IMPACT OF TEACHER EDUCATION ON ENGLISH LANGUAGE TEACHERS' PRACTICE IN BANGLADESH

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A thesis submitted to the Brac Institute of Languages in partial fulfilment of the requirements for
the degree of
Master of Arts in TESOL

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Brac University
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Declaration

It is hereby declare 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

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Abstract

In a developing country like Bangladesh, where English gets little exposure in daily use, teaching English as a foreign language (EFL) or English as a second language (ESL) without any teacher education (TE) is a challenging phenomenon. Surprisingly, a scarcity of research had been found in connecting English language teachers' struggle in class and the contribution of TE in Bangladesh. This qualitative study attempted to investigate, firstly, the challenges faced by Bangladeshi English language teachers at the tertiary level who did not have any English Language Teacher Education (ELTE) before starting their teaching careers, and secondly, the types of impacts ELTE created on those challenges after the teachers had undergone an ELTE. Following qualitative method, semi-structured interviews with four English language teachers working at different private universities were conducted to collect data. The participants were the English teachers who had experienced at least one ELTE program (TESOL/CELTA).This study applied thematic analysis to evaluate the results. The findings of the study identified challenges regarding teachers' roles,methods and approaches, developing teaching materials and designing class activities, and providing feedback encountered by Bangladeshi English languages teachers. In time, it figured out that ELTE programs had positive impacts that enabled teachers to overcome those challenges. The study concluded with a note that ELTE programs can be considered as a guide to novice or aspiring teachers in the area of English language teaching (ELT).

Keywords: ELT Challenges, Impacts of Teacher Education, TESOL, CELTA

Definition of the key terms

ELT challenges – English Language Teaching challenges can be defined as the difficulties in the field of teaching English

Impacts of Teacher Education - Influences of teacher education which refers to the policies, practices, and guidelines designed to empower (potential) educators with the information, beliefs, habits, and abilities they need in the classroom to execute their duties in an effective manner.

TESOL - Teaching English to the Speakers of Other Language

CELTA - Certificate in English Language Teaching to Adults (now known as Certificate in Teaching English to Speakers of Other Languages)

Dedication

This is to my father, who had been by my side with all his support and inspiration. His constant faith in me had made me believe in myself and my abilities. This is a humble gesture from me to show my love and gratefulness for him.

Acknowledgement

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List of Acronyms

TE   Teacher Education

ELTE   English Language Teacher Education

TESOL   Teaching English to the Speakers of Other Language

CELTA   Certificate in English Language Teaching to Adults

Chapter1

Introduction

1.1 Introduction of the Chapter

This chapter is a crucial part of the cumulative thesis, for it sets the basis for the present research. In this chapter, I have discussed the background of the study, problem statement, general objective and specific objectives, rationale and significance of the study.

1.2 Background of the Study

Teachers are confronting challenges in this fast-growing world which have stemmed from several factors: globalization, speedy technological advancement, the rapid growth of population and migration, the progress of the knowledge-based culture and economy, the emergence of extremism and conflict in society, and political turmoil in many regions of the world. Eventually, the challenges in the field of education are continually changing and, somewhat, becoming volatile. In such a demanding era, education needs the environment in which young learners will get the opportunities to prepare themselves for future socio-economic changes and competitive job markets which would prepare the new generation for rapid social and economic growth as regards their careers so that they can adjust with technological and social challenges that do not still exist. These standards suggest the need to reconsider teacher education system to help teachers improve their expertise, abilities and beliefs—both before their service and in-service lives—to address and resolve the issues they face in their teaching practice (Darling-Hammond and Lieberman, 2012; Darling-Hammond, 2017; Madalińska-Michalak, & Bavli, 2018).

According to Karim et al.(2020) and Appleby et al. (2002), English, which is a gateway to national growth, is not a mere language but is a survival tool in the backdrop of growing world phenomena. English has been emphasized as a ticket to the future for a developing country (Coleman, 2010) like Bangladesh. This country has been listed as a middle-income country by the World Bank in 2016, given the steady growth of the nation in the last decade (Rahman & Pandian, 2018). Nevertheless, the role of English in sustaining this growth and cultivating professional globally compatible employees is undeniable. Thus, considering the economic interest of the country, the increase in the education and learning of the English language has become the focal point (Rahman, et al., 2019; Hamid, 2010).

Though English is having an irrefutable position as a tool for economic development, it is not the first language in Bangladesh. In fact, there is no official second language in Bangladesh; English, however, is the only other language commonly used in the region, apart from Bangla. Whether English is used as a foreign language or a second language in Bangladesh has been a debated affair. It is often found that the role of English is much closer to that of a second language (Ara, 2020). However, different researchers like Begum et al. (2005), Banu (2002), Ashrafuzzaman (2018) argued that in Bangladesh people learn English as a foreign language. English has a tumultuous history in Bangladesh as well as an undefined yet daunting reality, but the importance of teaching and learning English never fades away. The influence of English has always been there stemming from globalization and significant commercial ties with the outside world. The all-embracing condition of English is now undeniable in Bangladesh (Ara, 2020).

In the primary curriculum, the English language has always been a compulsory subject and schools have made the most strenuous attempts to teach and study it (Choudhury, 2006; Ashrafuzzaman, 2018). However, we do not have a rich condition when it comes to English

language teaching (Yasmin, 2009; Yasmin, 2007; Rahman, Begum & Zinnah, 2009; Rahman, 2009). In order to improve the quality of students' English language proficiency, English teachers have to be competent in teaching English effectively. Therefore, ELTE has become an important phenomenon to enhance the professional skills of English language teachers in Bangladesh.

Bangladesh has various pre-service and in-service TE programs for English language teachers to help them nurture their teaching skills and strategies professionally. For example, Karim et al. (2019) informed about abundant ELTE language teaching programs in Bangladesh e.g.,'BA in English', 'MA in ELT' or 'MA in TESOL'. In addition, CELTA (Certificate in Teaching English to Speakers of Other Languages) is another English teacher training program for developing ELT skills available worldwide (Thornbury & Watkins, 2007; BİRGÜN, 2020).

Taking into account of Bangladesh having huge population who learn English mostly for academic and professional purposes, I have address the complications allied to ELT practice and attempted to find out the effects of English language teacher education course or program on the practice of English teachers in Bangladesh. Thus, this study is concerned with the challenges faced by English language teachers—especially those who do not have any ELTE and how they overcome those challenges after completing an ELTE program.

1.3 Problem Statement

Although teaching is a selfless career, it is a demanding and difficult mission. Owing to the emergence of new methodologies in teaching and the way digital and smart learning has made advances into the educational field, the duties of teachers have also changed markedly over a period of time in the modern age. Presently, teachers face the daunting task of keeping themselves up-to-date with the latest developments and advances in the fields of education.

Therefore, developing their skills and understanding from time to time is important and is a primary concern (Tadas, 2019).Accordingly, teachers training or education program emerges as the key to professional growth of teachers.

In the periphery of Bangladesh, the majority of ELT practitioners do not qualify for ELT. Usually, ELT professionals in the country hold an MA in English literature or MA in Applied Linguistics and ELT from which they seem not to acquire any practical experience in ELT. As Hamid & Baldauf (2008) remarked, there is no doubt that English, if it is taught by practically untrained or underprepared teachers, is bound to be useless for students to pass exams or learn target language. The greatest contradiction arises in the system by which fresh graduates step into the ELT field without an ELTE. Moreover, Many graduates of English literature join the ELT profession after studying British, American, continental and contemporary literature, and most of these graduates struggle when they are in a real classroom. Furthermore, only a few universities in Bangladesh offer a master's degree practically designed for language teaching, and most of these teacher education courses which are available in Bangladesh seem to lack a true insight into the pragmatic implementation of theory in the classroom (Ali, 2011).

Some studies had been performed over the years on ELT issues and the evaluation of various TEs in different countries including Bangladesh. But, research analyzing the difficulties that university teachers without any ELTE face in the ELT and the effectiveness of TE, especially in English, have remained ignored. However, in Bangladesh, there are numerous TE services for ELT, yet the lack of studies on the usefulness of TE in ELT has made it difficult to assess ELTE programs. Consequently, it leads many teachers to conclude that it is enough to be an English teacher if they are good in English. Subsequently, it raises ignorance to the further growth of their teaching ability. Henceforth, it has become significant to find out how an ELTE

program/course for novice or experienced English language teachers influences the difficulties they face while teaching English in classroom. Therefore, this study will try to highlight the comparative aspects of the teaching strategies acquired by English teachers in a TE program designed for ELT teachers for finding out the extent of TE's impact on the challenges in English language classrooms.

1.4 General Objective

This study aimed at investigating the influences of English language teacher education programs on the challenges encountered by the ELT practitioners at the tertiary level in Bangladesh.

1.5 Specific Objectives

The specific objectives of this research were to investigate

1. the challenges faced by ESL/EFL teachers before having any ELTE
2. the impacts of ELTE on English teachers' practice after completing an ELTE

1.6 Research Questions

The study was guided by the following question(s):

1. What are the challenges English language teachers confront in ELT before having any ELTE?
2. How does an ELTE impact English teachers' performance in the class?

1.7 Rationale of the Study

The purpose of this study was to determine the challenges (if any) faced by the English language teachers at the tertiary level before getting any training or specialized degree in ELT and the effects of the practical knowledge and experience earned from an ELTE program on the way of

teachers' dealing with those challenges in classroom teaching. Globally, some research works had been conducted regarding TE and challenges for English teachers separately. For example, Yi'An Wu (2001), Kirkgoz (2005), Shamim (2008), Rahman & Alhaisoni (2013), Borg (2011), Azman (2016) and Ahmed (2018) worked on the issues of ELT. However, no definite research work has been directed concentrating on the impacts of English language teacher training or program on the challenges in ELT at the tertiary level. In Bangladesh, some researchers like Hasan & Akhand (2009), Rahman at el. (2019), Karim at el. (2019) and Karim at el. (2020) studied the field of ELT and TE, but their works were on different angle. In other countries, some research works had been conducted regarding TE e.g., O'Hara & Pritchard (2008), Earley & Porritt (2013), Khong & Saito (2014), Barahona (2015), Mellom at el. (2018). But, the area of evaluating the effects of ELTE on teachers' performance in ELT has been ignored. Thus, it is relevant for this study to examine the issues regarding ELT and impacts of ELTE in detail.

1.8 Significance of the Study

Borg (2011) claimed that teacher education has a great impact on teacher's teaching style. Darling-Hammond (2000) stated that students learn more positively and effectively with teachers who have more TE for teaching than those who have little or none. He further explains the role of TE in developing teacher skills in analyzing their teaching from the viewpoint of the learners. Additionally, the knowledge of the teachers contributes the basis for their efficacy, and the most appropriate knowledge is that which concerns the specific subject being taught and particular pedagogical strategies for teaching to the definite types of learners (Byrne, 1983; Darling-Hammond, 2000).

Over the years, many studies have been conducted on the effectiveness of particular TE in different countries. At the same time, there are works on challenges in ELT in other countries. But, in Bangladesh research on these areas got little attention. Fulfilling the gap, the findings of the current research tried to shed light on these factors which were ignored for long time. This study can magnify the scopes of enhancing the ELT knowledge of teachers, and they can provide learners with better learning experience.

Finally, this study would assist aspiring teachers to think about TE, and educational institutions and policy makers in making the right decisions to organize pre-service and in-service teacher training for English language teachers, and stakeholders, government and non-governmental organizations in planning TE to strengthen Bangladesh's education system.

1.9 Limitations

There are few limitations in this study. First of all, it explored the impacts of TESOL and CELTA as ELTE, but there are other ELTE programs in Bangladesh like EIA (English in Action), Cambridge Certificate in Teaching and Learning (CCiTL), Cambridge Diploma in Teaching and Learning (CDiTL) etc. The rational of selecting MA in TESOL and CELTA is, these two programs are often selected by English Teachers at universities. Next, the number of the participants in this study is four from two different private universities of Bangladesh. More extensive data could be found if the study could collect more data from more teachers having diverse ELTE who are working in different universities. Finally, the current research analyzed data using qualitative method. Stronger results might be generated if quantitative method could have applied alongside qualitative.

Chapter2

Literature Review

2.1 Introduction

In the corresponding literature, the development of teachers' ideologies through teacher education (TE) and their influence on teaching methods has attracted significant attention. But, little is documented in Bangladesh about the formation of teachers' principles through teacher education programs and the effect of teachers' changed ideologies stems from TE on their classroom practices. The concept of teacher education has been globally accepted in relation to the national framework with parallel incorporation in the general academic system (Coskun & Daloglu, 2010). Research findings to English Language Teaching (ELT) have expanded features that are incorporated. English teacher education, which elaborated on the consistency of the curriculum and its impact on classroom practice, was one of the relevant fields covered by such studies. Most of such studies included the effect of the teacher training curriculum on the practice in the classroom. This chapter summarizes the research undertaken so far concerning the study of the programs.

2.2 Teachers' Challenges in ELT

In order to examine the challenges faced by teachers, their practice must be addressed. Teachers' practice gradually illuminates the issues they face in the classroom in their attempts to incorporate newly learned practices. And, their experiences are formed based on this practice. Reflecting on teachers' experience, Farrell (2008) related it to teachers' values. He explained that their values are often influenced by professional degrees or training programs that teachers attend, and it can be realized whether or not teachers' values are affected during their training

programs. When such changes arise in teachers' convictions, the changes must be mirrored in their teaching activities.

In a study on the challenges of ELT by Madalińska-Michalak & Bavli (2018), teachers reported motivating students in English language learning as one of the major challenging issues. In addition, they acknowledged that they perceive their roles as teacher ambiguous. At the same time, they indicated teaching difficulties in larger classes with students full of diverse skills and abilities. These teachers expressed a need for effective teacher education which would help to overcome complications related to classroom teaching through practical knowledge and collaborative research.

Farrell (2012) highlighted a disparity between the theoretical education before entering the field of teaching and the practical growth of a teacher. He found a language teacher's challenge in planning and delivering lessons, managing the classroom, and identifying his/her role as a teacher. To face these challenges the English language teachers need to be well qualified, and studies reported no alternative to effective Teacher education (TE) as it directly influences teachers' implementations of strategies in classroom irrespective of disciplines (Rahman & Pandian, 2018).

2.3 Teachers' Learning and Teacher Education Program

In the area of language teaching, there is a time-honored belief that teachers must constantly develop their knowledge of teaching and learning (Brookfield, 1995; Elias & Merriam, 2005; Farrell, 2008; Mann, 2005). This awareness is primarily formulated in teacher education programs (Tedick, 2005; Farrell, 2008). A number of scholars carried out studies on teachers' learning for the professional growth. Desimone (2009) published a study on the enhancement of the impacts of professional development of teachers on students learning. According to him there

are at least two primary elements to a theoretical framework for researching the professional development of teachers. The first is to consider a list of key characteristics that describes efficient professional growth. Next one is the development of an organizational theory of how teachers' upgraded skills function to influence the performance of teachers and students. Teacher education programs create that scope of professional development for teacher.

English Language Teacher Education (ELTE) programs have been considered as a somewhat new and autonomous area of specialization at the beginning of this century. ELTE programs had undergone significant changes from 1990s to the 2000s (Crandall, 2000; Öztürk, & Aydin, 2019) as different researches had claimed that the culture of teacher education programs was not effective enough to develop teachers' skills for the real classroom practice. Meanwhile, some scholars started to focus on a more professional research backup in teacher training programs. Due to all these substantial insights, the emphasis in teacher training programs shifted to the process of teachers learning and their knowledge instead of focusing on what teachers should know. In literature, teachers had been considered as learners in the socio-cultural institutional frameworks where their learnings were treated as a phase of development. Freeman and Johnson (1998), who are guided by these evolving concepts, suggested the concept of language teacher training knowledge in the following framework:
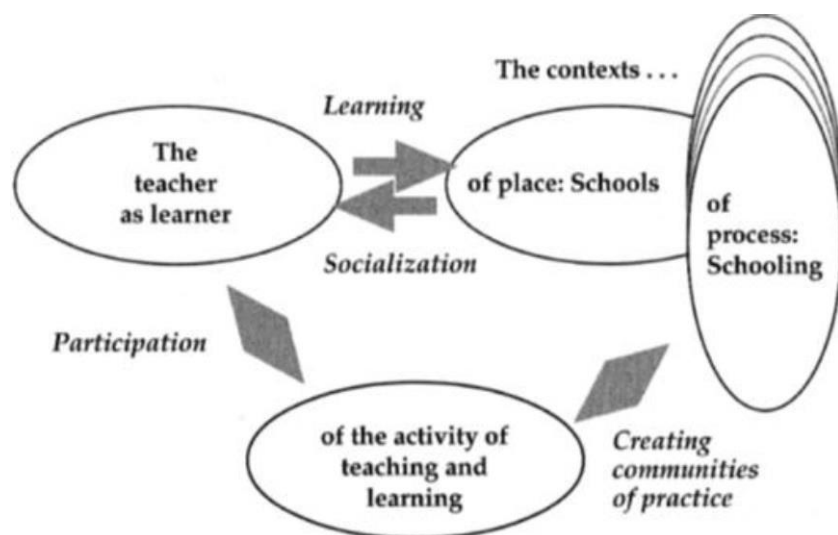
Figure 1: Framework for the knowledge base of language teacher education (Freeman and Johnson, 1998)

While urgency of research had been called for validation of the functions of the concepts within the model by Freeman and Johnson (1998), Richards (2008) considered this model as relevant in ELTE programs, as well as labeling teacher education as a form of social interaction in the community of teaching learning practice and a continuum of discussion within the cultural and social framework (Johnson, 2009). In this sense, English language educators are regarded as pupils who are often in persistent engagement and association with their peer groups who learn from each other by practicing together through some features of reflection responding to their sociocultural or institutional context and perceive their teaching profession as a process of development. Öztürk & Aydin (2019) argued to put the teachers in a productive network and consider them as proactive professionals towards persistent professional growth, and this argument may encourage policymakers to formulate strategies to establish ELTE programs into exercise and research which has already been adopted strongly by many socio-culturally developed countries. In addition, this policy can even be beneficial for many novice or aspiring English language teachers.

2.4 English Language Teacher Education Programs in Bangladesh

In the literature from general education, there are many studies highlighting the development of expertise in teachers in Anglo cultures as stated in the work of Gage and Berliner (1998).There are various types of pre-service teacher education programs available in Bangladesh, both at the undergraduate and post-graduate levels. These programs vary from 'BA in English' (majoring in ELT, TESL, TEFL, TESOL etc), 'MA in ELT' and 'MA in TESOL' but are not limited to them. The criteria are diverse at the undergraduate level, depending on the standard of the institution. In MA, nevertheless, the measures are based on many factors, taking into account the professional nature of the program, such as past academic record, educational attainment, study purpose, etc. The MA in TESOL or MA in ELT is believed to be a professional program for aspiring or new teachers wishing to be qualified English language teachers (Karim et al., 2019).Additionally, CELTA (Certificate in Teaching English to Speakers of Other Languages) is an English teacher training program for developing ELT skills. CELTA is a certification program provided by the University of Cambridge Local Exams Syndicate which is accepted globally as an English language teaching certificate. In terms of methodology and setting, it is designed practically for the participants of this course where they can explore their own experience-based learning and apply that learning in their practice in classroom (Thornbury et al., 2020).

These pre-service TE programs are believed to prepare the learners as efficient and skilled English language teachers.

Chapter3

Methodology of the Study

3.1 Introduction

In this chapter, the research design, setting, location, data collection and analysis process of the study have been explained.

3.2 Research Design

As the study is trying to figure out the impact of the pre-service and in-service teacher education program on the challenges faced by the English language teachers in English language classroom, knowing the teachers' personal experience was needed, so this study is conducted according to qualitative method and followed the grounded theory approach (Creswell, 2008).The qualitative method seems effective to understand the personal experience of the English language teachers.

3.3 Methodology of the Study

The questions of this study were designed following phenomenological notion of encounters by individuals because phenomenology can be used to refer to particular individual experience. This research wants to find out the challenges faced by English languages teachers while teaching in classroom and how their TE impacts on those challenges which are totally a teacher's personal experience and individual teacher would perceive challenges and impacts differently. So, the two research questions of this study were designed in a way that will bring out English language teachers' challenges of ELT in Bangladesh and impact of English teacher education on them. Literatures on phenomenology stressed on the goal of phenomenological study which is to

achieve the nature of the experience of the phenomenon experienced by the person when identifying and interpreting the phenomenon (Cilesiz, 2010). Hence, this qualitative research selected phenomenology as a methodological paradigm for it has developed into a process that seeks truth in people's observations of their experiences (Yüksel, & Yıldırım, 2015). In addition, phenomenology is a standard process of qualitative study to analyze experiences of subjects to determine how each day and the 'inter-subjective world' is formed (Schwandt, 2000 & Karim et al., 2020). This study analyzed how teachers observed the impacts of teacher education program on ELT challenges they faced.

3.4 Setting of the Study

The area of the data collection was the private universities situated in Dhaka. These universities offer different English language proficiency courses for improving English language skills of the students of all the departments. Generally, all the teachers for these courses of these universities hire qualified English teachers, mostly native Bangladeshi candidates, who have at least a post-graduation in English. Very few universities demand a mandatory MA in ELT for English language teachers. But, having a special English language teacher education is a choice for the teachers. So, only self-motivated teachers go for English teacher education programs. Moreover, there are no clear rules for providing these teachers with financial support for bearing the expense of TE programs. However the researcher of this study found four motivated English language teachers who enrolled themselves in teacher education for English language teachers MA in TESOL or CELTA. This qualitative research needed participants who are the stakeholders of teacher education to identifying their statements about the challenges they faced before having any TE and their experience of teaching EFL/ESL after completing TE. The researcher provided

the subjects with appropriate tools for data collection which is the relevant questionnaire which helped to figure out a sharp result.

3.5 Participants of the Study

The participants of this study are working in private universities of Bangladesh as English language teachers who completed ELTE program (MA in TESOL/CELTA course) successfully. Here, the researcher used homogeneous sampling (Saunders, Lewis, & Thornhill, 2007)under purposive sampling (Maxwell, 2012; Etikan, Musa, & Alkassim, 2016) as participants have been selected deliberately from a smaller group where all the members are from same occupation. Purposive sampling, used typically in qualitative studies, was appropriate for this study because contributors of primary data resource were there limited in number. Additionally, this non-incidental approach does not demand any fundamental theory or a fixed number of respondents, and gives freedom to the researchers in decision making regarding the type of data and participants for information on the basis of their expertise or understanding (Patton, 2002).Following this approach, four English languages teachers selected at different private universities at Dhaka in Bangladesh (a group of individuals from the similar filed) who are qualified and experienced with the phenomenon (ELTE and ELT challenges) of this study.Keeping in mind the need for particular data, the researcher developed some criteria for selecting participants. To take part in the study the participants should have

1. completed BA honors in English from Bangladeshi universities

2. started teaching English before having MA in TESOL/CELTA

3. successfully completed at least one teacher education, specially designed for English languages teachers, after starting their career as educators

4. been working as teachers of private universities of Bangladesh for at least two years

5. been teaching English language proficiency courses to the tertiary level students in classroom

All the four participants of this study matched with the above mention criteria. To hide the real identities of participating teachers (Creswell & Poth, 2017; Karim et al. 2020), pseudonyms have been used: T 1, T 2, T 3, and T 4.The particulars of the participant teachers have been presented on the table below

Table1: Participants' Specifications

Teachers' Pseudonyms	Teachers' Gender	Educational Background	ELTE	Position	Experience
T 1	Female	MA in English Literature	TESOL	Lecturer	4 years
T 2	Male	MA in Applied Linguistic and ELT	TESOL	Lecturer	3 years
T 3	Female	MA in Applied Linguistic and ELT	CELTA	Senior Lecturer	7 years
T 4	Female	MA in English Literature	TESOL	Assistant Professor	7 years

3.6 Data collection& Data Analysis

Before the process of data collection, the researcher called the participants over phone, and informed them the reason and aim of the study. To get precise inputs from the participants, the researcher explained the layers of the questions, and ensured the confidentiality of the data provided by them. The data was collected using a semi-structured interview containing four multilayered open ended questions and one close ended questionto figure out the relationship between the challenging factors of ELT and impacts ELTE in the private universities of Dhaka, Bangladesh. The interview sessions were recorded by the researcher and transcribed the

verbatim. For the sake of verification, the transcriptions were sent back to the interviewees. The data was stored safely on the personal Google Drive account of the researcher.

Among all questions, the concepts of three questions (question number 2, 3 and 4) have been adapted from Karim et al. (2020) as their investigation was related to English language teachers' belief, practices in classrooms and the impact of teacher education program which is in line with the current study. For instance, the question on teachers' role by Karim et al. (2020) was "How did you define your role in the classroom before enrolling in the TESOL program? How do you define your role in the classroom now? How do you think this would be apparent to a visitor?"Iadapted the same question as "Did you find your role as a teacher challenging? How would you define your role in the classroom before attending MA in TESOL/CELTA program? How would you describe your role in the classroom now?"All the questions in the questionnaire assisted this study to recognize the challenges in ELT faced by teacher before having TESOL or CELTA and how those challenges were handled after completing MA in TESOL or CELTA course.The table 2 shows the Research Design Matrix which encapsulates the researcher's intention (Choguill, 2005).

Table 2: Research Design Matrix

Q. no.	Interview questions	Research Objectives	Source of data	Techniques of data collection	Techniques of data analysis
1 (a)	Did you find your role as a teacher challenging? How would you define your role in the classroom before attending TESOL/CELTA program?	the challenges faced by ESL/EFL teachers before having any ELTE			
1 (b)	How would you define your role in the classroom after attending TESOL/CELTA program?	the impacts of ELTE on teachers' practice on the classroom			
2	Have you followed any ELT	the challenges faced			

(a)	methods and approaches before attending TESOL/CELTA program?	by ESL/EFL teachers before having any ELTE		
2 (b)	What are the impacts of ELT methods and approaches on your teaching practice after attending TESOL/CELTA program?	the impacts of ELTE on teachers' practice on the classroom		Thematic Analysis
3(a)	What type of challenges did you face while developing teaching materials and designing class activities before attending the TESOL/CELTA program	the challenges faced by ESL/EFL teachers before having any ELTE	Semi-structured interview	
3 (b)	In what ways did TESOL/CELTA help you to develop materials and design activities?	the impacts of ELTE on teachers' practice in classroom		
4(a)	Was providing feedback challenging or difficult before attending the TESOL/CELTA program?	the challenges faced by ESL/EFL teachers before having any ELTE		
4 (b)	Do you think that your feedback is now more effective after attending TESOL/CELTA? If possible give an example.	the impacts of ELTE on teachers' practice in classroom		
5	Do you think TESOL/CELTA degree has developed a better teacher in you? Please, explain.	the impacts of ELTE on teachers' practice in classroom		

Note: "teachers" appears in the fourth column spanning the rows.

This qualitative study has analyzed the responses of the participants following the pattern of thematicanalysisto grasp the information as a whole (Harding & Whitehead, 2013). The written transcription from the semi-structured interviews of the participants was analyzed thematically. In the process of data analysis, all the participants' data was examined separately. As I was working with the written transcription of recorder interviews, I followed interactive process (Petty et al. 2012; Harding & Whitehead, 2013). In the interactive process, I analyses the transcription by reading and re-readingand listening back to the audio record of the interviews time to time for more accurate analysis.

Chapter4

Findings

4.1 Introduction of the Chapter

The findings of the current study have been presented under the particular themes. This chapter is the result of a semi-structured interview to extract the English language teachers' responses to the research questions concerned with ELT challenges in the tertiary level classroom and impacts of ELTE on those challenges. The interview questions were relevant to the research questions of this study. In this thematic exploration of data, the research questions are answered in an intertwined manner. I have provided the data based on concepts since the thematic analysis was implemented for the present study. The key notions outlined at each stage are presented in this section, and explanatory quotes are used to make the research procedure completely straightforward.

4.2 Challenges in Teachers' Roles and Impacts of ELTE

Participants of this study reported their role as teacher a challenging issue before doing TESOL/CELTA. They highlighted that they were more like traditional 'English teachers' than being a facilitator before doing TESOL/CELTA. Their classes were teacher-centeredness, and they used to have a passive role in terms of helping students which made the students demotivated and inactive in class. However, after completing TESOL/CELTA, they reconstructed their roles as a language teacher. T 1 confessed:

'As teacher after doing TESOL it has helped me to be calmer about helping my students. I have understood their thoughts much more than before. Their background and their thoughts is a part of the class and I tend to amalgamate that in the teaching.'

T 2 mentioned her priority of teacher talking time (TTT) than students talking time (STT) before CELTA:

> 'Before my CELTA degree, I was heavy on teacher talking time, something that has lessened considerably now as I talk less in the class and try to make my students talk most of the time.'

T 3 also talked in the same manner:

> 'Yes, it was challenging. Though I had ideas about teacher's role for effective language teaching, I struggled a lot to play my role. Before doing TESOL, my role was quite passive. After TESOL, I play an active role in engaging the learners in class, but earlier I used to focus on delivering lecture.'

T 4 puts in:

> 'I was confused about my role in class. My classes were teacher-centered before doing TESOL. Now, after TESOL, I act like a facilitator in the class and my classes are student-centered. I engage my students in various types of pre, while and post activities.'

4.3 Challenges in Teachers' practice of ELT methods and approaches & Impacts of ELTE

All the participants teachers reported that they had idea about ELT methods and approaches as in their BA in English they studied a course on ELT, but that was totally theoretical and was in little use when it came to imply in real class. T 2 and T 3 completed their MA in Applied Linguistics and ELT, yet they faced difficulty applying their knowledge of ELT in their teaching. According to all of them, after doing TESOL/CELTA, applying methods and approaches in class and activities became easier. At the same time, they understood which method or approach should be applied in what situation. As T 4 explained:

> 'I tried to use the methods that I knew from my course on ELT in BA Honors in English, but I struggle to apply as I knew only the theory. Moreover, I didn't have ideas about many methods and approaches. In TESOL I got the chance to have practical experience of using ELT methods and theories in my teaching practicum 1 and teaching practicum 2

courses which helped me to identify methods and approaches according to the need of my class.'

Two participants emphasized on using CLT (communicative Language Teaching) for more learner centered class after their ELTE program. T 2, focusing on CLT, stated:

'After CELTA, my classes are more learner-centered as I apply CLT for speaking classes.'

In the same way, T 3 said:

'No, I didn't use any method consciously in my classes before, but after TESOL, I rely heavily on concepts of elicitation and student engagement now which are some of the components of CLT which makes my class learner-centered and more effective.'

4.4 Challenges in developing materials and designing activities & Impacts of ELTE

In the response to question number 3, the participants highlighted that before TESOL/CELTA they faced difficulties regarding material development and class activity design as they were not aware of the needs of students. Additionally they could not set the appropriate inputs in terms of difficulty level. However, the knowledge earned from TESOL/CELTA has helped them to do need analysis before developing materials and activities for particular class. Moreover, they now follow Krashan's Input Hypothesis (i+1). As T 1 explained:

'I faced difficulty in designing activities and developing materials before TESOL. Sometimes, my materials and activities were too simple for my students, sometimes too tough. After TESOL, the idea of i+1 (Krashan's Input Hypothesis) has helped me a lot in case of developing materials and class activities.'

T 2, T3 and T 4 directly mentioned their priority for students' need in developing materials and designing activities after TESOL/CELTA. For example, T 2 said:

'CELTA taught me to cater learner's need in a better way while working with materials and class activities.'

Likewise, T 3 elaborated:

'Before doing TESOL, while developing materials, I could not understand my students' need as I was not aware of the needs analysis concept. TESOL taught me to rely heavily on students' need before designing anything for my classes.'

Beside students' need, T 4 highlighted using adapted authentic materials as an impact of ELTE on her teaching in class:

'Now, I use simplified and localized authentic materials based on the needs of my students.'

4.5 Challenges in Giving Feedback & Impacts of ELTE

Providing feedback is one of the sensitive matters in language teaching. Question number 4 of this study prompts to find out the challenges the teachers face while giving feedback before completing their ELTE and how they navigate feedback after completing ELTE. Teachers expressed their confusion and students' demotivation regarding feedback before completing TESOL/CELTA. But, after TESOL/CELTA, they apply systematic, moderate and encouraging way of providing feedback. T 1 said:

'After TESOL, Providing feedback has been easier as it has given me the idea as to how much feedback should be given, which part to exclude and what should definitely be mentioned. Now, I always mention 'good points' and 'could improve points' in a T diagram.'

T 3 reported almost in a similar manner:

'Before TESOL, I was very direct in providing feedback, often correcting students immediately which made my students scared about their mistakes, and eventually, scared of me. Now, after TESOL, I prefer giving feedback in an indirect manner making motivating comments such as "could improve""could include".'

T 4 acknowledged that TESOL has given her the insight of the right way of giving feedback:

'Earlier, I used to give only negative feedback. Moreover, I used red pen for giving written feedback which I realized, after doing TESOL, was demotivating to my students. Now, I try to give feedback in a positive way. I use green colored pen to mart something

on my students' notebook. In addition, I appreciate them if they do well, and in case of mistakes or errors I tell them what or how they could do that in a better way.

All the participants expressed positive impacts of their ELTE on the way of giving feedback. Now, they avoid negative feedback and provide learners with positive feedback along with encouragements to motivate them in learning English. Additionally, the participant teachers tried to show guidelines on how a student could do well.

4.6 Impacts of ELTE on Teachers' Image

Question number five is the only close-ended question which has been asked to the participants. It was on how they perceive themselves as a teacher after completing their ELTD programs. All the participants answered positively; after completing TESOL/CELTA they think that they have become better teachers than before. This answer reflects the overall positive influence of ELTE programs on the teaching techniques of the teacher. The chart is given below:
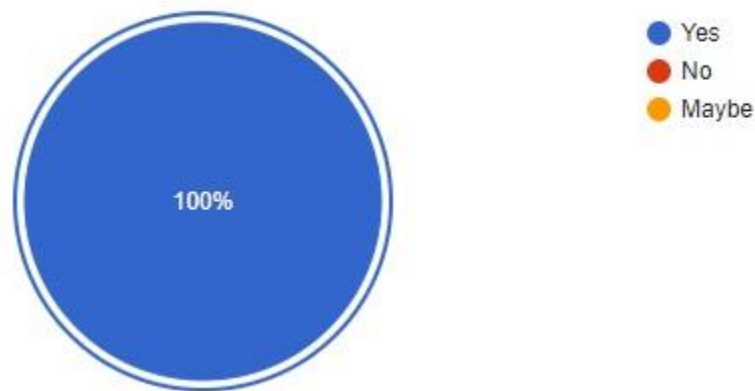

Figure 2: Impact of ELTE on Teachers' Self Image

Chapter5

Discussion & Conclusion

5.1 Introduction

The implications of the analysis were explored, drawing on the empirical findings and the evaluation of previous studies. Lastly, a conclusion was drawn based on the general argument of the report.

5.2 Discussion of the Study

This study ran an investigation on the challenges faced by the English language teachers in classroom teaching in Bangladeshi private universities and the influence of ELTE to address those challenges. After analyzing the accumulated data it has been detected that Dhaka based private university English teachers in Bangladesh faces difficulties in teaching English in classroom before doing any teacher education designed for English language teachers, but after completing their teacher education they have noticed many positive impacts of their ELTE on their teaching practice which have helped them to overcome the challenges successfully. Additionally, they expressed that they are getting better at their teaching practice day by day which is also stems from their knowledge and experience gathered in ELTE. As a final point, the teachers recommended ELTE for novice teachers or those who are struggling in ELT.

As the interview data reveals, teachers had faced diverse challenges in teaching prior to completing the ELTE programs, in particular, about their roles as English language teachers, applying ELT methodologies and approaches, particulars of teaching materials and class activities, and the ways and types of giving feedback.

Keeping the students perspective in mind, Brown & McIntyre (1989) threw light on two qualities of a teacher; the first quality of a teacher is the capability to explain a matter which students understand and the second one is the intension to help learners with their work. In others words, a teacher's best quality is the ability to understand the learners and help them to learn through collaboration. Al Asmari pointed out (2015) that the role of a teacher is to facilitate and encourage the learners. They should be helped to take charge of their learning in an autonomous environment which ultimately motivates the learners in learning the target language. According to Neupane (2014), creating learner-center class is one of the ways of motivating students. This study has found out the teachers' struggle playing their roles as facilitator and creating a learner-centered class; ELTE programs has helped them to ensure learners' autonomy where students feel motivated to learn the target language with the guidance of a facilitator rather than a dictator.

Salahuddin, Khan & Rahman (2013) mentioned that in the area of ELT, preparing teachers (through TE) for the development of professional skills helps to enhance their expertise, skills and attitudes regarding teaching methodology and strategies, using appropriate teaching aids or tools, an assessment framework and classroom management. In the same way, the current research findings have shown the difficulties regarding the identification and application of suitable methods and approaches of ELT which teachers found at ease after their completion of TESOL/CELTA.

Ali& Walker (2014) emphasize on TE for ELT as the teachers require support, direction and practice to use materials in class. Nunez and Tellez (2009) proposed that teachers designing materials must recognize the diversity of the learners in order to ensure a harmony between student's need for learning language, interests, motives and desires. Ignatius (2016) claimed that in ELT, the processing of materials requires several skills. It is expected that

an English teacher can nourish a passion for professional advancement (through ELTE) in the creation of materials for which one has to face several challenges. The design of suitable teaching material is not a scientific process rather it is a strange combination of skills, knowledge and creative abilities. He further argued, due to lack of professional development programs most teachers at the tertiary level, considering the challenges of producing material, turn to readymade resources which affects students' learning severely. The data analysis of this paper also reports similar view mentioned in the relevant literature; ELTE guides ELT practitioners in the process of material development and designing activities effectively.

Richards and Schmidt (2013) reported on fossilized errors in the mind of the students due to teachers' improper feedback. Ali (2011) stressed on considering errors (while giving feedback) as vital parts in the process of learning. For, errors provide teachers with an understanding on what feedback the students will need and what techniques can be adopted to resolve the learner's mistakes appropriately, and in this process teachers need proper training. The result of this study agrees with view; the participating teachers have confirmed significant influence of ELTE in giving better feedback. They informed that ELTE program has enhanced their knowledge on providing effective feedback that paves the way for better achievement of their students.

Altogether, the results of this study display positive impacts of ELTE on the challenges in ELT at the tertiary level.

5.3 Conclusion

All in all, the aforesaid struggles in ELT and way to deal (with the help of ELTE programs) with them can be a landmark for educators who teach ESL/EFL. The participants' perspectives answered the research questions clearly which clinched that there are issues persisting in ELT, and an ELTE has constructive impacts meeting challenges of ELT. Teachers who do not go for

TE confront problems in teaching English. The study had made it clear that teachers' professional development is a crucial tool to boost teachers' class practice and students' achievement. TESOL/CELTA can be regarded as a key to successful teaching and learning English, yet further professional development will help the teachers to upgrade their skills and capabilities as efficient English language educators.

5.4 Implications

In Bangladesh, there are several factors to consider while teaching English for different purposes like educational development, career goals, economic development etc. Considering such factors, a TE for English language teachers (TESOL/CELTA) might be regarded as a way of developing skills for contributing in the socio-economic development of the country. It cannot be said that all participants in any ELTE program are doing great rather it can be noted that they are on the positive corner of the existing education system. In other words, the teachers can feel the positive impact in meeting the challenges to some extent. There are issues related to the curriculum and organization; many institutions are not yet ready for this kind of innovation and change within the curriculum and system. As this research was conducted on a small scale, the impacts may vary as well. In that case, an extensive research is required. Henceforth it can be recommended that English teachers in Bangladesh can pursue an ELTD program as part of their professional development, participate in different language related workshops, trainings and acquire more experience to their career growth and help their students master the target language (English) competently.

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Appendix

Interview questions for the teachers participated in English language teacher education programs

(The information collected will be kept confidential)

Name: _____Designation:_____

Sex: _____Nationality_____

Educational Qualification: _____

English Language Teacher Education(s): _____

You are humbly requested to answer the following questions:

Q. no.	Interview questions
1 (a)	Did you find your role as a teacher challenging? How would you define your role in the classroom before attending TESOL/CELTA program?
1 (b)	How would you define your role in the classroom after attending TESOL/CELTA program?
2 (a)	Have you followed any ELT methods and approaches before attending TESOL/CELTA program?
2 (b)	What are the impacts of ELT methods and approaches on your teaching practice after attending TESOL/CELTA program?
3(a)	What type of challenges did you face while developing teaching materials and designing class activities before attending the TESOL/CELTA program
3 (b)	In what ways did TESOL/CELTA help you to develop materials and design activities?
4(a)	Was providing feedback challenging or difficult before attending the TESOL/CELTA program?
4 (b)	Do you think that your feedback is now more effective after attending TESOL/CELTA? If possible give an example.
5	Do you think TESOL/CELTA degree has developed a better teacher in you? Please, explain.

Thank you for cooperation