

**A Qualitative Study Of Teaching Practices And Strategies Of Five English Teachers In
The Bangladesh Context**

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Dedication

I would like to dedicate my thesis to my beloved mother and father-

Md. Abdul Kader and Tabassum Sultana

*Whose love, affection, encouragement and blessings of days and nights have always been a
source of inspiration for me.*

Declaration

I hereby declare that this dissertation is the preparation of my original research work. The contributions of other sources and information have been acknowledged wherever they have been used. I hereby declare that I have not submitted this material either in a whole or part previously or concurrently in this or any other institution.

Signature: _____

Date: ____/____/____

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Abstract:

This study explores teaching practices of some of the English teachers emphasizing what English teachers do in their English classroom. Among the participating teachers, five teachers were selected to report in this study. They were selected from urban and rural areas and from different classroom settings so that it gives a picture of English teaching from various perspective. For example some teachers were teaching in the rural areas and some of them were teaching in the city. Some of them were teaching following prescribed curriculum and textbook and one of them was free to choose her own textbook and other materials. The researcher focuses on various aspects including classroom activities, lesson plan, classroom environment and their attitude to teaching in order to give a rich picture of teaching in various setting. Data for this research were collected through interviews with teachers and students, classroom observation and investigating other related materials and these are presented as narratives. The narratives provide rich description of actual teaching practices highlighting various aspects including importance of teacher's lesson plan, classroom activities, feedback and their behavior and its impact on students. It can be an important guideline for other teachers and related professional to take into account while they make decision.

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Chapter 1:Introduction:

This study aims to explore some of the English teachers teaching practices in details. English teaching in Bangladesh is considered as one of the important and widely discussed issues. The government put much emphasis on developing learners communicative competence and teachers are seen as the most important player to achieve this target. In the primary and secondary level lots of initiatives have been taken to uplift the teaching standards. For example, grammar translation method was the dominant method for a long time in Bangladesh. It was criticized widely as it was not adequate to develop students' communicative skills (Ali & Walker, 2014; Hamid & Baldauf, 2008).

Teacher also plays an important role to help learners to reach to the apex of success. They are the constant guide and navigator. Without a proper guidance students may lose track. In the same way in acquiring a new language the role of a teacher is very important. In western contexts and in the developing countries in Asia teacher development is one of the main concerns. Meritorious and bright students become teacher and government of those countries provide lots of facilities for their teachers. Comparing to those, teachers in our country do not get that much facilities. When the government is talking about improvement in education, the development of teacher should be at the front.

In Bangladesh secondary level context and to some extent in the tertiary level teachers often teach what will be in the examination (Al Amin & Greenwood, 2018) and students also interested to study what they think will be important for the examination. Anything students find is not important for the examination, students are not interested to study. For the same reason

teachers and students often consider the guidebooks and notebooks are more reliable and helpful for the examination. Group work, pair work are not considered important and sometimes it is not possible to do so in the classroom as the class time is very short and most of the cases there are many students in a class. In the secondary level class time is usually forty five minutes and within this time sometimes it is become difficult to arrange group work. Research so far I found out and the research that I have access to read, in Bangladesh context highlighted many of these problems (Islam, 2015; Hasan 2004; Hasan 2013; Poddaer, 2013)

This study rather than confining to search for existing problems aims at looking at some of the selected teachers teaching practices. Due to the time and opportunities this study is limited only to explore five teachers teaching practices. However, I put emphasis on studying teachers from different background, different setting and among these five teachers I looked at teachers that teach following a set curriculum and a teacher who is to some extent are free to choose her teaching content and materials. The reason behind this choice is also influenced by the access I have.

Chapter 2: Context:

Two of the teachers teaching in the Dhaka city and three other teachers I reported live and work in the outskirts of city which is almost a rural areas, Dhaka being the capital of Bangladesh have far better facilities than rural areas or any other suburban or small town. In this section I will briefly give an overview of the areas where three other participating teachers live and work. The area is located in Dhaka division. It takes 2 or 2:30 hours to go that place from Dhaka. The Kaligonga River flows beside this area. The district is 1378.99 square kilometer with a

population of 53,161. Among the total population 51.16% are man and 48.84% are woman. (Islam, 2003). Most of them live in rural areas but they are trying to come in the town and settle here for the better facilities.

There are many schools and colleges in this district but only two government schools and two colleges. One school is for girls and one is for boys. There are some schools which claim to be English medium but actually they are not. They teach like Bangla medium schools but some of their booklets are different. These schools are up to class five and the teachers are not well trained and skilled. Govt. girls' school and boys' school are good in this regard as they have government recruited teachers. Students do good result in PSC, JSC and SSC from both of this school. People from the remote area of this district come to settle in nearby area for the sake of admitting their children in these two schools because the reputation of these two schools is good in this area.

Though these schools are not situated in a big city or industrial area, the students of these schools are very active. They take part in many extracurricular activities beside their studies. They participate in many functions. In this area a fair is hold on December and it is called "Bijoy Mela". Students of many schools participate for the stage program in this fair. Sometimes many famous singers do concert in this fair. The fair stays around 10 days. All age's people do enjoy in this fair because after evening they get the time and go to the fair. In this time all the exams are finished that is why children enjoy a lot.

There are many more schools in village area but everyone wants to study in the two Govt. schools. Students whose parents are not rich enough to afford the private tuition, teachers do not take money from them rather they teach them free in private batch. Even some students study in

govt. girls' high school whose fathers are day laborer or rickshaw puller. So every status children study here and they get close to each other. The teachers of govt. girls' school and govt. boys' school are really good except some of them. There are some coaching centers in the nearby area and students beside their private tuition take some model test in those coaching centers.

In the next chapter I will discuss the methodology of this research.

Chapter 3: Methodology

This study is set to investigate some selected English teachers teaching practices. I have chosen a qualitative method for this research as I wanted to explore teachers practices in depth. The following research questions will guide this study.

1. What are the teaching practices of five selected English teachers?
2. What are the factors influenced them to teach in the way they are teaching?
3. Do they follow what curriculum suggested to practice communicative language teaching in the classroom?

Creswell stated that "Qualitative methods rely on text and image data, have unique steps in data analysis and draw on diverse design".(Creswell, 2012). Qualitative research is more suitable when researcher is more interested to obtain information, opinion, behavior and context and when rather than reporting the numbers and co relations researches look for inner meaning and the reason behind a phenomena. It is also necessary when it is important to look at a matter in depth. Thus I opted for qualitative method where I wanted to explore five teachers teaching practices in details.

3.1 Participant:

When choosing participants one of the aims was to select teachers from Dhaka and from the outside so that it shows differences, if any, in their practices. Secondly, I have got very limited time to conduct data collection. So I had to choose where I had access and who are willing to participate amid their busy teaching schedule. The following are the list of teachers that I reported finally in this thesis. All the names are pseudonym.

Atiq Hossain:

He is a teacher of school A. He completed his BA(honors) and MA on English subject. He is a well known English teacher of school A. He has been working at this school for 7 years.

Ismail Hossain:

He is a teacher of school B. his age is 56. He has been working at this school for 16 years. He also completed his education on English subject. He is very popular teacher and students are crazy about his private tuition.

Hasan Mia:

He is a teacher of school A. He has been working for 10 years. He is not that much popular to the students. He is an English teacher but he has some lacking in his teaching techniques.

Sahana Akter:

She is a teacher of a university. She has been working for 10 years at this place. She is very helpful to the students. She has higher degree from foreign university. She is a language teacher of this university.

Saleha Begum:

She is a teacher of school C. She has been working for 2 years in this because she was in another school for 27 years. She completed B.A, B.ED. M.A M.ED but not in English subject because in 1987 there was no English course. But she took a Basic English language course in the time of her B.A.

Information table of the participants

Serial no.	Name of the participant	Teaching experience	Sex	Education	Professional degree
1.	Atiq Hossain	07	Male	M.A(English)	B.Ed
2.	Ismail Hossain	16	Male	M.A(English)	B.Ed
3.	Hasan Ali	10	Male	M.A(English)	B.Ed
4.	SahanaAkter	12	Female	M.A(English)	-
5.	Saleha Begum	27	Female	M.A(Islamic history)	B.Ed and M.Ed

Data collection

First I used the interview method to gather descriptive data. I prepared some questions that can help to find the answer of my research questions.

I asked these question to the teachers individually. I took the interview in teachers' room. "Personal interview method requires a person known as the interviewer asking questions generally in a face to face contact to the other person or persons. Sometimes interviewee asks some questions to the interviewer but generally interviewer initiates the interview and gathers information" (Kothari, 2005). First of all some teachers were nervous to give the interview and asked me some questions regarding this interview content. I directly went to the spot and met people from whom I had collected the data. I asked questions by maintaining the serial and they answered in a good manner. The teachers of those schools were not so much updated regarding teaching strategies. They generally teach in traditional ways. I also asked some questions to the students regarding teachers' teaching strategies in the English class. First I took teachers' interview than I observed them in the class.

The research procedure was observation and taking notes, asking questions to the teachers. "Under the observation method, the information is sought by way of investigator's own direct observation without asking from the respondent" (Kothari, 2005). It means instead of asking any questions about the topic, he may present in that teacher's class and look at his teaching. While using this method the investigator has to keep some sort of things in his or her mind. The investigator has to note down what to observe in the class or else he can't observe the proper things and get confused which aspects are helpful for his paper. I prepared my observation checklist the night before I visit the spots. In the morning I went to my first spot to investigate. First I talked with the head master then went to the teachers' room for taking interview. At first the teacher told me not to record anything. After finishing interview I went to observe his class and he told me not to video record. I observed according to my checklist. The investigator can't ask any type of question because there are some ethical issues. "The participant might be

strongly encouraged but the decision whether to become involved and when to withdraw from the participate is entirely theirs” (Cohen, Manion and Morrison, 2005). The researcher can't force to answer his question to the participant. After the first spot I went to the second one and he also told me not to record anything. These two institutions are in the same area. They might think it can affect on their profession. Much of the data I collected from participants' story, their experiences and their teaching strategies because my participants were the teachers. I also take helps from other sources like journals, books and articles. And I am from one of these institutes where I investigated so I also add my own experience here as a student.

3.3 Data Analysis:

I used nine interview questions for the five teachers. I examined the data to find out the common problem they are facing. I analyzed data on the basis of my research questions. After collecting data I have seen that the responses of some teachers are similar. While analyzing the data I compare contrast some responses and highlighted them. The data I collected from school teachers are almost same to each other, some responses are different. I read out the notes frequently what I write in the time of taking interview. Then I have seen some similar problems they were talking about which I discuss in the discussion part.

Chapter 4: Literature review

In this section I will review some of the literature related to this study. I explore literature related to how teachers manage classrooms, what kind of preparation teachers take before the class what are the activities teachers do in the classroom and how these activities are related to principle of communicative language teaching. One of the aim of this section is to establish the rationale of my study and to show how my study will contribute in the existing literature.

Managing classroom environment:

There are abundance of literature in classroom management (e.g. Levin & Weinstein, 2013; Manning & Bucher, 2013). Everlson and Weinstein (2013) traces the history of classroom management and provides a comprehensive overview of the research conducted so far. In different research, different aspects such as the exploring the impact of classroom management on the teachers students relationship (2013), providing model of classroom management (Manning & Bucher, 2013) are discussed. In Bangladesh context classroom management is very important skills that a teacher needs to have as the class size is big. Sometimes a teacher needs to teach 70- 100 students in a single class and often the class time is 30 minutes to 45 minutes.

Teacher's first and foremost duty is to manage the classroom. Sometimes teacher faces difficulties if it is a huge classroom. When teacher fails to control his class students do not pay attention during class time. Classroom management is a major difficulty for teachers and administrators. A well-trained teacher can be faced this problem during teaching unless he fails to manage his class well. Offering more conductive learning environment in the classroom is not easy and research studies continue to reveal that the vital factors in succeeding in management is the teacher's capabilities to supervise and organize instructions (Brophy, 1988). A well managed

classroom helps students to learn effective way. Students can follow the teacher's instructions without any disturbance. If teacher has full control over the classroom, students can't create any mess and hamper the classroom environment. Failing to do so leads to chaotic situation and thus it might be impractical to expect maximum learning from the students.

Teacher's impatient behavior can be an obstacle for classroom management. Punishment can be a solution and a strict teacher can't manage the class in proper way. When teachers possess a strong sense of personal teaching efficacy, such teachers are more likely to procure encouraging classroom results (Morris-Rothschild & Brassard, 2006). Students' progress depends on well classroom management system. Poulou (2007), views classroom management as an aspect of the teaching profession that teachers encounter in their career and that it ought to be further investigated.

Lesson Plan:

A lesson plan is a roadmap for a teacher, especially for the new teachers it is very essential (Farrell, 2012). Without a lesson plan a new teacher may be at a loss during the teaching. It helps a teacher to conduct his class systematically and teachers can quickly check what was the aim of the lesson, what were the activities he/she planned to do during the class and how much time he/she should spend in each activity.

It may not always be possible to follow a lesson plan blindly. For a teacher it may not be possible to completely predict in which way his students will respond to anything but if he prepares he will be ready to cope with whatever happens. Scrivener (2011) in this regard stated that "It is possible to teach without any pre planning but planning increases the number of your options and in doing so, increases your chances of a successful lesson." Lesson plan is actually a thinking skill. Effective lesson planning requires the teacher to determine three essential components the

objective, the body and reflection (Ullman, 2011). Teachers who are effective can succeed in planning and preparing their work. They also possess knowledge of their teaching materials and a clearly defined pedagogy. They are able to choose their instructional objectives, to create consistent instruction, as well as to evaluate student as they teach (Tournaki, 2009). In Bangladesh classroom it is often seen that teachers go to teach in the class often without any lesson plan. There may be many reasons behind that. For example, teachers are overburden with classes, lack of training, teachers are not aware of the lesson plan, or due to the lack of monitoring. In this study I will explore to what extent the teacher use lesson plan and if the participating teachers are not willing to use lesson plan what are the reasons.

Task based activities:

Task based language teaching is becoming a very popular teaching method in language teaching. A number of research have been carried out in different contexts (Ellis, 2003; Van den Branden, 2016). ESL teacher emphasizes on task based activities because it helps to use the target language in real life situation. After teaching any grammar rules or other things when teacher gives any activity about that topic to make strong learning that is called task based activity. Teacher gives task to enhance their discussion skill, speaking skill and also try to make feel comfortable in that language. Students communicate with the target language because of practicing the rules in the class. “The task will generate their own language and create and opportunity for language acquisition” (Krashen, 1996). If teacher arrange activities on the basis of the 4 skills of language learning it helps students acquire knowledge about that language. “The tasks provide the main context and focus for learning and it encourages language use similar to the way language is used outside the classroom” (Douglas & Kim, 2014). “Task based writing

activities may prove to be a good means of integrating four skills and foster effective language learning because such activities are done with the purpose of producing something or reaching a conclusion” (Tilfarlioglu & Basaran, 2008).

Communicative language teaching (CLT):

One of the important approaches of ESL classroom is communicative language teaching. Some of the principles of the communicative approach have come to be an explicit or implicit part of English language teaching in the everyday professional lives of teachers in many parts of the world. CLT focus on the learners learning that in which way they are using the target language. Communicative language teaching helps students to know when and how to say what to whom. Through CLT we know how a language is used, how a language may be learned and how it can be taught. “CLT does not focus on the language rules rather it pays attention to the importance of vocabulary which is crucial for language speaking” (Vannak, n.d). CLT approach is mainly interaction between teacher and student in target language.

ESL teacher's role:

In ESL classroom teacher's role is very important. In ESL classroom teacher fulfills many roles with different aims. Teacher's one of the important role is to manage the class and control over the classroom. “In ESL classroom a crucial factor is that the teacher keeps in mind not to act too much” (Keller, 2011). Too much teacher talking is not recommendable as students do not get chance to communicate by themselves. ESL teacher should interact with students in target language and encourage students to use it in real life situation. “There are two key items English learners need to improve their language that are time and practice” (Robertson, n.d). ESL teacher

should practice communicative activities for the betterment of the learners. Robertson recommends five specific and measurable actions that can a ESL teacher do and those are increase learners production and peer interaction, teach English language vocabulary, build on background knowledge to increase comprehension, increase parent involvement (teacher will inform learner's parent about progress and all) and increase writing opportunities (Robertson, n.d.). About writing opportunities teacher should aware whether learner acquire any writing skills or not. An ESL teacher has to be patient about his learner. Teacher should give them time to answer or to think of the word they need (Pillars, 2016). An ESL teacher's role is different than other teacher that is why teacher is called facilitator in ELT.

4.6 Communicative language teaching (CLT):

One of the important approaches of ESL classroom is communicative language teaching. The communicative approach challenged the prevailing structural view of language and language teaching in the 1960s. Some of the principles of the communicative approach have come to be an explicit or implicit part of English language teaching in the everyday professional lives of teachers in many parts of the world. CLT focus on procedures for identifying learner's needs. Communicative language teaching helps students to know when and how to say what to whom. Through CLT we know how a language is used, how a language may be learned and how it can be taught. "Communicative activities emphasize the learner's ability to communicate various functions" (Ludwig, 2018). "CLT does not focus on the language rules rather it pays attention to the importance of vocabulary which is crucial for language speaking" (Vannak, n.d). CLT approach is mainly interaction between teacher and student in target language.

I also try to explore to what extent they follow the principle of Communicative Language Teaching (CLT). In the CLT based classes a teaching method that require students to actively use the language. ESL classroom should not have lecture style class. Teacher must create the participating classroom environment. Giving time for brainstorming to have meaningful communications with their classmates instead of simply letting them to force immediately start communicating is more fruitful.

4.7 ESL teacher's role:

In ESL classroom teacher's role is very important. In ESL classroom teacher fulfills many roles with different aims. The most common thought of a role might be the fully organized classroom in which everything is controlled by the teacher. Giving instruction is a most common role of a teacher. "In ESL classroom a crucial factor is that the teacher keeps in mind not to act too much" (Keller, 2011). Students also need to have their own free time to learn the treated content which means that control has to be reduced sometimes. Too much teacher talking is not recommendable as students do not get chance to communicate by themselves. ESL teacher should interact with students in target language and encourage students to use it in real life situation. "There are two key items English learners need to improve their language that are time and practice" (Robertson, n.d). ESL teacher should practice communicative activities for the betterment of the learners. Robertson recommends five specific and measurable actions that can a ESL teacher do and those are increase learners production and peer interaction, teach English language vocabulary, build on background knowledge to increase comprehension, increase parent involvement(teacher will inform learner's parent about progress and all) and increase writing opportunities(Robertson, n.d.). About writing opportunities teacher should aware whether learner acquire any writing skills or not. An ESL teacher has to be patient about his learner. Teacher

should give them time to answer or to think of the word they need (Pillars, 2016). An ESL teacher's role is different than other teacher that is why teacher is called facilitator in ELT.

In light of the above discussion in the following chapter I will provide teachers account of practices and I will critically examine their practices using critical lenses and also try to see to what extent their practices matches or not with what existing literature considers as good practices.

Chapter 5: Teaching practices

Teacher 1:Atiq Hossain's classroom

Atiq Hossain is a teacher of a boys' high school in a rural areas. He is young and it seems to me he is a bit nervous talking to me. I contacted him through one of my relatives and he agreed to participate in my study and he permitted me to observe his class. I took his interview in the school's teachers' room. He completed his BA (honors) and MA in English. I interviewed him in English and he is quite comfortable in answering in English. He invited me to observe his class and before entering his class I asked him if he makes lesson plan and in replied to that he said no. Although he said that he knows about lesson plan and he studied about it when he was a student of BA (honors) but for his class he does not do it. He feels that it is not necessary in the rural school. It seems to me he just enters, deliver lecture and then gives some home work and leave. Subsequent interviews with him and informal chat with his students also confirms that he enters the class, give a lecture and then suggest some homework. He takes class without lesson plan and don't even set short lesson plan in mind. Atiq said that it is difficult for him to maintain huge classroom full of students. There are seventy six students in the class that I was observing and the class time for each lesson is forty five minutes. It is almost impossible to reach, monitor and give feedback to every students when the number is so high. He complained that classroom size should be small so that teacher can monitor everyone. So it is impossible for him to ask the lacking of each student within this time. He said that it is not always possible to use multimedia in the classroom or authentic materials. There is a story about Pritilata Waddedar in English text book of class nine. Two days ago before I interviewed him he showed a documentary on the projector for the class about her. There is only one projector in the whole school. He said that in his school no teacher bothers about teaching with multimedia. He uses those in very few classes.

There was no speaking activity in his class. Students also not bothered about their speaking skill. They do the writing task most. He asked them to read a passage from the text book as their home work in previous class and next class he asked them to write down the True/False which was given in the text book's exercise page. I observed that there was no creative writing. I asked him about critical writing and analytical paper that helps students to enhance their writing skill. He said that students need to focus on what is in the syllabus and what will come in the examination. Then I said critical writing or creative things or analytical paper can help in their paragraph writing or composition writing. He just tried to avoid my point. I did not see any group work in the class. I asked about it that why he did not arrange group work because it is helpful for monitoring system. He replied that he knows the advantage of it but it goes messy if he arranged group work because class size is big. He also thinks that in group work lazy students take advantages because they do not do any work rather they depend on other members in the group. So basically only two or three students remain active in the group work. Whenever he delivered his lecture he used his Bangla as he said otherwise it is difficult for the students to understand him. Students also communicated in Bangla.

His behavior in the classroom towards the students was normal or neutral. He gave some class work and after finishing the work he gave feedback. But what I noticed his feedback is limited to good if anyone does really well and big cross with red pen if anyone makes mistakes. He did not even motivate them saying that "is ok will do better next time". However during the interview he said that he encourages his students about English saying many uses of English in different aspects of our life. For example English is necessary for jobs, higher education and for many other purposes.

Teacher 2: Ismail Hossain's classroom

Ismail Hossain is an English teacher of a girls' school. He has been teaching in this school for more than 15 years. He is a popular teacher in the school and as a private tutor he is also very famous after school. Students run after him for private tuitions because of his popularity. I asked some students and guardians which teacher is best in this school and all of them said his name. His students informed me that he is always regular to his class.

He was willing to invite me to come to his class. Before entering the class I asked him if he makes any lesson for his class. Then he smiled and said of course he had a lesson plan. He made a short lesson plan in his mind because there was no written one. He said the class is only 45 minutes that's why he made a very short lesson plan. Because of his busy schedule, he says, he made his plan in mind what he is going to teach and he teaches accordingly. He also told me that as he has been teaching for a long time it is easy for him to make quick plan about what he needs to teach. Before my questioning on this part he willingly told me that he does not like the seating arrangement and the large class size. This traditional seating arrangement gives opportunity to student hiding themselves from participating in class activities. He informs me that he uses authentic materials sometimes in his class but not regularly. He thinks that using authentic material gives students interest about the topic. The class I was observing he was trying to use something from the classroom as an example. He was teaching noun and gave examples from whatever he had around him like he told his students that "students you all know the all kinds of noun." Then students said "sir you did not give lecture before about it so how would we know". Then he asked one student that what is her name and what is over her head and then the girl told her name and also told that over her head it is a fan. Then the teacher smiled and said these are the example of noun. Then the whole class burst into laugh. I observed his class where

he taught English 1st paper. There are many dialogues in this text book. In his class sometimes students practise dialogue in front of the class. He said dialogue can enhance their speaking skill and also breaks their shyness. He said that English class would be very positive if the amount of students were less. He said it is difficult to arrange group work in this large size classroom because it creates mess and noise. He arranged group work and gave them to write a paragraph on the day when I went to see his class. He said that it is easy to monitor group wise. I noticed that he continuously walked in the room and asked every group if they have any difficulty in understanding anything . He encouraged every group to discuss and help each other. Later he informed me that it help them to enhance their discussion skill in English, and if any student feels shy to ask any question to the teacher then she can ask to her group mate.

He was trying to use English in the classroom most of the time and he encouraged his students to speak with him in English. Whenever students discuss in Bangla in the group he kept saying that please use English.

After the class I talked to him if he knows about communicative language teaching. From the discussion it appears to me he is not much familiar with the terms but interesting I found he is trying to do communicative activities in the class.

Mr Hossain believes in positive behaviors with students. He emphasized on the positive behavior with students and said that my rude behavior with students may make my students demotivated and that may force students to stop coming to the school.

I asked him about his feedback strategies and he told me that he first gives positive feedback then corrects the wrong one. He does not interrupt when students are discussing or giving any answer in the class. After finishing students speech then he corrects if there is any mistake. Mr.

Hossain encourages his students to communicate with friends and family to enhance their English proficiency level.

Mr Ismail's teaching technique is good and different from others. That may be one of the reason of why he is so popular in his area. Students and parents talk highly about him. His feedback system impressed me more because he knows some feedback strategy.

Teacher 3: Hasan Mia's class

Hasan Mia is relatively a young teacher of a boys' school. My preliminary discussion with his students about him was not so positive. It seems to me they do not like him that much. I choose him because when I contacted to interview some rural teacher he agreed and invited me to come to his class. discussion I have also a feeling that he is not much popular in the school. His way of talking is not that much decent. Students also make fun of him but not in front of others just within themselves. When I came to school for interview and was talking to some of the students, they told me not to take his interview because he is not a good teacher. Somehow they knew I was coming to interview their English teacher. However, I was interested to see why students are so negative about him.

When the bell rang for the class he was just lazily walking towards the class. I assumed to see his attitude that he had no lesson plan. But I asked him whether he has any lesson plan or not. He replied "lesson plan means?" Then I briefly explain lesson plan and its necessity. He just avoided it and said that he never made lesson plan for the class. He again said in rural area it is not

needed because students are not that much smart so he can teach anyway. His reply astonished me and I said nothing. Even from the initial conversation with him I can imagine what makes him so unpopular in the school. After entering the class he introduced me to the students. Then he started his class. I have a feeling that my presence make him uncomfortable in the class. He was continuously delivering his lecture in Bangla. The class was full of students , I reckon 70-80 students and the class was full of noise. Students were not paying any attention and he could not monitor properly in the class. The topic in the class was “deforestation”. He did not provide any information about it but asked students to write 5 or 6 sentences about it. He continues his class in Bangla. In the class students were writing their task and he did not bother that he had to monitor them. There were no effective or communicative activities in the class. In Mr. Mia’s class students did not participate. The classroom was boring and students looked like zombie. After finishing the writing task they put their khata on the table and teacher started to give feedback. There is hardly any interactive activities and when he was checking students writing he was only telling them that this is wrong or that is wrong, shouting and putting big cross with the red pen. Those who did wrong they felt shy in front of me.

In the subsequent interview I asked him if he likes conducting group work in the class. He replied that this is a waste of time because all the members do not remain active in the group. When I asked him if the group work is an opportunity for the weak students to get help from their friends , he just tried to avoid saying that this does not happen actually. When I asked why he does not use English as a medium of instruction in the class Mr. Hasan Mia replied that students feel uncomfortable if the classes conducted in English.

Teacher 4: Sahana Akter's class

Sahana Akter is a teacher of a private institution in Dhaka. She has been working here for over ten years. Her students informed me that she is very popular among her students and most of her students like her very much because of her helpful nature. If any student finds any difficulty regarding her lecture, she immediately helps his or her. She is a jolly minded person. Every student is afraid of her but they know if they face any difficulty she will help them.

She gave me the permission to observe her class and told me to make sure that I arrive on time. She also said me not to disturb in the class. So I was a silent audience in the class. The class was based on English language composition learning. She entered the class with a previous class test script. She said everyone to check the script if they have any queries. I checked one script to see how she gave feedback. There was written feedback in the paper and she gave some oral feedback too. Wherever students need corrections she marked that place and wrote the feedback. While students were checking their scripts she was walking in the class and was asking most of the students if they understood her feedback or not. The class was using the target language. No one was using Bangla. If any student asked her any question in Bangla she asked her why she used Bangla and made her remember that it is an English classroom, so they should speak in English. When students were talking to each other they were using Bangla but while talking with teacher they had to use English. That day's topic was "Argumentative Essay". She first showed a video related to the topic. At first she did not tell students what she was going to discuss in the class. After showing the video she asked students to guess the topic. Some students could guess the topic. She discussed about the topic and then gave students activities. She divided the class into several groups and gave them the topic to discuss and give their opinion. This was amazing and it seemed to me that I was watching a debate program.

Ms. Akter used a video as her authentic material and that makes the topic easy for the students. In the subsequent interview I asked her if she was planned those activities before the class. She replied that she always makes a plan that what will be done in the class and how it will be effective. She also informed me that she made a short lesson plan although she does not write those in details. About using authentic material Ms. Akter said that she uses authentic material because it helps students to capture the topic easily. About group work she said that group work enhance their speaking skill because in group work they have to do the task by discussing with group members and it helps the teacher in monitoring. If one student has any problem regarding the topic then other member helps her to understand. I asked about the types of activities she usually arranges in the class. She replied that she arranges several activities including group discussion, individual opinion, writing essays, and quiz. She tries to give authentic input to help students' communicate in English by setting up activities that give students real life language task. Then she told about the material she used in the classroom and the task students did in the class. She thinks that these materials and task make student motivated to use the target language. About feedback she said feedback is important for the students and the teacher also. Because without effective feedback students may not understand what are the mistakes they are making and what is the teacher's expectation. She encourages student by saying that read English book to strong vocabulary. She said if a student has strong vocabularies then he can communicate confidently.

She is a good teacher and knows so many strategies. She is very much serious about her teaching and concern about her students She is organized in the classroom which is very effective for the ESL class. She works hard to find the authentic materials that help students acknowledge the language and give them interest. She encourages student saying how to improve English and not

to tell just English is just for job and higher education. One more important thing about her that students told me that her teaching capacity is so good and that students need not give more afford on the topic in home. Her helping attitude is effective for the students.

Teacher 5: Saleha Begum's class

Saleha Begum is a teacher of one of the Govt. Boys' school in Dhaka. She was a teacher in another government secondary school and recently she got promotion and joined in this school. She is very famous in her school and students also love her a lot. She has been in teaching profession for the last 26 years. She does not do any private tuition. She can mix up with students easily. This is one of the main reasons why her students love her so much. She is a soft spoken person and very careful about her responsibilities. She never late for the class and control her big class with patients. She teachers both in primary and high sections. Students request her to do private tuition but she always refuses to do that. She never leaves her works for the next day. Every student was about to cry in the time of her leaving of her previous school. This can portray that she was very close with her students and school staffs in her previous school. My informal discussion with her students in her present school and with her colleagues reveals that they like her very much.

The class I was observing where she was teaching was a class of about 100 students. Although she did not prepare any lesson plan, as she informed me, she takes good preparation before her class. She reads thoroughly the chapter that she is going to teach in the class. After reading the chapter then she decides what types of task she will give in the class. If the chapter is big then

she gives group works. After entering the class she wrote the chapter name and the page number in the blackboard. She told me that it helps students to find out the chapter without wasting time. Sometimes she can't control the classroom. She gets headache for the noise. She told me that when the class size is big it is difficult to control the class and the noise is another problem when students are talking to each other during group work.. In this environment one student can easily skip the task and it is not possible to monitor every student.

She said that she wanted to teach many things but because of the shortage of time she only teaches from the book. She said the class time is very short so it is waste of time if she teaches beyond the book because she has to cover the syllabus. I asked about the group work. She said group work is helpful but it creates noise and the classroom environment hampers. Sometimes she gives group work. She gave group work at the day I observed her class. She asked student to write down GroupWise opinion about that day's lesson. Then I saw actually it hampers classroom environment and she tried to control the class and it is all happened because of large students. About classroom talk she and students tries to communicate in the target language but it is not properly direct method because she speaks Bangla more in the classroom. So the classroom is not properly appropriate for ESL classroom. Her body language is fine. Whenever she delivers lecture she moving around the whole classroom. She never talks with students in raise voice. About feedback she said "One teacher has to understand student's psychology and how to behave with him". She mean that without understanding students' need teacher cannot give feedback in a proper way. She always gives feedback in positive way otherwise students lose their motivation about this language. The day I observed her class, she asked a student to read out a passage from the book. After finishing the reading she told the student "Your pronunciation is very good I feel like I am hearing from any English native speaker". This type

of feedback motivates students for English language. She encourages students saying that English is smart language so if anybody is good at English people treat him or her in high way. She says to students that English is needed in every step of life to change the view towards you.

Chapter 6: Discussion

Planning, organizing, facilitating and effective activities for a class are some of the important role of a teacher. A teacher has to maintain many things to make learning easy. Teacher has to have the ability to create the atmosphere in the class that should be comfortable and helpful for the learners. Learning a new language takes a lot of time and it is teacher's role to help the students get meaningful practice as possible inside the classroom. In a class the environment is important and it is the teachers' responsibility to create a comfort environment for the students. A teacher can affect the mood of a classroom by his new, original and effective thoughts. I observed quite a number of schools, although some teachers are constantly trying to improve their teaching and trying to do their best for their students, many of them had no new thoughts or no new teaching strategies. They are stuck in the traditional one that means lecture based and less activity. Some teachers were well prepared and classroom environment was good but did not encourage students to participate in the class. What I think that this happened because there were too many students in one class which made it hard for the teacher to observe and keep an eye on all of the students. Throughout this study it seems to be one of the main problems that I have found from my observation and interview with the teachers and observing their classes. All the teacher complain about the classroom size that it is difficult for them to monitor the large classroom. The seating arrangement is traditional in almost all the cases. Seating arrangement is an important issue because on the basis of seating system the teacher monitors the classroom appropriately but it is not happened in school and colleges because of huge students in one classroom.

We study English in school and college around 12 years but even though we can't acquire this language properly. That because our school teachers do not well organized and they are not

conscious about task based activities. From my observation and interview many teacher do not want to make any lesson plan or they do not have time to do that.. The classes I observed, in most cases, the teachers' had no lesson plan. They just read through the lesson at night before, it appears, as they didn't make any plan about class activities.

One more thing I observed that teachers' only focused on grammar rules. They embed on students' mind that grammar rules are everything for learning a second language. I do not mean that grammar is not important but teacher should recognize which grammar rules need to be focused to achieve the communicative goals. It is important that teacher provides activities on the basis of new rules what they teach in the class that students learn how to use these new rules in a communicative context. Students know the grammar rules but do not have experience to use those in real life context.

Bangla Medium and English Medium issue is another debatable issue. Which one should be considered more suitable? In English medium schools teacher talks with students in English in the class but in Bangla medium school this is not happen. In English medium classroom teacher make the environment positive for the language acquisition but in Bangla medium teachers do not pay attention towards it.

I was also interested to explore to what extent task based teaching is practiced. In the schools where I went to do my interview and observation there were no effective task in the class where a learner can achieve their goals in language acquisition. One classroom I saw they were doing group work in the topic based on globalization. The groups were come up with different aspects of globalization. Another class I saw they were writing paragraph on deforestation individually. The tasks were meaningful but teachers were not facilitating in a way that could spark students

thinking. Teachers should pay more attention to how they can make students engaged and make them thinking critically during various activities they do in the class.

In the observation I saw that students afraid of the target language instead of enjoying while learning. Teacher should add task based activities in his lesson plan which fulfills the goal of his lesson. For example when teacher include vocabulary in his lesson plan, he can give the task of telling students about their favorite foods. Then at the end students learn different vocabularies from the class by doing activities. Teacher can arrange discussion board in the class by giving them a problem and ask to solve. This enhances their communicative skill. Without task based activities a learner can't acquire the language properly or learn it but can't apply it.

Another point I noticed in my observation that is some of the teachers had poor feedback strategies. Feedback is important for a language learner to improve further. Effective feedback motivates learner to learn more. One of class I saw teacher gave feedback to a student that it seemed he was scolding him. This is not a write way to provide feedback. If teacher does not give proper or clear feedback then students keep making mistakes again and again and can not correct themselves in proper way. When the teacher gave the student feedback by scolding him as I mentioned, he was just blank and was feeling shame in front of the whole class. Teacher's gesture, body language should be decent to the students and then students will feel comfortable with the class environment. Teacher should aware of that which type of feedback help students most. Teacher's feedback should be like sandwich that it has first mayonnaise than some meat then again mayonnaise that means feedback should have first positive sides then some negative then again positive. The suburban teachers need to focus on these teaching strategies because they do not know teacher's role in ESL classroom. In my survey what I observed that many of ESL teachers need to improve themselves for the class.

Chapter 7: Conclusion:

For a better outcome in education well qualified and trained teachers are inevitable. Many other things can be compensated but not the teachers quality. In case of our communication with others it is immense important to learn English as L2 from the basic education. Here the importance of a teacher and his teaching methods comes. So it is important that government should employ quality teachers and they should be offered attractive salaries, ranks, and other facilities so that they become interested in teaching.

In my interview with teachers and students I have found out some real challenges that a teacher used to face regularly are huge numbers of students, lack of materials and a strict syllabus to maintain. Whatever challenges will be there as we can't change everything overnight. It will take a while to change the whole educational system and create an ideal classroom for every student. However, it is time to think if there are opportunities to reduce the classroom size to an acceptable level.

Education should not be only exam oriented rather it should be strong enough to change the views of the students. Without a proper awareness it will be very hard to gain sustainable development in educational sector. Bangladesh is growing rapidly in economical ground. To keep pace we need a well educated young generation. Only the teachers can help in this nation building through a proper teaching method. English learning should be given with highest importance in our educational system to keep up with other countries.

I want to say that the overall behavior of a teacher is very important for any classroom environment. A teacher who gives necessary input, do TBA(Task Based Activity) in the class

and actively encourage students and have well planned lesson seems to be the most successful in their language teaching. Teaching strategies should be in way that students participate in the class and learn in the class in a meaningful way. In the time of my observing the classes I was impressed even some of the teachers in rural areas are using innovative teaching. Other teachers can learn from them.

Finally, I would recommend further research to study teachers' practices and it will give a valuable insight for the other teachers, head teachers and policy makers to take more fruitful decision.

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