

**TEACHERS' SELF-EFFICACY AND BELIEFS REGARDING
GRAMMAR-TRANSLATION METHOD: TEACHING WRITING AT SCHOOL
LEVEL**

By

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Declaration

It is hereby declared that

1. The thesis represents my own original work while completing the degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party.
3. The thesis does not include material that has been accepted or submitted, for any other degree at a university or other institution.
4. I have acknowledged all of the main sources of help.

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Approval

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Abstract

In teaching a language, the teacher plays a vital role since the way they portray their expertise in teaching, manage classrooms or address the learners will have an impact on the final outcome. Because of this, teachers' self-efficacy beliefs have been a great area of interest for the researchers and this concept has been combined with various aspects in order to find out a teaching-learning scenario and its success rate in many places. The present research has adopted a qualitative method to collect data from six teachers of Bangladesh (four from Dhaka, and two from Tangail and Borguna respectively) to find out teachers' self-efficacy and beliefs regarding the grammar-translation method in teaching writing skills. The analysis provided in this research paper highlights how language teachers' previous learning experience, self-confidence, content knowledge, methodological preference and sociocultural factors enable them to teach a language in a productive way.

Key words: Language teacher's self-efficacy beliefs, grammar-translation method, writing skill.

Dedication

This dissertation is dedicated to my beloved family. Without their constant support and encouragement, this journey would not have been possible.

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Chapter One: Introduction

1.1. Setting the backdrop

The education system of Bangladesh, to this day, is very much focused on writing skills. Different job sectors, or high stake exams, whether public or private, still conduct an initial test on written format and then opt for viva. That is why accurate writing is still given much preference since people are initially judged by their writing skills. Because of this, NCTB (2012) has proposed changes in the teaching method as per the Education Policy, 2010. It says that the communicative language teaching should be used while teaching English since it integrates the four skills of language. However, given the “ground realities of the learners and teachers’ long time practice in grammar teaching, communicative English grammar will be taught simultaneously as English Paper Two”. The curriculum asks to present grammar points and vocabulary in a proper context (p. 35). Ultimately, what has happened is that the good old grammar-translation method has been given a subtle communicative touch to it and is still prevailing strongly in the country. One of the main reasons is that unlike English medium or English version schools, for most of the students of Bangla medium schools, the only sources of exposure to English language are their English 1st paper and English 2nd paper classrooms (taking the rural schools into account); English 1st paper incorporating contemporary topics in order to focus on real life communication and English 2nd paper focusing on teaching grammar in a communicative manner to improve the four language skills (ibid). However, this is not how students are tested in their examinations. There are no listening or speaking tests, the students are graded based on their reading and writing skills. Therefore, it is important to produce accurate writing; otherwise, their marks will be deducted.

In an educational setting, where the learners are required to improve their four skills, it is important for the teacher to decide which method should be used to improve a certain skill.

When it comes to teaching writing skills, according to Fromkin and others, “Writing follows certain prescriptive rules of grammar, usage, and style” than the spoken language, and it is taught, not learned through exposure. (2014, p. 12) Also, as the Grammar-Translation Method is more structured and rule focused, some teachers prefer teaching writing skills using this method because it allows them to control the class properly, and having being taught in the grammar-translation method makes them comfortable in using it. While some teachers are against this notion, it ultimately comes down to how a teacher is teaching the language; whether s/he is able to get the best from the students, since whichever method the teacher chooses, having or not having any confidence in one's ability can create a huge impact on someone's performance.

1.2. Central research questions

The purpose of this study is to find answers to the following research questions-

1. Is there any relationship between language teachers' sense of self-efficacy and their teaching practices?
2. How do the teachers perceive the grammar-translation method to teach writing skills?
3. What factors influence teachers' self-efficacy beliefs and classroom practices?

1.3. Purpose of the study

There have been a lot of research on teachers' self- efficacy beliefs in different educational settings by different researchers (such as Tschannen-Moran, Hoy, & Hoy, 1998; Klassen, Tze, Betts, & Gordon, 2011; Huangfu, 2012; Wyatt, 2018). Also, there has been a relative amount of work in Bangladesh on the use of the grammar-translation method in different levels by many researchers (such as Abedin, 2012; Alam, 2015; Roy, 2016). In addition, researches that were conducted on teachers' self-efficacy in Bangladesh mostly included inclusive education (such as Ahsan, Sharma, & Deppeler, 2012; Ahmmed, Sharma, & Deppeler, 2012; Ahsan, Deppeler, & Sharma, 2013; Tasnuba, & Tsokova, 2015 and many

more). To the researcher's knowledge, there hardly has been any research done in Bangladesh on the combination of the aforementioned topics. Therefore, the purpose of this study is to find out the teachers' self-efficacy and beliefs regarding the grammar-translation method in teaching writing skills.

Chapter Two: Literature Review

2.1. Language teacher's sense of self-efficacy

The notion of self-efficacy denotes the idea of one's beliefs regarding one's ability to perform and accomplish the task properly. Adding this notion with "language teachers" mean, a teacher's belief in her own capabilities of performing a task, in a proper manner in a specific situation (Dellinger, Bobbett, Olivier, & Ellet., 2008, p. 752). The theory of self-efficacy was first introduced by Bandura in 1977 through his article *Self-efficacy: Toward a Unifying Theory of Behavioral Change*. He stated that having confidence in one's ability helps them to take initiatives and determines their coping mechanism in the course of action. In his words- "The strength of people's convictions in their own effectiveness is likely to affect whether they will even try to cope with given situations" (ibid, p. 193). This concept of language teacher's self-efficacy beliefs mainly focuses on how a language teacher can affect the teaching-learning context in a positive way and bring changes in the students' outcome. In some cases, a language teacher's sense of self-efficacy has given rise to ideas such as whether teacher's self-efficacy means teacher proficiency as well? Regarding this, Tsang (2017) said that the importance of being proficient in a language is needed for teaching the language. However, when the teacher crosses that certain threshold, other factors such as content knowledge, pedagogical knowledge, being comfortable in executing certain tasks might play a bigger role in regulating learners' engagement in the classroom and "in the overall teaching effectiveness" than being proficient (p. 112). Nonetheless, in different contexts, the idea of proficiency is different. While someone might be proficient in one context, he might not be in a different situation. Therefore, as Elder & Kim (2014) says, the "threshold remains an elusive notion" (as cited in Faez, Karas & Uchihara, 2019, p.3).

2.2. Grammar-Translation method: gains and losses

Grammar-Translation Method is mostly criticized for the way it approaches language teaching as it focuses more on grammatical rules, rote memorization of vocabulary and so on rather than communication. In this method, the teacher presents the language components, the rules and structures; the students memorize them and practice them through rigid exercises and then use their knowledge to produce accurate novel sentences through writing activities. However, simply knowing the grammar rules and producing new sentences by using those rules does not always mean that someone is a good user of the language. Grammatical sentences produced in isolation, or as Noguchi (1991) says, rules learned without understanding or used without knowing the proper usage is futile; it does not generate fruitful learning (as cited in Lin, 2008, p. 7). Failing to see how their knowledge of the language can be used in real life makes them reluctant to learn the rules. Again, Lin (2008) cites Yeh (2004) which says, memorizing vocabulary, paying attention to structures, doing explicit numbers of exercises might leave a negative impact on the learner and in turn, towards learning the language (p. 5). These are some of the drawbacks of the Grammar-translation Method. Hence, to make the proper use of this method, grammar rules should be taught in a context, and they should be taught in order to facilitate comprehension, internalization and accurate real life language production (Chang, 2011, p. 14-15).

Furthermore, since the end product matters in the Grammar Translation method, rather than ignoring the mistakes learners make, the teachers intervene with correct forms, since not giving “correction and explicit instruction” might lead to “early fossilization of errors” (Lightbown & Spada, 2006, p. 140). That is why, giving instant feedback on a written piece while teaching using the grammar-translation method is seen as an important task, since incorporating feedback in the students’ written piece is considered to be part of the “writing development process” (Rahman, 2017, p. 65). The followers of the grammar-translation

method believe that presenting the language with rules might help the learners to understand why one form is acceptable and the other is not, and how an unlimited number of sentences can be constructed with a limited set of rules. If the learners already know the basic usage of the language to some extent, correcting them in the early levels might help them to refine their production more. Hence, the main focus is to create a “connection between conscious understanding of a rule and the ability to use it.” (Cook, 2008, p. 40)

2.3. Language teachers' contextual awareness and their everyday practices

As much as the methodology matters in teaching a language, the context where the language is going to be taught and used is very important as well. The attitudes, beliefs, expectations of the users of the language, and what is deemed as successful language learning can be varied across cultures (Cortazzi & Jin, 1996, p. 1). A context where English is the native language, or is used for communicative purposes in the majority of cases, the communicative language teaching might be a better teaching method. On the other hand, a context where reading and writing skills are given more importance because of the existing educational system and job sector; learners are tested based on their comprehension and accurate writing skills, a different method might play an important role.

According to Bax (2003), based on the ‘context analysis’, the teachers will decide which method will be used to teach different skills of the language. The variables that define the context are- the learners’ wants, needs, learning styles, the strategies they use to learn the language, availability of resources, classroom size, culture, textbooks, local culture and many more. He suggests, maybe in some cases, it is better to start language teaching with grammar, or oral communication might get the main priority, conversely, a situation where the learners are in the very early stage of learning the language, lexis might come first. Along with these, some situations may require group work over individual or pair works, or formal lecture mode over task-based teaching or discussion sessions (p. 285).

The main point is that there are many factors that affect the decision of how to teach a language. Contextual variation and cultural expectations makes one component more acceptable than others. According to Phuong-Mai, Terlouw, Pilot, & Elliott (2009), “a complex web of cultural conflicts and mismatches” might occur when the western concepts of language teaching are incorporated in a different context without making proper modification (pp. 857-858). Maybe the modified version can have more success than the original one. On the other hand, maybe the previous method can have more success rate than the western method or than the hybrid version of it. Meaning, different situations have different requirements and will have different success rates with different methods. Therefore, using the grammar translation method to teach writing skills might not be seen as not being “modern”, as some may consider “a country without CLT is somehow backward” which Bax (2003) labels as “CLT attitude” (p. 279).

2.4. Grammar-Translation method and skills in focus

2.4.1. Reading skills

Language pedagogies that have made its way in the teaching-learning context had some underlying theoretical basis. Since the primary focus of the grammar-translation method was on grammar, vocabulary and practicing translation, full attention was given on improving reading and writing skills; speaking and listening skills were hardly taken into consideration (Griffiths, 2001, p. 247) The reason was that being able to read and understand a foreign text was deemed enough, and to meet this fundamental purpose, learning about the grammatical rules and vocabulary was needed (Larsen-Freeman, 2000, p. 17). Therefore, learners gave more importance to grammatical structures and new words while reading a text in the target language (Tan, 2016, p. 101) because those passages worked as the stimulus for learning the aforementioned skills.

Different activities were done to improve the reading skills of the learners, which in return, were supposed to improve their writing skills. As Zuidema (2012) suggests, the reading and writing skills are connected through grammar if we consider reading and writing as two sides of the same coin. She also mentions Benjamin and Olivia (2007) in her writing where the mentioned authors said, reading and writing skills are related to each other since the former allows the craft (grammar) to be discovered and the latter gives it the platform to be practiced in (p. 64). Therefore, learners were asked to read and translate a literary passage in the native language from the target language; based on the reading passage, they had to answer questions in the target language; passages and sentences with blanks were given to be filled with proper “vocabulary or grammatical items; topics to write compositions were given the learners which were related to the passage they read (Benati, 2018, p. 3). These activities were highly preferable because they were used to check what the learners took from reading the passages and what they could produce in their writings.

2.4.2. Writing skills

Academic writing has some rules and structures to follow; some vocabulary that they consider as formal. However, identifying these rules and vocabulary becomes very challenging for the learners because general academic vocabularies are not the main focus of the content teachers (Hyland and Tse, 2007, p. 236) and in communicative language teaching, the English teachers focus more on productivity than accuracy. Therefore, when the learners shift from spoken to written register, not all learners can maintain the nature of the register. For some of the learners, the result is not always up to the mark as their writing samples still contain some components of the spoken language. This certain issue, as Smithies (1981) suggests, is a typical “student problem” which can happen in both mother tongue and other languages (p. 369). Surprisingly, these specific issues are the main focus of the grammar-translation method. Thus, if these writing issues have to be resolved, the learners' attention

has to be directed towards what is expected of them by providing them with the adequate knowledge of the following elements.

2.4.2.1. Grammatical rules

Grammar is the foundation or the building block of a language. A solid foundation of grammar gives learners the flexibility they need to produce the language, and helps them to shape and direct the further usage in a meaningful and appropriate way. This foundation is created through rigorous processes. When we say process, it means a pattern or structure is followed which helps to produce a possible/ desirable outcome. Benjamin, et al. (2006) mentions John Crow in his article who said, since “brain is a pattern-seeing device and grammar is a patterned system [...]”, teaching grammatical rules should not be seen as a hindrance because making meaning out of patterns is the forte of the brain (p. 18).

In the grammar-translation method, the teacher presents the rules to the students, explains them in L1 and then gives examples. The learners have to repeatedly practice these rules through different exercises so that they can produce error free sentences. Availability of regular structures and exceptions leads towards better competence because learners know what to include and how to include complex grammatical patterns in their production (Hudson & Walmsley, 2005, p. 594). Sentence fragments, broken, incomplete sentences or grammatical errors are acceptable in spoken language since contextualized metalinguistic features help to convey the message properly. However, in written language, forms matter because “clarity and precision” is needed to convey the message; “correctness matters” (Benjamin, et al., 2006, p. 18). As Micciche (2004) says, a change in the structure can alter the meaning in a significant way (p. 721). Therefore, explicitly giving out the rules and practicing them can be considered as an adequate approach as it will lead to ‘consciousness-raising’ and ‘noticing’, which in turn leads to ‘restructuring of the learner’s internal grammar’ [...]” (Swan, 2001, p. 203).

2.4.2.2. Vocabulary and spelling

Vocabulary is a major component of second language acquisition because it improves the proficiency of the learners and creates the basis for better reading, writing, speaking and listening (Richards & Renandya, 2002, p. 255). Adequate knowledge of vocabulary paired with grammatical knowledge allows the users to comprehend, use, and play with the language in any way they want, and in grammar-translation method, learning vocabulary is one of the main focuses. Here, along with the grammar rules, learners are presented with translations of a L2 word in L1 and are provided with examples where the L2 word has been used, especially in an isolated sentence. Then the learners need to memorize these chunks of vocabularies in order to internalize the equivalent meaning of the L1 in L2 and vice-versa. Nevertheless, like any other approach towards learning any language skill, this method comes with criticisms as well. In McCarthy's (1990) opinion, most of the time the learners tend to look for equivalent meaning of a L2 word in their L1 even though the context where the L2 word has been used can totally diverge from the meaning it produces in the L1 context (as cited in Prince, 1996, p. 478). As a consequence, this hinders the learning process. However, as much as the opposite claim is fairly justified, another factor that cannot be ignored is the proficiency level of the learner that affects the learning process. According to Duff (1989) and Sheen (1993), learning through translation enhances the "accuracy and clarity" of the learners' understanding (as cited in Izumi, 1995, p. 226). Therefore, whereas "extensive reading" might be more beneficial for more proficient learners, explicit instructions for learning vocabulary, its meaning, and the "whats and hows" might be more helpful for learners whose vocabulary repertoire is still very limited (Hunt & Beglar, 2002, p. 258). Later comes the language-focused instruction where, as Nation (2002) says, the focus is given mainly on "deliberately learning" the meanings of different words, their spellings, "memorizing" collocations and phrases that contains the words, and if used incorrectly, the

learner is corrected based on the contextual need (p. 270). This incorrect usage might include using synonyms which might have similar meanings but does not go with the specific context, or it might refer to academic writing where the written language is different from spoken language. Therefore, even though the grammar-translation method does have some drawbacks in terms of teaching vocabulary, it does have merits for those who are at the initial level of learning a second language.

2.5. Addressing different learning styles

Every learner has some preferences which are triggered by proper stimuli. These preferences are affected by the learning environment, cultural background, personality, learning experience, and ultimately cause the success or failure of learning a language. These are the ways the learners perceive things in an educational setting; they are called learning styles. According to Pei-Shi (2012), these preferences or learning styles are the “internal traits” of the learners (p. 231). They help the learners to acquire or learn the language when it is presented in a certain manner. Even though the learners respond to different types of stimuli, as Harmer (2010) says, one specific style may stimulate their learning more than other styles (p. 15) and they seem to remain stable and goes through further development by the learners throughout their learning process (Wong & Nunan, 2011, p. 145).

Based on the differences and varieties, Xu (2011) divides the learning styles into three main categories; they are- Perceptual learning styles (visual, auditory, kinesthetic, tactile learners), Cognitive learning styles (Field-dependent and field-independent learners) and Personality learning styles (reflective and impulsive learners).

For visual learners, who prefer to learn by reading books, looking at words or structures, grammar-translation method works better because rather than the teacher trying to communicate with them, they feel comfortable when the items are presented in written form.

On the other hand, auditory learners learn better in communicative approach because of the opposite traits of the visual learners (p. 414).

In cognitive learning styles, learners who are field-independent may prefer the grammar-translation method because they tend to look at the elements of the language discreetly; they can analyze a specific aspect without depending on the broader aspect. On the other hand, field-dependent learners tend to look at the bigger picture by not considering the related elements discreetly. Both styles lead towards learning the language, however, they deal with two very different types of language learning. Whereas field-independent style prefers language learning activities such as rules, “drills, exercises, tests [...] etc.”, the field-dependent style favors natural, real life communication, which rarely is present in the “average language classroom” (Brown, 2000, pp. 114-116). Therefore, it can be said that the former style can also be referred to as grammar-translation method, and on the other hand, the latter style leans towards communicative or direct method.

Similarly, the grammar-translation method works in favor of the reflective learners because they give more attention to accuracy over fluency. Hence, before writing or speaking anything, they will think it through. On the other hand, as the name suggests, impulsive learners do not care about mistakes as they choose fluency over accuracy. These types of learners are risk-takers and tend to make more mistakes than reflective learners (Xu, 2011, p. 415). Nonetheless, every learner prefers at least more than one learning style. Learning a language is not possible with only one learning style. That is why Oxford (2003) says, if we consider the learning styles laid out in different continuums, we will find ourselves “somewhere on a continuum for each style dimension” (p. 273).

Chapter three: Research Methodology

3.1. Overview

This chapter gives an in-depth idea about how the research has been conducted. It includes the following aspects: the design of the research, the setting, and the instruments used to collect the data. This chapter also explores the engagement with the participants, the process of collecting the data and how it is going to be analyzed in the following chapter. The central research questions that maneuver this research are-

1. Is there any relationship between language teachers' sense of self-efficacy and their teaching practices?
2. How do the teachers perceive the grammar-translation method to teach writing skills?
3. What factors influence teachers' self-efficacy beliefs and classroom practices?

3.2. Research design

For this study, the researcher has decided to opt for qualitative research design as this type of research helps to interpret or present what happens in the actual setting through the lenses or viewpoints of the participants without tempering it with, what Jacob (1987) says, “the cultural and intellectual biases of the researcher” (as cited in Seliger & Shohamy, 1989, p.118).

Qualitative design involves a detailed description of the problem/issue and explores how different perceptions and elements shape the individual's approach taken towards the issue in a natural setting (Denzin, & Lincoln, 2005; Creswell & Creswell, 2018;). As Silverman (2017) says, in order to get the answers of “what” and “how” questions, no other research design is better than the qualitative method (p. 45), it lays out the rationale why the researcher chose qualitative method to answer the research questions that are mentioned in **3.1.**

For this research, data has been collected from participants in the manner of interviews. Afterwards, they have been coded based on the findings from the interviews to analyse them thematically and address the central research questions.

3.3. Setting

For this study, the data was collected from five Bangla medium schools: three schools from Dhaka, one school from Madhupur, Tangail and another school from Amtoli, Barguna.

Taking permissions from these schools to observe classes and to take interviews of the teachers were time consuming, yet not a complicated task. Among the five schools, three schools (one from Dhaka and the other two from different districts) are the alma mater of the researcher. Also, the researcher was able to get access to other two schools comparatively easily since she personally knows two English teachers of those schools.

However, the schools of other districts were not the initial choice of the researcher since going there to observe the classes and taking face-to-face interviews of the selected participants would not be cost effective. Initially, two other schools from Dhaka were the primary choice of the researcher because it would give the researcher the opportunity to interview and observe the participants and their classes in the formal setting. Nonetheless, some changes had to be made while collecting the data. The face-to-face interviews took place in various settings, such as- two interviews at the participants' place; two at the school before their designated shifts started. The other two interviews were taken over phone since the participants live in other districts. Even though classroom observation was present in the initial planning, it did not take place in the final step of data collection. Therefore, to shed a light on why a change of plan happened during final data collection has been discussed in section **3.8**.

3.4. Sampling for the study

According to Dörnyei (2007), an individual or a group of people whom the researcher examines in order to get the required data is defined as a sample. (p. 96). In qualitative research, the richness of the data is given the utmost priority over the number of data collected. Thus, while choosing the sample unit for this study, the researcher has been purposeful and selective of the people who can provide varied insights into the phenomena to ensure maximum learning (ibid, p. 126).

Five institutions and six teachers were chosen for the sampling of this research. Among these six teachers, the researcher has been a direct student of four teachers. Since this research focuses on the English teachers' self-efficacy and beliefs regarding the grammar-translation method to teach writing skills, the researcher was able to draw some of her own experiences as a learner and a home tutor in this study. However, the primary data came from the thorough interviews with the participants. **Table-1** contains the information regarding the participants of this study. Although the interview questionnaire contains the real names of the participants, pseudonyms have been used in the following table to maintain the privacy of the participants.

Institution	Pseudonym	Age	Highest Qualification
A	Mahboob	44	M. Ed
A	Afrida	42	M.A
B	Tamanna	42	M.A
C	Zehrin	40	M. Ed (Cont.)
D	Tamal	35	M. Ed
E	Sinthia	30	M.A (Cont.)

Table 1: Overview of the participants

3.5. Instrumentation

For the present study, the researcher chose interviews as the medium of collecting data.

Before constructing the final questionnaire, a sample questionnaire was prepared to conduct a pilot study as it allows the researcher to “test run” the instrument to understand whether it can perform as envisioned (Chenail, 2011, p. 257). Two acquaintances of the researcher who are currently teaching English in schools took part in this pilot study. Their interviews were recorded and analyzed, and based on that the researcher found a necessity to make some adjustments to the existing questionnaire. The participants of the pilot study gave feedback where the questions seemed ambiguous, the wording needed to be changed in order to obtain a range of responses that are related to the topic and on rearranging the sequence of the questions.

After incorporating the necessary feedback, a semi-structured interview questionnaire consisting of 11 questions (**Appendix-A**) was prepared for the final data collection. The literature reviewed in the previous chapter, the central research questions, the feedback of the pilot study and the researchers previous experiences helped to shape the interview questions in a better way.

3.6. Data collection procedure

The data collection procedure along with the pilot study took over one and a half months because of the availability of the participants. At first, the researcher had to go to the three schools of Dhaka to talk to the participants. On the first day, the researcher gave them an idea about the research, and after deciding on when and where to meet, the researcher went to collect the data through interviews. The main reason the researcher chose to interview the participants because the comfortable relationship between the researcher and the participants will help to regulate conversation in a more natural way, which might not be possible if other procedures were chosen. Also, since every individual has their “own social history and an

individual perspective on the world” (Fontana & Frey, 2005, p. 722), interviews can help to gain access to their insight.

The data were collected through semi-structured interviews. In this type of interview, the questions mostly work as a guideline to direct the interview in order to elicit necessary data to address the central research questions. The questions were open-ended which were guided by the researcher, but at the same time allowed flexibility to the participants to go in-depth when necessary or when the researcher thought a new perspective might surface if the participant elaborates more on a certain issue. Many researchers (such as Dörnyei, 2007; Given, 2008; Heigham & Croker, 2009) have pointed out these elements in their studies as well.

Moreover, follow-up questions that were not mentioned in the interview questionnaire, however, were necessary to get a better understanding of the participants' point of view were asked by the researcher. The face-to-face interviews were recorded with the consent of the participants. While taking telephone interviews of the participants from the other districts, the researcher took elaborate notes.

3.7. Process of analyzing data

The data analysis process of any qualitative research is the same to some extent. Regardless, there are variations available where some researchers may include some different or additional approaches in between. The usual steps are- preparing and organizing the data for analysis, coding or condensing the data to categorize them under broader themes, interpreting the themes in relation to existing literature and personal understanding, representing the themes/ findings with narratives/ in discussion (Patton, 2002; Creswell, 2012; Creswell & Poth, 2018).

In order to ease the process of analyzing the data, the researcher first transcribed the recorded data, then organized the notes that were collected from the phone interviews which led to the accumulation of these two types of data to fish out the codes. Next, the researcher tried to

find a common ground from these codes or various opinions and perspectives, presented them and decided to analyze them in a thematic manner. While analyzing and interpreting these themes, the researcher also included her perspective and the existing literature. The researcher also had the flexibility to contact the participants for clarification or additional information while analyzing the data.

3.8. Obstacles encountered

Initially, the researcher planned to interview the teachers and observe their classes to take notes and to cross-check/ triangulate the data that were going to be analyzed. However, when the researcher went to the institutions, the teachers said that the students are hardly coming to the classes because the first three months of the year hosts different programs such as, annual sports day, milad (a program where the students and teachers pray for the betterment of the institution and each and every stakeholder), class parties; celebrates International Mother Language day, Independence day etc. Most of the students get busy in practicing sports or with club duties. Therefore, the teachers usually do not take attendance during this time, and also, they do not take classes much because the class is almost empty. This is a common scenario in most of the schools. Because of this, the teachers asked the researcher to go to the school within the last week of March to the first week of April because the syllabus and routines of the class tests which starts from mid-April will be given during those specific weeks, and the students will come to school to collect the syllabus and routines.

In the meantime, the researcher had interviewed the four participants from A, D and E institutes.

However, due to the COVID-19 pandemic, the institutions were initially ordered to remain shut down till March 31, which now has been extended till Eid holiday (Abbas, 2020, April 7) which made the researcher unable to observe the classes. There were two other schools from Dhaka whose teachers were yet to be interviewed. After this sudden shut down, the

researcher decided to take their interviews via telephone. However, they were reluctant to do it since it was time consuming, and according to them, the whole idea of the interview over the phone seemed tiring. Hence, a change of plan had to be made. The researcher decided to interview two of her previous school teachers over the phone since they live in Madhupur, Tangail and Amtoli, Barguna respectively. It was a lengthy and hectic process for both the participants, and the researcher. Nonetheless, they were happy to be part of their ex-student's research and cooperated accordingly.

Chapter Four: Findings and Discussion

4.1. Overview

The present chapter is divided into two sections. The first section incorporates the findings from the interviews and the second section discusses the findings in relation to the central research questions. Here, the collected data has been organized and showcased in a thematic manner. When necessary, the researcher presented the data in a narrative manner; in other cases, the researcher presented the participants' viewpoints in her own words.

4.2. Findings of the interviews

4.2.1. Language teachers' sense of efficacy, self-reported proficiency in English and their ability to teach English

Since the research revolves around self-efficacy and teaching along with other focal points, the researcher first wanted to know the concept they have regarding (self) efficacy, their self-perceived proficiency, the story behind its achievement, and how these combine when they teach English. Therefore, the first few interview questions (see **Appendix-A**) were regarding the aforementioned factors that worked as leading questions to set the mood and guide the participants gradually towards the main issues.

4.2.1.1. Perceived meaning of efficacy

When asked about "efficacy", all of the participants gave similar answers with some examples or explanations from their understanding; some of them already brought examples from their classrooms. Their responses included "being successful in the tasks in hand", "having the ability to complete or execute anything properly", "doing something in a way that can lead to success or get the job done", "taking the situation into account and managing everything in a way which can produce the maximum result" and so on.

According to Afrida,

I see efficacy as a process which is influenced by various factors that enables someone to be effective and achieve the desired goals. It is about the ability to pull something off. For example- right before we started the interview, I was thinking whether I can make this interview a productive one for you (the researcher) since you are my ex-student. I want to give you as much as possible so that later, you don't think it was a waste of time. Then I realized that this interview is related to my field of expertise and I know that I can work it out.

In Tamal's words,

Efficacy, to me, is related to being comfortable. The reason is that I can give my hundred percent when I am in a comfortable situation; I have full control over the task in hand. Even if I have partial control, which sometimes happens when I am teaching a topic in the class, and my students are finding it hard to concentrate, it doesn't pose a threat to me because as long as I know the inside-out of the situation, have the required skill to handle it, and I can get the expected result. Well, maybe it will not happen on that particular day, but I make sure that I get it done by the next or after the next class. Sometimes, you have to see the bigger picture, like, whether you were able to meet the objective at the end of everything. Sometimes, you have to make some small compromises, which in turn, can help you to get even better results.

4.2.1.2. Self-reported proficiency

According to the participants, knowing that they are proficient enough gives them confidence and helps them to perform the tasks better. When they were asked from their perspective, where do they stand in the proficiency continuum in different language skills, their responses were very similar in some specific skills and differed in others. In order to make it easy to understand, the researcher compiled their responses and decided to showcase it in the following manner.

	Reading	Writing	Speaking	Listening
Mahboob	Advanced	Superior	Superior	Superior
Afrida	Superior	Superior	Advanced	Advanced
Tamanna	Superior	Superior	Intermediate	Intermediate
Zehrin	Advanced	Advanced	Advanced	Advanced
Tamal	Advanced	Superior	Superior	Superior
Sinthia	Superior	Advanced	Intermediate	Advanced

Table 2: Self-reported proficiency in English

In order to get an insight into how they achieved this (self-reported) proficiency, the researcher wanted to know about their language learning experience in the third question (see **Appendix-A**). However, since the focus of this study is only on the writing skills, the researcher decided to incorporate only their experience of learning and improving writing skills in this section.

Based on the responses, it was visible that all of the participants were the product of the grammar-translation method. They used to practice the grammar rules and examples that their teachers taught them in the class. The teacher would give them homework based on the rules which they had to bring to class the next day, or else, they would get “kan-mola” (twisting ears), “beter bari” or “betraghat” (hitting with a cane on buttocks, mostly for boys and on the palms, mostly for girls). If the teacher was generous enough, s/he would just ask them to keep standing on their seats for some time if they didn’t bring the homework. These punishments were one of the main factors that encouraged them to improve their writing skills. Mainly because receiving punishments was not a good feeling, first of all; secondly, the implementations of those rules were visible and instant. This made them learn more rules and use them in their writing to produce grammatically correct sentences. Tamanna, one of the participants, used to find working with rules and structures very “mind-boggling” yet fascinating. In her words,

I used to make notes of the rules that the teacher teach [*sic*] in the class. I remember how I made notes for the different rules of tense. It went like, simple present tense, present continuous tense, present perfect tense, present perfect continuous tense along with the examples that the teacher wrote down on the board. While preparing these notes at home, I would leave some space between each rules [*sic*] and examples to include more examples later. I had a weird habit of reading random passages from my brother's English notes even though there were moments when I understood anything apart from several words. Anyway. It might sound weird but I used to read those just to find similar sentences that I learned that day. I would take my notes with me and spend hours to find the sentences with similar structures and write those down in the blank spaces that I left there intentionally, as if these sentences were the missed puzzles. At times, it was frustrating but this practice helped me in the long run and helped my reading and writing skills immensely. I hate memorizing rules and I didn't do it when I was little either. But somehow, I engraved those rules into my system without even knowing.

Another element that the researcher found common among the participants was translation. They were given isolated sentences to translate, the grammar rules they learned previously were incorporated while translating. Another focus of this practicing translation was to learn vocabularies. Sinthia said she used to make a list of vocabularies along with their meanings that she'd learned throughout the week and during the weekend; her grandfather would ask her meanings of some words from the list. Since she liked translating, she didn't take it as a burden. However, she did not like memorizing grammar rules, and sometimes, would just memorize the examples right before the examination night that the teacher said was important.

Mahboob, on the other hand, improved his writing skills in a different way. He says he improved his writing skills mostly from reading English story books and watching English movies, rules and translations acted as supporting factors.

He feels that,

Everyone needs a trigger to get interested in something. Memorizing the rules of Past perfect tense and translating “daktar ashar purbe rogiti mara gelo” to “The patient had died before the doctor came” was not enough for me because I didn't think I would need it for anything else other than securing a good grade in the exam. However, after watching the movie “The Gods Must Be Crazy”, I wanted to improve my English just to satisfy my own interest. I was fascinated by the way the sentences were constructed and delivered. However, I had a hard time understanding the meaning. My English teacher used to teach us grammar rules in Bangla and even though I hated it initially, eventually I started liking it. I'd watch the movie for half an hour each day, write down some sentences or words that caught my attention and later, I used to ask my private tutor, who was also my English teacher at school, to explain to me how these sentences were constructed. I still would say that memorizing those rules gave me a bitter experience but I won't disregard the fact that my writing skills improved when I started becoming aware of the rules. Knowing the structure is important.

4.2.1.3. Ability to teach English

All of the responses regarding self-efficacy and level of proficiency eventually led to the question whether they feel that being proficient in a language makes someone a better teacher (see **Appendix-A**). According to them, being proficient in a language which is taught as a subject in the classroom surely is a bonus point, yet, it is not enough to teach the language properly. A certain level of proficiency is surely needed since the students look up to their teachers. However, a vital point in teaching is to know how to teach. No matter how much

one method is better than the other, if the teacher does not know how to apply it in the classroom, whether it is the communicative language teaching method or the Grammar-translation method, the result will never be fruitful. A student might not be interested to learn from a teacher who does not know how to answer the "why" and "how" questions of his or her students. Although some students might be satisfied with the surface level knowledge, some might be interested in learning the structure as well because every learner is different. They also talked about how some teachers use the textbook while teaching, some of them even agreed that in their initial days, they sometimes did this due to lack of experience in teaching. From their understanding, in the grammar-translation method, the teacher is considered as the resource person. The teachers are supposed to explain the rules to the students; the books might present the rules to the students and make them practice, however, it is the role of the teacher to explain it to the students initially. Yet, the books become the core components in some cases; it does not remain the aid that the teachers use to make the teaching and learning more effective. Tamanna shared her experience of visiting a few language classrooms for some work. She said, one teacher asked the students to open the page of a specific topic, asked them to read it and made them do the practice without explaining the topic properly. This neither falls under the grammar-translation method, nor under communicative language teaching. In another class, the teacher gave the rules, which was not followed by any explanation. This is grammar practice indeed but not the proper way the grammar-translation method stands for. Thus, the teaching and learning remains faulty, with no improvement from the side of the learners. In a broader sense, it hardly improves the writing skill of the learners, especially for those who rely on structures and rules. Hence, the teacher should have the proper knowledge of how to teach and even more than this, should know how to execute this knowledge properly.

According to Afrida,

Even though I am a native speaker of Bangla, I will not be able to teach it properly in a classroom. There's more to a language than just communicating. The artistic features of a language cannot always be honed by communication. What you say is not always what you would write on the paper. Proper training and input is needed on the learners' side. And that's why, being proficient is not always enough to teach a language. There are other factors involved, such as, the teacher's content knowledge; the knowledge of how to teach; clearly understanding the scopes and limitations of the classroom context and making the best out of it; having an idea of his/her students' level; classroom management and so on. When you consider all these, it's inevitable to say that there's more to teaching than just being proficient.

From the leads obtained from the participants' responses, the following theme focuses on how their self-efficacy beliefs help them to decide which method/methods would be appropriate to teach and manage the specific classroom.

4.2.2. Language teachers' self-efficacy, classroom strategies and use of GTM

Writing skill is one of the major components of a language, and one of the main skills that is given more focus in our country. These participants teaching in the secondary level said that since the curriculum is now about achieving communicative competence and using the communicative language teaching approach, some of them tries to maintain it while teaching English 1st Paper in the class, however, in English 2nd Paper class, the grammar-translation method still holds a strong position.

"You can say that it's because of how I have been taught in childhood, it's true to some extent because it has shaped my idea of how language can be taught but that's not the only reason.

As you know, when we talk, we can use our expressions, gestures to get the meaning across. Sometimes, we don't feel the urge to finish the sentence because we know that it was enough for the other person to understand. But in writing, you can't use these hand gestures and

postures to say what you want to say. So, you do it by writing things properly. Writing is different from speaking and you need to know the rules, doesn't matter if you can't memorize them. Know that they exist." - that is what Sinthia had to say about writing skills.

Mahboob states,

Of course it doesn't mean that you have to always memorize rules and vocabularies and blindly practice them, but they do have some merit. For me, these rules worked as a guideline or as a filter. Since I was mostly motivated to learn the language by watching movies, sometimes, there were some expressions that I used while working on my compositions. I would say that I was lucky enough for getting a compassionate English teacher who would not just cross out my "inappropriate" expressions or sentences, he would explain it to me why it wasn't accepted since I'd said that people were using them in the movies. Written language is different from spoken language. And since we don't have the language in our surroundings that much, reading books or listening to them and incorporating the rules with them helps to create meaningful written pieces. Students should know that if they want me to understand what they have written down, being accurate is important, using proper vocabulary is important.

According to them, they have been brought up practicing those rules; however, it did not slow them down in learning the other three skills. Zehrin said that it is about setting one's priorities. Even though she had studied in a local school (in Amtoli) learning rules, memorizing vocabularies, translating sentences and passages, it never discouraged her from learning other skills. She just had to look for additional opportunities to improve her skills. These, altogether helped her to be better in writing, and better in English.

As a result, the participants said that they think using the grammar-translation method is still a useful method when it comes to teaching writing skills. They try to make the

rules/structures learning fun by adding their own tricks of how they used to learn the language; however, these techniques are still based on the grammar-translation method. According to them, one of the main reasons for still following this method while teaching writing skills is because of their past learning experiences along with other present contextual factors. Also, using the grammar-translation method in the class allows them to have control over the course of action and they feel confident that they will be able to teach the students the most using this method, at least when it is about teaching writing skills. Rather than attempting to teach using the communicative method and making the learning process more confusing, they prefer to stick to the traditional teaching method by bringing some changes here and there.

Most of the time, they start the classes by notifying the students about what they are going to learn from the lecture. Sometimes, as Zehrin says, she starts explaining the grammar topic with rules first and then gives examples. Another time she starts with examples first and then tries to elicit the underlying structure from the students. She goes back and forth with these techniques. She says not all students find it easier or fun to get the structure from the examples. They become frustrated when they cannot perform the expected task and lose their interest. It depends on the level of the students. Structures and rules sometimes work as coping mechanisms for some students, whereas exploring the structures through examples is an interesting way of learning for many students. Since every learner is different and belongs to a different proficiency level, it is not possible for the teachers to always match with everyone.

Also, the seating arrangement of the classroom, a huge number of students cramped in a small classroom sometimes affects the decision we take to teach a certain topic in a certain method.

Sinthia says,

I try to make the best use of the seating arrangement and number of students I have. I explain the rules on the board along with examples and give exercises to do in groups of four or eight. Since there are two students in each bench and there are 78 students in my class, sometimes I ask them to form a group of four with the pair sitting behind them, and if I don't have enough time, I ask two pairs from the next column to join and make a team of eight. Then I assign a team leader from each team who will monitor that everyone is working together in doing the exercises. The members have to discuss how they solved it among themselves for the team quiz that follows. I note down the groups that were created and who were the members because if they fail to explain the example with rules, they will lose marks and they won't get a small prize that's allocated for "The team of the month" at the end of each month. That's how I try to make the learning of grammatical rules a bit fun.

The main purpose of asking the students to explain the rules are to make them aware of the items; having the knowledge of labeling the items. Also, this makes it easier for the teachers to correct their mistakes.

Tamanna elaborates,

When I am taking English 1st paper classes, I encourage them to speak in English and tend to avoid correcting them initially to encourage them to talk. But in English 2nd paper, I correct my students' mistakes instantly because if I ignore their small mistakes, mistakes that are hindering the meaning, they are exposed to the incorrect form. And if I don't draw their attention to it, most of them keep making mistakes. That's why I prefer to give instant feedback. Now, this "instantly" differs according to the situation. If this happens in the class when I ask them to explain it orally or to do the exercise on the paper or board, I correct them instantly and discuss it with the whole class because it prevents the error from sinking into their system and other

students who were making similar mistakes get the feedback as well. And if the mistakes appear in the exam scripts, there are two ways I correct their mistakes. One is, I just give them pointers and don't explain explicitly what the mistake is. The other way is I point out the error and try to give a detailed explanation on how it is wrong and what should be the correct way of doing it.

Mahbob, who does the similar thing while correcting the errors of his students says,

Giving these feedbacks in two different ways depends on how their students react to these feedbacks. Sometimes, giving pointers work for those students who take initiatives in learning from their mistakes. They either try to find out the problems themselves or ask me to help them out. And explicit feedback works for those students who don't pay any attention to the implicit feedback and keep repeating the mistakes. After teaching these students for some time, it becomes easier to understand what type of feedback works best for whom.

When the researcher asked how do you know that your feedback is helping the learning process of your students (see **Appendix-A**), most of them said that it is actually hard to tell whether they are actually learning from it all the time. Some students make progress in a way from which the teacher can tell (some participants called it the "teacher's intuition") that they have actually understood the concept; others just memorize them so that they do not repeat the same mistake. It is hard to tell whether someone has actually used the grammatical rules they have learned in class in the composition part since many students just memorize and produce them. This way, they can actually avoid making mistakes on the structures that they might have gotten wrong if they did not memorize them.

Regarding this issue, Afrida says- "You can never make sure that your students will not memorize anything. Some of them will, just to avoid the extra practise tasks or just not to lose marks in the exams. But either way, I try to make sure that they learn them or even if

they are memorizing, they do that with proper understanding of the concept. This way, even if they forget lines in the exam hall- which happens many times, and the teachers understand it when someone has memorized it without understanding because the sentences start to appear funny, they can continue writing properly using the structure as the base of their writing.”

Improving writing skills takes time and effort since it is all about trials and errors. The participants said learning rules, memorizing vocabularies or doing translations were not always a fun activity, for most of them, it was never fun. However, in the long run, they said they did not lose anything while doing these tasks.

Tamal says,

Sometimes, you have to do some things even if you don't like them because you will never know when they will come in hand. Now, when some of my students come to me asking why they should use a certain form of the word in a sentence and why not the other, or how a certain sentence is appropriate when the other is not, I can answer their questions while mixing rules with experiences. Knowing about the language does not mean it will hamper your learning of the language. They complement each other.

4.2.3. Sociocultural factors influencing classroom practices

When the participants were asked if there is any cultural influence on how they teach, most of them said the examination-focused culture of these Asian countries has a great impact on how they teach the way they teach.

According to the teachers, the English 2nd paper subject in the JSC examination has 50 marks in total, where 30 marks is allocated for grammatical components. To answer those questions properly, the students need to know grammatical rules to some extent because just getting acquainted with these components is always not enough. There are items like articles,

punctuation and capitalization, transformation of sentences, right form of verbs, addition of affixes, narration etc. To answer them properly, the teachers are directed from the school authority to make them practice these items regularly. One of the main reasons is that if they know the rules and practice these items on a regular basis, the students will be able to get more than 35 out of 50 in the grammar part.

As Sinthia says,

Some students do better without rigorous practices because of their exposure to the language in other sectors. Without knowing the rules properly, they tend to make the items correct. They just have a knack for language. However, some students like to see immediate results of their learning. Such students prefer to learn through rules since it guides them to what to include and what not to, and for these students, the grammar-translation method is very helpful. When they see that the rules they have been learning in the class, they can apply it correctly in the first try or after repetitive practices, it boosts their confidence.

Moreover, based on their responses, rather than just assumption, the grammar-translation method gives structures and the rationale for why something is written in a specific manner, not the other way around. For this, the grammar-translation method is still being used in the classroom by most of the teachers. Also, as the students do not need to sit for any speaking or listening test in the examination until they are pursuing higher studies, more importance is given in developing reading and writing skills; mainly writing skills since in most of the cases, the students are evaluated based on how they perform in the written examinations. This impact of the test on teaching is very powerful in other Asian countries such as China, Japan, and India etc. Afrida shared her experience of her stay in Japan at her uncle's place for a month after completing her undergraduate degree.

According to her,

My cousin, who was trying to enter a renowned university in Japan, used to attend cram schools (similar to coaching centers of our country) every day after her regular high school classes. She mainly attended the school for getting a better score in English since she was weak in it and items similar to the entrance examination were practiced rigorously in the cram school. After returning from cram school, she would stay up late to memorize vocabularies. She shared her room with me; the room was filled with sticky notes hanging from almost every furniture of the room. She would sometimes ask me to explain some items from the notes or sheets she received from the cram school. During my stay, I tried my best to help her understand the items in an easy manner so that she didn't have to memorize them without understanding the underlying structure and how to use them.

This scenario is similar to our country. Students go to coaching centers or have private tutors, practice sample test questions to get used to the pattern of the question papers. The schools also now conduct model tests to make the students used to the question pattern of the examination. Also, items that do not appear in the examination are discouraged to be taught in the class by higher ups of the schools and also by the guardians of the students since it wastes time; and one way or another, this ends up discouraging the students as well.

Therefore, the methods chosen by the teachers are, to some extent, influenced by the existing examination system. Even in this situation, the teachers said, they try to teach the students in a way that would not only make them competent in the writing skill but would also help them to get expected results in the examination.

4.2.4. Language teachers' beliefs regarding students' engagement

While responding to question number 10 and 11 (see **Appendix-A**), all of the participants said that there is no exact answer to these questions since every learner has different learning styles and different preferences. Different methods and techniques trigger the learners in

different ways and regulate their language learning. That is why, even when teaching in the grammar-translation method, they try to include peer and group works along with individual works.

Nevertheless, Sinthia says,

It is not always possible to cater to learners with different learning styles when I am using the grammar-translation method while teaching writing. For example, visual and auditory learners find this method very useful because the rules and examples are written down on the board and are explained thoroughly. So, it benefits both of them.

However, there are also learners who like to give more attention to the meaning as a whole rather than learners who look at the language elements separately. According to them, for the former type of learners, the communicative language teaching might be more beneficial since they prefer natural language; they are usually risk-takers since they tend to focus on getting the meaning across rather than overthinking about making mistakes. On the other hand, the grammar-translation method works with learners who tend to give more importance on individual elements; they are also the type who would rather not say or write anything if they know that they might make mistakes. They prefer being grammatically correct.

In the end, no teacher thinks that their preferred method can cater to every single learner with different learning styles. They said that they just prefer using the grammar-translation method while teaching writing skills. However, it is not always that way. When they see that the learners are not being able to understand any element, they try to bring components from other methods as well because they believe that it is their responsibility to make the students understand. Hence, they give the effort. They believe that it is important for them to know their limits, what they can and cannot offer to their students and give their best according to their abilities. Teaching in a method that they are confident in boosts their performance, and

it also makes the learners feel comfortable because they know that they will be able to learn something from their teachers and are not being used as “guinea pigs”, says Tamal.

4.3. Discussion in relation to the central research questions

4.3.1. Relationship between language teachers' sense of self-efficacy and their teaching practices

Based on the findings, it can be seen that the participants' sense of self-efficacy is influenced by their previous learning experience, level of proficiency, pedagogic knowledge and content knowledge. Eventually, these have been showcased in how they approach teaching writing skills to their students. From their responses, it was visible that rather than experimenting with new methods on an extensive level, they would stick to the method they believe can create a comfortable environment for the students and lead to successful learning. When it comes to the self-efficacy beliefs of an experienced teacher, it tends to be very firm and they are likely to be resistant to any change (Chacón, 2005, p. 259)

Teachers who believe that they have higher efficacy, tend to put extra time and effort into teaching students in a better way, tries to answer their queries with effective responses and gives feedback in a detailed manner or uses a method which is suitable for the learner because s/he is aware of the ability to tackle the situation (Gibson & Dembo, 1984, pp. 569-570). If the responses of the participants are considered, they also mentioned that they preferred to stick to some certain teaching methods because they know they are capable of handling any undesired situation, teach their learners more confidently and efficiently, and bring out the best of their students with their preferred method. Therefore, it can be said that there is a connection between a language teacher's sense of self-efficacy and their teaching practices.

4.3.2. Teachers' adherence to GTM to teach writing skills

From the findings, it can be seen that even though the grammar-translation method has several drawbacks for not including the other three skills, the participants strongly believe that it can have some positive impact on improving writing skills. According to them, when the knowledge about the language is there, forming and reforming them to create novel sentences is not difficult. Knowing about the elements of grammar through repetitive practices creates a filter in the brain which helps the learners understand when a written piece they have produced does not sound right, which might lead them to further investigate the matter. Along with that, rather than depending on experience and producing sentences which might not retain the proper meaning in the script, knowing the rules and concepts and producing correct sentences with meaning is more important. As Azar (2007) says, "Without grammar, we would have only individual words or sounds, [...] body expressions to communicate meaning. Grammar is the weaving that creates the fabric" (p. 2) because when people speak, there are various contextual cues which helps others to understand the meaning even if someone is not grammatically correct. However, in writing where everything depends on the written piece, it is necessary to remain grammatically correct so that the meaning gets conveyed.

Also, the grammar-translation method encourages vocabulary learning because of the right form of verbs, narration, transformation of sentences, composition writing etc. Even though guessing the meaning of words through contexts might be more beneficial for the learners, getting exposure of the words in isolated sentences through repetitive practices, and memorizing them might also help them to some extent. That is because one word might have one connotation in one context and have a different connotation in another, which might be confusing for the learners depending on their level. Therefore, from most of the participants'

perspective, memorizing vocabulary will help them to create a strong ground in the language which, in turn, will have a positive effect in their writing.

Even though the participants could not give strong responses regarding how they knew that actually some learning was taking place and their students were not just memorizing different items to get marks, they said that memorizing is not a bad habit as long as they do it with understanding. It helps to create the mental map. Knowing the concepts of grammar and seeing them being used in the bigger scenario helps learners to understand how language works. Hence, they believe that the grammar-translation method is better when teaching writing skills.

4.3.3. Factors influencing teachers' self-efficacy beliefs and classroom practices

According to the findings, there are various factors that influence a teacher's self-efficacy beliefs and their classroom practices, such as, classroom size, level of the students, seating arrangement, effect of the exam on the teaching and learning process etc. Even though a teacher with a strong self-efficacy belief does not let the classroom size, level of the students or the seating arrangement affect their classroom practices to a great extent, since s/he knows what method or technique will help them to get the best outcome; however, the effect of the examination does since there are additional stakeholders in this aspect.

Most of the time, the main concern of the authority and the guardians is to get the best result. As a result, the teachers are asked to complete the syllabus in the allocated time and to teach what will appear in the examination. Here, the examination system is shaping the teaching and learning procedure (Shohamy, 1993, p. 18). Sometimes, the outcome of teaching based on what will come on the test is good because it helps the learners to enhance their horizon. However, it may have a negative effect on the learners because they might become reluctant to learn components that will not come in the examination; hence, narrowing the elements to

learn. Also sometimes, teachers are assessed based on how many of their students did a good result. Eventually, some teachers also stop teaching elements that will not appear in the exam. However, from the findings above, it was visible that an efficient teacher will try to strike a balance between how to prepare his/her students for the examination along with developing their skills by relying on their ability to teach in the method they are most confident in.

Chapter Five: Conclusion

This research is based on three central research questions which the researcher tried to address by doing a thorough analysis of the findings. The research questions are-

1. Is there any relationship between language teachers' sense of self-efficacy and their teaching practices?
2. How do teachers perceive the grammar-translation method to teach writing skills?
3. What factors influence teachers' self-efficacy beliefs and classroom practices?

5.1. Summary of the findings

This research tried to investigate the teachers' self-efficacy beliefs and how they perceive the grammar-translation method in teaching writing skills. The major findings include that teachers' previous learning has a positive (or negative) impact on how they perceive teaching, how they can execute a task, or the methods they use to teach his/her students because they feel confident in teaching the way they have learned. This led to the following finding which is teachers' adherence to the grammar-translation method to teach writing skills because they think that knowing the concepts of grammar, practicing examples following or along with the structures, and memorizing vocabulary can develop writing skills. Along with these, this research also found out how the examination driven culture can have an effect on the teachers' self-efficacy beliefs and classroom practices.

5.2. Recommendations for further research

This research has been done solely based on a qualitative method which tried to incorporate only the teachers' self-efficacy beliefs. Also, due to the COVID-19 pandemic, the researcher was not able to conduct the classroom observation which might have led to more in-depth findings by comparing the participants' claim, their classroom practices and the researcher's observation. Unfortunately, the researcher could only collect data using an interview

questionnaire. Therefore, the following recommendations can be taken into account for further research-

- a. Incorporating students' self-efficacy beliefs in learning writing in any specific level
- b. Including other qualitative data collecting instruments such as, focus group discussions, observation etc.
- c. Using Teacher Self-Efficacy Scale (TSES) to collect quantitative data
- d. By including more participants (depending on different levels)

5.3. Conclusion

Believing in one's self has a great impact on their performance. Teachers who believe that they are capable of bringing their expertise into the classroom to develop their learners' skills radiate a positive energy which helps to set the mood of the teaching-learning context. The sense of self-efficacy of a teacher can influence his/her teaching practice and have an impact on the student outcome (Yilmaz, 2011, p. 92). Even though the grammar-translation method is scrutinized because of the approach it takes in teaching a language, it still holds some positive aspects. Learning about the grammatical components is important because communication skills can be created and improved based on it.

For a country like Bangladesh, in Bangla medium schools, the exposure of the English language only happens in the English classroom (apart from listening to it through different mediums and sites or by reading books)- since the rural parts are considered as well, and the usage of it is still quite limited to the classrooms and examinations. In most of the cases, the students are assessed based on their written performance. Because of this, having proper writing skill is very important. Also, since teachers' belief in teaching writing skills using the grammar-translation method is quite strong, given that they have been taught using that

method, the grammar-translation method is still being practiced in many schools of Bangladesh.

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Appendix-A**Interview Questionnaire****Institution:****Teacher's Name:****Age:****Highest Qualification:**

1. What do you understand by efficacy?
2. Where do you see yourself in the English language proficiency continuum regarding different language skills?
3. How was your language learning experience and how did it help you to gain this proficiency?
4. "Being proficient in the language makes one a better teacher."- What is your opinion regarding this statement?
5. How do you approach writing skills? What do you think the students should take into account when they produce any written piece?
6. What are the methods and techniques you use to teach writing to your students?
7. What are the contextual components that help you to decide which method to choose?
8. Do you correct your students' mistakes instantly and how does it help your student's learning?
9. Do you think there is any cultural influence on how you perceive teaching?
10. How do you think your learners learn the best?
11. Do you think your way of teaching can address the learners with different learning styles?