachers sit together to analyze the demonstration and after that they took part in micro teaching session where they practice how to create positive and learner-friendly environment in teaching English language where the learners will practice their learned language. To check the implementation of creating English speaking environment in classroom teaching the trained teachers asked whether “their students have scope to practice speaking in English in their classroom teaching” in responses to the above mentioned the respondents

responded in different ways. Out of 52 respondents 30 (58%) responded that they have the English speaking environment in their classroom teaching, 16 (31%) responded that they did not have English speaking environment in their classroom teaching, and the rest were in neutral position. The result also showed that the teachers who are between 26-30 years are more capable to ensure the classroom environment where the learners have ample opportunities to practice speaking as one of the most important skills of learning language. Among the teachers around 36-40 years old, 44% viewed that they are able to ensure English speaking environment and 44% were not able to ensure English speaking environment in their classes. That means the teachers who are around 36-40 years have a mixed scenario in ensuring English speaking environment.

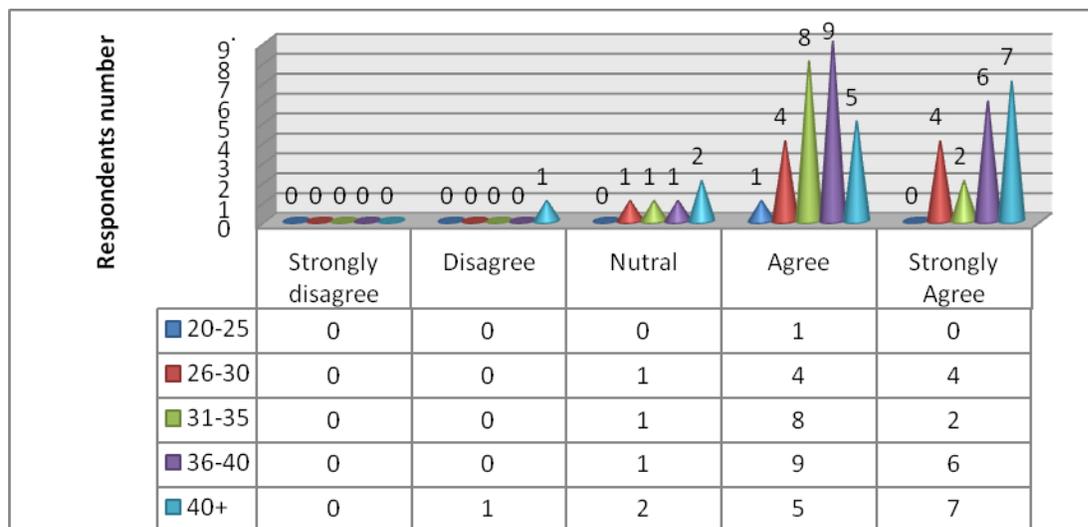
Figure-12: Age vs. ensuring English speaking environment:



#### 4.2.12 Engaging in cooperative learning interferes students academic progress:

The study found that the teachers who are around 25 years old believe that CLT hinders the academic progress of the students. Among the teachers who are around 26-30, 89% of them believe it and the rest were neutral. 91% teachers around 31-35 years old stated in favor of the statement. 94% teachers around 36-40 years also responded in the same way. 88% of the respondents believe that engaging students in cooperative learning activities hinders their academic progress, 2% of them did not think in the same way and the remaining of the respondents were in neutral position.

Figure-13: Age vs. Teachers responses on contradiction between cooperative learning and academic progress:



#### 4.3 Teacher's professional views on training implementation:

The 4<sup>th</sup> part of the questionnaire was designed to find out the view of teachers regarding training implementation. For every option the respondents had five alternative options on Likert scale. The questionnaire was divided into 7 sub headings and these were related to classroom management, time management, role of teachers motivation, confidence level of the trained teachers, support from the parents and school management committee, and overall success through learners public and school's (half yearly and promoting from one class to another) result.

The first statement was the application of CLT approach in teaching increase the academic achievement (e.g. grades). From the responses it is found that 66% teachers agree with the statement out of them 8% strongly agree, 19% disagreed with the statement and rest 15% were in neutral position.

The second statement was about classroom management "CLT makes classroom management more difficult". In response to this statement 77% teachers disagreed, 17% agreed and 6% were neutral.

Table -9: responses of teachers about the implementation of CLT:

| Teacher's Personal Views on training implementation  | Strongly Disagree |            | Disagree |            | Neutral |            | Agree |            | Strongly Agree |            |
|--|-------------------|------------|----------|------------|---------|------------|-------|------------|----------------|------------|
|  | Count             | Percentage | Count    | Percentage | Count   | Percentage | Count | Percentage | Count          | Percentage |
| Applying CLT increase academic achievement (e.g. grades).  | 2                 | 4%         | 8        | 15%        | 8       | 15%        | 30    | 58%        | 4              | 8%         |
| CLT makes classroom management more difficult.   | 9                 | 17%        | 31       | 60%        | 3       | 6%         | 9     | 17%        | 0              | 0%         |
| CLT is successful only if teachers have enough motivation.   | 3                 | 6%         | 19       | 37%        | 5       | 10%        | 24    | 46%        | 1              | 2%         |
| CLT makes teachers feel more competent as educator.  | 0                 | 0%         | 3        | 6%         | 9       | 17%        | 33    | 63%        | 7              | 13%        |
| Training gives teachers the opportunity to be learning facilitators instead of information provider. | 1                 | 2%         | 5        | 10%        | 11      | 21%        | 33    | 63%        | 2              | 4%         |
| Training is successful only if there is the support of parents and school managing committee.        | 3                 | 6%         | 17       | 31%        | 7       | 13%        | 24    | 46%        | 1              | 2%         |
| CLT requires extra time to plan learning activities.   | 1                 | 2%         | 4        | 8%         | 8       | 15%        | 38    | 73%        | 1              | 2%         |

The third statement was about teachers' motivation regarding CLT approach and its application in classroom teaching. In favor of the statement 48% teacher responded that to make successful of the application of CLT in classroom teaching enough teachers motivation is needed. In contrary 43% disagreed with the statement and 10% were neutral.

The 4<sup>th</sup> and 5<sup>th</sup> statement in the questionnaire was about the teachers' confidence and competence improvement through the training. 76% respondents responded positively in response to the first statement where they were asked if by applying CLT approach they feel more competent as educator. 06% responded negatively that meant they disagreed with the statement and the rest 17% did not respond positively or negatively. They put tick on neutral position. The 5<sup>th</sup> statement was BRAC training gives teachers opportunity to become learning facilitator instead of information provider. 67% respondents responded in favor of the statement 12% responded negatively and 21% were neutral.

The next statement was directly related to implementing training in classroom teaching. The respondents were asked whether they need support from school managing committee and from the guardians (parents) to implement training they have received from BRAC, in their classroom teaching. 48% teachers responded positively and put ticks on agree and strongly agree column, 37% teachers put tick on disagree and strongly disagree column and the rest of the teachers were neutral.

The last statement in this part about implementation of training was about time management/allocation for designing activities to teach language through CLT approach. “CLT requires extra time for planning activities”. In response to this statement 75% teachers responded positively by showing their responses in agree and disagree column, 10% disagreed with that statement and 15% were neutral.

#### **4.3.1 CLT increases academic achievements:**

To trace the trained teachers’ professional views on the relation between the application of CLT approach and academic progress, the researcher set a statement and found that the responses varied according to the age and gender of the teachers. In total out of 52 trained teachers 34 (both agree and strongly agree) believe it helps to increase the academic achievements, 10 believe it does not help to increase the academic achievements and the rest were neutral. Considering the gender it is found that 67% male teachers believe it helps the learners to increase their academic achievements, 14% believe it does not help to increase the academic achievements and rest 19% were in neutral position. On the other hand 60% female teachers think it helps to increase the academic result and the rest 40% think it does not help to increase the academic achievements. (See figure- 14 and 15).

Figure- 14: Gender vs. percentage of the views on increased academic achievements:

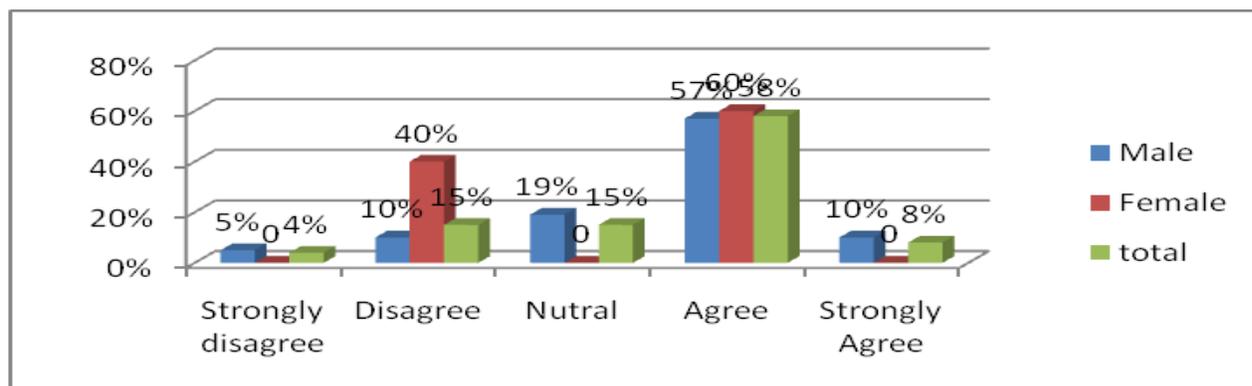
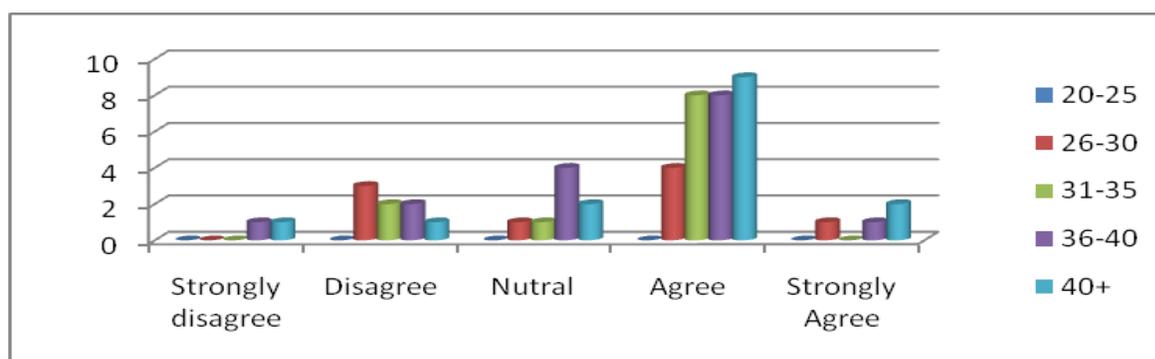


Figure-15: Age vs. respondents' views on increased academic achievements:

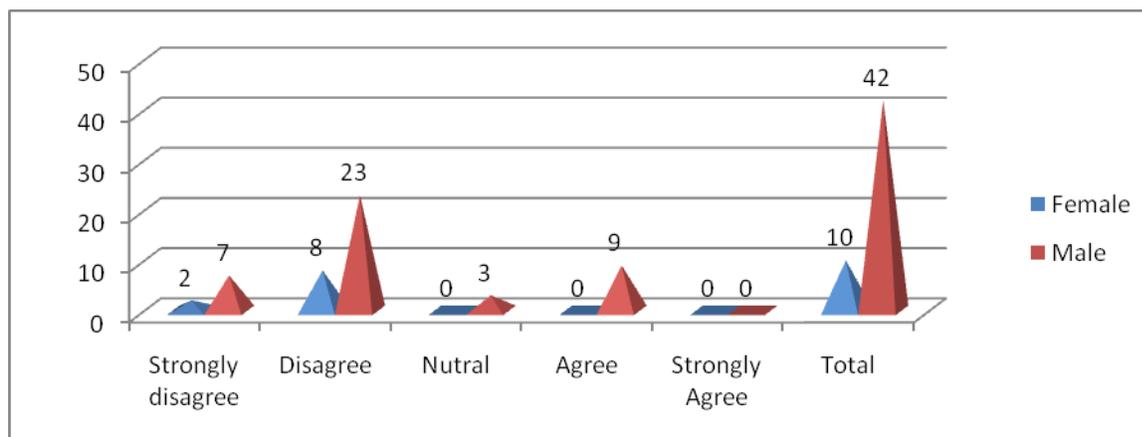


#### 4.3.2 CLT makes classroom management more difficult (gender-wise):

In-responses to the statement it is found that only 9 teachers agreed with the statement which meant they believe CLT makes the classes more difficult, 40 teachers disagreed with the statement and it meant they did not think the CLT approach makes the classes more difficult and the rest 3 were neutral.

According to gender the result is all the female teachers (2+8) =10 were not in favor of the statement. On the contrary 9 male teachers were in favor of the statement, (7+23) =30 male teachers were not in favor of the statement and the rest 3 male teachers were in neutral position.

Figure-16: Gender vs. views on difficulties of classroom management while applying CLT:



All the teachers who were around 26-30 years disagreed with the statement, the teachers around 31-35 years were 11 and 8 of them disagreed with the statement, 3 of them were in favor of the statement. The teachers who were around 36-40 years, 12 of them were not in favor of the statement, 3 of them were in favor of the statement and the rest 1 was in neutral position. More than 40 years old teachers were 15, out of which 11 were not in favor of the statement, 2 were in favor of the statement and the rest 2 teachers were in neutral position.

Table-10: Age vs. respondents views on difficulties of classroom management while applying CLT:

| Age   | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
|-------|-------------------|----------|---------|-------|----------------|
| 20-25 | 0                 | 0        | 1       | 0     | 0              |
| 26-30 | 1                 | 8        | 0       | 0     | 0              |
| 31-35 | 2                 | 6        | 0       | 3     | 0              |
| 36-40 | 3                 | 9        | 1       | 3     | 0              |
| 40+   | 3                 | 8        | 2       | 2     | 0              |

### 4.3.3 CLT is successful only if teachers have enough motivation:

The study attempted to find the trained teachers responses on motivation to implement the training/ CLT approach in classroom teaching. In response to the statement it is found that 25 teachers agreed with the statement, 22 teachers disagreed and the rest 5 teachers were neutral.

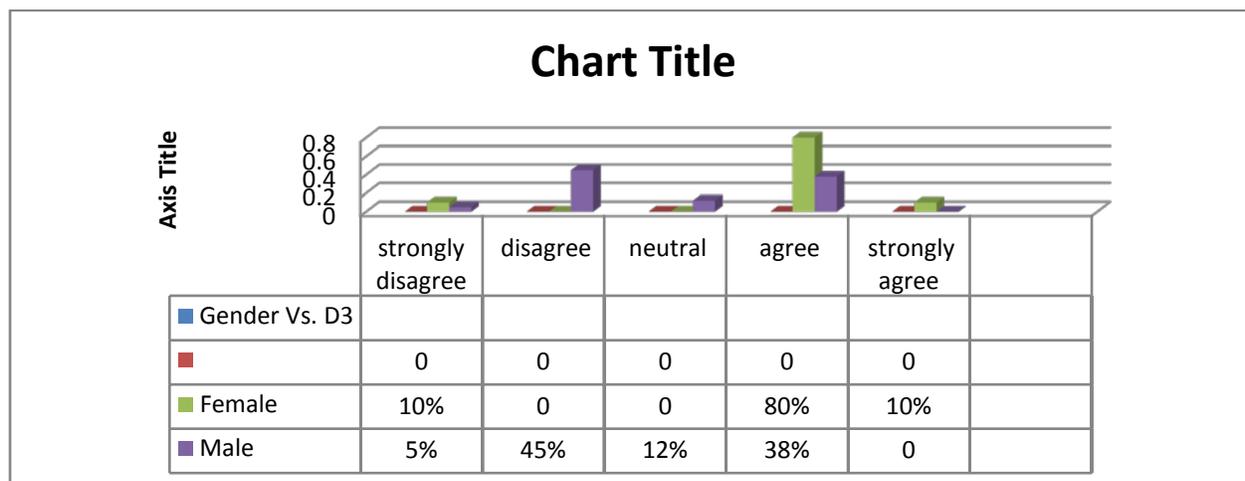
Table- 11: respondents views on motivation according to age

| Age   | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
|-------|-------------------|----------|---------|-------|----------------|
| 20-25 | 0                 | 0        | 1       | 0     | 0              |
| 26-30 | 0                 | 3        | 0       | 5     | 1              |
| 31-35 | 1                 | 2        | 1       | 7     | 0              |
| 36-40 | 1                 | 6        | 2       | 7     | 0              |
| 40+   | 1                 | 7        | 2       | 5     | 0              |

Considering age it is found that the teachers who were around 25-30 years, 7 of them agreed and 2 were neutral. The teachers around 31-35 years, 8 of them agreed with the statement, 1 disagreed and the rest 2 were neutral. The teachers who were around 36-40, 7 of them agreed with the statement, 6 of them disagreed, 1 of them strongly disagreed with the statement and the rest 2 teachers were neutral. 15 teachers were more than 40 years old, out of them 5 agreed with the statement, 7 teachers disagreed with the statement, 1 strongly disagreed and the rest 2 teachers were neutral. One of the teachers was around 20-25 years old and was in neutral position.

On the other hand considering the sex/gender variable it is found that 90% females agreed and opined that to ensure the implementation of the CLT approach the teachers need to have enough motivation, 10% female teachers did not think so. On the other hand 38% male teachers agreed with the statement, 45% disagreed, 5% strongly disagreed and the rest 12% were neutral.

Figure- 17: Gender- wise views on motivation to apply CLT:



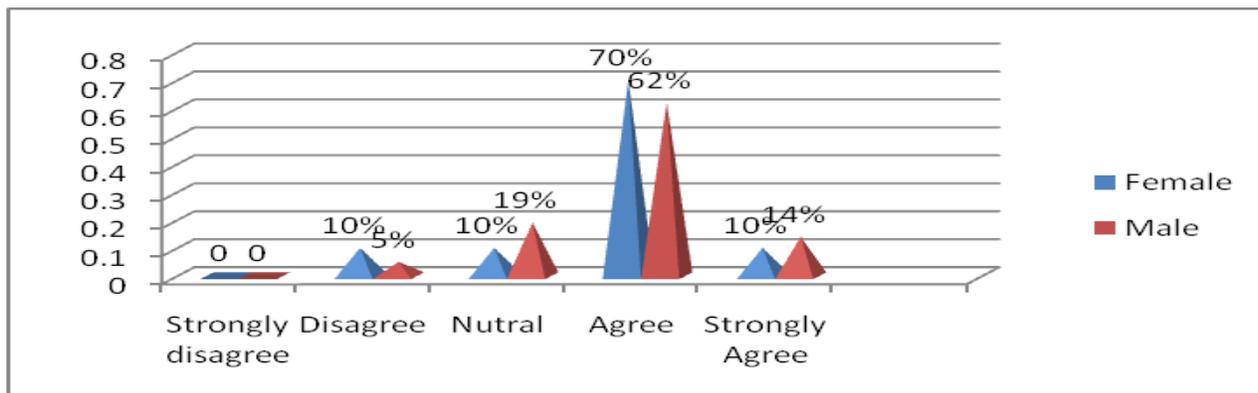
#### 4.3.4 CLT makes teachers feel more competent as educators:

To know whether the training on CLT approach makes the trained teachers more competent in teaching the researcher set the statement and in responses to the statement it is found that The ratio of male and female trained teachers also varied. In responses to the statement, the result showed that 70% of the female teachers agreed with the statement, 10% strongly agreed, 10% of them disagreed and rest 10% were neutral. On the other hand 62% male teachers agreed, 14% strongly agreed, 5% disagreed and the rest 19% were neutral.

Table -12: Respondents views on feeling competent as educator according to age

| Age   | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
|-------|-------------------|----------|---------|-------|----------------|
| 20-25 | 0                 | 0        | 100%    | 0     | 0              |
| 26-30 | 0                 | 11%      | 22%     | 67%   | 0              |
| 31-35 | 0                 | 0        | 18%     | 73%   | 9%             |
| 36-40 | 0                 | 0        | 19%     | 69%   | 12%2           |
| 40+   | 0                 | 13%      | 13%     | 47%   | 27%            |

Figure-18: Respondents views on feeling competent as educator according to genders

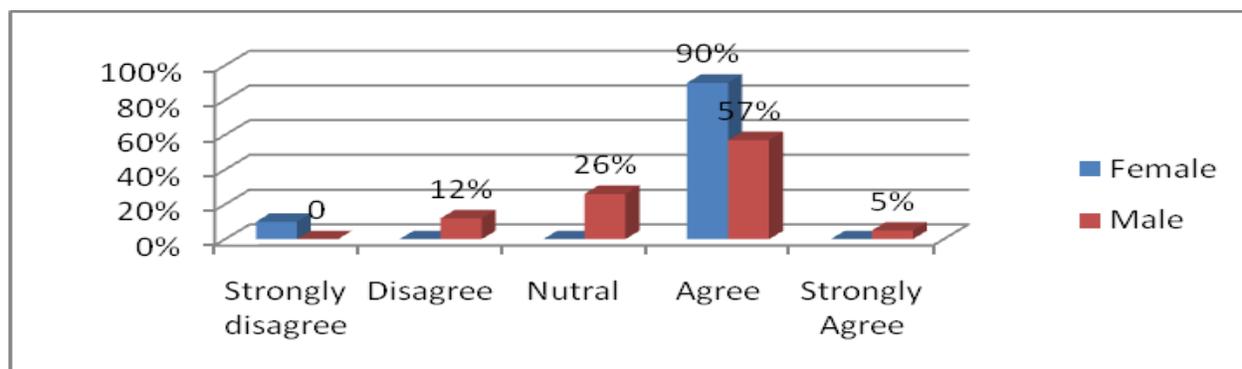


According to age the responses of the trained teachers varied. The teachers who were around 26-30 years, 67% of them agreed with the statement, 22% were neutral and 11% disagreed with the statement. 31-35 years old teacher were 11 and out of them 82% agreed with the statement and rest 18% were neutral with the statement. The teachers around 36-40 were 16, out of them 69% agreed, 12% strongly agreed, 19% were in neutral position. The teachers who were more than 40 years, 47% of them agreed, and 27% strongly agreed, 13% disagreed and the rest 13% were neutral.

#### **4.3.5 Training creates opportunity to the teachers to be learning facilitator rather information provider:**

In traditional teaching learning system it is found that most of the secondary schools teachers played the role of giving information while teaching in the classroom e.g. teaching grammatical rules, definition etc. in a GTM based class it is found that most of the secondary teachers played the role as an information giver/provider for learning language where they provide the rules of learning language and ask the students to memorize those rules. Receiving BRAC training on CLT approach the attitudes of teachers towards the learners become changed, the training make them understood to involve the learners in leaning language through practice rather memorizing the rules of language and in the process of practicing language they play the role of facilitator to make learners participatory on the process of learning language. That means the trained teachers get the opportunity to become learning facilitators instead of information giver (providing the rules). In response to the statement it is found that 35 teachers were in favor of the statement, 6 were not in favor of the statement and the rest 11 teachers were neutral.

Figure-19: The percentages of the respondents who think training creates opportunity to become learning facilitator instead of information provider



It is found that 90% female teachers agreed with the statement, 10% of them strongly disagreed with the statement. On the other hand 57% of the male teachers agreed, 5% strongly agreed, 12% disagreed and the rest 26% held neutral position in responses to the statement (figure-19).

Table-13: The percentages of the respondents who think training creates opportunity to become learning facilitator instead of information provider

| Age   | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
|-------|-------------------|----------|---------|-------|----------------|
| 20-25 | 0                 | 0        | 100%    | 0     | 0              |
| 26-30 | 0                 | 0        | 22%     | 67%   | 11%            |
| 31-35 | 0                 | 9%       | 18%     | 73%   | 0              |
| 36-40 | 6%                | 0        | 19%     | 69%   | 6%             |
| 40+   | 0                 | 27%      | 20%     | 53%   | 0              |

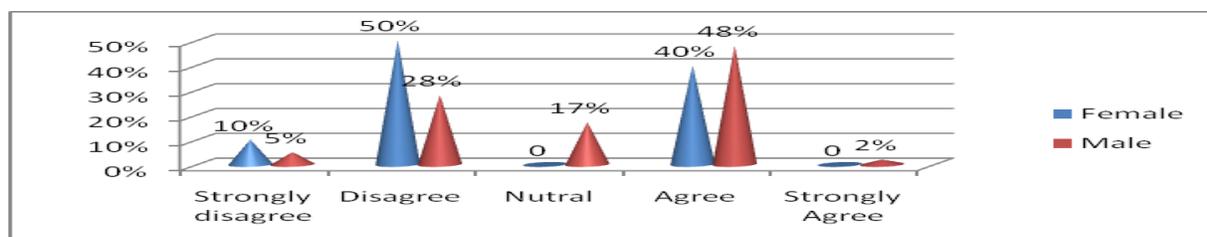
The result also showed that the teachers around 26-30, 67% of them agreed, 11% of them strongly agreed and rest 22% were neutral. The teachers around 31-35 years were 11, out of them 73% agreed, 18% were neutral and rest 9% disagreed with the statement. The teachers around

36-40 were 16, out of them 69% agreed, 6% strongly agreed, 19% were neutral and the rest 6% disagreed with the statement. The teachers who were more than 40 years, 53% of them agreed with the statement, 20% of them were neutral and the rest 27% disagreed with the statement (see table-12).

#### 4.3.6 The training will be successful if the trained teachers get supports from the school managing committee and the parents of the learners:

In responses to the statements it is found from the questionnaire that 25 teachers were in favor, 20 teachers were not in favor and the rest 7 teachers were in neutral position.

Figure -20: Respondents views on getting support from the school managing committee and the parents



40% of the female trained teachers agreed with the statement, 60% disagreed with the statement. On the other hand 50% male teachers agreed with the statement, 33% disagreed with the statement and the rest 17% were neutral position (see figure-).

Table- 14: Respondents views on getting support from the school managing committee and the parents

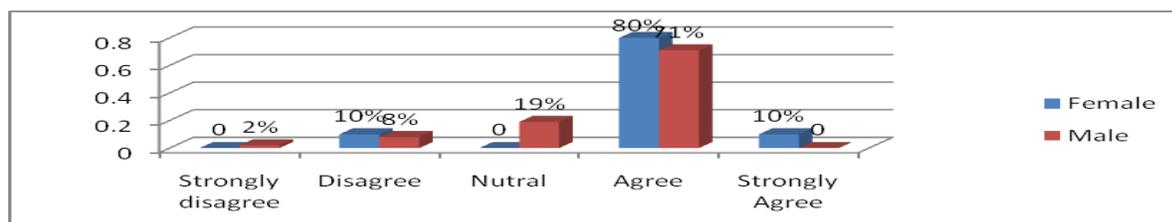
| Age   | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
|-------|-------------------|----------|---------|-------|----------------|
| 20-25 | 0                 | 0        | 1       | 0     | 0              |
| 26-30 | 11%               | 56%      | 11%     | 22%   | 0              |
| 31-35 | 0                 | 36%      | 0       | 64%   | 0              |
| 36-40 | 12%               | 25%      | 25%     | 38%   | 0              |
| 40+   | 0                 | 27%      | 13%     | 53%   | 7%             |

The responses also varied according to the age of the teachers. The teachers who were around 26-30 years 22% of them agreed, 56% disagreed, 11% strongly disagreed, and 11% were neutral in responses to the statement. The respondents who were around 31-35 years, 64% of them agreed with the statement and the rest 36% disagreed with the statement. The trained teachers who were more than 40 years it is found that 53% of them agreed, 7% of them strongly agreed, 13% of them were neutral and rest 27% disagreed with the statement (see table - 13).

#### 4.3.7 CLT requires extra time to plan learning activities:

The researcher set a statement whether CLT requires extra time to plan learning activities to find out the reason why the trained teacher are not enthusiastic enough to apply CLT approach in teaching. From the questionnaire result it is found that 75% teachers think it requires extra time, 10% think it is not necessary to spend extra time, and the rest were neutral.

Figure -21: Percentages of the respondents' views on CLT requires extra time



90% of the female teachers found that CLT requires extra time and 10% did not think so. 71% male trained teachers believe it take extra time to prepare according to CLT approach, 10% did not believe it and the rest 19% male trained teachers were neutral.

Table-15: Percentages of the respondents' views on CLT requires extra time

| Age   | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
|-------|-------------------|----------|---------|-------|----------------|
| 20-25 | 0                 | 0        | 100%    | 0     | 0              |
| 26-30 | 0                 | 0        | 11%     | 89%   | 0              |
| 31-35 | 0                 | 185      | 18%     | 64%   | 0              |
| 36-40 | 6%                | 0        | 13%     | 75%   | 6%             |
| 40+   | 0                 | 14%      | 14%     | 73%   | 0              |

The teachers who were around 26-30, 89% of them agreed, rest 11% of them disagreed with the statement. The teachers around 30-35 were 11 and out of them 64% agreed, 18% disagreed and the rest 18% were in neutral position. It is found that 75% agreed, 6% strongly agreed, 6% strongly disagreed and the rest 13% were neutral around the age of 36-40. More than 40 years aged teachers were 15, out of the 73% agreed, 14% disagreed and 14% were in neutral position.

#### **4.4 Result found from class observation:**

25 classes were observed by the researcher to collect the real feature of the implementation of BRAC- PACE English teacher training for the non-government secondary schools teacher and the differences between the trained and non trained English teachers teaching. The observation was done with 20 trained and 5 non-trained teachers. The non-trained teachers were the part of the trained teacher. Here the researcher observed 5 teachers teaching before receiving training and after one month the observer observed the same teachers teaching again to find out the changes (if any) they have gained in their teaching which was perhaps the result of receiving training provided by BRAC-PACE program. It is mentioned earlier that BRAC-PACE program is providing training to enhance the potential of English language teachers in three areas (linguistic knowledge, pedagogical/subjective knowledge, and knowledge about teaching through CLT approach).

##### **4.4.1 Classroom setting/ learning environment:**

The findings of the observations were divided into 5 broad themes to trace the clear picture of the classes and performance of the teachers and learners. The first one was related to the infrastructural condition of the classrooms. The infrastructural structure of any classroom plays an important role to make the class comfortable and easy to both the teachers and the learners. Especially, when the class is a language class and it is through CLT approach because in CLT approach based teaching-learning classes the learners are required to take part in various language practice activities. If the classrooms are not well decorated then teachers need to apply alternative ways to involve the learners in various language learning activities and BRAC-PACE teachers training shows the way of involving learners in any unfavorable situation.

Table-16: Classroom setting/ learning environment:

|  | completely | mostly | Some what | Little bit | Not at all |
|--|------------|--------|-----------|------------|------------|
| Classroom facilities-well equipped and furnished         | -          | 8      | 8         | 9          | -          |
| Seating arrangement is suitable for different activities | -          | 5      | 3         | 17         | -          |
| The classroom was spacious                               | -          | 7      | 8         | 10         | -          |
| Classroom was well ventilated                            | -          | 18     | 3         | 4          | -          |

The researcher observed 25 classes conducted by the trained and non trained teachers in their respective schools. While observing the classes the observer took note on the classroom settings and found that none of the classes were completely organized with all learning facilities and equipments, 8 of them were mostly well equipped, 8 of them were about to organized and rest 9 classes had little facilities to conduct the class effectively. Out of 25 classes 17 classes had not enough space and decoration for the students to sit on and do classroom activities accordingly, 3 classes had the scope to practice and the rest 5 classes had enough space and scope to ensure the classroom practices. 10 classes had enough 3 classes had the scope to practice and the rest 5 classes had enough space and scope to ensure the classroom practices. 18 classes was well ventilated, 3 were the scope to ensure enough ventilation and the rest 4 had little scope to ensure proper ventilation.

#### 4.4.2 Classroom management:

It is mentioned earlier that BRAC-PACE training is divided into three parts which covered the classroom management parts, the researcher tried to trace the implementation of the training considering the ability of managing classroom based on time management, clear instruction to involve learners in class activities, teachers control over class and content, application of

teaching methods and techniques, students encouragements and the medium of instruction. The observer found that 68% teachers maintain class time, 16% were not aware of time and the rest tried to maintain the allocated class time. In the point of classroom instruction to involve the learners in different activities (pair work, group work, writing, reading, asking etc.) 56% teachers gave the clear instruction, 08% teachers tried to give clear instruction and the rest 36% teachers were not aware of the instruction. According to the activities designed in the EFTs the learners need enough time to do the task in groups or pairs during the class as the part of practicing language. While observing the classroom teaching it is found that 48% teachers were aware of giving enough time to the students to practice language through different classroom activities,

Table-17: Classroom management:

|   | completely |    | mostly |    | Some what |    | Little bit |    | Not at all |    |
|---|------------|----|--------|----|-----------|----|------------|----|------------|----|
|   | total      | %  | total  | %  | total     | %  | total      | %  | total      | %  |
| Teacher maintained the class time   | 0          | 0  | 17     | 68 | 4         | 16 | 4          | 16 | 0          | 0  |
| Instruction was given clearly   | 0          | 0  | 14     | 56 | 2         | 8  | 9          | 36 |            |    |
| Sufficient time was given to the students according to the activities/tasks | 0          | 0  | 12     | 48 | 5         | 20 | 5          | 20 | 3          | 12 |
| Control over the class  | 5          | 20 | 12     | 48 | 3         | 12 | 5          | 20 | 0          | 0  |
| Control over the content  | 8          | 32 | 9      | 36 | 5         | 20 | 3          | 12 | 0          | 0  |
| Control over the teaching methods and techniques                            | 12         | 48 | 8      | 32 | 5         | 20 | 0          | 0  | 0          | 0  |
| Teacher encouraged the students   | 5          | 20 | 9      | 36 | 7         | 28 | 3          | 12 | 1          | 4  |
| Classroom language was English  | 5          | 20 | 8      | 32 | 7         | 28 | 4          | 16 | 1          | 4  |

20 % classes were found where the students had some scopes to practice different activities during their class, 20% classes had a little bit scope to practice different language learning activities during the class and in 12% classes the students did not have any scope to practice language learning activities in their class. Control over the class is one of the most important

aspects to make a class effective and successful. While observing the class the researcher had an option to check whether the teachers are capable enough or the teachers had good control over the class as a part of classroom management. In response to that the researcher found that 20% teachers had fully control over the class, 48% were mostly able to control the class, 12% teachers somehow tried to control the class and the rest 20% had a little bit control over the class. To be more specific on classroom control the researcher set another statement whether the teacher has enough efficiency on the content they are teaching and found that 32% teachers had good command on the content to teach the students effectively and successfully, 36% teachers are found with enough control over the content, 20% teachers were found to have not enough control over the content and the rest had a little bit control over the content they were teaching in the class to the students. According to CLT approach the teachers are asked to use different teaching technique and methods to make the class active and interesting to the learners where the learners will learn through comfortable and friendly environment. During receiving training provided by BRAC-PACE program the teachers were introduced with different teaching techniques and activities to make the class interesting, interactive and learner-friendly. The researcher marked whether the teachers were applying different teaching techniques and methods to make the class interesting or not. From the 25 observed classes it is found that 48% teachers tried to apply different teaching techniques and methods to make the class effective and fruitful to the learners, 32% teachers most of the time applied it and the rest of the teachers traditionally managed it which is shown in the table under “somewhat” category. According to behaviorist theory of learning “encouragement” plays a great role to inspire the learners to learn and it is a part of teaching-learning process through CLT approach. The researcher tried to trace whether the teachers are encouraging the learners while teaching in their schools to inspire and motivate the learners to ensure positive and supportive learning environment to the learners. The researcher found that among 25 observed teachers and their classes 20% always encourage the learners, 36% teachers encourage the students most of the time in their teaching, 28% tried to encourage the students during teaching, 12% classes the researcher found a little practice of encouraging learners and in one class (4%) no encouragement was found to inspire the learners learning. The last attempt of the researcher was to trace the medium of instruction in classroom teaching under the theme of classroom management. Among the observed 25 classes the observer found that 20% teachers use completely English as a medium of classroom instruction, 32% teachers used

English as the medium of instruction in the class most of the time. They used mother tongue only when the students fail to understand the content in English, 28% teachers used mother tongue most of the time and they used English only to ask the students questions, for reading the text and 16% used English in their classes to ask the students name and questions, only the rest 4% teachers never use English though it was an English language class.

#### 4.4.3 Teaching materials used by the teachers:

The researcher tried to trace the relevance of and the connection between the teaching materials and the subject to be taught according to the level of the learners in classroom teaching by the English language teacher in rural secondary schools. It is observed that 7 teachers tried to use materials to help the learners learning according to their level, 8 teachers tried to use teaching materials but the materials used by the teachers were not according to the level of the learners, they used the same teaching materials for different levels of learners(classes 6,7 &9), 6 of the observed teachers had no specific teaching materials and the rest 4 teachers did not use any teaching materials, they asked the learners about their previous day's activity and then asked the students to write the rule of some grammatical aspects from their memorization.

Table-18: Teaching materials

|   | completely | mostly | Some what | Little bit | Not at all |
|---|------------|--------|-----------|------------|------------|
| Teaching materials were appropriate according to the students level | 0          | 7      | 8         | 6          | 4          |
| The content was relevant to the lesson                              | 4          | 7      | 9         | 3          | 2          |
| teaching materials were used following proper sequence              | 3          | 7      | 2         | 5          | 8          |
| Others  | -          | -      | -         | -          | -          |

The next attempt of the researcher was to find out whether the teacher set activities relevant to the lesson and skills set in the lesson in the NCTB provided EFT's. The researcher found that out of 25 teachers 4 teachers followed the NCTB content accordingly, 7 of them tried to use relevant

content most of the time in their teaching, 9 of them used teaching content which were almost relevant to the lesson, and the rest 5 were not so much aware of the relevance of the content according to the lesson.

When a work is done maintaining proper sequence it is expected to get the best output at the end of the work. In classroom teaching if the teacher and the learners maintain the sequences in teaching, learning process will be easy and comfortable for both the teacher and the learners to get the best learning. From the observed 25 classes the researcher found that  $(3+7) = 10$  teachers tried to maintain the sequence of teaching according to the activities given in the EFT's, and the rest  $(2+5+8) = 15$  teachers were not aware of maintaining sequence while teaching according to the NCTB provided guideline in the EFT's.

#### 4.4.4 Students' responses:

Then the next attempt of the researcher was to trace the responses of the learners in the process of learning in the classroom. First of all the researcher observed whether the students/learners felt comfortable in the class and found that among 25 classes, the students of  $(5+7) = 12$  classes felt comfortable with the teachers and the teaching, the rest were not as much comfortable as needed to make the classes effective and successful. The researcher marked that the students of  $(12+8) = 20$  classes were fond of working in group/pair to learn language through practice during the class, and the rest did not find it easy to work in group or in pair.

Table -19: Students' responses in class:

|   | completely | mostly | Some what | Little bit | Not at all |
|---|------------|--------|-----------|------------|------------|
| Students felt comfortable with the teacher                  | 5          | 7      | 8         | 3          | 2          |
| Students liked pair/ group works                            | 12         | 8      | 4         | 1          | 0          |
| Students participated in every steps of learning/discussion | 4          | 9      | 7         | 3          | 2          |
| Students asked teacher if they faced difficulties           | 3          | 8      | 6         | 6          | 2          |
| Students were interested to speak in English                | 4          | 10     | 5         | 4          | 2          |
| Others  | -          | -      | -         | -          | -          |

It is also found that students of  $(4+9)=13$  classes were very much participatory in every steps of learning, students of 7 classes were quite interested to participate in every steps of learning, and the rest were not interested to participate to each others in the process of learning.

In the process of learning, asking each other to get information plays a great role and in classroom teaching it is obvious that the learners have little scope to ask each other except the teachers. To find out whether the students feel free to ask their teacher in the class or if they face difficulties the researcher found that only the students of  $(4+8)=11$  classes were comfortable enough to ask the teacher about their difficulties, in 6 classes it is found that some students were trying to ask their teacher about the difficulties and in the rest of the classes it was found that the students were not willing to ask the teachers about their difficulties.

The government of Bangladesh has made English a compulsory subject for the students of secondary levels so that they can learn English to communicate in real life situations. The learning is easy and comfortable only when the learners feel the necessity of learning that particular content or subject and the practicability can make the learners understand about the necessity of that particular subject. To find out the interest of the learners the researcher observed whether the learners feel interested to use English in their English class and found that the students of  $4+10=14$  were very much interested to use English in their English class, 5 classes showed least interest to use English in their English classes and the rest were not interested or aware of the use of English as the medium of their class.

#### **4.4.5 Classroom interaction pattern:**

While observing the classes conducted by the rural teachers the researcher tried to trace the interaction pattern of the classes. In a CLT classes the learner will interact more than the teachers as it work as the learner-centered classes where the learners will have ample scope to use/practice the target language among themselves during the classes. In BRAC training it is also guided to the teachers to ensure ample scope to the learners for practicing language in class. In a CLT focused language class the teacher only gives the instruction then the learners do the work according to the instruction given by the teachers. The learners can do the classroom activities through different learning activities like pair and group discussion; asking questions to the teachers and the peers, etc. While observing the classes the observer found that most of the time

the teachers tried to lead the classes without involving the students or the students had little scope to participate in the class. That means the class was mostly teacher centered. In the observed classes the teachers gave few activities to the learners to practice through pair or group works. In most of the cases it is observed that the teacher involved the learners while eliciting answers from them and that time the interaction pattern was between teacher and students and sometimes teachers asked the students to work in pairs but the teachers failed to give clear instruction before involving the learners in group or pair work. Out of 25 classes the researcher found that only 3 teachers involved the learners to work in group and pairs as an opportunity to practice language in class and that time the teachers were not keen to find out the linguistic mistakes made by the students and as a result the students of those classes were interested, motivated and comfortable enough to work in pair and group to practice language among them. In those 3 observed classes the pattern of interaction was teacher-students, students- teachers, students-students. On the other hand, the rest of the classes and the activities were found being done individually or as whole class activities. While doing individual work it was found that the learners were not confident enough to speak in English. If they were asked to share their activities to each other they did it using their mother tongue.

## Chapter-5: Result Analysis

### 5.1 Discussion on the result found in the questionnaire:

The main purpose of the study was to explore the effects of BRAC- PACE English teacher training program in classroom teaching and the main research question was ‘what is the relation between teacher training and the improvement of classroom teaching in secondary level school in Bangladesh?’ was formulated to examine the effect of BRAC training on school improvement. From the questionnaire and class observation conducted with the trained and non-teachers it is found that in some cases the training brings positive changes among the teachers’ attitudes and beliefs about teaching and the learners learning perspectives considering CLT approach. From the result found in the questionnaire data it is obvious that the teachers who received training are confident enough (about 90%) to implement the CLT approach in classroom teaching. According to Wegner (1998) teachers are the community who works as the key to transform people’s life. As the result showed that about 90% trained teachers believe they are capable enough to implement the CLT approach in classroom teaching to make the class interesting, effective and successful, it meant that somehow the training is effective and successful to make the teachers confident in their profession. According to Alam et. al. (2010) the teachers are the community who are resourceful and dedicated to achieve quality among them to serve at their profession. From the result in the questionnaire 95% trained teachers believe that they are capable and confident enough to implement CLT approach in teaching English. Rahman (2003) showed mismatch between the GTM and CLT as the teachers’ traditional mind set and the same features were found in the study while the participants answered about preferring teaching methods, 50% teachers preferred using their familiar/ traditional methods while teaching. Brown (2001) showed that the classroom management sometimes becomes difficult especially while applying CLT approach in a large class. In Bangladesh it is found that most of the classes are large. In contrast to Brown’s view the result in the study shows that 77% trained teachers are not finding any difficulties to manage the large classes while involving the students in group or pair work. Brown (2001) also found that applying CLT approach in language classes’ demand more time and effort than a teacher usually afford. The present study also found that 75%-82% teachers and students believe it takes more time and effort than the usual. Smyle (1995) and Guskey (2000) argued that language teachers need to change their beliefs and action which occur subsequently

in the change in practice and result from teachers observing the impact of changes in their practices on students' outcomes. It is found in the study that the belief of the teachers on students' performance and activities changed. In the study 88% trained teachers agreed that CLT approach promotes students' ability of cooperation among them. Careless (1998) noted that to ensure the successful implementation of any new approach it depends on the teachers attitude towards the changes. From the questionnaire in this study it is found that only 33% trained teachers did not resist the changes which indicates that the trained teachers are not motivated enough or the concept of the changes in teaching is not clear to them which is the most important barrier to ensure the successful implementation of the new approach according to Careless. As the teachers responded it in responses to the students' perception towards CLT, it meant that the trained teachers were not confident enough to bring change in the students' attitudes towards new approach. According to Hargreaves (1994) teachers attitudes in classroom play a pivotal role in the successful implementation of CLT. In the study a mismatch is found to ensure the implementation in classroom teaching according to the perceptions of teachers on students' attitudes. On the other hand while asking about learners positive attitudes towards learning through the new approach the study found that 71% of the trained teachers believe it helps to develop learners positive attitudes towards learning. Freeman (1991) argued that education should integrate knowledge, skills, attitudes and awareness, the four basic constituents and these are basically related to social skills. In the present study 70% trained teachers believe that CLT emphasizes on developing students social skills. It meant they have understood the importance of introducing CLT instead of GTM. Though the study shows that 52% trained teachers did not believe CLT approach in language teaching hold the bright students back but 31% trained teachers believe that CLT holds the bright students back. This is surely not a positive feature towards implementing CLT after receiving training on it, whether the goal of introducing CLT in teaching is to ensure the proper treatment for individual learners considering learners different learning styles. Partially the result of the study mismatches with the concept of applying CLT approach in classroom teaching. Motivation is a kind of drive or interest that encourages everybody to achieve a goal. In the same way in learning language motivation play a vital role especially in the CLT framework. The result found in the study also maintains the same thing. Environment plays an important role to ensure the success of any initiative. If an initiative has the positive and supportive environment towards it the environment will inspire the stakeholders

to make the initiatives true in practical field. Considering that theme the trained teachers were asked whether they are able to ensure English speaking environment in their respective classroom. The result showed that 62% trained teachers ensure positive environment to ensure the practice of speaking as the important language as well as communication skills and the rest did not. It is known to all that we are not practical enough to adopt any new things easily. In the same way in teaching learning system the teachers who are teaching English for a long time through Grammar Translation Method will not accept the changes in shifting from GTM to Communicative Language Teaching approach where they have to bring a huge change in their teaching system and for adopting the changes they have to prepare themselves bringing changes in their attitudes about the learners and the learning process through practice. In the traditional system of teaching the teachers, the learners and the society are mainly examination oriented where their target is getting good result in the examinations by learning successfully or not learning at all. But in the communicative teaching approach the main focus is the learners' understanding and effective learning which will help the learners to apply their learning in their practical life. The researcher set a statement to check whether BRAC training could change the attitude of the teachers towards teaching learning system and the academic progress, in response to the statement it is found that almost all the trained teachers responded that cooperative learning interferes with students' academic progress. In cooperative learning the teaching and learning is focused on students' effective learning which help them to become skilled in all aspects to use the learned language but in Bangladesh context it is found that the learners are assessed only on two skills that is reading and writing. How much efficient they are in using their learning in real life communication is not the concern while evaluating the learners. That's why the learners as well as the teachers are not getting interest in cooperative learning.

Teachers can find out the effective teaching tactics which can cultivate the students' active learning affective factors through the analysis of the inter connection between the students' affective factors and L2 learning. It is found that good L2 acquires have some common qualities and these are strong desire or motivation for learning that language; the learner's positive attitudes in language practicing and managing; the ability of adapting themselves to different language learning environments; the ability to overcome language anxiety; and self-confidence in the SLA process. From the result it is found the trained teachers are not motivated enough from their own which is called inner motivation and that's why they are viewing that the training

they had received from BRAC for their professional development to facilitate the 12 learners successfully are effective enough but they are not implementing the training after practicing 1 or 2 months. Especially when they found that they need to take preparation before conducting a class through CLT approach or the learners are asking more and more questions in the process of learning, e.g.- for ensuring English speaking environment 58% of the trained teachers are conscious and confident about the importance of practicing speaking in classroom to ensure the learners oral communicative skills by using their target language and they are able to motivate the learners as well as the school staff and their colleagues. As a result they have ensured the environment where the learners have ample scope to practice speaking during the class. 31% trained teachers who are unable to create positive learning environment in their classroom because they themselves are not motivated enough towards practicing the target language in classroom teaching as a result they failed to motivate others and are not able to ensure the speaking environment in their class for the betterment of the learners to become skilled and efficient in oral communication using the target language. Though it is found from the questionnaire that 71% trained teachers believe that CLT foster the learners attitudes positively towards learning in contrary they also viewed that it takes more time to get prepared in teaching as an effective and successful teacher where the class is learner's centered. The trained teachers agreed that CLT approach of learning emphasized on the needs of learners and it resulted to make the learners more responsible in the process of learning taking part in each steps of learning through pair and group works. In responses to the statements between students academic progress and CLT, 58% trained teacher viewed that if the students learned through CLT approach it interfere their academic progress, whereas the main purposes of introducing CLT approach is increasing students academic progress as well as their language skills to use in everyday life communication. That meant the trained teachers' don't have clear understanding about CLT approach of teaching. In the questionnaire the respondents presented that the learners are motivated enough to get involved in the learning activities. Among the respondents 45(86.5%) viewed that CLT promotes the learners communication skills as well as their presentation skills. 36 (69%) respondents viewed that CLT approach help the learners to develop students social skills as they get scope to work in pair and group in their class. 77% respondents also viewed that CLT approach of teaching language also help the learners to understand the learning materials through peer interactions. As a communicative language teacher the teachers

must have the respect on students' ability to work in group or in pair by which they will obtain deeper understanding about the language and the use of that language. But it is found in the questionnaire that 38 (73%) respondents don't have the faith on the learners ability to make an effective cooperative group work. That's why they are not feeling interest to involve the students more in group and pair works. In the questionnaire the respondent showed positive views in most of the field of learning but showed negative responses only for the academic progress, students' necessary skills for group work, and holding bright students back. As a result while observing the class it is found that the respondents are not applying the CLT approach of teaching to make the students skilled and efficient in learning language. By analyzing the above discussions it is obvious that the L2 teachers can find better ways to conduct their teaching through CLT approach only if don't interfere the immediate result of the l2 learners in their exams as an efficient language teacher. Therefore, the teaching of the trained teacher focusing on the immediate result in the public and inter school examination effect the learning of language (English) is far from satisfaction, which is not only the results of learning from the text book, the teacher's quality and the difficult theory but also has connection with the learners' affective factors. The ignorance of the relationship between the students' affective factors and their learning have negative influence on the teaching and learning and it is traced in the questionnaire and the observed classes (dissimilarities between trained teachers competences on CLT and their performance in applying CLT. Therefore, only if teachers pay attention to the role of the students' affect in L2 teaching can the learning effect be guaranteed and can the value of L2 teaching be revealed.

From the questionnaire and the class observation it is found that some respondents have very poor performance in using the L2 because they don't have enough motivation for it. It is found that they have 1) lack of interest 2) lack of confidence due to the mismatch between the process of learning language and the present assessment system in the examinations which is only focusing on reading and writing skills. As a result the trained teachers think it is not important to involve the students in practicing listening and speaking skills in classroom teaching to ensure the equal emphasis on the language skills to make the language learning complete and successful. From the above reasons we see that teachers failed to motivate the students' to learn language awaking them the importance of learning language for real life communication rather having good result in the examinations. To make the students motivated towards learning

language by practicing all the skills equally first teachers should cultivate their interest in L2, as we all know interest is the best teacher. The result showed that 43% respondent disagreed and 48% respondent agreed towards motivation as an important aspect to ensure the successful implementation of CLT approach. That means we have the scope to do something to make the teacher aware about the importance of self motivation in the process of learning language. The result shows that the implementation of CLT approach requires extra time to get prepared as an effective teacher. If the teachers are not motivated enough towards teaching through CLT approach they will not spend extra time to get prepared for teaching effectively as a communicative language teacher. And if the teacher are not prepared they will not be able to make the classes interested to the learners as a result the learners will lose their interest to learn language through CLT approach. The result also indicate that the training will be more effective if the trained teachers get supports from the parents and the school managing committee whereas the parents and the school managing committee are not aware enough about the language and the process of learning language. The results opine that the community has the importance to ensure the positive learning environment of any language where both the teacher and the learner will feel comfortable. From the class observation it is found that the trained teachers are doing well if the school authority are supportive enough towards CLT approach and the students are also doing well in those schools. In those schools though the trained teachers are facing some problems, considering the teaching equipments and classroom facilities, they are not focusing on that rather they trying to overcome those difficulties applying the alternative ways. This is only possible because of their personal interest and inner motivation toward that language and it depends whether they have understood the importance of learning that language for real life communication. The result showing that 62% male and 90% female trained teachers agreed that the training provided by BRAC on communicative language teaching made them competent as well as confident in teaching English having the role of facilitator instead of involving students to memorize grammatical rules. It shows that the female teachers becoming more competent than the male teachers having the same training on teaching through CLT approach. So it is needed to nurse the male teachers more to make enrich the number of competent trained teacher to ensure the implementation of CLT and at the same time it is also needed to ensure more involvement of female teacher in teaching English, as the ratio of female teachers are comparatively poor than the male teachers. The result shows that the trained teachers are asking

support from the community (parents and school managing committee) to ensure the application of CLT in teaching. As they are the directly or indirectly the stakeholder in the process of learning language and are mainly exams oriented and focused on immediate result.

By observing the teaching of the trained and non trained teachers it is found that in most of the cases they are not maintaining the sequences while teaching according to the EFTs. It is also observed that the trained teachers' are not praising the students in the class as a part of motivation towards learning language rather the teachers' are very keen to the fault of the students. Then more language practice is needed to inspire students' motivation, such as speaking contest, improvised speech, informal discussion with foreign language teachers, and some parties. If possible, teachers also can help students attend some social activities where they can use their target language, through which students can know their advantages and disadvantages, can know what they can do and what they cannot do, and then can have a clear idea of the future SLA. It is also very important to create more chances for students to practice in the classroom. Students can be encouraged to design and organize classroom activities, which not only inspire them but also help them better understand and consolidate what they have got to increase their efficiency of learning language.

Analyzing the third part of the questionnaire to trace teachers views on implementing training in classroom teaching it is found that the teachers are professionally motivated enough to implement the training in classroom teaching. Though a number of mismatches are found in the current curriculum provided by NCTB for secondary schools and the examination system which is related to evaluating students learning from the particular course, the teachers have boldly expressed that the implementation of CLT approach and training helps to increase the academic achievement such as students' grade in examination. Here the mismatch is emphasizing teacher and learners to practice four language skills (listening, speaking, reading and writing) in classroom teaching to enhance learners' communication skills using that particular language but in the exam. System the learners are evaluated based on only two particular skills (reading and writing) especially in secondary level. That's why it is found that the learners are graded only on their reading and writing abilities which never evaluate learners' communication skills and it motivates the learners as well as the teachers to concentrate more on practicing reading and writing activities during class. It is found in responses of teachers' motivation and classroom

management that CLT approach is not hindering teachers to manage the class effectively. To ensure the successful application of CLT approach 48% teachers' perception is teachers' motivation plays a great role on the contrary 43% teachers responded that only teachers' motivation is not enough to ensure the implementation of the CLT approach in classroom teaching. According to Holliday (1997) and Littlewood (1981) a CLT focused teacher requires directing and guiding the class to ensure learners interaction where the teacher will act as a learning facilitator. In the study it is found that 67% trained teachers responded that they are now working as a learning facilitator after receiving the training on teaching through CLT approach, only 12% trained teachers did not respond in the same way. That meant the training was successful to bring changes in the attitudes of teachers to become learning facilitator instead of traditional information provider.

## **5.2 Triangulation between the results found from the questionnaire and the classroom observation:**

It is obvious to have differences between competence and performance. The data found through the questionnaire show that there has been a general improvement in teachers' knowledge on CLT approach as an immediate result of receiving training provided by BRAC on CLT approach. The scenario found while observing the classes conducted by the trained teachers are the reflection of trained teachers' performance on implementing CLT approach in teaching. Here the result found in the questionnaire is considered as competence and the result found while observing in the classroom teaching is treated as the real performance of the trained teachers. It is found in the questionnaire that 77% trained teachers believe that managing the class while teaching through CLT approach is not a difficult task. While observing the actual teaching of trained teachers through CLT approach, it has been found that 68% of them are mostly able to manage the class successfully. As a part of classroom management one statement was about time management and it is found in the questionnaire that 75% teachers think CLT requires extra time. However, while observing the class it is found that 68% teachers finished the class successfully in time. From this finding we can conclude that proper planning can help teachers to conclude the CLT classes successfully. The teachers' performance in teaching through CLT approach also gives the clear concept about successful classroom management. The observer found that the teachers who had control over the class, the content of teaching and teaching

technique and methods were able to make the class successful and they conducted the classes effectively. They had the interest to encourage the learners in learning. If these competences were absent in the teachers teaching the management of those classes were less successful. Classroom language was another important aspect to manage the class. The teachers who had a balance of using L1 and L2 were more successful to manage the class.

Though the trained teachers responded that they are confident and competent enough to implement the CLT approach successfully but it is found that most of them were not able to select appropriate and relevant teaching materials according to the level of the learners. Even 60% of the observed teachers did not maintain the sequences of the teaching materials. In the questionnaire about 50% trained teachers responded that they do not prefer to use familiar teaching methods and approaches in the same way while observing the responses of the students in the observed classes it is found that the students felt comfort to work in group but the weak students were not willing enough to share their ideas to the group or the partners. Though it is found that in group and pair work 80% students felt comfortable and ease, they were not competent and willing enough to ask teachers to solve problem (if any), to participate in classroom activities, to interact with teachers and students in English. From the class observation and the responses of the students in classroom activities indicated that they are not experienced in such type of classroom activities. This indicates the students are not habituated to participate in such kind of teaching- learning environments. It means the observed teachers are doing the classroom activities through CLT approach only on the observed days. If the trained teachers are motivated enough they would practice the classroom activities through CLT approach in their everyday classes. It indicates that most of the trained teachers are not motivated to implement CLT approach in classroom teaching.

## **Chapter-6: Recommendation, Limitation and conclusion**

### **6.1 Introduction:**

Based on the study findings, interpretation and discussions above this chapter presents recommendations, the limitations of the study and the conclusion. The first part of this chapter deals with the recommendation, the second part is about the limitations and the final part is the conclusion.

### **6.2 Recommendations:**

From the result and discussion it is found that the rural school English teachers are receiving training organized by BRAC for their professional development. The trained teachers who have positive attitudes, self motivation, background knowledge and professionalism are doing well in their profession and trying to implement the training in their classroom teaching. The findings also indicate that due to enough motivation, positive attitudes and beliefs, lack of awareness among the community the trained teachers are facing difficulties to ensure the implementation of their training in classroom teaching. Based on the findings from the study some recommendations are given below:

- i. Periodic refresher training could be arranged as a part of continuous professional development where the trained teachers will share their practical experiences to bring the implementation of training true and successful, as a part of ongoing professional development.
- ii. Adoption of any new approach requires a paradigm shift in attitudes and beliefs (Vander Walt 1990, Harmer 1995 and Holliday 1997) which contradict with accustomed traditional teachers. Therefore there is a strong need to make a bridge between the teachers understanding and the teaching methodologies which will help the teachers to shift from traditional to CLT teaching.
- iii. As it is obvious that most of the rural secondary school's English teachers are from different backgrounds, more attention needs to be given on the improvement of the trainee teachers' English language skills.
- iv. Future training should focus on supporting trainee teachers' to develop a personal awareness related to the teaching and learning of English based on sound and

- principled understanding of the pedagogy of language education, the curriculum and the subject itself.
- v. Rather than receiving theoretical training, classroom observation and analysis of actual classroom practices where the trainee teacher will get instant feedback could assist the teachers' instantly to ensure the successful implementation of CLT approach,. It also assists to ensure the practicality of the training and its further improvement according to the cultural context of the teachers.
  - vi. BRAC should organized seminar to the teachers who are teaching English through CLT approach to share their experiences how it help them to make their students ease and comfortable in learning language and how CLT help the teachers to reduce the load of study of the learners. It could be introduced to motivate the trained teachers to bring positive changes in their attitudes towards CLT approach and its implementation.
  - vii. Sustainable and language competency based evaluation system is needed to ensure the implementation of CLT with focuses on four basic skills (Listening, speaking, reading and writing) of language which will help the teachers as well as the learners to be interested in learning language through CLT.
  - viii. Class observation and model teaching could be organized in the locality of trained teachers schools where the teachers of that locality will get chance to observe how to manage large class and the mixed able students so that all the learners get equal emphasis on learning according to their needs through CLT approach.
  - ix. Orientation could be organized with the schools authority and community to make them aware about the importance of learning language to become competent for effective communication rather learning language to get instant result in the examination.
  - x. BRAC could take initiatives to organize team work among the trainee teachers where they will reflect on their teaching sharing experience with each others as a part of reflective learning.

### **6.3 Limitations:**

Like many other experiential studies, this study has both strengths and weaknesses. Due to lack of enough information and time constraint the researcher failed to consider variables such as teachers' grade level, educational background, subject area, teachers' and learners socio-economic background in this analysis. Teachers and learners socio-economic background, educational background could give more effective result in this study to take an initiative to overcome the problems. Though the number of trained teachers, secondary schools is huge but due to time constraint the sample population in this study was relatively small and based on random selection. Despite these limitations the sample population was selected both from rural and urban areas, which made the study reliable and helped the researcher to get a holistic picture in Bangladeshi context.

### **6.4 Conclusion:**

Teachers' training is not just an event rather it is a continuous process of professional development. This study suggests that, for the secondary schools of Bangladesh to achieve the desired improvement in English language education without improving the teachers quality would be like building castle in the air.

In Bangladesh, the opportunity for teachers' especially for the rural secondary school teachers' site level professional training is scanty. From the study it is found that the rural teachers' are improving themselves and doing well in their respective field as a result of receiving training from BRAC which works to ensure the quality of teaching through teachers professional development. Now-a-days' the rural secondary teachers have the opportunities to reflect themselves "where they are and where the world is" receiving training provided by BRAC.

The world is changing rapidly and to cope with the changes the teachers' should be dynamic to be in the swim for the sake of new generation to fit them mentally and creativity.

Finally, BRAC training has a great impact in the field of teaching. BRAC training covered the rural teachers and it is found that after receiving training they are doing better in the field of teaching e.g.- some of them are working as master trainer at BRAC training program and the training projects organized by the governments. Some of them are working with various training

programs as part-time trainers/facilitators. Before receiving training they never thought about it. Some of them are doing better in their profession also and by observing them the others are becoming motivated. Especially, the teachers who are working in the rural areas are deprived from opportunities for improvement. But BRAC training program brings them forward as skilled and successful English language teachers. They are recognized by their teaching and reputation. The students are also doing better learning from these teachers.

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## Appendices

### Appendix 1: Research tools (the questionnaire)

#### Questionnaire (teacher)

“The implementation of Teacher training (English language ability, Teaching skill, pedagogy) in classroom teaching”

Disclaimer: This information is going to be used only for academic purposes and will not be disclosed to anybody or any organization.

(Dear participants please read the questions carefully and try to answer all the questions.)

#### A. PERSONAL INFORMATION

1. Age:  20–25  26–30  31–35  36-40  40+

2. Gender:  male  female

3. Name of the institution and Location: .....

4. What is your last academic degree? .....

5. Years of teaching completed

A. 0 to 5 years    B. 5 to 10 years    C. 11 to 15 years    D. 16 to 24 years    E. 25 years or more

6. Language for instructions and activities in the classroom:

Bangla     English     Mixed

7. Which one is more important to you while learning a language?

Fluency     Accuracy     Both

8. Amount of professional development workshop/ training that you have received and what are they (e.g-ELTIP, EIA, BRAC, B.Ed etc): .....

9. Number of years you have been implementing communicative language teaching/ learning:

A. None      B. Less than 2 years    C. between 2 and 4 years      D. Between 4 and 8 years    E.  
More than 8 years

10. Typical class size in your institution/class:

A. Less than 25 students      B. 25 to 35 students    C. 36 to 45 students    D. 46 to 60 students  
E. More than 60 students

11. Preferred teaching methodology (choose only one).

- a. Largely teacher-directed (e.g., teacher-led discussion, lecture)
- b. More teacher-directed than student-centered
- c. Even balance between teacher-directed and student-centered activities
- d. More student-centered than teacher-directed
- e. Largely student-centered (e.g., cooperative learning, discovery learning)

B. Using the scale provided, please rate the extent to which you agree or disagree with the following statements regarding the implementation of teacher training in the classroom:

| Teacher's Personal Views regarding teaching and training  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| I understand communicative teaching-learning well enough to implement it successfully.                                |                   |          |         |       |                |
| The amount of communicative teaching- learning training I have received has prepared me to implement it successfully. |                   |          |         |       |                |
| The training in communicative teaching/ learning has not been practical enough for me to implement it successfully.   |                   |          |         |       |                |
| I prefer using familiar teaching methods over trying new approaches.  |                   |          |         |       |                |
| I believe I can implement cooperative learning successfully.  |                   |          |         |       |                |
| I have too little teaching experience to implement cooperative learning successfully.                                 |                   |          |         |       |                |
| I find that involving students in group/pair works is too difficult in the class.                                     |                   |          |         |       |                |
| Training helps the professionals to become skilled  |                   |          |         |       |                |
| Makes teachers feel more competent as educator/ Eases the pressure on me as a teacher.                                |                   |          |         |       |                |
| Requires extra time to plan learning activities.  |                   |          |         |       |                |

| Teacher's Professional Views on students responses and effects  | Strongly<br>Disagree | Disagree | Neutral | Agree | Strongly<br>Agree |
|---|----------------------|----------|---------|-------|-------------------|
| Using communicative language learning promotes co-operation among students.   |                      |          |         |       |                   |
| My students presently lack the skills necessary for effective cooperative group work.                                 |                      |          |         |       |                   |
| Peer interaction helps students obtain a deeper understanding of the material.  |                      |          |         |       |                   |
| My students are resistant to working in cooperative groups.   |                      |          |         |       |                   |
| Communicative learning/teaching places too much emphasis on developing students' social skills.                       |                      |          |         |       |                   |
| Using communicative approach fosters positive student attitudes towards learning.                                     |                      |          |         |       |                   |
| Communicative approach of learning holds bright students back.  |                      |          |         |       |                   |
| Motivates students to get more involved in learning activities.   |                      |          |         |       |                   |
| Helps accommodate students' personal learning styles.   |                      |          |         |       |                   |
| Promotes the development of students' interpersonal communication skills (e.g ability to relate or work with others). |                      |          |         |       |                   |
| Improves student learning of critical concepts and ideas.   |                      |          |         |       |                   |
| Communicative approach of learning gives too much responsibility to students.   |                      |          |         |       |                   |
| Do your students have English speaking environment in your institution/ class?  |                      |          |         |       |                   |
| Engaging in cooperative learning interferes with students' academic progress.   |                      |          |         |       |                   |
| CLT promotes in students development of communication skills.   |                      |          |         |       |                   |
| Motivates students to get more involved in learning activities.   |                      |          |         |       |                   |

| Teacher's Professional Views on training implementation   | Strongly<br>Disagree | Disagree | neutral | Agree | Strongly<br>Agree |
|---|----------------------|----------|---------|-------|-------------------|
| Increases academic achievement(e.g-grades)  |                      |          |         |       |                   |
| Makes classroom management more difficult.  |                      |          |         |       |                   |
| Is successful only if teachers have enough motivation.  |                      |          |         |       |                   |
| Makes teachers feel more competent as educators.  |                      |          |         |       |                   |
| Training gives teachers the opportunity to be learning facilitators instead of information providers. |                      |          |         |       |                   |
| Training is successful only if there is the support of parents and School Managing Committee.         |                      |          |         |       |                   |
| Requires extra time to plan learning activities.  |                      |          |         |       |                   |

## Appendix 2: Class observation tools:

Observation checklist:

Name of the school:

Date:

Class:

Upazilla:

District:

Classroom setting/ learning environment:

|  | completely | mostly | Some what | Little bit | Not at all |
|--|------------|--------|-----------|------------|------------|
| Classroom facilities-well equipped and furnished         |            |        |           |            |            |
| Seating arrangement is suitable for different activities |            |        |           |            |            |
| The classroom was spacious                               |            |        |           |            |            |
| Classroom was well ventilated                            |            |        |           |            |            |

## Classroom management:

|   | completely | mostly | Some what | Little bit | Not at all |
|---|------------|--------|-----------|------------|------------|
| Teacher maintained the class time   |            |        |           |            |            |
| Instruction was given clearly   |            |        |           |            |            |
| Sufficient time was given to the students according to the activities/tasks |            |        |           |            |            |
| Control over the class  |            |        |           |            |            |
| Control over the content  |            |        |           |            |            |
| Control over the teaching methods and techniques                            |            |        |           |            |            |
| Teacher encouraged the students   |            |        |           |            |            |
| Classroom language was English  |            |        |           |            |            |

## Teaching materials:

|   | completely | mostly | Some what | Little bit | Not at all |
|---|------------|--------|-----------|------------|------------|
| Teaching materials were appropriate according to the students level |            |        |           |            |            |
| The content was relevant to the lesson                              |            |        |           |            |            |
| teaching materials were used following proper sequence              |            |        |           |            |            |
| Others  |            |        |           |            |            |

Students' responses:

|   | completely | mostly | Some what | Little bit | Not at all |
|---|------------|--------|-----------|------------|------------|
| Students felt comfortable with the teacher                  |            |        |           |            |            |
| Students liked pair/ group works                            |            |        |           |            |            |
| Students participated in every steps of learning/discussion |            |        |           |            |            |
| Students asked teacher if they faced difficulties           |            |        |           |            |            |
| Students were interested to speak in English                |            |        |           |            |            |
| Others  |            |        |           |            |            |

Classroom interaction pattern (short note):