TEACHERS' PERCEPTION ON TEACHER TRAINING IN SECONDARY ENGLISH CLASSROOMS OF BANGLADESH

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

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Approval

The thesis titled "Teachers' Perception on Teacher Training in Secondary English Classrooms of Bangladesh" submitted by Israt Jahan Promi (ID:16303006) of Summer 2020 of has been accepted as satisfactory in partial fulfilment of the requirement for the degree of Bachelor of Arts.

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Ethics Statement

All the ethical issues had been maintained while conducting this study and those are discussed in detail in the methodology section.

Abstract

This study explored the scenario of the trainings of English teachers focusing on Secondary Bangla medium schools. It showed English teachers' perceptions of their attended trainings throughout their career. In addition, it also focused on the learning of the teachers from the trainings as well as the problems which English teachers faced in their classroom while implementing their learnt techniques from the trainings into their classrooms. The study adopted a qualitative multiple case study approach and the researcher used purposive sampling technique to collect data from ten English teachers of Secondary Bangla medium schools. The data collection procedure was completed through online platforms as there was no scope of visiting schools because of the pandemic situation. However, for establishing credibility and trustworthiness, some steps had been taken by the researcher including member checking, inter-rater reliability and so on. Moreover, teachers' perceptions on different trainings, their learning from those trainings, how they implemented those techniques in class, and also the problems they faced and the solutions they used for using those problems have been discussed in the study. The final results show that though the trainings were informative for the trainee teachers, those trainings did not have any focus on teachers' problems or following up to check whether the teachers were able to implement their learnt knowledge in their classroom or not, they were allowed to apply those techniques in the classes by the authorities or not. Nevertheless, the findings will be useful for novice teachers, policymakers, trainers, especially of English to Speakers of Other Languages (ESOL) context as Bangladesh. The methodology adopted for the study is replication and will be useful for researchers.

Keywords: Teacher Education; Teacher Training; Secondary level; English Language Teaching.

Dedication

I would like to dedicate my work to my family, they were my constant support throughout my

life. In addition, I would also address all the dedicated teachers I have come across in my life.

Acknowledgement

At first, I would like to thank the Almighty Allah for each and everything in my life. Then, I would like to thank my parents and my brother for being my constant support throughout my life and guiding me in the right way.

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List of Acronyms

TE   Teacher Education

TT   Teacher Training

CLT   Communicative Language Teaching

GTM   Grammar Translation Method

Chapter 1

Introduction

1.1 Background of the study

Teachers are considered as knowledgeable citizens of a country as they prepare and lead the next generation to represent their own countries in front of the world. They are responsible to facilitate students' learning process (Mullick & Sheesh, 2008). Teachers are not only in charge of teaching students a particular subject rather they are the one who inspire students to get their goals along with helping them to develop their thinking power and being able to solve any problem by their own (Akhter & Alam, 2016). To guide students with pedagogical knowledge and updated techniques, teachers need to be trained from time to time so that their teaching skills can be developed. Through teacher education and trainings, teachers will be able to keep themselves as well as the students updated and to be on the page with the rest of the world.

Teacher education and training are one of the predominant aspects to look at for developing countries like Bangladesh, (Shohel & Power, 2010). Through teacher education, teachers develop their knowledge and gain expertise in their interested areas which need to be improved from time to time. To become a teacher and to teach any subject, one needs to have pre-service training which works as a foundation course for the person who wants to pursue the career of teaching (Chowdhury & Kabir, 2014). That is why, just like teaching any other subject, for English as well, teachers need proper training. In addition, as English is not a native language for students in an ESOL (English to Speakers of Other Languages) context, trainings can help teachers to teach students in an interesting and easier way with certain techniques which they can learn from the trainings.

As English is an international language and important for communicating with the rest of the world, just like India, Sri Lanka and other countries, English has been taught in our country with great emphasis (Rahman, Islam, Karim, Chowdhury, Rahman, Seraj & Singh, 2019). From the British rule in India to independent Bangladesh, the influence of English continued to be reflected in almost every sphere (Das, Shaheen, Shrestha, Rahman & Khan, 2014). As a result, English is considered as a second language in our country. However, though English has been taught in our country for a long period, the circumstances of English language teaching and learning is not that good (Shohel & Power, 2010). Various studies have observed that teachers of our country are not well-trained which results in our students' weak grasp of the language. For example, according to UNESCO, among every five teachers, one does not have any teaching qualification in Bangladesh. As the quality of teachers is related to their education, experience and professional development (Chowdhury & Kabir, 2014), is essential for training teachers from time to time so that they can improve their teaching skills with updated techniques to teach the English language by following the Communicative Language Teaching (CLT) method.

1.2 General Education and Teacher Training

To enhance the education quality of a country, teacher education is one of the major issues to focus on. According to various researchers, Bangladesh is not as progressive as its other neighbouring countries in terms of education (Rahman, Johan, Selim, Singh & Shahed, 2019). For example, India and Sri Lanka have more literacy rates than Bangladesh (Kabir, 2012). One of the reasons behind this is unsatisfactory performances of teachers, which led many students to drop out from their schools (Mullick & Sheesh, 2008). Failing in subjects like Math and English is the reason why they choose to leave their studies (Asadullah, 2016). In one case, it is seen that being insulted by an English teacher and classmates for being weak in English was the reason for leaving that student's studies (Kabir, 2012). It mostly happens because students

are afraid of these subjects. Hence, they lose their interest in these subjects. All of these happen mostly because teachers could not make those subjects easier for the students. It is also related to teacher training as they did not get any proper training from which they could learn the techniques to make those subjects interesting and easier for students.

In Bangladesh, teachers of secondary level do not get adequate training for teaching (Karim, Mohamed & Rahman, 2017). To elaborate, the structure and phases of teacher training need to be looked at which teachers usually get in our country. There are three different phases of teacher training. Those are- Pre-service, Induction and In-service trainings (Chowdhury & Kabir, 2014). In this part, the induction part will be elaborately explained as the part of Induction is related to secondary level teacher education. Other parts will be discussed briefly in the literature review chapter (2.1.2 of the second chapter).

Induction is the training that teachers get in the first years of their profession (Akhter & Alam, 2016). Besides, teachers of primary and secondary level get a foundation course of two months. Also, they need to attain Certificate in Education (C. Ed) and Bachelor of Education (B. Ed) within three years of their jobs. B.Ed. is for secondary level teachers and C.Ed for the primary level teachers. This B. Ed course is a one-year long academic course. Teacher students get 1200 hours throughout this course. Asadullah (2017) has stated that the present syllabus of B.Ed. was changed under National University Act 1992 (Act 37 of 1992). It was followed in all the government and private teacher training centres from the year 2006-2007. In addition, he also mentioned that there are five learning areas in the curriculum of B.Ed. Those are- Professional studies, Educational studies, Teaching studies, Technology and Research studies, and Teaching Practice. The purpose of this programme is to provide teachers knowledge, skills and attitudes which can be beneficial to the students (Shohel & Banks, 2010). Along with this, it also aims at teachers to practise these in their teaching in the classrooms. However, the effect of this programme on teachers and their training is not satisfactory

(Rahman, Islam, Karim, Chowdhury, Rahman, Seraj & Singh, 2019). On top of the quality of teachers, there is also a crisis in the number of teachers. According to the Bangladesh Bureau of Educational Information & Statistics (BANBEIS) in 2014, there are 91,60,365 students in secondary schools in Bangladesh (Akhter & Alam, 2016). On the other hand, only 2,32,994 teachers are concerned to teach at secondary level students, which is proportionally very low than the students.

In our country, there were many government and donor-aided projects targeting English teachers, but studies show that the result of those projects was not satisfactory (Hamid & Honan, 2012; Shohel & Banks, 2010). It is quite disappointing that though English is considered as the second language of Bangladesh, there are no specific ongoing training courses like TESOL, TOFEL are available in Bangladesh which will be only focusing on English teachers of schools (Karim & Mohamed, 2019). However, courses are available for math teachers in Bangladesh (Asadullah, 2016). It shows the aspect which reflects why the learning outcome is not still satisfactory though English has been taught in Bangladesh since our independence.

Hence, teacher training is necessary because teachers can get to learn new techniques to teach students with new methods and curriculum. Along with that, they can get practical experiences in conducting classes from the training. Also, they can discover the problems which they may face while taking classes as well as they can seek help from the trainers for solutions. Most novice teachers have the subject knowledge to take their classes, but without the practical experiences of training, they find it difficult to apply their subject knowledge in the classroom context (Karim & Mohamed, 2019). In many studies, it has been observed that teachers who get training from time to time, can run their classes smoothly, as they already have practical experiences and also have the idea of problems which they can have in their teaching context (Shohel & Power, 2010; Shohel & Banks, 2010). Kocoglu, Ozek and Kesli

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(2011) show through their study that teachers who got trained before entering their profession, they found teacher training useful as the learning from the training helped them a lot in their professions. Having regular teacher training will help teachers to be updated with the latest changes in the English language and to teach students accordingly.

1.3 Training of English Teachers in Bangladesh

In our country, more than 17 million children are learning English from class 1 to 12 as their compulsory subject (Hamid & Honan, 2012). However, it is a matter of great irony that even after learning for so many years, our students become nervous even if someone asks them to introduce themselves in English. One of the reasons behind this can be a change of curriculum. Earlier teachers were used to teach by following the Grammar-Translation Method (GTM). On the other hand, when in the mid-90s, the curriculum changed into based on Communicative Language Teaching (CLT), the standard of English language teaching and learning became poor (Shohel & Power, 2010). This happened because teachers are not familiar with this new method. They need proper training to be able to teach students in this new method. Earlier, teachers used to just follow the textbooks, through translation and memorization, students were taught. In the GTM approach, the problem was that it does not accomplish the main purpose of learning a language, which is being able to communicate in that language. The CLT method was introduced so that it could serve the motive of learning and teaching English. However, it is not working well in the Bangladeshi context as the change of English language policy was not backed up with a proper plan (Hamid & Honan, 2012). The policymakers just changed the system without considering our country's condition. There were a lot of issues which were overlooked while changing the method of teaching English. One of the issues is to make students communicate in the target language, in large classrooms of our schools is a big factor. With around 100 students in a single classroom, teachers are not being able to make the classes interactive, (Mahbub-ul-Alam, Moslehuddin, & Nazrin, 2015). It works as one of the

hindrances of making the CLT method effective in our context. Along with this, teachers' capability is also questionable. Teachers were accustomed to the GTM method. However, when the CLT method came into practice where teachers are not still familiar with the method, how they will teach students with that method.

It is also noted that a lot of trainings by government and donor-aided programmes were conducted for English teachers to train them by familiarising with this new method (Akhter & Alam, 2016). However, studies show that the results of those trainings were not satisfactory (Ahsan, Sharma, & Deppeler, 2012; Kabir, 2012). In addition, the effectiveness of those trainings is also in the question mark. Teachers in their interviews shared that they are not really helped through the trainings as they are still not comfortable to conduct their classes through the CLT method (Rahman & Pandian, 2018). They felt that there were few shortcomings in the training sessions. For example, there were very few practical sessions in the trainings (Karim & Mohamed, 2019). In addition, according to them, practical sessions are the most effective part of trainings which helped them in their classrooms. Along with that, in the trainings, the context of real classrooms is being overlooked. To elaborate, in the training sessions, they only have few people. However, in their classrooms, they have much more students compared to them. Consequently, they feel troubled to use their learnings of trainings into such different situations (Shohel & Banks, 2012). As a result, there is a need for more effective trainings to make the CLT method useful in our country, by accompanying all the problems of previous trainings.

However, there are many existing training centres in Bangladesh which provide trainings to teachers. There are 11 public and 54 private teacher training centres which provide trainings to teachers on a regular basis (Hamid & Honan, 2012). For secondary teacher training, there are three major programs. One of them is Teacher Quality Improvement (TQI), a governmental project which targets all the English teachers of secondary level schools. It

started in 2006 to offer regular training programs for secondary level English school teachers (Shohel & Banks, 2010). Another program PACE, it is a training program by BRAC that provides training to in-service English teachers from 2002 (Kabir, 2012). In addition, English in Action (EIA) is another training program for English teachers since 2008, funded by the UK government (Karim & Mohamed, 2019). Among these programs, TQI and PACE are national curriculum-based trainings, which provide trainings on all the subjects including English.

Often it is seen that these training programmes emphasise more on how teachers can teach students following the national curriculum that results most of the time students fail to acquire the proficiency of using English for communication purposes which is the main purpose of learning any language. However, EIA focuses only on English to make it more usable for communication purposes. In these training programmes, there are few issues for which it fails to become holistically useful for the trainees. One of the problems is that these trainings are for a very short period. Also, due to the time constraint, contents stay uncompleted (Asadullah, 2016). In addition, there is a massive lack of teacher trainers. For every 357 teachers, there is only 1 teacher trainer available (Kabir, 2012). As a result, monitoring of these training sessions is also in the question. However, with the prosperity of technologies, these trainings are including multimedia as well as computer-assisted learning to make the learning more comprehensive.

1.4 Statement of the problem

Teachers should be trained from time to time because it helps to improve their teaching techniques (Akhter & Alam, 2016). The more modern teaching strategies they learn, their teaching techniques will be more developed and increase students' interest in the class (Akbari and Dadvand, 2011).

English classrooms are no exception to the above-mentioned situation. Training of English teachers may help them to make students get rid of their fear for the subject and to do well in the particular subject. Teachers know certain techniques which they learn from the training, to make the target language easier for the students (Copland, Garton & Burns, 2014). It can also assist teachers to make decisions in their teaching contexts, to identify students' problems and achieve many other objectives of teaching (Karim, Mohamed & Rahman, 2017).

Unfortunately, in Bangladeshi English teaching context, most of the students of mainstream schools fear target language, English (Kabir, 2012). It is actually regretful that even after studying English for so many years, students of Bangladesh get nervous when they are asked to speak in English (Shohel & Banks, 2010). The reason behind this is our curriculum is based on learning English focusing on grammar. Hence, the actual communicative purpose of learning English is unfulfilled.

In this case, teacher training may improve English teachers' skills of teaching English. Moreover, teachers can learn new ways of teaching English in a fun way which can help students to get rid of their fear of English. In addition, they will be able to know the new changes coming in this teaching area. To know the effectiveness of teacher training for English language classrooms, we need to know about teachers' perceptions on teacher trainings and what problems they face while completing teacher trainings and implementing what they have learnt in their classrooms. Thus, this study aims at finding out Bangladeshi English teachers' perception of teacher trainings and the findings will contribute in planning teacher trainings for English teachers of schools in Bangladesh.

1.5 Research questions

The following research questions will be answered in this study:

1. What do the English teachers think about teacher trainings they receive from different organisations?

2. What are the components English teachers learnt from the training?

3. a) In which ways English teachers implement the new teaching techniques in their English classrooms?

b) What kinds of difficulties do they face while implementing their learnt techniques in their classrooms? How do they find solutions for those problems?

4. Do they have any future plan to develop their teaching skills and techniques?

1.6 Scope of the study

Through this study, the researcher explored the perception of English teachers on their attended trainings and how they implemented their learnt knowledge in their classrooms. This study has been limited to English teacher education of secondary level. The reason behind choosing this level is that many governmental, donor-aided trainings are designed and provided to support teachers of secondary level but how effective these trainings are needed to be assessed. Also, the teachers who joined those trainings, their thinking, the challenges they had to face while implementing those techniques in their classrooms are needed to be addressed. Through the study, the shortcomings of the trainings will be indicated and the curriculum designers can modify the trainings according to teachers' needs. Though the study has been designed for secondary level English teachers of Dhaka, its scope is broader because it can be used for assessing any other teacher training from teachers' perspective, even in rural areas. The reason behind choosing Dhaka as the setting of the study is that most of the trainings are conducted in

Dhaka and also renowned schools of Dhaka send their teachers for trainings regularly. As a result, the researcher has chosen teachers from the schools and regions where teacher training is given emphasis.

1.7 Limitations of the study

This study did have few limitations which were unavoidable. One of the limitations in this study was that in the data collection procedure, the observation part was not included because all the schools were closed for the pandemic situation. As a result, it was not impossible for the researcher to go for a field visit to observe the scenario. In addition, because of the pandemic situation, many teachers were not being able to contact the researcher who were being approached for interviews as they had gone to their villages and did not have stable network there. Also, more English teachers were contacted for interviews but they were not further approached for the final interview as they did not fulfil the criteria of selecting participants for not having any proper training. As a result, it was not possible to adopt quantitative method for this study. However, further studies can be done adopting quantitative methods or mixed methods.

1.8 Significance of the study

In the research field, very little research has been done on teachers' perceptions of English teachers' training in Bangladesh. This research is targeted to fulfil the gap by highlighting the difficulties for which teachers even after getting trained are not being able to implement their learned techniques in their classroom. In addition, this research also focuses on teachers' thinking about the training which they finished, whether there was any lacking in the training for which they are not being able to follow the techniques to teach students. Hence, this study will be significant for students who want to pursue their career as teachers as well as for the novice teachers who just entered this profession. They will be able to know the challenges

which they might face in future in their career. By knowing this, they can prepare themselves beforehand to face the obstacles. Also, this research will be helpful for teacher trainers who train novice teachers. They will be able to know about the perception of teachers who already received trainings and they will be able to identify the lacking of the trainings. As a result, they will be able to make their trainings more effective through which new teachers will get the most benefit of the trainings. At last, by fulfilling the research gap, this study will open up a new dimension for researchers who want to do further research on English language teacher education or training.

1.9 Definition of key terms

Teacher Education (TE): According to The National Council for Teacher Education, a program of education, training of people to teach others is considered as teacher education (Kapur, n.d.). In addition, Akhter & Alam (2016) mentioned in their paper, the means of teacher education as all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. In this study, all the activities related to the process of making a person enable to make fair decisions as teachers for their students are included in teacher education.

Teacher Training (TT): Teacher training has specified purpose than teacher education. It is for enhancing skills and techniques (Richards, 1990). In addition, Training is about acquiring knowledge, skills and behaviour patterns needed to do a specific job. In this study, teachers joined different training programmes for learning different techniques like encouraging students, assessing students is teacher training.

Learnt Knowledge: This term has been used throughout the study multiple times. In this study, learnt knowledge refers to the knowledge, understanding or the skills or techniques which trainee teachers learnt from the attended trainings.

Communicative Language teaching (CLT): It is one of the methods used for teaching English. In this study, it has been used as teachers get trained on some aspects of CLT such as teaching English's four skills through different activities where students are required to communicate in English. This method is considered as one of the best methods for engaging students, to increase their proficiency in English.

Chapter 2

Literature Review

2.1 Concept and different levels of Teacher Education

Teacher education plays a significant role which makes a teacher enable to become a good and responsible teacher. Through teacher education, teachers learn the pros and cons of teaching, strategies to use for managing classroom environment, having practical experiences of teaching and skills to manage students of different categories, guidance from teacher educators. Before exploring all these, there is a need to have the knowledge of what teacher education actually is, the core aspects of teacher education and how it is being discussed by scholars across the world.

2.1.1 Concept of Teacher Education and Teacher Training

Different scholars across the globe have defined teacher education differently. In existing literature, teacher education and teacher training are considered kind of similar concepts to connect with language teaching. Both of these are used to refer to how teachers are getting ready for their profession of teaching (Ur, 1996). However, researchers looked at these two words from different perspectives. Some of them depend on teacher education because it focuses on the broader aspect of how teachers go through the whole process of acquiring capability of decision making, developing theories for teaching and so on. Whereas, training is more of a program for enhancing skills and techniques (Richards, 1990). On the contrary, other researchers suggest education is a holistic program which influences teachers morally, culturally, socially and intellectually to contribute to society. Compared to this, training is more precise as it is for a specific purpose and career (Nelsen, 2015). As a result, it can be said that teacher education and teacher training are closely related concepts (Akter & Alam, 2016). In

this study, both teacher training and teacher education are used to refer to the same concept. To be more specific, the focus will be on teacher training.

For teaching English language, it is more specifically called as "Second Language Teacher Education (SLTE)". Second language teacher education or L2 teacher education is regarding how teachers learn to teach as student teachers along with the comprehension of cognitive and social aspects of the program (Johnson, 2009). In addition, the fundamental concern of SLTE is about what teachers are learning to use in their teaching context and how their learning from the program influences their teaching (Faez & Valeo, 2012). In Bangladesh, it is more popular as teacher training of English teachers for teaching English.

2.1.2 Teacher Trainings at different levels

Different teacher training is provided at different levels. For example, teachers of primary level get one training and secondary level teachers get another training. In addition, there are variations in training depending on the level of the teachers' experience as well. According to Mullick and Sheesh (2008), teacher training can be done in three levels- Pre-service, Induction and In-service and in their paper discussed all the parts in detail.

Pre-service training is considered as the first and foundation training for anyone who wants to be a teacher. This training gives that person an overview of the teaching profession and helps him or her to prepare themselves as a responsible teacher. Pre-service trainings are designed for those people who want to become a teacher and before starting their occupation as a teacher. Along with this training, if anyone takes a B.Ed. or M.Ed. course that would be very helpful for them to become a good teacher.

Then, Induction trainings are the second level of trainings which teachers get during their first few years of teaching to support and learn new techniques of teaching. National Education Policy, 2010 of Bangladesh made it compulsory for teachers to do trainings just after

their joining. For school teachers, this training is for two months and for college teachers it will be for four months. In addition, after this training, teachers need to complete their C.Ed. and B.Ed. courses within three years of their joining where C.Ed. is for primary teachers, B.Ed. for secondary teachers. This part, Induction training has been discussed in detail in the introduction chapter (1.2 of the first chapter).

The third level of training is named as In-service training which is provided for teachers' professional development. In Bangladesh under the Education Ministry, there are various programmes which focus on the professional development of teachers. Through these trainings, teachers will be trained on updated teaching techniques, assessments, pedagogical knowledge, usage of ICT and so on. Addition of ICT in teacher training has made the teaching-learning process advanced which will help teachers to develop themselves more with modern techniques. Karim, Mohamed and Rahman, (2017) have highlighted the influence of technology on teacher education. They have shown how technology is becoming a part of English language teaching. Additionally, they have displayed the effects of technology on teachers. At last, they have added some problems regarding this issue and some suggestions as well.

2.2 Teacher Education and English Language Teaching

Around the world, teacher education and teachers' way of teaching is different. In this part, how teacher education is diversified throughout the world, also in Bangladesh will be discussed elaborately.

2.2.1 Teacher Education in different countries

Around the world, many researchers explored various issues related to teacher education, problems faced by novice teachers through their studies. One similar study, conducted by Copland, Garton and Burns (2014) have identified different challenges faced by teachers across

the world. With the help of their enormous data collection, they have detected various challenges which teachers face while teaching English to younger learners. Some of the challenges are- lack of training, lack of resources, teaching grammar, maintaining discipline. Furthermore, Loughran (2007) also focused on different challenges teachers face while teaching English to students having different backgrounds and cultures. Some of the prominent problems were different levels of proficiency, diversified culture, teaching grammar, lack of trainings and so on.

In addition, the system of teacher education programme as well as requirements for becoming a teacher is different across the world. Im, Yoon and Cha (2016) explains the programme of teacher education in South Korea. Several universities, colleges including 11 national universities, 1 private university and Open University offer teacher education in South Korea. Also, there are different institutions which train teachers of secondary school. To become a teacher, one must successfully go through 3 stages of examinations. Three stages include multiple-choice test, written examination and an interview. They follow all these steps to ensure recruiting skilled teachers. After joining, novice teachers need to take in-service training so that they can improve their skills (Hwang, 2014). According to Kim (2014), in-service trainings boosts teachers' salary as it enhances their teaching skills. Hence, teachers are interested to do in-service trainings to develop themselves as teachers.

Australia also has their significant programme for teacher education. Mayer (2014) in his study explores the system of teacher education in Australia. There are different universities as well as private colleges which provide teacher education to whoever wants to pursue the profession of teaching. In the teacher education programme different areas have been focused to develop teachers' knowledge such as- theoretical knowledge, content knowledge and also practical sessions. Along with that, they have programs concentrating needs of special children, usage of technology, cultural awareness studies and so on. Most of the programmes last from

12 to 20 weeks. According to Sachs and Smith (1999), there are three ways of completing teacher education for secondary school teachers. One of them is an undergraduate teacher education degree which lasts for 4 years. Another one is a double-degree program in which one degree can be of any area but the other one has to be in the teaching area and it also lasts for 4 years. The last way is having an academic degree and after that completing a teacher training course, it takes around 3 or 4 years.

Just like South Korea and Australia, Singapore also has a remarkable program of teacher education. Goh and Lourdusamy (2001) in their paper mentioned that for teacher education, different institutions of Singapore provide multiple programs focusing on significant qualifications from diplomas, bachelor, postgraduate degrees. In Singapore, if anyone wants to become a teacher, he or she needs to have an undergraduate or college degree. Along with that, they need to complete a training course for becoming a secondary school teacher. For developing teachers' skills, there are different courses, conferences, seminars for teachers. In addition, they also have in-service courses, online trainings on different subjects. For professional development, teachers can join programs of 100 hours in total per year (Chatterji, Welner & Chong, 2014).

The above-mentioned developed countries have well structured, organized educational programs for teachers, whereas countries of the South Asian subcontinent are still struggling to develop their teacher education programs. However, countries like India, Pakistan, Bangladesh (2.2.3, the next point) are trying to improve their teacher education day by day. India is not different in this case as Kapur (n.d.) explains how India has made an effort to change its model of teacher education from foreign to an incorporated local one. They changed their system keeping in mind their needs and contexts which came out beneficial for them. They have changed their policies, passed laws to make teacher education mandatory for primary teachers. However, with their enormous population, they are facing difficulties to

provide education to their majority of citizens, also there is a crisis of qualified teachers and shortage of teachers in number. Indian Educational Ministry is trying to take different steps to change the whole education system of India and make it better. Kapur (n.d.) mentioned they need to increase the duration of the training of teachers. Along with that, monitoring system needs to be applied in every sector of teacher education to see whether the trainings are maintaining its quality or not.

After India, Pakistan is also working simultaneously to develop their teacher education programs. According to Dilshad (2010), there are 87 teacher training institutions which provide different kinds of programs. Some of them are Primary Teaching Certificate (PTC) which is for 1 year. Basic subjects, teaching methods are usually taught in this program. Another one is Certificate of Teaching (CT) for 2 years. There is also another programme called Bachelor of Education diploma which is one year long. In addition, there is also another one program which is Bachelor of Education degree. It takes three years and is essential for secondary school teachers. Recently, they also have introduced many in-service trainings for developing teachers' skills.

2.2.3 Teacher Education in Bangladesh

Many training centres, institutions, programs are organized in Bangladesh for offering teacher education. Teacher Training College (TTC), Primary Training Institute (PTI), Technical Teacher Training College (TTTC), Teacher Training College (TTC), Higher Secondary Teacher Training Institute (HSTTI) are some of them (Asdullah, 2017). Among these, Teacher Training Colleges (TTCs) play an important role in providing teacher education. Also, few public and private universities are contributing by offering professional development-based programmes (Akhter & Alam, 2016). However, the number of programmes for secondary level teachers' education is very less, only three. The Teacher Quality Improvement (TQI) is providing training focusing all English teachers of secondary level Bangladeshi schools

(Hamid & Honan, 2012). In addition, English teachers can achieve degrees like B.Ed., M.Ed. as a qualification certificate for becoming teachers of secondary level. There are programs that focus on training in-service English teachers. Secondary teacher training programme PACE is one of them which is inaugurated by BRAC (Kabir, 2012). Moreover, an enormous scale project of nine years, English in Action (EIA) is also playing an important role in training English teachers (Mullick & Sheesh, 2008). Among these, TQI and PACE offer training on English along with all subjects based on the national curriculum. However, EIA focuses on English and how it can be used for communication purposes.

Nevertheless, these educational programmes have shortcomings as well. All these training programmes are mostly to train teachers so that they can teach English following the national curriculum. In such cases, most of the time, the main purpose of learning English, the communication purpose, is left behind. Furthermore, the time period of these trainings is very short. As a result, the contents of the programs are not entirely covered. Additionally, the number of trainers is very less than the number of trainee teachers (Chowdhury & Kabir, 2014).

Besides, in Bangladesh, teacher education is getting improved to contribute in English language teaching process. Including ICT facilities in teacher education is providing a new dimension for making English teaching easier (Shohel & Power, 2010). Karim, Mohamed and Rahman (2017) have highlighted the influence of technology on teacher education named English in Action. They have shown how technology is becoming a part of English language teaching. Additionally, they have displayed the effects of technology on teachers. At last, they have added some problems regarding this issue and some suggestions as well.

2.3 Impact of Teacher Education on Teachers

Teacher Education can influence teachers in various ways from their mentality to teaching. It may have both a positive or negative impact on their teaching. Many scholars studied on this topic and how some of them presented those effects in their studies will be discussed in the following portion.

2.3.1 Effect of teacher training

There are different aspects of teacher education and its effect on student teachers and their teaching. Groups of researchers studied distinct features of teacher education. Faez and Valeo (2012) have emphasised on the role of TESOL teacher education for teachers who are at the beginning of their profession. With their enormous data collection through surveys and interviews, they came to the result that the practical part of the training was the most useful for them; through which they got the idea of conducting classes. The knowledge they gained from practical sessions; they could apply those in their classes. Finally, they ended with some suggestions reanalysing the practical element of the teacher education, administrative, teacher educator and also student teachers should work collaboratively to make TESOL teacher education more effective.

Wetzel, Hoffman, Roach and Russell (2018) have focused on the effect of practice-based teacher training programs which helps teachers to have better knowledge for teaching and the way they put in and modify that practical knowledge into their first years of teaching. Practical knowledge is very important for teachers, especially for the novice ones. Golombek (1998) explained the significance of practical knowledge for L2 teachers. Through observations, interviews and videotape of class sessions of two L2 teachers, he came up with the idea of how their experience helped them to revive the tensions that they faced in the classrooms. Holistically, Golombek shows how practical knowledge played a significant role to conduct classes along with their subject knowledge. Without practical sessions where they

could practise first then applying in their classes, new teachers find it difficult to implement a new model of teaching in their workplace. However, the problems they faced during the teacher training programme helped them to cope up with the tensions in their first years of teaching. They also have discussed the limitations of this study as it solely focuses on teachers' development, not how it affects students. At last, they have given some suggestions to provide more instructions for approaching problems in teaching for teacher educators, researchers and policymakers. They also have suggested that more engagement is needed with teachers along with examining new practice models, revising practical knowledge.

In addition, other researchers have also shown the effect of teacher education on teachers' teaching in distinct ways. Akbari and Dadvand (2011) have scrutinised how different formal teacher education strands can bring variety in teachers' thinking process for conducting classes. For this study, they have chosen participants having similar teaching experiences, contexts. Only their degrees in education were different. With the help of numerical statistics, they have shown that teachers having M.A. degree in TESOL generate almost double diverse thinking to conduct classes than teachers with B.A. in English. Additionally, sensitivity towards students' feelings and reactions, comprehensibility, procedure checking, self-reflection was higher in M.A. teachers. However, B.A. teachers were more concerned about time so that they can manage their time efficiently. Through this comparative study, they have emphasised on the effect of education on teachers' thought process while they take classes.

2.3.2 Role of teaching portfolio as a part of teacher education

Teaching portfolio is an integral part of teacher education. Also, it plays an important role in teachers' career. Zeichner and Wray (2001) have highlighted the role of teaching portfolios in pre-service teacher education programs, having an effect on teacher development. Their paper also explores issues related to the use of portfolios. It was added in the teacher education so that professional development and assessment of teachers' capability can be done easily.

However, teachers are more focused on using it for jobs. Also, student teachers do not work on portfolios over time rather prepare it at the last moment. In conclusion, he explains the significance of teaching portfolio and how it can advance teachers' progress.

2.3.3 Influential factors of Teachers' performance

Other than subject knowledge, classroom management or practical knowledge, there could be other factors which can make differences in teachers' lectures, overall performance in the classroom. These factors can affect a particular teacher positively or negatively depending on how it is being perceived by the teacher. McNicholl, Ellis & Blake (2013) explores how plurilingual and monolingual teachers of ESL contribute their knowledge to teach English. With the help of 31 interviews of ESL teachers, she scrutinises how the beliefs, experiences of teachers' own learning can affect his or her teaching. She further states that teachers' experience can be divided into two parts- experience from classroom teaching and experience of their own language learning. Through his enormous data collection, he came to this conclusion that plurilingual teachers are more successful in terms of teaching as they have more knowledge and experience than monolingual teachers. As plurilingual teachers know more languages and know how it can be acquired, they can understand students' problems in a better way and can help them out to overcome those problems.

In addition, a teachers' teaching does not only depend on their knowledge but it has reflections of their personal life as well. In most training, teachers' mental condition or their situation is not considered or emphasized in teacher education. Freeman (2002) focuses on how mental lives of teachers affect their teaching and it should be taken into account at the time of teacher education. By reviewing studies since 1975, he shows how teachers are learning and getting prepared for teaching. He also divided the periodical framework into three parts to show the changes in teachers learning. Freeman (2002) further analyses teachers' learning and teaching practices, significance of prior knowledge, how the mental lives of teachers are

considered and the role of social, institutional context. Also, the mental pressure which teachers go through in the classroom while conducting the classes, that is not completed in the teacher education. He concludes the paper with some suggestions to implicate in teachers' education where the trainers can talk about stress management, and also can share their experiences which might help teachers to handle their pressure in the classroom.

Another major reason which hinders teachers' performance or their teaching is the role of the institutions' authority. Often because of the authority of the institution, teachers cannot teach the way they want to. Benson (2010) explores the restrictions of teacher autonomy and its effect on teaching English language. Findings show that mainly monitoring of school authority makes teachers unable to experiment with their teaching strategies. However, few participants managed to experiment with their teaching keeping in mind the context of school. He concludes by suggesting that language teacher education should focus on teacher autonomy and creating opportunities for them to experiment with new teaching techniques.

2.3.4 Effectiveness of teacher education

Only discussing the role of teacher education or its effect is not sufficient. Measuring its effectiveness is equally important. It should be ensured whether it is fulfilling the requirements of the programme or not. König, Lammerding, Nold, Rohde, Strauß, and Tachtsoglou (2016) have analysed the effectiveness of teacher education by assessing the knowledge of teachers in different contexts for TEFL in Germany. For doing so, they took several tests of teacher groups for measuring their knowledge on context, pedagogical context, general pedagogical knowledge, during different stages of their teacher education. Findings show different test scores for teachers of different programs, which displays the difference of learning opportunities during their teacher education. This study also reveals the effectiveness of the initial teacher education curriculum is to provide PCK, GPK, CK to teachers for TEFL.

2.4 Proposals for making teacher education more effective

Different scholars suggested their schemes to make teacher education more productive and fruitful for student teachers.

2.4.1 Freeman's proposal

Freeman (1989) has focused on how teacher education can be more useful for teachers by emphasising on learning to teach. To do so, he proposed two proposals which focus more on training language teachers on how to teach. In the first proposal, he has talked about four elements- knowledge, skills, attitude and awareness, part of language teaching. Skills are how teachers are doing all tasks- delivering lectures, managing classrooms. In addition, teachers' attitude, their behaviour towards their students affect the whole learning or teaching process. Also, awareness plays a significant role here, it combines three of the previous elements. Teachers should be aware of knowledge, skills and attitude. He has further discussed two educating strategies to be followed. One is training in which a trainer can observe teachers' classes, focus on specific problems and give them ways to overcome the lacking. Another one is development that includes the role of a trainer to raise teachers' awareness to identify the source of the problem in his teaching, and solutions for those by asking questions, sharing personal experiences.

2.4.2 Freeman and Johnson's scheme for teacher education

Freeman and Johnson (1998) have included a new dimension to teacher education. They have presented a proposal with three domains for language teacher education that contains teacher and learners' nature, "the nature of schools and schooling," the way of language being taught. They elaborated by adding, teachers should be considered as learners, not as teachers in language teacher education. Additionally, social context is also important for teachers to understand teaching in a better way. Also, teaching activity is another important aspect of their

proposal. By following these domains, the foundation of language teacher education in TESOL can be upgraded.

2.4.3 Structure of Zahorik

Freeman and Richards (1993) have emphasised on the framework of Zahorik (1986) for analysing concepts of teaching and education of second language teachers. Through the framework, teaching is being divided into subdivisions. They have further talked about scientific conceptions, activities of effective teachers, theory-based teaching, essential teaching skills. At the end, they included some myths, misconceptions and suggestions for teacher education. They suggested how teacher educators can help teachers to develop themselves. They have related the Vygotskian sociocultural theory with L2 teacher education in the study. They have shown how interaction of teacher educators and novice teachers can help them to flourish in teaching.

At last, Darling-Hammond (2016) explores recent studies, policies which are influencing teacher education around the world. In her study, she focuses on the progress of research in the teacher education field and how different studies affect policy and practices of teacher education in the United States. NBPTS, INTASC played significant roles to bring change in policies by developing model standards, assessing teacher's capability to have a teaching license. She also discusses the political aspects influencing education policy, the need of education researchers involving in politics so that they can modify educational policies.

2.5 Research gap:

Different scholars around the world worked on various aspects of teacher education. Some of them explored how formal education can make difference in teachers' teaching, some focused on the challenges which novice teachers faced while teaching in their classes (Akbari & Dadvand, 2011; Faez & Valeo, 2012). Also, many scholars gave theories and proposals to make

teacher education better (Freeman, 1989; Freeman & Johnson, 1998; Freeman & Richards, 1993). In Bangladesh, limited research has been conducted focusing on teacher education. Most researches of ELT are focused on GTM vs CLT, why CLT is not being implemented properly yet and so on. However, there was not even minimum research on the problems of teachers which they face while teaching English following the CLT method. Also, there had been studies conducted on one specific training to find out the impact of that particular training but combining few trainings together and teachers' views and problems regarding that has not been answered through any research so far in Bangladesh. That is why, this study contributed to fill the gap by providing information of teachers' views on few specific trainings, what they learnt from those trainings, how they applied those, faced problems while implementing in class and how they solved those problems. In addition, all the findings have been analysed through a theoretical framework called Wallace's Reflective Model (1991) which is also another contribution as no other research has been done in Bangladesh on similar topic by following the whole framework.

2.6 Theoretical Framework

For this study, the Reflective Model (1991) introduced by Wallace has been adapted. It is one of the most popular theories which is used for second language teacher education. In addition, this particular framework espoused by various prominent second language educators in particular Merriam (1998), Richards and Lockhart (1994), Ur (1996).

Wallace has the same theory for general professional development as well. However, as the study is about teacher training of English Language Teachers, the Second Language Teacher Education (SLTE) version of this theory has been applied here.

Reflective Theory:

In Reflection theory of Wallace (1991), there are two stages- "Pre-training and Professional education/development". By passing these two stages, trainee teachers can have professional competence which is considered the goal of student teachers as per the theory.
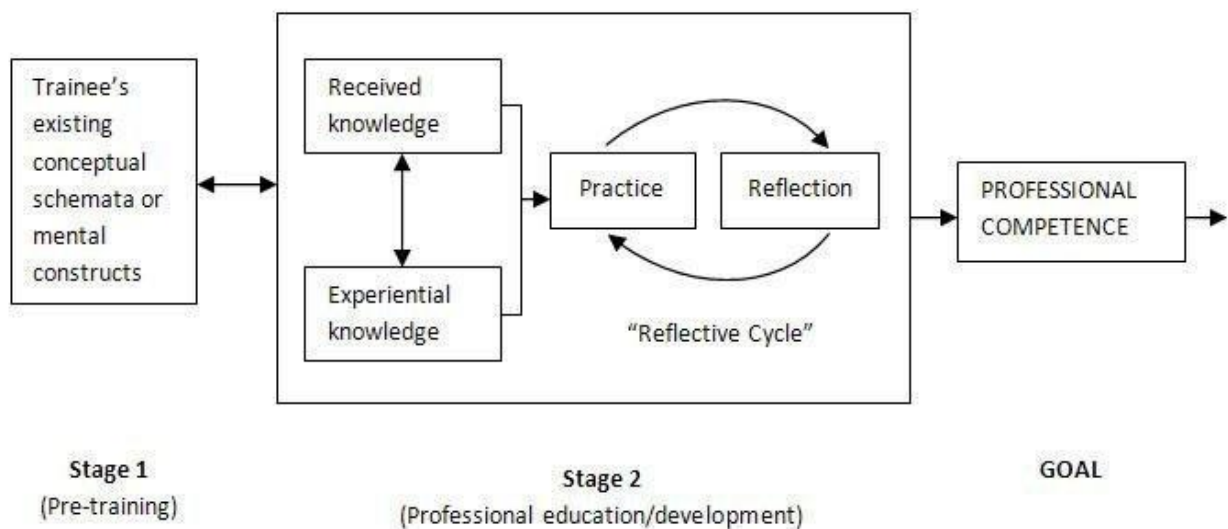
Figure: Wallace's Reflective Model (1991), collected from Karim, Ahmed, Shahed, Rahman and Mohamed (2019).

Stage-1 (Pre-training):

Trainee teachers' existing knowledge

In this stage of this theory, Wallace (1991) highlights the knowledge, trainees already have when they come to attend the training. It is considered that participants have the least amount of prior knowledge. For example, participants who will attend in-service training, they might have gone through any foundation course or pre-service training. This existing knowledge is divided into two parts. One is received knowledge and another one is experimental knowledge.

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Here, the received knowledge refers to the theoretical knowledge which participants gain from books, course contents. Next, experimental knowledge is the practical knowledge which trainees acquire from their experience in professional life. Here, these two types of knowledge are considered as the knowledge they have before attending the training. For example, the course content of B.Ed. (Bachelor of Education) can be the received knowledge and their knowledge gained from taking classes can be considered as experimental knowledge which they acquired before joining the training.

Stage-2 (Professional education/ development)

Received knowledge:

This part indicates the theoretical knowledge, trainees gain which is related to their profession. For example, the theories participants learn in the teacher training related to teaching, concepts of particular subjects etc.

This part can be counted to answer the second research question which is "What are the components English teachers learnt from the training?". Through this part, the theoretical knowledge which participants learnt from the training can be known.

Experimental knowledge:

This knowledge is referred to as the one which student teachers gain through practical knowledge. Wallace (1991) mentioned that this knowledge can be gained by observing someone else doing the practice. For example, in teacher training, student teachers take classes in practical sessions. Those sessions can be counted as experimental knowledge which they gain by taking classes and also by observing others taking classes.

This part can also be used for answering the second research question. Through this portion, the study will explore what are the skills and techniques the trainee teachers had learnt from the training.

Reflective Cycle:

Constant system of reflecting over the received theoretical knowledge and experimental knowledge while practising in the professional field is considered as reflective cycle. For example, after getting trained, how teachers apply those learnt theories and techniques in their classroom as professional field is the process of reflective cycle. This stage can be used to check the effectiveness of the training through the reflections of the teachers who went through the training, whether they could apply the learnt elements in their teaching or not. Through the reflection process, the problems faced by the teachers while applying learnt knowledge into the teaching context can also be pointed out.

In the study, this reflective cycle can be used for answering both the third research question which is "In which ways teachers implement the new teaching techniques in their English classrooms?" and also for half portion of the fourth one "What kinds of difficulties do they face while implementing their learnt techniques in their classrooms?". By using this part, it can be known whether teachers were being able to reflect on their learnt knowledge or not, whether the training was effective for them or not. In addition, it will help the researcher to know about the problems which the participants had to face while applying those techniques in their classroom.

Goal:

Professional competence can be gained in two perceptions as per Wallace (1991). One can be achieving the required ability to work in his or her profession. Another can be a lifetime process which includes repetition of this whole model, where the trainee acquires the competence and

again learns new things and reflects on that and gains competence and again starts learning something new to function better in his or her profession. For example, if the trainee teacher passes the in-service training, he or she can gain competence by reflecting on his or her acquired knowledge. However, if he or she wants to do better in the profession, he or she can go through different trainings, workshops to learn new things, techniques which will make his or her teaching skills updated.

In this study, the researcher tried to find out whether the trainee teachers could accomplish their goal by attending the training session or not. In addition, it will be tried to discover whether they have any sort of plan for the future to develop their teaching techniques.

Chapter 3

Methodology

3.1 Introduction

In this chapter, the steps are discussed in detail which are taken by the researcher for conducting the study, especially for data collection procedure. As the main focus of the study is reflecting English teachers' perspective on the teacher training whether those training were beneficial for them or not, the researcher has followed a qualitative multiple case study approach. The rationale behind choosing this approach has been elaborately discussed in the following sections. Along with that, the process of selecting participants, the qualitative paradigm and philosophical assumptions, researcher's role, data collection procedure, data analysis procedure, also the process of establishing credibility and trustworthiness of the data has been discussed in the following points.

3.2 The Qualitative Paradigm and its Philosophical Assumptions

For a research, choosing suitable philosophical assumptions and a research paradigm is essential as it helps researchers to analyse their collected data precisely. Within all research paradigms, pragmatism has been chosen so that the researcher can find out the effectiveness of the English Language Teacher Training, through the interviews of the participants. Pragmatism is considered as the best paradigm to look at this problem because it lets the researcher to look at single or multiple realities through human experience (Creswell & Miller, 2000). For instance, through this paradigm, the researcher tried to see single or multiple realities from the collected data of participants' interviews where the participants had shared their experiences. In addition, Pragmatist scholars stated that only through human experience this reality can be encountered (Goles & Hirschheim, 2000; Teddlie & Tashakkori 2011). Hence, it is a perfect paradigm to analyse this problem. Also, it lets the researcher adopt various ways of collecting

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data and to analyse those through different lenses of pragmatic perspectives (McNicholl, Ellis & Blake, 2013). Also, it allows researchers to use different research methods to answer their research questions. Pragmatist researchers choose one version of reality over another depending on which fulfils their purposes (Teddlie & Tashakkori 2011). As a result, they can use purely quantitative or qualitative or even a blend of these two methods whichever suits their purposes well (Creswell & Tashakkori, 2007; Wilson, 2014).

The following table of philosophical assumptions of the study is modified from Creswell and Tashakkori's (2007) "Philosophical Assumptions with Implications for Practice" table (p.17).

Table: The Philosophical Assumptions of the Study

Research Paradigm	Philosophical Assumptions			
	Ontological	Epistemological	Axiological	Methodological
Pragmatism	Various views of individual participants	Knowledge was achieved through the subjective experiences of individual participants	Researcher's values and biases were taken into account along with statements of participants	Qualitative Multiple Case Study Approach

The first philosophical assumption, ontology is about the nature of reality and how the reality is being viewed through the individual participants of a study (Creswell & Tashakkori, 2007). Ontological assumptions are used as the researcher has collected data through interviews from several teachers about their experiences of teacher training, whether they find anything helpful while conducting classes which they learned from the trainings and so on. Through these interviews, the researcher got different views of individual teachers as they shared their own experiences. Also, to show multiple realities in studies, qualitative researchers collect data in many forms and use them in different themes and realities along with real words of participants.

As teachers shared their different individual experiences, it helped the researcher to present different views of reality using different themes from participants' interviews.

According to Kaushik and Walsh (2019), epistemological assumption for a pragmatist is knowledge being related to experience. To elaborate through social experiences, knowledge can be achieved. Pragmatists believe that every person has different knowledge because they experience different realities (Morgan, 2014). As for this study, pragmatism has been chosen, the researcher tried to see and analyse different knowledge perceived by different persons' experiences through their interviews. Also, for epistemological assumptions, the researcher needs to gather data by getting close to the participants in the field to understand the subjective experiences of participants (Goldkuhl, 2012). However, as the global pandemic is not permitting to conduct the study with fieldwork, the researcher tried to communicate with the participants on telephone or through emails to get the idea of their individual experiences.

Furthermore, the axiological assumption is about the researcher's position and stating his or her own influence in the study. Through axiological assumption, the researcher has stated the role of his or her own values and biases in the research so that it clarifies the stance of the researcher. Also, it enhances the reliability and validity of the study by defining the researcher's personal values or biases over the data collection or analysing.

At last for this study, case study approach has been chosen. Through this approach, the researcher tried to investigate the issue of effectiveness of teacher training with multiple cases of teachers who went through this training. The case study approach is considered multiple dimensioned. For example, it can be levelled as a strategic way of inquiry process, a way of methodology or a strategy of comprehensive research (Merriam, 1998; Yin, 2018). In qualitative research, the researcher can explore one or more cases to study that phenomenon in detail. For that, researchers can collect data through multiple sources. As the present situation

of Global Pandemic is not permitting to conduct the study in the field, the researcher collected data through online communication with the participants. According to Creswell and Tashakkori (2007), for multiple case study or collective case study, the researcher focuses on one topic and can take a few case studies to explore that phenomenon. He also adds that by following this approach, the researcher can show various points of view on that issue. Through following this multiple case study approach, the researcher tried to present different aspects of the phenomena of how effective teacher training was from teachers' point of view, by analysing multiple cases of teachers who attained the training, which has been achieved through interviews.

3.3 Research Design

In any study, research design is one of the predominant elements to establish any study. Essentially, research design is the structure which guides the researcher to follow the steps to achieve the goal of the study. For this study, the research design has been developed by aligning with research questions, which is shaped by looking into the literature consisting of previous studies (Nunan, David & Swan, 1992). The pragmatic research paradigm has been followed as it is the paradigm which looks at one or multiple realities which are perceived through human experience. By using this paradigm, the researcher collected data from participant's interviews based on their experience to perceive single or multiple realities. The goal of the study is to find out how effective teacher training is for English teachers and how they implement their learnt knowledge in their classroom. To explore this issue, the researcher has chosen a qualitative multiple case study approach.

A qualitative research method has been chosen as it is considered as a process of inquiry to see how people view different social problems and interpret meaning from those (Creswell & Tashakkori, 2007). Also, according to Galvin (2015), qualitative research is the best method

to use the studies which are concerned for understanding participants' opinion, which best goes with this study as well. Other portions of the research design are discussed in detail in the following sections of the chapter.

3.4 Multiple Case Study Approach

Case study is an approach for conducting qualitative research in which the researcher can investigate one or multiple cases over time, through detailed, in-depth data collection procedure (Rowley, 2002). The researcher can use multiple ways to collect data such as interviews, observations, audio or videotaped recordings, documents and so on (Creswell, 2016). According to Yin (2018), it is appropriate to use the case study approach to investigate a recent real-life incident or event. In addition, there should be three features to follow a case study approach. Those are- investigating something which is occurring in real-life context, having data from multiple sources and using theory to generalize the results. He also added that by following the case study approach a researcher can understand the phenomena by studying a smaller group of the society to understand the same incident in a bigger culture or society.

To conduct the study, the case study approach has been chosen because all the mentioned criteria above are useful to fulfil the goal of the study. At first, the main focus of the study teacher training is real-life phenomena and it is an issue to work with, people who are related to the education sector which goes hand in hand with the objectivity of having the approach. To fulfil the criteria of having data from multiple sources, the researcher has collected data by taking interviews of teachers who have completed different teacher trainings, also by analysing audio and videotaped recordings. In addition, the study has the transferability which makes the study trustworthy as well to show the incident by investigating in a smaller scale but can be applied to the bigger scale in other contexts as the teachers who have been interviewed were from different schools. Since the research has taken interviews from multiple

teachers and analysed all of those as individual cases, it can be considered as multiple case study approach; which is one of the types of case study approaches.

There are mainly three types of qualitative case studies (Creswell, 2016; Muratovski, 2015). The first is intrinsic case which is used for showing exceptional cases. Then, single instrumental case which deals with one issue at a time. After that, the multiple case study or collective case study in which research can investigate one issue by analysing more than one case. Yin (2018) explains that the researcher often chose the approach so that she can show different perspectives on one issue, which goes with the pragmatic paradigm which has been chosen for this study. He also added that by using the logic of replication the researcher can replicate the process for every case. In this study, the research considered each teacher's interview as an individual case to study multiple cases to analyse one phenomenon of teacher training. In addition, the multiple case study has been chosen for this study because the researcher can have a holistic and interpretive view of the study (Stake, 1995; Duff, 2018). As the researcher has tried to link up the teacher training and its core relation with teachers' classroom practices, it represents a holistic view of this study. Also, the researcher has interacted with the teachers who have gone through different trainings to know and understand their perspective to establish the interpretive view in this study.

3.5 The Researcher's Role

As a student of Applied Linguistics and ELT, the researcher has come across many theories and aspects of English Language Teaching, she (R) was always interested to work on something which could help Bangla medium students to develop their proficiency leaving behind the anxiety which makes their struggle harder. As the researcher also is a student of Bangla Medium background and still has hesitations in English, she (R) used to think of why after learning English for long she (R) still struggles to express her feelings in English. In

addition, the researcher has had this question in her (R) mind for a long time, what could be the reasons for Bangla medium students to be weak in English or why the majority of the students of Bangla medium are afraid of English even after studying English for a long time, from nursery to higher secondary level. It was quite rare where Bangla medium students are proficient and fluent in English. The researcher got many reasons behind it and one of them was the teaching method which was used also in her (R) studentship was faulty. It was the Grammar Translation Method (GTM). Students were never exposed to the opportunity to use English for communication, it was when the researcher was in school in the early 2000s.

Then, for the last 4 years, the researcher has been working as a home tutor for class 7, 8. In the meanwhile, the researcher has seen that there were many engaging exercises on the books of her (R) students which require the students to communicate in English. However, when she (R) asked them about those exercises, she (R) came to know that they never practised those in their classes, it was only in the books. From them, the researcher also came to know that their teachers of schools were also using the Grammar Translation Method (GTM), they were only focused on translating, memorising and practising the questions for exams. This instance made her (R) think that the reason is still there which was also present in the time of her (R) studentship. These instances lead her (R) to think of this topic that focuses on what is the real condition of teacher trainings, if the teachers themselves do not know how to work with the new method Communicative Language Teaching (CLT), how they will be able to teach students in that method. Also, by studying previous studies, the researcher has seen that numerous researches have conducted why CLT is still not in use in our country, what are the reasons. However, none of them focused on the voices of the teachers, who need to implement them in their classes, they are the main executors to make this method useful in our country. Those studies did not focus on the obstacles which teachers have to go through for

implementing the new method in their classroom. That is why the researcher was very keen to work on this particular topic.

For conducting the study, the researcher has carefully studied all ethical issues so that she (R) could maintain the trustworthiness of the study. The researcher has tried to keep the study as much as possible to free from her (R) biases. The researcher has followed a theoretical framework and all the procedures required to be followed to maintain a research's trustworthiness. For example, the researcher has followed Wallace's reflective model (1991) to see the effectiveness of teacher trainings. She (R) did not analyse the data how the results she (R) wanted rather went through all the comments of the interviewees and also followed the model. Also, for interviews the researcher did not select any random person of her (R) choice rather she (R) had selected those teachers who were interested and perfect for the interview such as those who have gone through different teacher trainings. In addition, the researcher has followed the snowball technique for having more suitable participants. To make the study free of any personal biases the data has been analysed by the following Griffee's data analysis framework (2012) and has been rechecked by an expert.

3.6 Setting

As the study is focused on the English teachers of secondary level schools, it was not confined in one area or a particular school. The researcher was concerned that the teachers should be English teachers of secondary level, and they must have attended teacher training so that they can provide necessary information about teacher training to the researcher. As the aim of the study is to focus on English teachers' perception on teacher training of secondary level, the researcher tried to contact English teachers of secondary level of renowned schools of Dhaka where teachers are regularly sent for teacher training.

3.7 Selecting the Participants

For obtaining useful data for research, a suitable sampling technique needs to be carefully chosen by the researcher. As an appropriate sampling technique, purposive snowball or chain sampling technique has been followed for this study. The reason behind choosing this particular sampling technique is that it is considered as the perfect technique to gain rich data from limited sources (Galvin, 2015). This snowball technique comes under the non-probability sampling method or non-random sampling. According to Creswell (2016), in non-probability or non-random sampling method, researchers can choose participants according to his or her wish who are willing to be part of the study. Bengtsson (2016) explains that it is wise to choose some knowledgeable participants who have experience related to the study so that the researcher can get much relevant information. That is why the researcher chose this purposive snowball or chain sampling technique and maintained some criteria for selecting participants. Those criteria for selecting participants are given below-

1. The participants have to be English teachers of secondary level Bangla medium schools of Dhaka.

2. They must have gone through teacher training, specifically English language teacher training.

3.They have to be willing to complete the interview and be a part of the study.

Usually, for multiple case study research, the number of cases is not fixed. It depends on the availability and scope of finding relevant cases. However, researchers suggest to analyse data until the saturation occurs, which means recurrence of the same themes from the analysed data (Galvin, 2015; Bengtsson, 2016). Patton (2002) states that usually after six to twelve cases saturation comes and if any new themes do not come out, the analysis can be stopped there.

According to Creswell (2016), saturation of data reflects that the research has adequate data to show as evidence.

For this study, the researcher had planned to get interviews of as many participants can be found interested to give interviews and also based on having relevant experience and availability. At first, the researcher tried to get contacts of English teachers, of renowned schools of Dhaka where teachers regularly go for teacher training, with the help of the supervisor, Dr. Sabreena Ahmed. Also, by using the purposive snowball or chain sampling technique more teachers were contacted for interviews. Then, it was made sure that the teachers are of secondary level and teach English, also they have experiences of attending different teacher training. The participant teachers were quite helpful. In addition, they were interested to be a part of this study, they agreed for the interviews just after knowing the purpose of the study.

However, at first, it seemed to be impossible to get any teacher as participants for the interview because of Covid-19. All the schools were closed and in this lockdown situation, it was quite challenging to find participants. The researcher's supervisor helped in getting in touch with some teachers. Then, the researcher asked those teachers to ask other colleagues of their who may be willing to be a part of the study. That is how through purposive snowball technique, the researcher gained access to 10 participants. Then those teachers were contacted for the interview via telephone. When they agreed for the interviews, they were sent consent forms through emails. After that, the interviews were taken through the Zoom app at their convenient time.

3.7.1 Participants' profiles

Participants' profiles are presented in the following table along with their educational qualification and experience of teaching.

Table: Profile of Participants

No	Name, gender	Educational qualifications	School	Experience of teaching
1.	Raju (M)	Master in English	Viqarunnisa Noon School & College	27 years
2.	Afia (F)	Master in English	Motijheel Government Girls' High School	26 years
3.	Mamun (M)	Master in English	Motijheel Model High School & College	2 years
4.	Sahida (F)	Master in English	Tejgaon Government Girls' High School	17 years
5.	Sanjana (F)	Master in English	South Point School and College	10 years
6.	Hasan (M)	Master in English	Mohammadpur Government High School	9 years
7.	Samia (F)	Master in English	Gulshan Model High School and College	7 years
8.	Jahangir (M)	Master in English	Cambrian School and College	6 years
9.	Nila (F)	Master in English	Dhanmondi Govt. Girls' High School	11 years
10.	Sajid (M)	Master in English	Mirpur Government High School	9 years

3.8 Data Collection Procedures

To build up a case study research, a researcher can go for multiple ways to collect evidence to support her stance. Some of the ways can be interviews, records, observations, documents (Patton, 2002). For this study, the researcher has chosen interviews, audio and videotaped

recordings to collect data for answering the research questions. The interviews were taken from the teachers who had experience of attending different teacher training. As the current pandemic situation is not allowing to go for observation and fieldwork, this study has to be conducted within this limitation. The following sections elaborate the procedure of data collection.

3.8.1 Semi-structured Interviews

Taking interviews is a popular way of collecting data to conduct qualitative research. There are different kinds of interviews which can be used for different types of research. Structured interview, semi-structured interview, in-depth interview, focus groups interview and oral history are the main types of interviews (Muratovski, 2015). Among all these types of interviews, the semi-structured interview has been chosen for this research, as it provides more scope for the researcher to have a friendly conversation with the participants. Through this process, the researcher tries to comfort the interviewee so that they can freely think about the issue and how they feel about it (Castillo-Montoya, 2016). Even though the researcher had some sort of questions in her mind, she did not try to stick to those questions or to influence the participants with her own biases, rather she tried to have an open-ended friendly conversation with the interviewees so that they can freely open up in the interview session.

3.8.1.1 Developing the Interview Protocol

For this study, the researcher adopted the framework of Anne Galletta's (2013) to structure the interview questions. This framework is particularly for qualitative research to collect data from participants on their experience, which is quite similar to this study. That is the reason for which this particular framework is being chosen. According to Galletta (2013), there are three parts in this framework-

1. Beginning session: Starting with basic information to engage with the participants.

2.Middle session: Getting into depth to collect information related to the study.

3.Concluding session: Connecting to the basics for more clarification and getting closer to the ending.

At first, the researcher must have the signature of participants on a consent form to conduct the interview. To begin, the researcher can show his or her appreciation towards the participants for their contribution to the study. Then the researcher talked about the study, its purpose, how the data collected from the participants would be used in the study and ensure the confidentiality of their identity. The researcher tried to comfort the participants and engage them in conversation. In the beginning, the conversation started with the basics like their education qualifications, about their experience in the teaching profession. As in this session, participants are not expected to talk exactly related to the research question, the researcher can keep in mind or note some points from participant's speech which he or she can relate with study later or ask for clarification at the end of the interview. The interview questions are given in the appendix which are designed by following alignment with the research questions.

In the next part of the interview which is the middle session, the researcher asks questions related to the study to get in-depth information on the topic. As at this point, the participants were already engaged and comfortable with the researcher, the researcher moved towards complex questions. As most of the questions are open-ended, the participants got the chance to share their experience. For example, the participants can be asked about their difficulties faced during the teacher training and also which they faced while implementing the acquired knowledge in their classroom. It is expected that at this point the participants would be comfortable to share their difficulties as the researcher and the participant have some sort of mutual understanding (Galletta, 2013). The researcher can also ask prompt questions which arise from participants' speech or the first session.

At the end part of the interview, the researcher can ask more questions if the given information is not sufficient for the study. Also, he or she can ask for clarifications which participants told before. In this part, the researcher has the opportunity to go for explanations on the ideas shared by the participants which need to be explored more. Galletta (2013) suggests that the ending point of the interview, the researcher can ask like "Anything else which you want to share?" to evoke participants' wish to share anything which he or she forgot to mention earlier. At last, the researcher thanked the participants again and expressed her gratitude towards the participants for their valuable contribution to the study.

3.8.1.2 Piloting the Interviews

Before taking the final interview with trainee teachers, I piloted an interview with one of my friends, who is currently teaching Bangla medium students. As she was familiar with the teaching and learning process of English in Bangla medium schools, the researcher decided to have an interview with her. The reason behind this pilot interview was to refine the interview questions whether they are clearly understandable or not, also for practising before the final one so that the final interview goes smoothly. The final interviews were taken on Zoom app so that the audio and video can be recorded easily for further analysing also for good interaction with interviewees through video call. The researcher had taken consent from the interviewees beforehand for recording their voices and faces. As the researcher was not accustomed to conducting meetings at Zoom app, it was important for her to give a trial with her friend to check whether all the settings are selected appropriately and audio, video is used and recorded properly. As the researcher was not used to conducting meetings on the Zoom app, the pilot interview helped her a lot to practice the whole interview procedure and to record the responses. In addition, according to Alshenqeeti (2014), piloting interviews before the final one helps researchers to refine the interview questions so that in the final interview questions are on point to get the accurate information.

3.8.1.3 Conducting the Final Interviews

At first, after getting consent from the participants for the interview, the researcher had sent consent form (see Appendix A) to the participants to read and understand it, then send it to the researcher with their signature. After that, the researcher contacted them and set a designated time for each participant according to their convenience. As the researcher had taken one to one interview, it was important for her (R) to have fixed time so that it does not clash with other participants' interview. On the day of the interview, the researcher had given them a reminder about the interview. The interviews were taken by using the Zoom app and recording of the app was used to record participants' responses for further analysing. As Talmy (2010) suggested to keep the interview within 30 minutes, the researcher tried to take 20-30 minutes for each interview.

Six stages were followed for each interview that had been suggested by Benson (2010) which includes arrival, introducing the study, opening of the interview, in the course of the interview, ending the interview and after completing the interview. At first, by following the arrival part, the researcher had exchanged greetings and thanked them for their time. Then, the researcher gave them a short introduction and purpose of the study. Also, they were again ensured of their information by mentioning them about the consent form. For the opening of the interview, the researcher asked them simple questions relevant to the study like their educational background, teaching experience. However, the researcher kept in mind that the interviewer needs to keep participants' personal questions to a minimum length (Galletta, 2013). In the course of the interview, the participants were asked questions which were set in the mind of the researcher aligning with the research questions (see appendix B, interview questions). Moving towards the end of the interview, the researcher gave them a hint of wrapping up. After completing the interview, the researcher thanked all the participants and

asked for permission to contact them if needed. According to Charmaz (2006), the researcher must thank the participants for their contribution so that they feel valued.

3.9 Data Analysis Procedures

This particular section is about all the steps which have been taken by the researcher for analysing collected data through interviews, audio and video recording from the teachers having different training experiences.

3.9.1 Data Analysis Framework

For analysing data of any research, the researcher needs to choose a particular framework which has been used or introduced by other scholars to interpret their data. By following the framework, the researcher was able to analyse the data appropriately conjuring the research questions. For this study, the researcher followed the data analysis framework of Griffee (2012).

This framework is particularly for analysing data of interviews. To analyse and interpret the interview data correctly, there are five steps which are needed to be followed for this framework.

Step one- Listening to the recordings of the interviewees and transcribing them accordingly.

Step two- Reading the transcriptions for several times to understand what is meant by the interviewees.

Step three- Selecting themes and coding the responses.

Step four- Writing a summary of coded data.

Step five- Writing a memo for yourself.

At first, the researcher needs to listen to the recording carefully so that he or she can transcribe the conversation accurately. After finishing the transcription part, she needs to read those again and again so that she can understand the direct and also the underlying meaning of participants' responses. By reading the transcription several times, the research tried to understand the major themes from the interviewee's responses. Those themes can be titled through words or phrases and these words or phrases are called codes. Hence, naming the major themes by reading the transcription over and over is called coding, which is an important step for analysing qualitative data, (Tuli, 2010). Then, the researcher can search for similar responses in the whole interview which can be placed under one code and write a summary for different codes. At last, Griffee (2012) suggests that the researcher would write a memo for herself where all the themes along with summaries appeared together and it would be considered as your findings which the researcher got from the data.

3.9.2 Analysing Interviews

For analysing the data of English teachers' interviews, at first the audio recordings were transcribed verbatim manually. One of the transcriptions is provided in the Appendix D as a sample. After that, the transcriptions were coded with the help of a seven-column coding template (Ahmad, 2017). While coding the transcription, the researcher used techniques like open coding and in-vivo coding in two cycles (Saldana, 2015). The researcher coded the entire transcription of each interviewee for the first coding cycle. After that, the researcher chose prominent codes from the transcriptions (see Appendix E.1). Those codes were used to look for emerging themes in each participant's case. Then, all the themes were compared among the multiple cases to create a thematic pattern so that these thematic patterns can reflect the answers of the research questions of the study (see Appendix E.2).

3.10 Ethical Considerations

Before starting the data collection procedures, all the ethical issues to conduct a research were taken into account. At first, participants were informed about the purpose of the study and how their interviews would be used as data for the study. They were also informed that their participation is absolutely voluntary. In addition, the interviews would be recorded with their consent for further data analysis. They were also ensured that their identities would be kept private and pseudonyms would be used instead of their real names. By ensuring their privacy, they trusted me and gave consent for the interviews and signed the consent form (Appendix A).

3.11 Establishing Credibility and Trustworthiness of the Data

For making a qualitative study credible and trustworthy, a researcher needs to take several steps. One of them can be looking for previous research to see how she (R) can make her (R) research trustworthy to other scholars in the field (Tracy, 2010). A researcher can ensure whether the processing of data and analysing are reflecting the answers of the research questions or not with the help of validity. Whereas, a study is reliable or not that depends on whether by following the same procedures, the same result comes out or not in another setting (Shenton, 2004). In qualitative research, validity is referred to as trustworthiness and reliability as credibility. To make a research credible and trustworthy, researcher needs to establish credibility, transferability, dependability and confirmability of his or her data (Leung, 2015).

To make the data of the study credible, the researcher adopted member checking, triangulation and writing a thick description of the study. Credibility can be established based on how much a research's finding can reflect over the reality (Merriam, 1998). The participants themselves of the study can feel whether the study is representing their view correctly or not.

For that reason, the researcher emailed the transcription of individual participants to them to establish the credibility of the data (please see Appendix F.3).

Triangulation of a research can be achieved in different ways. For example, using two or more sources to collect data, methods, research paradigms and approaches to analyse the data of one research problem (Patton, 2002). According to Creswell and Miller (2000), triangulation can be achieved by following any of the various criteria of it such as triangulation of methods, triangulation of sources, triangulation of theories and analyst triangulation. Among above-mentioned criteria, in this study, the researcher adopted analyst triangulation for establishing credibility. For analyst triangulation, there should be multiple analysts for the research. In addition, for this study intra-coder and inter-rater reliability were adopted as analyst triangulation. For intra-coding reliability, the researcher coded the interviews of participants and then after ten days, she (R) again coded the interviews to see the extent of match two coding have. For inter-rater reliability, parts of interview transcripts were sent to expert through email (Appendix F.1) to rate the themes. The rate of agreement by the rater on themes was calculated in percentage for this study (see Appendix F.2). These procedures make the study dependable as well.

For selected cases and procedures of conducting this study, a thick description has been provided to establish credibility (Denzin, 1989) and transferability (Tracy, 2010) of the study. In other contexts, similar studies can be done by researchers for the transferability of the study.

Then, an electronic audit trail has been maintained by the researcher (see Appendix G). According to Johnson (1997), having an audit trail is a good way of establishing confirmability.

To ensure the credibility, dependability, transferability and confirmability of the study, the researcher had taken all the above-mentioned steps which make the study trustworthy and credible.

Chapter 4

Discussion

4.1 Introduction

The purpose of the study was to present English teachers' perceptions of their experience of attending teacher trainings in their career. For that, the researcher tried to discover how the participants felt about the trainings through interviews. In this chapter, the researcher shows the findings obtained from the interviews of the participants in the light of literature and theoretical framework, also these findings are presented chronologically according to the research question. The research questions of this study are given below:

1. What do the English teachers think about teacher trainings they receive from different organisations?

2. What are the components English teachers learnt from the training?

3. a) In which ways English teachers implement the new teaching techniques in their English classrooms?

b) What kinds of difficulties do they face while implementing their learnt techniques in their classrooms? How do they find solutions for those problems?

4. Do they have any future plan to develop their teaching skills and techniques?

To get a better understanding of the teachers' perceptions, there is a need for some background information of the teachers such as their educational background, their teaching experience which had helped the researcher to analyse their interviews and to understand the rationale behind their perceptions (please see table 3.7.1 Participants' profiles in chapter three).

4.2 English Teachers' perceptions of training

Teacher training is necessary so that teachers can keep them updated about the new techniques of teaching and can teach students in the easiest way (Nelsen, 2015). One of the interviewees Nila said,

> "If a teacher wants to update himself or herself professionally, there is a need for training" (DU NIL 39).

Teacher trainings also help to improve the teachers' proficiency. For teaching well, the teacher needs to know that idea very well. Hence, for becoming a good teacher of English, the teachers need to have a good grasp over all the four skills of language, reading, writing, speaking and listening. Training can work as polishing teachers' knowledge, skills and proficiency (Faez & Valeo, 2012).

Effectiveness of the trainings:

In the interview sessions, the researcher had asked the participants what they think of their training (see Appendix B for interview questions). All the 10 participants said that they found the training effective for them. Also, they learnt many things from the trainings (which are elaborately discussed in the next point). One of the participants, Mamun said,

> "I learnt many new terms in the training, I might have some idea about certain concepts earlier but did not know that concept is called by another term. For example, I knew the concept of mind mapping but I knew that as a spider diagram, through my training, I came to know that it is called mind mapping" (DU MAM 51).

There is a reason behind his statement which is that he did his masters on English literature, where his studies did not focus on the approaches or methods of teaching English or terms related to that. Mamun's statement can be analysed through the theoretical framework of this

study. In Wallace's Reflective Model (1991), the first stage, pre-training was about the existing knowledge the participants have before going through the particular training. As Mamun in his statement said that he did not have idea of some terms which he got to know through the training, it shows Mamun's existing knowledge and it was enhanced by joining the training.

In addition, other participants talked about other aspects of training which were beneficial for them. For example, few participants mentioned that making questions, doing communicative activities become easier for them. Also, another participant Sajid said that after completing the training, in his school similar training was organized for teachers of his school which was instructed by him. He further explains that he used ideas which he learnt from the training. Sajid's statement can be analysed through the Reflective Cycle of Wallace's Model (1991). In the reflection cycle, participants reflect their learnt knowledge by practising those in their teaching context. It completely goes along with Sajid's statement as he reflected his learnt knowledge by practising those by providing similar training for his colleagues.

Another important aspect of teacher training which was shared by the interviewees is that they found the practical sessions of the training very useful for them. One of the participants Sanjana said,

> "I found the whole training session useful but specifically I think the practical sessions where we trainees used to present was very beneficial for me because that is when I could show my part what I understood, learnt from the training and also feedbacks from co-trainees and trainers helped me to understand my mistakes" (DU SAN 53).

Another interviewee, Samia mentioned the practical sessions as "micro-teaching". According to her, the training had a part in which they needed to demonstrate the class in front of the trainers and other trainees. In that part, they were asked to choose a lesson and among four skills writing, reading, speaking, listening whichever can be applied in that lesson, they needed

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to present how they would teach that skill in their classroom where they would treat the co-trainees and trainers as their students for conducting the activities. She also said that they got feedback where they could improve.

Not only practical sessions, but some participants shared that learning from other participants of the trainings can help a teacher to develop himself or herself in the trainings. For example, sometimes they were asked to sit in a group to discuss a certain topic or lesson. It was done usually to make teachers understand what problems could arise in the classroom while conducting group works or what problems students might face in group works. However, Jahangir mentioned that during the group work activities, they got chances to learn from their peers as well. He added that in one session he noticed that one of the co-trainees with him was more learned than the trainer. Also, in the discussion sessions, they got the chance to share their own view as well as to learn from their peers. Through these activities, peer learning can play an important role in learning. It does not matter if it is learning of the trainee teachers in the training or the students in the classroom. It shows how peer learning can be promoted through group works.

The above-mentioned comments of different participants about practical sessions, micro-teaching, and learning from others can be related to the experimental knowledge of Stage-2 (please see 2.5 of chapter two). In the Reflective model of Wallace (1991), the experimental knowledge is referred to the knowledge which trainee teachers get through practical tasks, often by observation or doing those tasks by their own. Above mentioned practical sessions, micro-teaching as well as learning from others, all of these can be considered as practical knowledge since through all the activities participants learnt by observing others or doing those activities by themselves.

4.3 Knowledge of teachers after training

For conducting a well-organised lesson in class, a teacher needs to have good grasp over subject knowledge and also pedagogical aspects (Chowdhury & Kabir, 2014). Teacher training content has different criteria of knowledge both on the subject and pedagogical issues. They learn about both theoretical parts of the subject, also the techniques which can help teachers to teach English in a communicative way. This portion will be analysed through Stage-2 of the theoretical framework (2.5 of the theoretical framework) where both received and experimental knowledge are being focused. Also, according to most of the participants, they got the training session on how they can teach the four skills of the language, assessment, making lesson plans, using multimedia, encouraging students and so on.

4.3.1 Four skills of English language

For teaching or learning any language, there are four skills of any language which are most important to teach or learn, when a teacher teaches a language or a learner wants to learn a language (Akhter & Alam, 2016). It is not different in English language teaching as well. For teaching a language, first the teacher needs to have a good command over the four skills of that language which are reading, writing, speaking and listening (Mullick & Sheesh, 2008). In the interview session, one of the participants Afia said,

> "For teaching English, the teacher needs to have good proficiency over the four skills
> of English. If the teacher is not proficient enough, he or she won't be able to teach well"
> (DU AFI 55).

In teacher training also, there is a major focus on the four skills of the English language. They designed their curriculum in a way so that teachers can develop their proficiency and also to teach them how to teach these four skills in their class.

One of the participants Sahida said,

> "We were asked to sit in groups and discuss a lesson as a group work to see how students will do it in their classroom. There we were treated as students to understand students' difficulties. Later on, we were also asked to present how we will teach in our classroom" (DU SAH 57).

Sahida's above-mentioned comment can be reflected through the experimental knowledge of the Stage-2 of the theoretical framework. Experimental knowledge is the knowledge which trainee teachers gain knowledge through practical tasks that can be done by themselves or learning through observing others. As Sahida said that they had to work as a group and also present how they will conduct their classes, they gained experimental knowledge through both performing the tasks and also by observing others.

Also, the trainee teachers got to know how they can initiate communicative way of teaching English in their classrooms. Specifically, they learnt how they can run their classes using Communicative Language teaching (CLT) method. Group and pair works were an important part in the content of the training where teachers learn how to do group work and pair work in their classes. They also learnt about different techniques which they need to keep in mind while conducting group or pair work. For example, one of the participants in their interview said that the trainer teacher told them about various techniques which they need to follow. One of them was that while making groups they need to mix up students like bright, average and weak students together so that weak students are not left out, they can learn from their classmates as well. However, while doing the activities teachers need to be very alert and keep an eye on every student so that he or she can assess the performance of the students and also to maintain the discipline of the classroom (Chowdhury & Kabir, 2014).

4.3.2 Assessment:

Another important content of teacher training is assessment. Among ten participants, almost everyone said that they learnt how to assess students from the training. Assessment can be of two types. One is summative assessment which focuses on continuous assessment of the students, it also provides students with the scope to improve their grades (Das, Shaheen, Shrestha, Rahman & Khan, 2014). For example, class discussions, group works, quizzes can be considered as formative assessments through which teachers can assess the progress of students and also students can also have an idea of their position that will make them think to do better in the next exam. On the other hand, there is a summative assessment which aims at assessing students' learning at the end of the semester or year (Karim, Mohamed & Rahman, 2017). Summative assessments consist of high-stakes exams of the semester. For example, mid-terms, semester or year final examinations, term paper, project final etc, which is followed by most of the schools and colleges of Bangla medium.

Teachers in their interview mentioned that they learnt about assessment, kinds of assessments, how they should mark students and so on. One of the interviewees Nivedita mentioned that,

> "I learnt about a new concept about which I did not have any idea, that is rubric. In the training, I came to know about this and how we the teachers can use the rubric for assessing four skills of students" (DU NIV 60).

The above-mentioned areas- assessment, kinds of assessments, usage of the assessments are the received knowledge, according to the theoretical framework (2.5 of the second chapter). Received knowledge is the theoretical knowledge which trainees get by reading theories, concepts. It also can be gained from lectures of the trainers on different theories or concepts related to teacher training. As the areas which participants mentioned reflect the received

knowledge of the theoretical framework, these learning of the participants can be considered as the Stage-2's received knowledge of the theoretical framework.

Another teacher Jahid said that they had training on continuous assessment and they will try to apply that soon in their classes. He also mentioned that our education ministry is planning to shift from traditional summative assessment to formative assessment which will be more helpful for both teachers and students for their better teaching and learning. As students will be able to see their progress and identify their problematic areas through quizzes or small tests and also teachers will be able to see the weakness of students, the teacher can try to make those lessons easier for the students which will be eventually beneficial for both teachers and students.

4.3.3 Lesson plan

Lesson plan is another component of teacher training. From the interviews of participants, the researcher came to know that lesson plan is one of the elements which was not present earlier in the trainings. It has been added in the trainings recently after introducing the Communicative Language Teaching (CLT) method in our country. It was taught during the training with emphasizes so that the teachers can plan beforehand how they will make the class interactive, what activities he or she will conduct on particular days which will help the teacher to organize his or her teaching and class activities. According to Zeichner and Wray (2001), lesson plan is important to teachers because it helps a teacher to plan his activities of class in advance. He also adds that it also directs the teachers to manage their time and eventually helps to save time. If a teacher does not make a lesson plan, there is a high possibility of left out activities which might be a great loss for both teachers and students in case of a near exam. Hence, as it reminds the teacher of the sequence of his or her teaching, it is helpful for the teacher to have a lesson plan ready before his or her class.

Moreover, according to the participants, there was no practical session of lesson plan such as making lesson plan or working on lesson plan, they had just a session where the trainer gave a lecture on the role of lesson plan, how it will help them, this session can be considered as the Stage-2's received knowledge of the theoretical framework since received knowledge is the theoretical knowledge which trainee get from trainings.

However, it is really unfortunate that teachers do not really follow this way. Among 10 participants, none of the interviewees mentioned about following or making lesson plans. Sajid said,

> " As I have been teaching for years (5years), I have the experience of teaching and I do not make any lesson plan to follow, but I always have the plan in my head how I will conduct my class. I think lesson plan is more important for new teachers" (DU SAJ 58).

Most of the teachers think it is not necessary to make or write a lesson plan but as mentioned above researchers say making lesson plans are essential for teachers also it is beneficial for them to organise their lessons as well as to improve their teaching skills.

4.3.4 Use of technology

Using technology has enhanced modern teaching. Earlier teachers were used to backboards, then came whiteboard. Nowadays, technology has changed many aspects of teaching. It not only helped teachers as a teaching aid but also beneficial for students as well (Shohel & Power, 2010). It helps teachers to keep students attentive. Sometimes teachers' monotonous lectures make students bored. If there is a short use of multimedia in class for showing a relevant fun video or even lecture, the students will be excited and get their attention back in class (Akbari & Dadvand, 2011). Not only for grabbing students' attention but also it is required for practising the four skills of English. For example, as one of the participants Jahangir said that for practising listening skills of English, we need to have multimedia in class for playing the audio

clips. Also, teachers can play videos through which students can see how natives speak in English and learn gradually from those.

In addition, in the present situation of Covid-19 pandemic, there is prominent significance of technology for teaching. As all the schools and colleges are closed, teachers now have got no choice but to take classes online. Among 10 participants everyone said that they got training for conducting classes online. For example, those who are taking classes on the Zoom app, they got training on how they can operate Zoom for taking classes. Some participants also mentioned as slide making as a part of their training. One of the participants Sanjana said,

> "In this pandemic situation, before taking online classes, we had to attend a training of 7 days to learn how to use different online platforms to take online classes. For example, I learnt how to operate Zoom for taking online classes" (DU SAN 61).

Since participants mentioned that they had live demonstration sessions where they saw how to make PowerPoint slides, how to operate zoom classes, this knowledge can be considered as the experimental knowledge of Stage-2 of the theoretical framework (2.5 of the second chapter). The reason behind mentioning this session as experimental knowledge is that experimental knowledge refers to the practical knowledge which trainees gain from practical sessions conducted by either their own or observing others while doing so. As trainees got the knowledge through observing others doing the tasks, it reflects the experimental knowledge.

4.3.5 Encouraging students:

Encouraging students was another important idea which trainee teachers got from their trainings. Among 10 participants, 9 of them mentioned this point, encouraging students. The main problem of Bangla medium students' is that they feel hesitant or shy to speak in English. They feel if they mistakenly say something wrong in English, they will be mocked, insulted. For that reason, it is very challenging for teachers to ensure participation from almost all the

students. In that case, trainers advised trainee teachers to encourage students all the time, not correcting all the mistakes, rather focusing on appreciating them. At first, they need to focus on fluency then accuracy. One of the participants Raju said,

"In the training, trainers told us to encourage students, appreciate them for their response, does not matter whether it is right or wrong, always appreciate them. It will motivate them to participate more" (DU RAJ 63).

According to Wetzel, Hoffman, Roach and Russell (2018), it is important to encourage students so that they feel motivated to further participation. He also adds that teachers should use appreciating terms like very good, well done for students. Also, teachers should create a friendly environment in the classroom which will help students to overcome their shyness, hesitation. As a result, if a teacher wants a participatory classroom, he or she needs to motivate, inspire the students to overcome their anxiety, shyness.

Since there was no practical part of this session, only trainers talked about the importance of encouraging students and how it will motivate them to participate more in classes, this part of knowledge can be considered as theoretical framework's received knowledge of Stage-2. Received knowledge is the theoretical knowledge which they gain by reading or from lectures of theories or concepts related to teaching, so it is relatable with this portion as there were only theoretical lectures on particular topics.

4.3.6 Some more areas of learning:

There are some more areas which have been explored in the training. For example, presenting vocabulary items in a certain context. One of the participants, Shahida mentioned that,

"Sometimes I show a picture in a class, then I give them 2/3 minutes to think and then ask them to write whatever they have thought about the picture. In this context, before asking them to write, I give them a few vocabulary words with meaning which they can

apply in their writing. I use this technique for two reasons. One is to familiarise them

with new vocabulary and another one is to help them to express themselves, for using

those in their writing so that they do not feel blank for lack of words or vocabularies"

(DU SHA 65).

Other participants mentioned about some more elements which they learnt in the training. For

example, making questions, how they can present themselves, how they can teach

pronunciation of English words specifically stress, intonation. All the above-mentioned

elements were those about which trainee teachers talked about that they learnt from their

training.

4.4 Implementation of the techniques in classrooms

Teachers learn many things in their training sessions. Some of them they can use in their

teaching, some of them are not being able to be used. In this part, how trainee teachers applied

their learnt knowledge in their classrooms will be elaborately discussed. This section can be

considered as the reflective cycle of the theoretical framework. The reflective cycle is the

process of reflecting over the learnings which teachers gained from the training by practising

those in their context. This portion of the chapter is also about how the participants

implemented their learnt knowledge in their classroom through practising. Hence, it can be

considered as equilibrium to the reflective cycle of the theoretical framework.

In addition, while reflecting over their learnt knowledge through practising, they had

faced some problems (4.5 of this chapter). Large classrooms, mixed ability students, problems

of group and pair work, unavailability of technologies are some of the problems which most

teachers talked about in the interview. However, they tried different techniques to solve those

problems as well such as motivating and engaging students, monitoring constantly, creating

peer-learning environment (4.6). These occurrences of problems and teachers' attempt to solve

those problems are also considered as reflection of their learning because they are facing those problems while implementing their learnt knowledge in the classrooms.

4.4.1 Activities for 4 skills

Communicative activities are one of the most important aspects of the CLT method. Through these activities, students learn and practice communicating in English. Most of the participants said that despite facing many problems to conduct these communicative activities (which will be explained in the next point), they try to do at least 1 activity per week. As participants mentioned in their interview that they learnt about teaching 4 skills of English from their training, in the next parts how teachers executed those communicative activities for teaching 4 skills in class, as well as the application of their other learnt techniques will be elaborated.

4.4.1.1 Reading Activity

In reading activity, participants mentioned two ways in which they make students practise reading skills. One of them is silent reading and another one is reading aloud. At first, silent reading is when students are given a particular time to read a certain passage or comprehension and they read it silently mostly in groups, pairs or even individually. It is important because it allows students to read carefully and understand by themselves what they are reading. Silent reading helps students to become responsible for their own learning (Kabir, 2012). On the other hand, reading aloud is used for two reasons mostly. One reason is to make students' pronunciation accurate. When students read things loudly, the teacher can hear it and correct the students where he or she goes wrong. Another one is that sometimes it happens students become inattentive during silent reading, for that reason teachers sometimes adopt the read-aloud technique, where students do not have the scope to become inattentive.

One of the participants Sanjana in her interview said,

> "For reading activity, sometimes I assign them tasks of reading aloud, sometimes silent reading. Mostly in silent reading, I give them a comprehension in a group and tell them to read and understand what is being said in the comprehension in 10-15 minutes. Then mostly I ask randomly some of them from different groups to say what they have understood or sometimes I give them the freedom to speak whoever wants to speak first" (DU SAN 65).

Among 10 participants, 6 described almost the same procedure of their reading activity. The Remaining four said that they read out passages and translate into Bangla wherever necessary and also ask students to read loudly where they stop. It is a traditional Grammar Translation Method (GTM) way of teaching which did not incorporate the learning of the training. Besides, many of them mentioned that they face few problems while conducting the reading activity which will be described in the problems part of this chapter.

4.4.1.2 Writing Activity

For writing skills, most participants mentioned two kinds of writings through which they make students practice to enhance their writing. One is guided or controlled writing and another one is freewriting. Participants in their interview mentioned that for free writing, they give students easy random topics on which all of them already have ideas, something related to their real life. Raju told in his interview that once he had given the task to write a paragraph on 'a sad day of your life' as a practice of free writing. The students will be able to write the paragraph without memorizing or reading it because it is about an incident of their own life.

Also, another participant Afia talked about her guided or according to her, it is more of a semi-guided writing where she blended other concepts and skills to work all together in one task. Afia said,

> "For guide writing, we now often use power points. I show them some pictures on PowerPoint or ask them to bring their drawn pictures, I show them those pictures and give them some time to think over the pictures (brainstorming) in pairs. Then, I ask a few of them to describe what they understood by seeing the pictures(presenting). I also provide them with some vocabulary as clues so that they do not face any problem to express their feelings. I write some vocabs on board which they might use while describing. After taking descriptions from 2 or 3 people, I give them instructions to write something on that picture that you have understood, which I have already shown them. That can be 10/15 lines, depending on their will" (DU AFI 66).

In the above quote, the participant used technology, brainstorming, presentation for speaking skills, presented vocabulary in a particular context and also practised writing skills as well. It can be considered as one of the successful implementations of techniques learnt from the training where she used many techniques all together under one task. Moreover, 3 participants told that they use the traditional way of teaching for writing skills, where they tell students to read a paragraph at home, and the next day they will have to write on that topic. In this way, there is no application of techniques learnt from training nor of CLT method.

4.4.1.3 Speaking Activity

In Bangla medium, it is often seen that students are weaker in speaking than other three skills of English (Karim & Mohamed, 2019). There are reasons for this problem. One of the major reasons is that despite studying English for many years, students do not get any opportunity to practise speaking in English. Speaking activity can be done in various ways. It can be integrated

with other skills or it can be applied only focusing on speaking. For example, for integrating with other skills, techniques can be used above mentioned one in writing and reading activity, like practising speaking in writing tasks. From the participants' interviews, the researcher came to know that speaking activity can be done in different ways. For example, one of the participants, Hasan said that for practising speaking skills he randomly chooses students and asks them to speak impromptu for 2-5 minutes, it can be anything about introducing himself or herself, his or her family or sometimes he (the teacher) chooses the topic for the students. Besides, another participant Samia mentioned,

> "For speaking activity, I sometimes choose two students and make them a pair and ask them to act out or speak out dialogues of a particular lesson which is given in the English For Today book" (DU SAM 69).

According to Kocoglu, Ozek and Kesli (2011), for speaking tasks, students can be guided through different clues for a certain topic on which he or she will be speaking for a particular time. Unfortunately, none of the participants among 10, mentioned this technique of guided speaking which shows that some of them are trying different activities so that students speak. However, the trainee teachers shared some of the problems which they face while doing such activity which will be discussed in the point of problems.

4.4.1.4 Listening Activity

Just like other skills, listening skills are as important as other skills for getting proficiency in English. However, in Bangladeshi context, it is seen that speaking and listening skills do not get emphasized in terms of learning and teaching in school and college level (Hamid & Honan, 2012). Also, from the interviews the researcher could realise listening skills are not getting that much focus in teaching English. Among 10 participants, only 3 of them mentioned their activity for listening skills. Some of them somehow avoided the question and went to the next ones,

some talked about the problems for which they could not do listening activity frequently. For example, one participant Jahangir mentioned,

> "For practising listening skills, I play CDs containing different topics. Before playing I provide them with a paper having on questions like fill in the blanks, true-false on the topic which will be played. I play that CD three times so that the students can catch what the speaker is saying and write the answers in the paper" (DU JAH 67).

Some participants told the researcher that they inspire students to watch English news, cartoons, movies so that they can improve their listening skills.

4.4.2 Group works and pair works

In the Communicative Language Teaching (CLT) method, group work and pair work are considered as one of the important aspects of teaching language (Shohel & Power, 2010). In the above-mentioned activities, whether that is a group or pair work or individual work that has been announced. In this part, the rationale of using group or pair work in the activities as a part of the CLT method and techniques of making group and pair works are explained. According to Akhter and Alam (2016), besides teachers, students can learn a lot from their peers. In the interview, Raju said that sometimes students feel nervous or hesitant to ask about their doubts or what they did not understand, but when it comes to a friend, most of the students feel very comfortable to share their problems to their peers or friends. For that reason, along with teachers' lectures, peer discussion which can be easily done through group or pair work is very effective for better learning. However, Raju also mentioned that sometimes group or pair works backfire for few students who are a bit egoistic, they feel like why should they ask their peers, they are in the same class, they do not know any less than their peers. In such cases, they usually do not want to cooperate with other students, but the number of such students is very low.

Another participant Sajid talked about some techniques which he learnt in his training and using them in his class. The techniques are for making groups and pairs. One of the techniques he talked about is that while making a group, the teacher always needs to mix students of different categories- brilliant, average and weak students together in a group. If students of one group are of one category, either they will go ahead from other groups or lag behind. If only brilliants are in one group, they will finish the task much before others. On the other hand, if all weak students work in a group, they might lag behind from other groups. These can lead to disruptions but the teacher needs to balance the class. For that, grouping students from different categories is a good option to follow. In the interview, Mamun shared one of his techniques to make groups in a large classroom without making noise. He (Mamun) mentioned,

> "As I have a large classroom of high number of students along with long benches, it is not possible for me to ask students to move their seats or displace their seats. That's why what I do is that I ask the students of the front row to turn over so that they can be face to face with the students of the next benches which will be easier for them to communicate" (DU MAM 64).

4.4.3 Encouraging & Feedback Strategies

As mentioned in the knowledge of teachers after training, trainee teachers shared in their interviews that they learnt from training about encouraging students. The trainers many times told them that students do not feel motivated, they feel shy or hesitant to speak out which hinders students' learning. That is why teachers were asked to encourage students' participation.

Among 10, 8 teachers said that they tried to appreciate students' response. One of interviewee Afia said,

> "I always appreciate my students, I try not to focus much on their mistakes rather at first I thank the student for participating, then appreciate him or her saying well done, good done and at last I mention one or two important mistakes if he or she does" (DU AFI 66).

According to Ahsan, Sharma and Deppeler (2012), teachers should at first thank the student for participation, then appreciate his or her courage and then after appreciating him or her, the teacher might mention about one or two major mistakes of the student. It can be clearly seen through Afia's interview that she followed all the instructions of motivating students along with feedback.

4.5 Problems of Classroom implementation

In the previous point, it was mentioned that while implementing teachers' learnt knowledge from the training, teachers face different kinds of problems in their classrooms. Those problems will be elaborately discussed in this portion of the chapter such as large classroom, mixed ability students, role of examinations, time-consuming activities, role of the authority and unavailability of technology.

4.5.1 Large classroom

In our country's context, large classroom is one of the major issues which works as a hindrance for conducting communicative activities. In the literature, it is easy to find that the ideal classroom size should be small so that the teacher and students can communicate easily. For example, according to Rahman and Pandian (2018), for conducting communicative activities by following the CLT method, the classroom should be small in size containing around 20-25 students maximum that will be suitable for the teacher to communicate with all the students.

In our country, the class size is more than double from the ideal one. Shohel and Banks (2010) said that in well-known Bangla medium schools' students are much more than its capacity which can be more than 50+ students in one class. In the early 2000s, at the time of studentship of the researcher, she (R) had 70+ students in her own class.

In a large classroom, conducting communicative activities is a big challenge for the teachers. There are varieties of problems that arise while doing so. One of the major problems in large classrooms while doing such activities is that maintaining discipline becomes difficult. As one of the participants, Raju said that while conducting communicative activities students often start gossiping and the class becomes very noisy. Also, while making groups and arranging seats together for students in one group, discipline of the class gets disrupted. Another interviewee Afia mentioned that arranging students together for group works or changing seating arrangements often makes the classroom noisy. Sometimes, students are uninterested to work with certain other students. Though it is not so common, it also happens in classrooms mostly in lower classes like class 6 or 7, described by another participant Mamun.

In addition, monitoring students in large classrooms is quite difficult for teachers. For assessing students' performance, while conducting communicative activities teachers need to observe all the students and see how students are performing. However, when the classroom is large and has bunches of students, it becomes difficult for that one teacher to monitor all the students and manage the class. In the interview Sahida mentioned,

> "As we have large classroom with lots of students, it becomes difficult for me to observe and manage the classroom. Often students take advantage of group and pair work like they find opportunities for gossiping rather than discussing the topic which I have given them" (DU SAH 70).

Also, she talked about another issue which she thinks as a reason for making communicative activities difficult. That is having too many classes in a day. She said that sometimes she had to take 7 classes in a day that too with an only lunch break, which makes her exhausted. According to her, for doing such activities, the teacher needs to move around and monitor all the students, which becomes very difficult for her in the last classes of a busy scheduled day because of the tiredness of having many classes in a day.

4.5.2 Mixed ability students

As already mentioned above, large classrooms are already a big problem for doing communicative activities. In large classrooms, there are students of different categories. Among them some are fast learners, some are weak, some are of average level. Besides, different students have different characteristics traits. Some are extroverted, some introvert, some like to work in groups, some are good at working alone. When in a single classroom there are students of so many varieties, teachers often find it difficult to work with all of them single-handedly. This issue has been addressed by the participant teachers during the interview. Sometimes because of extroverted students, introverts do not get opportunity to give their opinion. Sajid in his interview mentioned,

> "Whenever I ask any question in class, there are some extroverted students who always answer first, no matter what the question is. As a result, other students do not get the chance to speak. That is why, sometimes, I ask the question and tell the extroverted students that this time I want to hear from other students" (DU SAJ 71).

Among 10 participants, 7 of them told the researcher that they find it difficult to approach introverted, weak students. Those students do not participate easily and among so many students, teachers are not being able to focus on only them. Teachers said that they try to motivate those students but often that is not sufficient. Those students need some extra

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attention, support, which teachers cannot provide all the time due to having a large number of students and lack of time.

4.5.3 Role of examination: on students, teachers, guardian

One of the reasons why students cannot get proficiency in listening and speaking skills of English is that in our education system, we do not have enough emphasis on these two skills. Though the English For Today book has been designed considering the communicative aspects and added exercises focusing on speaking and listening skills, the exams are not incorporated in the same way (Mullick & Sheesh, 2008). In the secondary level, students need to take the Secondary School Certificate (S.S.C.) examination. Unfortunately, in the S.S.C. examination, there is no evidence of taking any test on speaking or listening (Chowdhury & Kabir, 2014). As a result, neither teacher nor students of class 9, 10 are interested in teaching or learning speaking or listening skills because they would not get any questions or exams on these skills, rather they are more focused on those elements which will appear in exams, which will get them marks for good results. Afia in her interview said,

> "I take English classes of 6 to 10, among them younger students mean students of class 6 & 7 are very interested in communicative activities and I try to conduct those activities in their classes more often. But the students of class 9, 10 are more focused and interested to learn what they will get in their final exams or help them in the SSC exam" (DU AFI 71).

This exam-focused mentality is one of the reasons why students do not show interest for improving their speaking and listening skills. This thinking not only belongs to students, but it is also the same for teachers and guardians. It is not fully their fault because these two skills were included in their exams, both teachers and students would have given more importance in learning and teaching speaking and listening skills of English.

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4.5.4 Problems of group works and pair works

Teachers in their interviews mentioned that group works mostly pair works take much time of their class time. While making groups and students seating groups take more time in the whole procedure of group works. Hasan in his interview said that sometimes students intentionally take more time to settle down in groups. He also told the researcher that when students are told to read something and discuss among themselves, sometimes they just sit idly and gossip with other members of the group. Sometimes it also happens that weak students do not get a chance to speak because of being proactive students in the same group. For example, Sanjana in her interview said,

> "I have seen in my class sometimes it happens that if one or two students are brilliant or proactive, what happens most of the time is that those one or two students lead the group, they do all the work, sometimes it also happens they dominate other students of that group. In that case, weak students do not get any chance to speak because of the proactive ones, sometimes other students do not work willingly as they know those one or two will do everything dominantly, it is also seen that some students just do not work and use group work as an opportunity to avoid work and sit idly. As a result, if I randomly ask any of them, they do not have any clue of what is happening in the group" (DU SAN 72).

Two participants Hasan and Samia told the research that because of time consumption of group work, sometimes they struggle to complete the academic syllabus for exams. For these negative sides of group and pair works, some teachers do not prefer group and pair works to be conducted frequently.

4.5.5 Role of authority

There are many factors responsible for which teachers sometimes despite having will, they are not being able to implement their learnt knowledge in their classroom. One of the problems is not having supportive authority. If the authority of the school is not in support of doing communicative activities, rather pressurise the teacher to complete the syllabus and make students' results better, in such cases, mostly teachers obey the orders of the authority and follow their instruction. Otherwise, there is a risk of losing jobs for teachers (Asadullah, 2017). Among 10, only 2 teachers mentioned this problem. One of the interviewee Jahangir said that the principal of his school is an old person and does not like the new methods. He also added that whenever the principal comes around, if he notices any noise from any classes because of communicative activity, he asks the teacher of that class to meet him where he warns the teacher not to conduct such activities. It is so obvious that teachers would not take the risk of losing their jobs by applying these techniques. As a result, because of authority, sometimes teachers cannot help students to improve their speaking and listening skills even if they have the desire to help.

4.5.6 Unavailability of technology

Another problem which participants had mentioned in the interview was that they did not have sufficient technological instruments in classes. One of the interviewees Nila said that as they do not have multimedia in their classrooms, they need to go to the lab for practising listening activities which takes much of their class time. Another participant Samia said that in their school, there are only two labs, sometimes if they saw another class was already going on labs, they had to skip their listening, speaking activities as they do not have computers in their classes which they could use for showing videos of speaking and playing CDs for practising listening skills. As a result, they do not get enough opportunity for practising their speaking and mostly

listening skills. That is why students are not being able to practice speaking and listening skills due to lack of technological instruments in the lab and as well as in the classroom.

4.6 Solutions for obstacles of implementation

In the previous point, problems which teachers face while implementing their learnt knowledge in their classroom. When the researcher asked them how they solve those problems, teachers gave her (R) some idea what they usually do to cope up with the problems such as engaging and motivating students, monitoring students constantly and creating an environment of peer-learning. Though teachers mentioned that because of large classrooms with lots of students, they try to solve those above-mentioned problems but they think these solutions are not enough to solve those problems, these can be used temporarily so that they can go on with their teaching. However, participants mentioned that there is a need for valid solutions to solve these problems along with the help of trainers and educators. In this section, ideas which teachers use to solve their problems will be discussed in detail.

4.6.1 Engaging & motivating students

As mentioned above in the part of the problems, there are students who are shy, they usually do not participate in class, group or pair works. Sometimes it becomes difficult for teachers to approach them individually because of a shortage of time. In such cases, teachers try to motivate them for participating in class. If they try even a small attempt, teachers appreciate them in a way that makes them motivated and interested to participate more. In such cases, teachers should not be focused only on students' mistakes, rather appreciate their attempts. Teachers can use words like very good, well done for appreciating students (Copland, Garton & Burns, 2014). Sometimes some students are naughty and disobedient, they intentionally try to skip work and sit idly. For them, the teachers need to be very careful, monitor them and teachers need to ask them to participate. They do not need to act rude but they need extra

attention and teachers need to make them work (Mullick & Sheesh, 2008). In the interview, Nila said,

> "Sometimes there are students who are very naughty, they keep looking for a chance so that they can skip work and gossip. I recognise them and as they do not participate willingly, I need to ask them to share what they have understood from the part which he or she was assigned in the group. Sometimes they are so naughty that they say that Miss, you always ask me in every class. A good teacher needs to tackle the classroom situations well. In such a case, I do not get angry at them, rather I tell them I like you, that's why I ask you, if you answer, I will be very happy. And I appreciate their attempts as well" (DU NIL 71).

Those students who are shy, they need extrinsic motivation to perform better. With little praise, appreciation, they can get motivated to participate more in class. Hence, teachers need to give them a bit more attention than the proactive ones.

4.6.2 Constant monitoring

While doing communicative activities, the teacher needs to be very alert and observant. The teacher needs to observe and assess the performances of the students. Sometimes students do not do the assigned tasks and gossip with each other in the name of group work. For avoiding such circumstances, the teacher needs to closely observe the students. Shy students usually do not approach the teacher even if they face problems, the teacher needs to recognise, closely observe and also ask them whether they need any help or not (Rahman & Pandian, 2018). It is also seen that in group work sometimes weak students are dominated by the brighter ones, that also require teachers' attention. In this regard, one of the interviewees Raju mentioned,

> "When conducting group work, a teacher needs to monitor the whole class and observe thousands of things. For example, which student is performing how, whether any

student facing any problem or not, any student sitting idle or not, any student getting dominated by the other or not and so many things. If a teacher does not pay attention to all these and monitor the class, the class will turn into a mess" (DU RAJ 72).

Hence, in the time of conducting the group or pair work, the teacher needs to be very careful, maintain the discipline of the classroom and monitor the performance of the students along with guidance in their problems.

4.6.3 Environment of peer-learning

Often students do not feel comfortable to share their problems with their teachers. In the case of friends or peers, sharing becomes a lot easier. According to Chowdhury and Kabir (2014), students learn more easily from their friends than the teacher because they are more comfortable with their friends. For this reason, group and pair works help students to learn more from their peers. While making group works, the teacher should always mix up students of different categories (Johnson, 2015). He also added that if in a group average, brilliant and weak students work together, those weak students get chances to learn more from the brilliant and average ones. The teacher should create such a friendly environment that students would like to help out their fellow classmates and also the teacher should appreciate students for helping others. One of the interviewees Mamum mentioned,

"I always inspire my students to help their friends, fellow classmates. Even if I ask a particular student but the student is trying, stuck at one point, I appreciate if other students help that student. What happens is that in this way that particular student will not become ashamed of thinking that I could not answer the question, my classmates will laugh at me. Rather, he will be happy that he could answer the question and his classmate helped him out and did not laugh at him. I think, in this way, not only students

learn more but also the relationship between teacher-student and student-student gets much better" (DU MAM 72).

Sometimes there can be difficulties as well like having dominating brilliant students in a group where weak students do not get any chance to say something. It is also seen that sometimes some students act egotistically, they do not want to learn anything from their peers, they think themselves as superior, they know no less than their peers. However, interviewees mentioned that such cases are very less, most of the students are keen to learn from their peers but they need to stay very alert of students' actions whether any student is facing any problem or not, whether they are behaving well or not with their peers.

4.6.4 Appointing TA

This idea of keeping teacher assistants at school level is very uncommon, usually at university level, teachers keep TAs for their help. However, about this particular idea one of the participants Samia told the researcher that she had attended a teacher training program online during the pandemic. In that training, the trainer gave them this idea of appointing TAs who can help them to monitor and guide weak students. As the teachers shared their thought of having problems in monitoring, checking scripts because of the large number of students, the trainer gave this solution that they can choose students who are very proactive, fast learners, and prepare their lessons beforehand as their teacher assistant like a university professor appoints TAs. They can help the teachers in script checking, observing, monitoring students, obviously under their supervision. However, because of the pandemic, schools are closed, that is why teachers could implement this idea yet, but they assured the researcher that they will apply this idea soon.

4.7 Teachers' future plan for developing teaching skills

A teacher's development mostly depends on his or her will (Kabir, 2012). Even after getting training, there could be no change in the performance of a particular teacher. Sometimes, some teachers can teach better than a trained teacher, depending on their dedication, will power to become a good teacher. In the interview session, most of the participants express that they have different plans for developing themselves as a teacher. Some of them mentioned that as in the COVID-19 situation, many webinars are going on Facebook, Zoom and other online platforms, they are trying to join those webinars whichever they feel beneficial for them. One of the interviewees Afia said,

> "Whenever I get some free time, I try to join the webinars on teaching to see what teachers of other countries are doing, and what changes have come recently. These webinars will help me to update myself about global teaching" (DU AFI 75).

Another teacher mentioned that he is very interested to do a course on TESOL (Teaching English to speakers of other languages) which is a very good and demanding course for teachers. Others also said that he would like to look for YouTube videos and books which might help them to improve their teaching skills.

This section can be related to the goal part of Stage-2 of the theoretical framework (2.5 in chapter two). As per the theoretical framework, Wallace (1991) explains how professional competence can be achieved in two ways. One is achieving the required ability to work in his or her profession. For example, a teacher needs to learn a certain skill for conducting the classes, if he or she learns that skill from the training and can implement that in his or her classroom through practising, in that case the goal of the participant has been accomplished. Teachers mentioned that they needed to learn different activities for making students communicate in English (4.2 in this chapter) and they learnt about different activities for

teaching four skills of English which require students to speak in English (4.3.1) and also they implemented those in their classes (4.4.1). So, in that sense it can be said that they have accomplished the goal of joining the training. In addition, Wallace (1991) also mentioned about another way to gain professional competence, which is a lifelong process that requires teachers to repeat the whole process of the model and join different trainings for learning new things and enhance their competence to become professionally developed. In this case, the researcher asked the participants about their future plan or goals whether they are interested or have any plans for doing different trainings for enhancing their teaching skills. In the response, as above mentioned almost all of them said that they have plans of doing different courses, webinars for developing themselves as a teacher, whereas few of them are doing webinars in the pandemic situation whenever they get some free time. As a result, it can be said that they have accomplished the goal of joining the trainings as they learnt required things for their teaching and also implemented those in their teaching through practising. However, they had faced few problems while implementing their learnt knowledge in the classroom, which made few of them unable to apply few of the learnings in their teaching context. Hence, those trainings were effective but with some defects, as the trainee teachers could not implement all the techniques they learnt from their trainings into their classrooms.

Chapter 5

Conclusion

5.1 Implications for the study

This study has shown the perception of the teachers on their teacher training which reflects the real scenario of the teacher trainings of our country. This study has different implications for different levels of people who are related to teacher trainings. Those implications are discussed below.

5.1.1 Social Implications

As the study focuses on the trainee teachers' perceptions and their problems, trainers can be benefited through the study. They will be able to learn the thinking of trainee teachers, what problems they face which will assist them to find out the shortcomings of the training sessions. Later, they can work on developing the training sessions which will be more beneficial for the novice teachers. Not only trainers but also this study will help the policymakers to reform the policies, training curriculum. By learning the perspective of trainee teachers, they will be able to know the role and quality of the trainings and the trainers. They will be able to realise where they need to reform to improve the quality of the trainings. They can have the idea that curriculum of teacher trainings, quality of trainers needs to be refined. This study will also indicate the need of adding assessing and monitoring systems of both trainers and trainee teachers. At first, they need to be aware of the quality of the trainers as without quality trainers, teachers will not be able to learn new ways of teaching. As a result, this study will make policymakers rethink about their policies and curriculums. Moreover, this study has provided new information to researchers who are interested in working on similar topics. They have been

provided a new dimension to further work on English language teacher education. Also, through this study, they will get some idea about previous studies related to the topic.

5.1.2 Pedagogical Implications

As the study reflects the voices of trainee teachers who shared their experiences of classrooms in their interview, this study can help novice teachers to get an idea of what kinds of challenges they might face in classrooms. With this prior knowledge of challenges from this study, they can prepare themselves for future challenges. As a result, it will contribute to prepare them for their better teaching. This study also explores the learning of trainee teachers which will help novice teachers to get an idea of the contents they will be learning if they want to join any teacher training. Also, through this study, they might realise the need of teacher trainings for their professional development.

5.1.3 Theoretical Implications

In this study, Wallace's Reflective Model (1991) has been followed as a theoretical framework. In Bangladesh, the research has found some studies which followed this particular framework to make their own conceptual framework that fits into their research. Eventually, they applied some portion of the model. However, in this study the researcher applied the whole model for analysing the collected data to answer all the research questions of this study. In addition, through a close look at the research question, the reflection of the model can be seen. The researcher had modified the research question of this study after finalizing this model to be followed and included, modifies part of the existing questions to analyse the study through this theoretical framework. Not only research questions but also the researcher has included questions in the interviews (please check Appendix B for interview questions) for collecting required answers for the research questions to be answered. As a result, best to the researcher's knowledge in Bangladesh, only this study has implemented Wallace's Reflective model (1991). That is why the application of this theoretical framework is another contribution of this study.

5.2 Recommendations

Based on the findings of this study, the researcher would like to provide some suggestions which could be beneficial for novice teachers, trainers and also policymakers.

- Trainers should have discussion sessions with student teachers where trainee teachers can share their teachers and can seek help from the trainers. If their problems are not solved, then the training will not be effective for them as they will face problems again in conducting classes and would not be able to apply the learnt knowledge.

- Along with teaching different techniques, trainers should motivate student teachers to learn with dedication and apply those in their classes. They should not be just idly sitting and hearing the lectures only, rather be passionate to learn with trainers' motivation. In addition, novice teachers also should feel their responsibility of learning as they will be teaching and preparing students' future and learn from the trainings with dedication.

- Policymakers should modify the curriculum of teacher training in a way which will be more beneficial for the teachers. For example, there should be a monitoring system after completion of every training where trainers can visit and observe the classes of trainee teachers and see whether they are applying those techniques in their classes or not, they are facing any problems in implementing those techniques or not. If they are facing problems, trainers can suggest possible solutions to their problems. Also, this monitoring will help trainers to learn whether teachers are not applying those techniques because of the unwillingness of their own or there is any role of the institution which is working as hindrance for the trainee teachers.

- Training activities should not be very long. Some training in our country takes time from morning till evening with little snack breaks. In such long training sessions, trainee teachers lose their interest in learning. Instead, these activities can be divided into parts and extend the number of days for training.

- Most of the trainings of our country do not have the system of measuring the knowledge of the trainees before or after the training. It is very important because it could help the trainers to understand the effectiveness of the training. That is why policymakers should include this assessment system before and after the training sessions which could assess the learning of the student teachers.

- The recruitment of the trainers should be monitored to make sure experts are taking the training sessions to prepare novice teachers

- Policymakers should bring changes in the assessment system because teachers, students, guardians, institutional authority, everyone thinks only about exams and its results. If a certain percentage is not given on speaking and listening skills of English, no matter how good trainers, training programs are, students will not learn speaking and listening skills with emphasis neither teachers will focus on those parts. Ultimately, these teacher trainings will go in vain.

- At last, as the study has been conducted following qualitative methods, further studies can be done in mixed-method which might provide researchers with new information on similar topics.

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Appendix A.

LETTER OF CONSENT FOR PARTICIPANTS

Dear Sir/Madam,

I am Israt Jahan Promi, an undergraduate student of Applied Linguistics and ELT at the Department of English and Humanities, Brac University.

As a part of our degree, we have to complete a thesis for which I have chosen the topic "Teachers' Perception on Teacher Training in Secondary English Classrooms of Bangladesh". I would like to invite you to be a part of a small interview and share your valuable experience regarding various teacher trainings you have received in your career.

The interview can be taken through Zoom, if you are comfortable with it. Otherwise, it can be a telephone interview as well. The interview will be recorded only for analysing the data and will not be shared with anyone. Please note that the information gathered from you will be used anonymously only for the purpose of the study. I can assure you that none of the information will be misused.

If you would like to participate in the study, please read the details of the consent form on the next page and sign it. Your contribution to this study will be much appreciated.

Thanking you,

Israt Jahan Promi,

Student of Department of English and Humanities, Brac University.

Phone No. 01521332353

E-mail: israt.promi@gmail.com

Research Participation Consent Form

Please read the following statements and tick in the boxes.

Statements	Agree
1. I have read the description and understand the researcher's stance of the study and data collection procedure.	
2. My participation is voluntary and no pressure was created to participate in the interview.	
3. I agree to be video and audio taped for my voice and face if the researcher wants to.	
4. The researcher has my permission to contact me if she needs any further clarification, through the following phone number or email address.	

Phone No.
E-mail address:
Date:

……………………………   …………………………………
     Name   Signature

APPENDIX B

INTERVIEW QUESTIONS FOR PARTICIPANTS

Interview Questions (IQs)	Background Information	Research Question (RQ) 1	Research Question (RQ) 2	Research Question (RQ) 3(a)	Research Question (RQ) 3(b)	Research Question (RQ) 4
1. Please share your educational background.	*					
2. How many years of experience do you have in the teaching profession?	*					
3. Name of the institution where you teach currently? (School)	*					
4. What do you understand by "Teacher Education" and "Teacher Training"?	*					
5. Have you gone through any teacher training program?	*					
6. Please name the trainings which you have completed. Was it a pre-service training or in-service training?	*					
7. Describe the teacher training which you went through for English language Teaching. Please elaborate your experience.		*				
8. How many courses were in the training? If you can, mention names and contents of those courses? (Specifically, which are for English Language Teaching) (Probe Question)						
9. What was the duration/time span of the training? (time of one training program) (Probe Question)						

10. Did you find the teacher training effective for teachers?		*				
11. Which part of the training was most useful for you to learn new techniques to teach English in an effective way? Please elaborate with examples from your experience.		*				
12. How did you find the practical sessions of the training? Was it useful or not? State the reason behind your agreement or disagreement. (Probe Question)		*				
13. What are things/components (received knowledge- theoretical & experimental knowledge-practical) you learnt through the trainings? (related to theory)			*			
14. Was the learnt knowledge new for you which you did not know before attending the training session? (related to theory)						
15. How did you implement your acquired knowledge of new techniques in your classroom?				*		
16. What were the obstacles which you faced during applying the new techniques in your classroom?					*	
17. How did you solve those problems while applying your newly learnt techniques in your classroom?					*	
18. What was the role of your institution (school) for training teachers of your school?						
19. Did it help you to develop your teaching skills? (related to theory)		*				
20. Did you find any shortcomings in the training?						

21. Do you have any future plan to develop your teaching skills? (related to theory)						*
22. Any recommendation for teacher trainers or educators to work on for making teacher training more effective for teachers?						

APPENDIX C

NOTATIONAL CONVENTIONS OF THE INTERVIEW TRANSCRIPTS

	Notation	**Meaning**
1.	DU	Discourse Unit
2.	I	Interviewer
3.	[ ]	For showing actions [Laughs]
4.	,	Small pause
5	DU RAJ 50	DU <space> teacher name's first three alphabets <space> DU number. DU RAJ 50 refers to RAJU's DU number 50.

APPENDIX D

SAMPLE INTERVIEW TRANSCRIPTION OF RAJU

DU	Participants	Questions and Answers
1.	I	Hello, Sir. Assalam alikum.
2.	RAJU	Yah..Waalikum Assalam.
3.	I	Sir, can you hear me clearly?
4.	RAJU	Yes. I can hear you. No Problem.
5.	I	Ok, Sir. Can we start now?
6.	RAJU	Yes. You can.
7.	I	First, we will talk about your educational background, then we will go for teacher training.
8.	RAJU	Okay.
9.	I	Okay. Then, Sir, if you could talk something about your educational background.
10.	RAJU	Is it about my personal?
11.	I	Yes. Yes, Sir.
12.	RAJU	Okay. I first did my Masters in English literature and language from Dhaka University.
13.	I	Yes, Sir.
14.	RAJU	Then, I completed my B.Ed. from Dhaka Teachers Training College and M.Ed. from IER (Institution of Education and Research), Dhaka University. I did my Postgraduate degree from HRM (Human Resource Management).

15.	I	Okay Sir.
16.	RAJU	And, I am trained in TEFL. TEFL means teaching English as a Foreign Language. I did this from Hemlaid University, USA. That's all.
17.	I	Okay Sir. For how many years you are in the teaching profession?
18.	RAJU	25, 27 actually.
19.	I	Oh , [ ] It's a huge time.
20.	RAJU	[ ]..
21.	I	Sir, in which institution you are teaching currently?
22.	RAJU	I am teaching in X School and College. We have classes from baby to 12. I am taking classes from 6-10.
23.	I	Okay Sir. For how long are you teaching in this school?
24.	RAJU	I have started my teaching in this school.
25.	I	Okay Sir. Do you take classes of both English 1st and 2nd paper?
26.	RAJU	Yes, I take both classes.
27.	I	Sir, in which medium do you take classes?
28.	RAJU	I actually take classes in the Bangla version. We do not have English version.
29.	I	Sir, I am telling you two terms, "Teacher Education" and "Teacher Training". What do you think of these two terms?
30.	RAJU	Actually, very very intellectual question this is. it is hard to talk about normally. But what I think is teacher education is that if someone wants to be a teacher, the education what he or she will take, that is teacher education. That means we can call it preservice training. Means, the training or education, I will take before becoming a teacher, that is teacher education. It seems

		to me. And what I think teacher training is like in-service training. If we say like this, the aim of teacher education or pre service training is to improve the mind of that person. Have you understood what I am saying?
31.	I	Yes, Yes Sir.
32.	RAJU	And teacher training is for improving my performance. That is to make students understand, how to conduct classes. A teacher needs to think like "Students' goals are ultimately teachers' goals". He needs to think like students' improvement is teachers' improvement. If students do good in exams, that means the teacher did well as well. To understand these, he or she needs training. To learn how to conduct a class successfully, he or she needs training. And, teacher education is for improving my mind that I will become a teacher. So, to become a teacher, what things I need to have. I understand these.
33.	I	Okay, Sir. Okay. Sir, what are the programs you have joined as a teacher training?
34.	RAJU	I joined as a teacher training, [ ] it's a long history. At an early age, my first training was my pre service training. I did a teacher training under British Council (3 months) in 1994/3. No, actually, in 1992 I did this training, just after finishing my university. I could do it free of cost. It was in fuller road. Then, I entered into the teaching profession, then I did ELTF training. It is for improving the proficiency of English Teachers. Then, professional development training, which is for teachers' professional development (24 days). Recently, I have joined "Continuous Assessment" training.
35.	I	Okay Sir.
36.	RAJU	I am going to implement it very soon, Continuous Assessment. Also, I have completed two online trainings. One of those is on Special education from Oregon University, USA. Another one I did as a teacher trainer from another American University.
37.	I	Okay, Sir. We learned about many trainings of yours. Sir, among these trainings one or two, whichever was really helpful for you, could you tell me elaborately? Like what you learnt from the training, how those helped you in your teaching.
38.	RAJU	Which training was helpful for me to develop as a teacher?
39.	I	Yes, Sir. Any one or two training if you could say specifically.
40.	RAJU	I will talk about the training which I did in the USA. In 2006, from there I first got the idea of "Learner-Centered Education" and it completely changed my teaching. Earlier, I used to dominate in my class but when I learned about Learner-Centered

		Education, they gave me the idea of it, teaching techniques, systems, how language should be taught, how to teach effectively, group work, pair work. I learned about all these for the first time from there. This training helped me to develop as a teacher. As a result, now I work as a part time teacher trainer in the Education Ministry from 2013. I have other trainings as well. Actually, there is a need for teacher training. What I think is without teacher training, people become traditional.
41.	I	As you said, the training about which you will like to speak, the rest of the questions will be based on that. What was the name of the program? Where was the training center and was it online?
42.	RAJU	No, no. For this training, I went to the USA. It was Teaching English as a Foreign Language. It's called TEFL.
43.	I	Okay, Okay Sir. In this training, for English Language Teaching (ELT) what courses or contents were you taught? If you could talk about those.
44.	RAJU	In that course, teaching methodology was taught with great emphasis. How we can give successful teaching in the class was taught in the training. Also, how you can make your class as Learner-centered effectively was taught there. These things were taught mostly in that course. Another idea they provided was "Authentic based learning". Authentic based learning is for example, in English For Today book, there is a topic called "Climate Change". Apart from that text of EFT, if another text or lesson with extra knowledge on that topic is provided, that is Authentic-based learning. It helps students to be advanced. This is a good system. Actually, in Bangladesh, teachers do not do follow this, but this is very very effective. Do you think in a class every student is not similar?
45.	I	Yes Sir.
46.	RAJU	Some students read the EFT book beforehand, they want to learn more, in that case, authentic based learning is very effective.
47.	I	Yes Sir, what was the duration of this training?
48.	RAJU	It was 6 weeks training.
49.	I	Sir, how did you find the training? Was it effective for you?
50.	RAJU	I think this training has developed me as a teacher. Not only developed, frankly speaking, I learnt a lot from them.
51.	I	Which part of the training was most effective for you?

52.	RAJU	It's really interesting to talk about what I learnt in the university class. That university is a glamorous university, Hamline University, in Minnesota. It was really exciting that they took me to a school in Saint Paul to see whether I can apply those methodologies, systems in the classroom which I learnt from the training.
53.	I	Sir, in the training what were the main elements or techniques were taught?
54.	RAJU	How to teach language in an effective way. If I dominate in the class as a teacher, the students would not be able to learn. Through learner centered education, I can encourage them to speak about their feelings like presenting themselves. In our Bangla medium students, it is almost like they do not have any presentation skills. The learner centered education lets the students speak out. There will be no shy student, everyone will participate. That means participatory class. These things they taught me in the training like how to make a student teacher relationship as a friendly relationship, how students will think of me as a friend.
55.	I	What you learnt from the training, how did you apply those in your classroom?
56.	RAJU	Very interesting question, you have asked. The classroom of Saint Paul has maximum of 30 students. In our country, it is like 60/70+. Good schools, 70+ students in a single classroom. We have to understand that large classes are our reality. Some techniques I could apply. We worked on a NAEM project under Sabreena Miss. She taught us a theory of PMI (Plus Minus Interesting) method. If we can find out these three aspects of a lesson, then it is very easy to apply in the class- positive sides, negative sides and interesting sides. I could apply this system in the large classes as well. Also, I could apply techniques for large group works. Without making noises, only students of large benches will turn back and make groups. These were possible in the large classes. However, few techniques I could not apply.
57.	I	Okay, Sir. And what were the problems you faced while applying those techniques? And how did you solve those problems?
58.	RAJU	In my institution, the Principal considers these techniques as good one. He visited my classes and said very good, no problem. And the students also were very interested about it and said they like the systems which I apply. There are also some problems like there are few students who are shy, they do not feel interested in talking about anything in a group. In this case, what I do is that in every group I keep a seat empty, where I seat and observe their performances. Those who speak less, I ask them to speak. Also, while making a group you need to mix up students. If you mix very good, medium and bit weak students together, that works better. In pair works, suppose a student is hesitating to ask me about something, but will be comfortable to ask his or her friends. However, there is variation in it. Some students feel I will ask my friend why, do I know less than him or her. [ ]

59.	I	[ ] Yes, Sir.
60.	RAJU	But most students do ask their friends.
61.	I	What was the role of your school in your teacher training? Did your school send you for any training?
62.	RAJU	From my school, with a good salary, they granted me leave for the American training. My principal said that he feels really proud that I could attend this training, as many teachers give exams for this training, but I got the chance. He was very proud of me. He also granted my leave from the governing body. He never forbade me to go for any training at present time as well.
63.	I	Sir, when new teachers join your school, does your school arrange training for them?
64.	RAJU	Nowadays, according to new laws, the government takes an exam like BCS for teachers to enter schools even in private schools and the government appoints them. Like this process, new teachers came to our school. As an in-service training, our school does provide such training on English and ICT. Our Principal believes that without professional development, teachers cannot teach well. Before this pandemic, he had arranged such training. It has negative aspects as well. Your colleagues are not interested to go for any training under any colleagues. It's like he is my colleague, why I will go for any training under him. They do not feel interested. But the government suggests that training you means you will train your colleagues as well. We had arranged training like this but there were problems like I said.
65.	I	Okay Sir. I got it. Sir, through your trainings how your teaching skills were improved?
66.	RAJU	Of course. Absolutely, I think so. But the training should be considered as training for the teachers. If you want to become a teacher, you need to take the trainings seriously, learn those and implement those at your classes. Otherwise, those trainings hold no meaning. What I noticed in the training sessions, some teachers come only because they had to come, they do not implement anything, they do not even note anything. When we assess them at the last day of the training, they do not do well.
67.	I	Ok, okay Sir. If you find any shortcomings in the training which you have done, tell me something about that.
68.	RAJU	Actually, the training is good or bad depending upon the trainer. Do you agree to this?

69.	I	Yes Sir. It depends much on the trainer.
70.	RAJU	Yeah, it depends much on the trainer. In our country, the trainings which are available need well monitoring system. For example, the trainings I have attended abroad or online on special education, online teaching or as a teacher trainer from good universities, they evaluate us before giving me the training that how much I know. Again, after giving the training, they evaluated me again to see how much I could learn from the training. In our country's training, in only a few trainings, it is available. For example, the training I get from NAEM (National Academy for Educational Management), it is available there. But the trainings take place in the schools where schools are considered as training centres, it is not available there. It is available in IER trainings of Dhaka University. It should be mandatory in all the trainings. In many trainings, it is not available. I think it's a shortcoming. If it becomes mandatory, the trainee teachers will be more responsible for learning from the training. Could I make you understand?
71.	I	Yes, Sir. Yes Sir. Do you have any future plans for improving your teaching skills?
72.	RAJU	I really want to do a course on TESOL. I have contacted many places for this. It's quite expensive online. But it's a very good and important course for teachers.
73.	I	Sir, we are almost at the end of the interview. Sir, if you have any suggestions for teacher trainers or educators for making these teacher training more effective, could tell me something about that.
74.	RAJU	Training teachers as a trainer is a very very challenging job. The reason why I am saying this as challenging is the people come for the training, they are almost teachers. They are teachers. The topic on which you will provide the training, more or less they know about the topic. So, before giving them the training, you need to have good knowledge over the topic. Before taking the session, you need to take good preparation. As a teacher trainer you need to move and see every corner of the session to see whether everyone is paying attention or not. It's very important to become a good trainer. He or she needs to have good knowledge about the subject knowledge, management and presentation. Our country's teachers' presentation is not up to the mark. In the American training, I saw how the presentation of the trainers, how they mix with the students. Without this, teaching-learning will not happen. Learning will not happen if you have fear for your teacher. If you are afraid of your teacher, you will not have the courage to go to her. What do you think?
75.	I	Yes Sir. In our country's schools, colleges, it is quite rare where the relationship between teachers and students are friendly,

76.	RAJU	Yes. These things need to have to become a good trainer. For example, trainers of NAEM, they are experts in training, their work is to give training. Do you have idea about NAEM?
77.	I	Yes, Sir. I have a bit of idea about NAEM. Miss had told me about NAEM.
78.	RAJU	Oh yes, I have also worked on a NAEM project.
79.	I	Yes Sir. I have seen you at the webinar of Miss. It was really interesting to see the presentation of Miss and also your opinions.
80.	RAJU	Oh, that's really great.
81.	I	Yes Sir. We have completed almost all the questions. Thank you so much for your time. It was a really informative session. Thank you so much.
82.	RAJU	I also enjoyed talking with you. If you need any help in future, I would like to help you. No problem. I like to help people.
83.	I	Thank you so much Sir. I could understand that from your approach, it reflects that you like to help people.
84.	RAJU	Thank you. You stay well. Keep me and my daughter in your prayers.
85.	I	Thank you, Sir. I hope you all will stay well.
86.	RAJU	Okay..
87.	I	Okay, Sir.

APPENDIX E.1

SAMPLE OF CODING TEMPLATE BY THE RESEARCHER

RQ 1. What do the teachers think about teacher trainings they receive from different organizations?

Coding of Raju's interview

Interview Question (1)	Subordinate key word of question (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keyword(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Sir, how did you find the training? Was it effective for you?	*Effectiveness of training	*Training was effective	I think this training has developed me as a teacher. Not only developed, frankly speaking, I learnt a lot from them.	*effective training	1	DU RAJ 50
Which part of the training was most effective for you?	*Effective *part of training	*Practical session of the training was effective/ useful	It's really interesting to talk about what I learnt in the university class. That university is a glamorous university, Hamline University, in Minnesota. It was really exciting that they took me to a school in Saint Paul to see whether I can apply those methodologies, systems in the classroom which I learnt from the training.	*Practical session *effective training	1 1	DU RAJ 52

APPENDIX E.2

SAMPLE THEME GENERATION TEMPLATE

Research question 1:

What do the English teachers think about teacher trainings they receive from different organisations?

Interview Questions:

1. How did you find the training? Was it effective for you?

Raju (C1)	Afia (C2)	Mamun (C3)	Sahida (C4)	Sanjana (C5)	Hasan (C6)	Samia (C7)	Jahangir (C8)	Nila (C9)	Sajid (C10)	Themes
It was effective for me (RAJ 50)	It was effective for me (AFI 47)	It was effective for me (MAM 48)	It was effective for me (SAH 47)	It was effective for me (SAN 49)	It was effective for me (HAS 46)	It was effective for me (SAM 47)	It was effective for me (JAH 48)	It was effective for me (NIL 46)	It was effective for me (SAJ 45)	*Trainings were effective for teachers

2. Which part of the training was most effective for you?

Raju (C1)	Afia (C2)	Mamun (C3)	Sahida (C4)	Sanjana (C5)	Hasan (C6)	Samia (C7)	Jahangir (C8)	Nila (C9)	Sajid (C10)	Themes
Practical session was effective (RAJ 2)	Whole session was effective. In particular, practical one was the most helpful one. (AFI 50)	Practical session was effective (MAM 49)	Practical session & sharing views with other teachers was helpful (SAH 48)	Whole session was effective. In particular, practical one was the most helpful one (SAN 50)	Whole session was effective. In particular, practical one was the most helpful one. (HAS 48)	Practical session was effective (SAM 49)	Whole session was effective. In particular, practical one was the most helpful one. (JAH 50)	Practical session was effective as we could learn from others (NIL 48)	Practical session was effective, sharing views with other teachers was helpful (SAJ 47)	*Whole session was effective, in particular the practical session was the most beneficial one. *Sharing views & learning from others.

APPENDIX F.1

RATING FOR TEACHERS' INTERVIEW BY RATER

Effectiveness of teacher training in secondary English Language classrooms

Please respond to the following themes by choosing "Agree" or "Disagree". Your suggestions will be appreciated on the comment's column.

RQ. 2. What are the components English teachers learnt from the training?						
Theme	Main ideas	Discourse unit	Verbal support	Inter-Rater		Comments/Suggestions
				Agree	Disagree	
Teachers learnt how to teach four skills of English	Learnt teaching speaking, reading, writing, listening skills	AFI 52 MAM 55	"I learnt how I can teach the four skills of English, speaking, listening, writing, reading from my teacher training." "In the training we were taught to teach English's four skills through group works, pair works."	/ /		

Assessment as one of the elements teacher training	Formative assessment, summative assessment, rubric	SAN 59	"We were told about assessments. Two kinds of assessments. Summative and Formative assessments. Also, how can we mark students"	/		
		NIV 60	"I learnt about a new concept about which I did not have any idea, that is rubric. In the training, I came to know about this and how we the teachers can use the rubric for assessing four skills of students"	/		
Teachers learnt about Lesson plan	Making lesson plan	JAH 62	"In the training, we also learnt how to make lesson plan and benefits of it in organizing teaching and activities in class"	/		
		SAJ 58	"The trainers talked about making lesson plans. However, I think, lesson plan is more important for new teachers"		/	He is saying more about what is needed for new teachers. Maybe this answer will not fit the theme exactly.
Training on using technology	Using technology for teaching	SAN 61	"In this pandemic situation, before taking online classes, we had to attend a training of 7 days to learn how to use different online platforms to take online classes. For example, I learnt how to operate Zoom for taking online classes"	/		
		HAS 64	"We learnt how we can use technology for teaching even in more easier ways. In my last training, we were taught how to make PowerPoint slides, use visuals to make the classes interesting for the students"	/		
Encouraging students	Encouraging, motivating students	RAJ 63	"In the training, trainers told us to encourage students, appreciate them for their response, does not matter whether it is right or wrong, always appreciate them. It will motivate them to participate more"	/		
		SAH 65	"Trainers repeatedly told us to encourage students so that they feel motivated to participate in class."	/		

Name of the Rater: Dr. Sabreena Ahmed
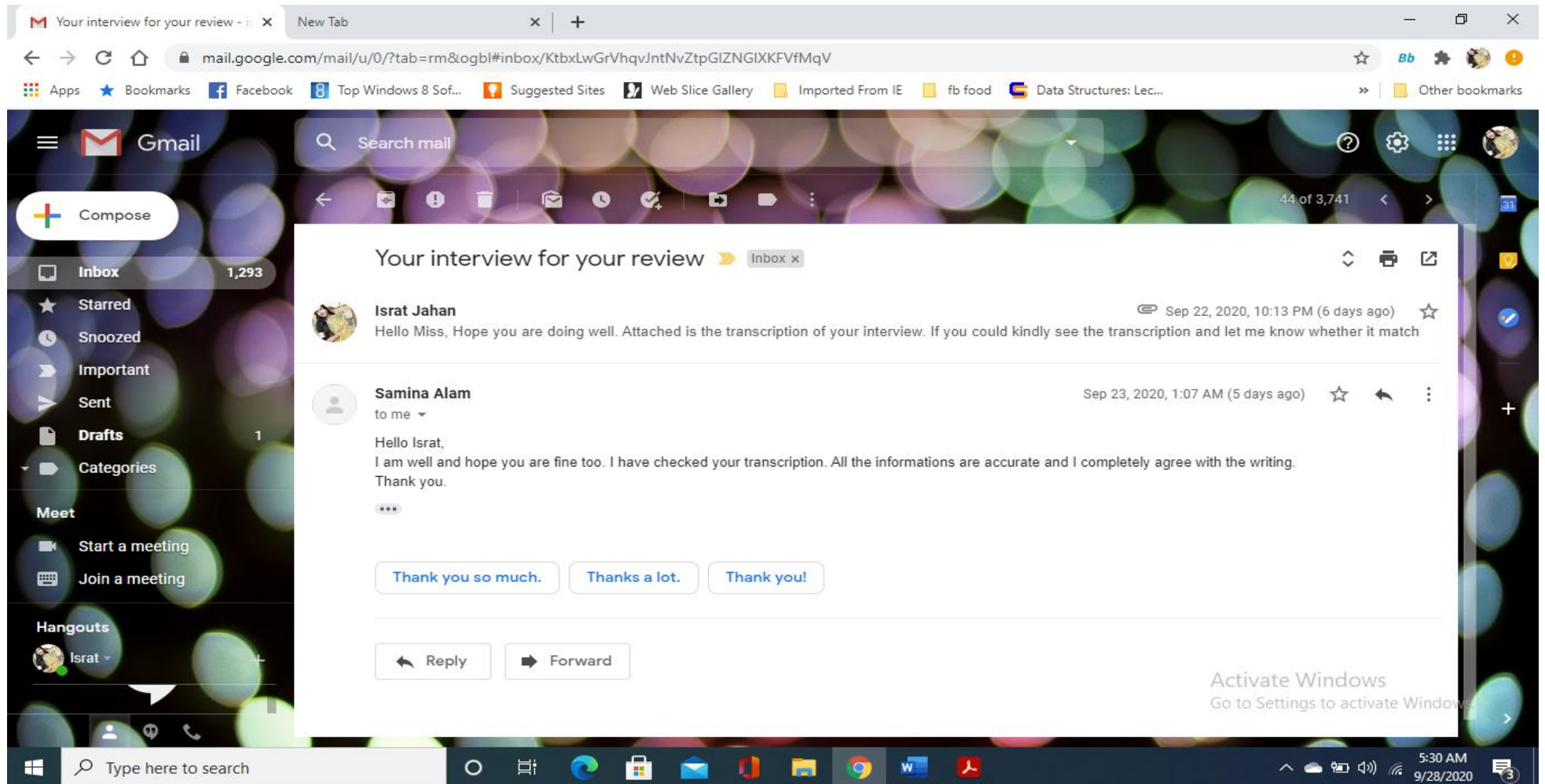Date:18th August 2020

APPENDIX F.2

INTER-RATER RELIABILITY CALCULATION FOR TEACHERS' INTERVIEWS

	Percentage of agreement (Total number of agreement/Total number of responses) x100
Inter-rater	**(9/10) x 100** **=90%**

APPENDIX F.3

SAMPLE OF EMAIL FOR MEMBER CHECKING

APPENDIX G

AUDIT TRAIL OF THE STUDY

No	Date	Activities	Records
1.	15th July to 25th July	Contacting teachers and asking for help to contact more teachers	Messages, email
2.	20th July to 1th August	Recordings of interviews	Audio files
3.	2th August to 6th August	Transcribed interviews of participants	Transcripts
4.	10th August to 15th August	Member checking and incorporating corrections given by participants	Emails
5.	16th August to 20th August	Contacting rater, sending interviews for rating and receiving inter-raters' feedbacks	Emails, messages