# Teacher Cognition and its Impact on English Language Education in Bangladesh

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**Thesis submitted in fulfillment of the requirements for the degree of Doctor of Philosophy**

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*To Family and Friends,*

*who are not here to see the completion of this journey*

**Declaration**

I hereby declare that the thesis titled "Teacher Cognition and its Impact on English Language Education in Bangladesh" is my original research work. No part of this research has been submitted previously for the award of any degree, diploma, associate-ship, fellowship or any title of recognition from any other university or institution.

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## Supervisor's Certificate

This is to certify that the thesis titled "Teacher Cognition and its Impact on English Language Education in Bangladesh" by Zakia Ahmad for the award of the degree of Doctor of Philosophy has been carried out under my supervision. No part of this research study has been presented for any degree, diploma or fellowship from any other university or institution.

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# Acknowledgements

# Abstract

Teacher cognition has emerged as an important concept in teachers' professional thinking and practices. It encompasses teachers' beliefs formed through prior learning experiences, educational experiences, knowledge, assumptions about learning and teaching, decisions, course planning and classroom practices (Borg, 2006). This thesis is based on a study which aimed at examining higher secondary level English language teachers' beliefs about English language teaching and the extent to which these beliefs affect their classroom practices. The study also investigated differences, if any, between government and private college teachers.

Research was carried out through an interpretivist paradigm using a mixed methods approach, i.e. both quantitative and qualitative. Data was collected from 50 teachers through a questionnaire survey; 40 class observations and 20 interviews of 10 teachers; and narrative reflections of 5 teachers, all based in 14 colleges in Dhaka city. The findings revealed a regular pattern of consistency between teachers' beliefs and practices. Their beliefs were based on the underlying features of educational and personal experiences with a strong orientation towards examinations, the curriculum, the school setting and environment, and their sense of self-efficacy. There were no highly significant differences between the government and private college teachers.

The thesis then formulates an argument for the need to develop teacher education programmes in order to engage with teachers' in-built belief systems by incorporating reflective practices in the programme methodology. Only then it might be possible to draw out teachers' ingrained beliefs, interact with them and use them as an anchor to develop a teaching philosophy on which subsequent links can be made with the content and applied knowledge provided in formal teacher development courses.

## Abbreviations

| | |
|---|---|
| BAK | Beliefs, Assumptions, Knowledge |
| BALLI | Beliefs About Language Learning Inventory |
| BELTA | Bangladesh English Language Teachers Association |
| BISE | Board of Intermediate and Secondary Education |
| BMTTI | Bangladesh Madrasah Teacher Training Institute |
| CEC | Communicative English Course |
| CLT | Communicative Language Teaching |
| CPD | Continuous Professional Development |
| DFID | Department for International Development |
| EAP | English for Academic Purposes |
| EFT | English for Today |
| ELTIP | English Language Teaching Improvement Project |
| GCT | Government College Teacher |
| GoB | Government of Bangladesh |
| GTM | Grammar Translation Method |
| HSTTI | Higher Secondary Teacher Training Institute |
| NAEM | National Academy for Educational Management |
| NCTB | National Curriculum and Textbook Board |
| MoE | Ministry of Education |
| PCK | Pedagogical Content Knowledge |
| PCT | Private College Teacher |
| TESOL | Teaching English to Speakers of Other Languages |
| TG | Teacher's Guide |
| TQI | Teaching Quality Improvement (Project) |
| TTC | Teacher Training College |

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# Chapter 1

# Introduction

## 1. Basic Assumption

Over the last few decades, there has been a general recognition of the *teacher* as being at the heart of the educational process. The greater the importance attached to education as a whole—whether for social cohesion and justice, or for the human resource development so critical in modern, technology-based economies—the higher is the priority being given to teachers responsible for that education. Teachers are now being seen as the ultimate key to educational change and school improvement.

Proposals made at the macro-level of educational policy depend for their effectiveness on the interpretation by teachers at the micro-level of pedagogic practice and on their abilities to understand and carry out these proposals. Furthermore, due to demographic expansions, there are indications of a strong demand for qualified professionals to staff classrooms well into the future. By the same token, it is reasonable to argue that the need for an effective provision to initiate, develop and sustain teachers through an appropriate process of education consequently should be amongst the highest priorities of educational planning. As early as in the 1990s, the innovation-in-education literature emphasised this concern.

> Teachers don't merely deliver the curriculum. They develop, define it and reinterpret it too. It is what teachers think, what teachers believe and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people get. Growing appreciation of this fact is placing working with teachers and understanding teaching at the top of our research and improvement agendas. (Hargreaves and Fullan 1992, p. ix)

## 1.1. Teacher Cognition as a Basic Construct in Teaching Practice

Following on from the increasing importance given to teachers as being at the heart of the educational process, research has focused on teacher cognition or beliefs that influence their classroom practices. Teacher cognition is a phenomenon which started initially in cognitive psychology and mainstream education almost half a century ago. It was in the 1990-2000 decade that teacher cognition research in the field of second language (henceforth referred to as L2) education took root and it has gradually been building up momentum. Teacher cognition is a concept which involves teachers'

beliefs, decisions, course planning, classroom practices, previous language learning experiences, education, training, and assumptions (Borg, 2003). This concept has been clarified by several researchers. A detailed definition is given below:

> ……an often tacit, personally-held, practical system of mental constructs held by teachers which are dynamic- i.e. defined and refined on the basis of educational and professional experiences throughout teachers' lives. These constructs have been characterized using a range of psychological labels (particularly beliefs and knowledge) which may often be distinguished at the level of theoretical or philosophical debate but which seem to defy compartmentalization when teachers' practices and cognitions are examined empirically. (Borg, 2006, p. 35)

Currently it is considered essential to understand teachers and their beliefs about themselves and their preferred teaching processes in order to understand the effectiveness of teaching and learning. Interest in teacher cognition research in the field of L2 learning has become more significant due to the recent global concern for the teaching and learning of an L2, specifically English. Understanding what teachers believe, think and do in their classrooms has become important for successful teacher education programmes.

Beliefs, assumptions, knowledge and practices that teachers carry out in their classrooms are an integral part of their cognition. Their beliefs and assumptions are associated with their knowledge, teaching-learning experiences, classroom situations and a range of socio-cultural aspects including the role of the teachers as self. Teachers' knowledge and beliefs and attitudes about teaching and learning are partly an outcome of their own learning experiences. These beliefs do not exist in isolation. They always exist in sets and are part of larger belief systems (Green, 1971). People hold beliefs about every aspect of their life, such as, beliefs about personal and professional commitments, about society and the environment they live in, their communication styles and interaction with others. Their beliefs impact upon and are manifested through their behaviour and interactions. Similarly, in case of teachers a strong relationship has been observed between beliefs and their planning, decisions and practices (Pajares, 1992). Teachers' beliefs are integral aspects of teaching but these may change and modify during the course of teaching. Beliefs of foreign language teachers regarding their teaching of a foreign/second language can be understood from their views and practices in class. These beliefs therefore need to be considered for understanding teachers' practice of teaching.

## 1.2. Aim of the Study

The aim of the study has been firstly to examine what beliefs, attitudes and assumptions L2 teachers at the higher secondary school level have about L2 teaching and learning and secondly, how these are reflected in their classroom practices. Teachers' beliefs are a fundamental part of their cognition, so in the first part of the study teachers' beliefs about English language teaching and learning are identified and in the second part it is seen how these beliefs are reflected in the practices and techniques that teachers apply in their classroom teaching practices. The research has been carried out with teachers teaching English as a second language in both private and government higher secondary schools in Dhaka, the capital city of Bangladesh (in Bangladesh higher secondary schools are known as colleges, so henceforth a higher secondary school will be referred to as a college).

## 1.3. Significance of the Study

English is taught as a compulsory subject at primary, secondary and tertiary levels in Bangladesh. However, it has been shown that even after studying English for twelve years, competence levels of learners remain low in Bangladesh (English in Action Baseline Study 1, 2009). Khan (2010) states, "A most common and often repeated complaint from educators, researchers and policy makers is that, even after 12 years of studying English, students in Bangladesh cannot speak or write English correctly".

The rationale for conducting research into this issue came from the fact that I have taught English classes at the higher secondary level for more than thirteen years. Besides teaching the language, I have teacher training experience too as have I worked as a teacher trainer in several private organisations for several years. It was during my years of teaching and training that I became aware of the condition of English language teachers at the higher secondary level. Students come to study at the higher secondary level for a period of two years officially but actually they had classes for only about nine months. During this short span of time, teachers do not get enough time to develop students' language competence in English.

So far research carried out in the field of L2 education in the country has been primarily on learning and teaching methodologies and these studies have been conducted mostly at the secondary level. There has been relatively few research

studies to date focused on the higher secondary level to assess teachers' views and position in this important sphere of teacher cognition. This study has explored the condition of L2 teaching and learning at the higher secondary level, and is possibly a new perspective in the field of teacher cognition research in Bangladesh.

## 1.4. Design of the Study

The research has been undertaken through an interpretivist paradigm (Cohen et al., 2007). The study has been conducted in two phases, based on mixed methods. Both quantitative and qualitative approaches have been used. In the first phase quantitative methods have been employed. The first part consists of a survey which has been carried out to investigate teachers' beliefs about English language teaching and learning and also to find out whether there are any differences between the beliefs of private college teachers and governments college teachers.

The second phase has been undertaken using qualitative methods such as class observations, interviews, stimulated recall and narrative accounts given by teachers regarding their L2 learning beliefs and teaching experiences. This part of the research study has investigated how the beliefs that teachers hold are reflected in their classroom practices. The free-flowing data that was gathered was then subjected to data reduction by identifying recurrent themes as advocated by Lincoln and Guba (1985).

Data analysis has involved a mixed methods approach. Analysis of the first part, which is the questionnaire survey, has been completed quantitatively by calculating percentages of the responses of the private college teachers and the government college teachers separately so that comparisons could be drawn between the two groups. Qualitative data collected through observation, interviews and narratives have been scrutinized for recurring patterns and themes (Ritchie and Lewis, 2014). Audio recorded interviews have been fully transcribed, read and re-read for pre-assigned codes. New codes have been attached to the new themes which have emerged. Some of these new themes are interrelated and have been discussed in relation to the main themes under investigation. Data from interviews, narratives and observations have been compared to verify the consistency, similarity or dissimilarity between what teachers said and did in their classes.

The findings have revealed that teachers' beliefs are strongly influenced by their own learning experiences. In the findings of the survey phase responses of private college teachers have been compared with the responses of government college teachers and significant differences have been found in a few areas only. In the qualitative phase of the study a regular pattern of consistency between teachers' professed beliefs and their actions in class has been observed. The study reveals that the cognition of teachers which is manifested through their practices are based on the underlying features of prior learning experiences, administrative policy of their college, education policy of the country, students' needs and requirements.

Ethical issues regarding research protocol have been considered and precaution has been taken to ensure validity and reliability of data through multi-modal techniques, i.e. the process of triangulation (Cohen et al., 2007).

Field research was carried out within a time frame of thirteen months and the whole study from its initial stage to the final analysis was completed in approximately four years.

## 1.5. Limitations of the Study

The study has some limitations in the sense that it involved participants from one city of the country only and investigation was of subjective individual beliefs. To gain a better in-depth understanding of teachers' beliefs further, large scale studies need to be carried out including respondents from all regions and socio-economic groups in the public and private sectors. A deeper understanding of teachers' beliefs and thought processes is likely to increase awareness and understanding in teacher educators and trainers to enable teachers develop and improve L2 teaching.

## 1.6. Organisation of the Chapters

The thesis consists of seven chapters. Chapter 1 gives an introduction to the whole study. It sets out the aim, the rationale and the methodology of the study.

Chapter 2 elaborates the background setting of the study in order to clarify the teaching-learning situation of the country. Poor language in education policy, low contact hours in class, lack of use of the target language, teacher dominated classroom methodologies, as well as the backwash effect of state tests, have made the teaching

and learning of English rather problematic in Bangladesh (Rahman, 2007). The training programmes which are organised for college teachers have also been discussed.

Chapter 3 gives an overview of the research literature which exists in the field of teacher cognition in the field of general education as well as in second language education. Shulman (1987) proposes that teachers possess a "knowledge base for teaching". They use their knowledge in different ways to suit classroom situations. Teachers gain experience through classroom practices and this experience in turn assist them to improve or change their practices (Calderhead, 1996; Cooper and McIntyre, 1996). Research has revealed that teachers' prior learning experiences have a strong influence on their beliefs regarding multiple facets of language learning. Studies which investigated the influence of teacher training programmes on teachers' beliefs have been discussed as well. These studies reveal in some cases the positive impact of teacher training on teachers' beliefs and in some cases very negligible impact on the beliefs which teachers hold (Grossman, 1989; Richards and Pennington, 1998; Farrell, 2003). A conceptual framework for the study is also proposed in this chapter.

In Chapter 4, the research design and methodology of the study is given, including the objective of the study, the research questions which guided the study and the rationale for using such a research design. The different methods both quantitative and qualitative are explained. This mixed methods approach facilitated triangulation of the data obtained. Ethical concerns of the study, constraints and challenges faced by the researcher have also been recounted.

Chapter 5 presents the findings of the research. Quantitative and qualitative approaches were employed to analyse the data obtained from the different sources. A detailed analysis of the data is given.

In Chapter 6, findings of the study are categorized according to predetermined themes provided by the quantitative approach. The qualitatively data obtained from classroom observations, interviews and teacher narratives, have been analysed according to recurrent themes. Links have been drawn between the findings of the present study and previous studies (reviewed in Chapter 3), which were conducted in the field of

teacher cognition and beliefs. In some areas beliefs have been found to be similar across cultures and countries, but practices have revealed that beliefs of teachers are impacted upon by several other factors such as the curriculum, the school environment, students and the dynamics of affective factors.

The final chapter, Chapter 7, reviews briefly the findings and its significance in understanding L2 teachers' teaching practices. It brings out the pedagogic implications of the study to teacher education and development. It also argues that an awareness and understanding of teacher cognition is essential for teacher education programmes with a clear need to energise reflective practices among teachers.

## 1.7. Summary

A brief outline of the present research study, its rationale and its pedagogic implications has been provided in this chapter. In the next chapter, the background and setting of the study is laid out. Since the focus of the study is the higher secondary level of education, the status of English learning and teaching at this level is discussed together with the multiple factors that have impacted on the field.

# Chapter 2
## Setting of the Study

### 2. Introduction

This chapter will trace the history of English in Bangladesh from her colonial past to the present day. This research study took place in Dhaka, the capital city of Bangladesh. Bangladesh is mainly a monolingual country where the status of English has been one of constant change. English had to go through several changes in education policy which impacted on educational practices from time to time. This is evident from the learner outcomes that are presented in section 2.3.3. Since this study deals with the beliefs of English language teachers teaching at the higher secondary level the HSC textbook, the syllabus, the teachers and the teacher training programmes which are prevalent in the country at present are highlighted here.

### 2.1. Historical Background of English in Bangladesh

The development of English in Bangladesh is linked to the history of the Indian subcontinent (the geographical region which constitutes present day Bangladesh, India, and Pakistan). When India was under Moghul rule, the official languages used in Bengal were Arabic, Persian, Portuguese and Sanskrit (Rahman, 1999a). English first came to the Indian subcontinent through the Englishmen who came to India as traders. It was during the British Raj (1858 – 1947) that English started being used in all the important spheres of Indian life. The establishment of British imperialism made English the language of the educated, the political elite, and also the language of trade and commerce (Johnson, 2003).

Thomas Macaulay's famous *Minute* (1835) advocated the teaching and learning of English which was endorsed by Lord Bentinck's acceptance. This firmly established English in Indian educational system. Some other factors which also worked in spreading English in the subcontinent were firstly, the work of the Christian missionaries; secondly, the government decision to make English the medium of administration and thirdly the foresightedness of leaders such as Raja Ram Mohan Roy (1772-1833) who wanted Indians to be educated in English. The three universities established at Bombay, Madras and Calcutta in 1857 ensured the

emergence of English which became the primary medium of education and so its status and growth was firmly established in the educational system of the country.

In 1947, when the British left, the Indian subcontinent was divided into two countries, India and Pakistan. Pakistan comprised of two wings: West Pakistan and East Pakistan. East Pakistan was a monolingual region with 95% of the population speaking Bengali. Declaration by the Pakistan government of 'Urdu' as the national language gave rise to turmoil, political unrest and bloodshed in the eastern wing resulting in the 1952 language movement. Finally Bengali was reinstated as one of the state languages along with Urdu. English became the official second language of the country. While both Urdu and Bengali received national status, English became the language for official purposes, administration, law courts and higher education till the independence of Bangladesh in 1971.

## 2.2. Status of English in Bangladesh

English was a legacy that Bangladesh inherited from her colonial past. Bangladesh shares the same history as India under British rule regarding the use of the English language (Rahman, 2007, p. 67). Countries which had broken free from the domination of imperialism tried to establish their own identities by formulating a strong education and language policy which favoured the mother tongue or first language of the state. It was only after British colonization that the idea of having a language policy in education became necessary (Gargesh, 2007).

Language has always been a sensitive political and social issue in Bangladesh. With independence, Urdu was naturally abolished and Bengali (currently referred to as Bangla) was declared the state language. In a country which is largely monolingual this was done quite easily. Keeping English as an official or second language was not necessary.

In an attempt to establish Bengali nationalism in every sphere of education and governance, all English medium schools were abolished in 1972. English was displaced in a fervour of nationalism (Rahman, 2007). There was an attempt on the part of the political leaders to assert Bengali nationalism through the use of the native language in all spheres of education and governance. This was done quite easily since Bangla was the main language of the country. The main motive behind making

Bangla alone the medium of instruction in all primary schools and gradually throughout the whole system was to assert Bengali nationalism and identity (Musa 1985). Regardless of such orders, English went on being used, in a covert manner, in all official work, law courts, and higher education (Rahman, 1999b).

However, the status of English as a second language or foreign language still remained ambiguous and controversial. Each political party that came into power exploited the language issue to gain popularity: changing, revising, abolishing and reinstating English as they pleased. They had their own agenda regarding the education and language policies of the country. There was failure in implementing sound education policies and it was necessary to have a language policy (Spolsky, 1998). Abolishing and implementing English in the national curriculum of schools and colleges became the target of the education policy and hence the language policy of the country. The sociopolitical and historical context was very much evident in the government policies regarding education. As Tsui (2004) states, language policies have to be placed within socio-political and historical contexts.

The passing of 'Bangla Procholon Ain' (Bengali Implementation Act) in 1987 was an attempt to establish Bangla in all spheres of education and government administration. Henceforth in all official work, education, law courts Bangla was used. The Act also declared the change of nomenclature of the language from Bengali to Bangla. English ceased to be used in offices. However, in the higher law courts, it continued (Banu and Sussex, 2001).

## 2.3. English in Education

Despite a literacy rate of 72.8% percent at present (Human Development Report, 2017), an even lesser percent knows a foreign or second language like English. Low contact situation with the language, poor curriculum, short-sighted education policies have made the teaching of English a challenge in Bangladesh. Starting from earlier policies of marginalising English in the curriculum influenced by nationalistic sentiments and the gradual rise of the recognition of the market value of English through a neo-liberal policy (Hamid, 2015), the situation of English language teaching and learning faces a range of challenges.

In order to promote the growth of English it was necessary to have a well-defined Education Policy implemented by the government. However, there has been no specific language-in-education policy. Overall, the policies regarding English teaching became manifest in the government orders and memorandums issued from time to time. A government circular was issued in 1972 stating Bangla would be the only medium of instruction in all primary and secondary schools, but there was no mention of English. In 1974, English was reintroduced at the secondary level from year 6 to year 12; then again it was started from year 3 in 1976. After vacillating policy decisions as to the level from which English should be started, English was introduced from year 1 to be continued to year 12 in 1986. English became a compulsory subject to study at school from primary to higher secondary level and later to be introduced at the tertiary level too as a one-year foundation course. English was dropped from the 2-year B.A. courses studied at university colleges, only to be reintroduced into the syllabus in1994.

The National Curriculum and Textbook Board (NCTB) a permanent government body was set up for the secondary and higher secondary sectors. The main responsibility of the NCTB is curriculum development and the writing and publishing of textbooks. Graded English textbooks were written and published from years 1 to 12. When the English version was introduced in early 2000 in Bangla medium schools, the NCTB had to write textbooks for all subjects in English. There are eight Boards across the country for regulating and conducting the public school examinations from the primary to the higher secondary level.

In 1992, The Private University Act was passed by the Parliament. This gave way to the emergence of private universities with English as the medium of instruction. At the tertiary level English was introduced as a compulsory subject by the government. The University Grants' Commission directed by the Ministry of Education (Memo dated 26.06. 2002) instructed all universities to use English in their medium of instruction. Gradually, English was reinstated as a medium of instruction, although Bangla medium remained the major language of instruction in schools in Bangladesh.

### 2.3.1. National Education Policy 2010 and English in Bangladesh

In the Foreword of the Education Policy 2010, although the need for language, mathematics, history, science education is mentioned, there is no specific mention of

English as such. It is mentioned that one of the aims and objectives of the education policy is "to ensure efficient and correct teaching of Bangla language" (p.3).

In the Education Policy 2010, it is mentioned that the Secondary Level of Education includes Classes IX to XII. There were plans for high schools to add Classes XI and XII and higher secondary colleges to add Classes IX and X. Accordingly funds were supposed to be made available to increase and improve the infra-structure (classrooms, furniture, educational instruments) of the institutions. Subject related teachers including English were to be appointed at the higher secondary level. Teacher student ratio is supposed to be 1:30 by 2018. Medium of instruction will be in Bangla but also may be in English. But in reality none of these plans have materialized. For higher education English has been made a compulsory subject to be taught at the degree level of all colleges and universities. This will carry 100 marks / 3 credits.

With the implementation of this policy, 4 public examinations have been introduced for students from the primary to the higher secondary level. Primary education is from class I-V, after which students sit for the Primary School Certificate (PSC) Examination conducted by the Education Boards throughout the country. After the completion of Class VI to VIII, another public examination, the Junior School Certificate (JSC) Examination is held. On completion of Class IX – X, a nation-wide public examination known as the Secondary School Certificate (SSC) Examination and on completion of Class XI - XII another public examination, the Higher Secondary School Certificate (HSC) Examination are held. Both the S.S.C. and H.S.C. exams are high stakes gate-keeper examinations (Khan, 2010)

English is the only foreign language being studied in the curriculum in Bangladesh and it is a compulsory component of the syllabus at all levels of schooling. Nevertheless Examinations Board records show ninety percent of the failure in the public exams occurs due to failure in English. Research has shown that students lack the English language proficiency required for their higher studies. Khatun and Begum (2000, p.1) observe that the "the national mean of English in the two public exams (S.S.C. and H.S.C.) is among the lowest scores". Students go through twelve years of formal English instruction and still lack proficiency in the language. The percentage

of pass in English at the SSC exams in 2007 was 86% and in 2008 this came down to 76% (Sharifuzzaman, 2009).

This realization made the government education planners reinstate and expand the role of English at all tiers of learning (primary, secondary and tertiary). The need for English arose through an awareness of increased international relations, trade, globalisation, international funding. Moreover, the material value of English and its potential for upward mobility became widely acknowledged (Seargeant and Erling, 2013). In this favoured perspective towards English, policies initiated an approach of providing English for all in education. However, a critical stance is taken up by Hamid (2015):

> I argue that while macro-level policy-makers have been guided by "linguistic communism" in introducing English for all, it is actually market forces that determine, to a large extent, who attains linguistic competence and whose competence is likely to be transformed into linguistic capital. (Hamid, 2015, p. 1)

### 2.3.2. Reforms in the English Language Teaching (ELT) Sector

The Communicative Language Teaching (CLT) approach being used worldwide since the 1980s was introduced in Bangladesh in the 1990s. Reform at the secondary level started taking place in the mid-1980s. Attempts were made to introduce language oriented teaching through the introduction of the new textbook *English for Today*, Book Eight, for Classes XI – XII (August, 1986). The Foreword to the book states, "As the text is primarily language-based, the book is a departure from the old one in which the selected poems and pieces of prose did hardly lend themselves to any suitable language activities". This textbook had to be withdrawn and revised again. By 2000 the government introduced major changes in curriculum, textbooks and teacher training programmes (Chowdhury and Le Ha, 2008). In 2001-2002 the new English for Today (henceforth EFT) for classes XI-XII was developed by ELTIP, an aided project through DFID partnering with the Government of Bangladesh (Hani and Siddika, 2018). The new EFT emphasised the learning of grammar through context, functional use of language and practice of the four skills. This book "was a significant change compared to the former course book, which was a literary anthology" (Rahman, 2009, p.133). A different methodology was required to teach this book so teachers who were not familiar with the CLT approach of teaching could not accept the book happily:

It is evident that the teachers perceived the book as having brought about a great change in terms of content, language, tasks, methodology and assessment. Methodology in particular emerged as the single most significant aspect of the perceptions being voiced. The new book had been designed along a communicative approach adhering to the basic principles of learner-engagement, skills based activities, with meaningful practice of every-day language in context and plenty of learner participation. However this approach appeared to go against the accepted classroom culture that the teachers were familiar with. (Rahman, 2009, p. 137)

This made it necessary for the EFT for Classes XI – XII to be revised several times. A new series of textbooks based on the CLT approach were revised for English language teaching at the secondary and higher secondary level (Rahman, 2015). There were changes in language, content, methodology and assessment at all levels. New textbooks and teachers' guides for these textbooks were written by national and international experts to facilitate the teaching and learning of English using the CLT approach. At the HSC level students have two papers of English, which carry 100 marks each in the syllabus. 1st Paper is text-book based and 2nd Paper is grammar based but the textbook does not reflect the curriculum fully in the sense that communicative skills such as speaking and listening are neither practiced nor tested. In a study by (Khan, 2010, p.137) teachers opined, "text-books need to be made attractive and resourceful and lots of exercises needed to be included. Textbook, syllabus and test must complement each other".

The new EFT for the higher secondary level i.e. Classes XI- XII which is currently being taught was revised and introduced in 2014. In this edition there is a blend of language with more of literature. This was introduced because the teachers complained that they did not find any interest in teaching just language based topics since the previous book focused mainly on language teaching. This information was received from a curriculum specialist at NCTB. The current book was introduced in 2014 but it did not have a Teacher's Guide to accompany it. The NCTB curriculum specialist confessed that they had written/compiled and published the book after being directed by the Ministry of Education and there was only funds for the main textbook. The Ministry had not sanctioned any funds for the teachers' guidebook to EFT XI – XII, so no Teachers' Guide was written for the new EFT XI - XII textbook. A copy of the old Teacher's Guide, which has very specific suggestions for classroom use, was not available at any of the sites at which I carried out my research. Obviously, the authorities did not give much attention to this matter.

Changes were introduced in education before adequately preparing teachers for it. "This emphasis on an uncontrolled educational expansion without a corresponding provision for trained teachers, teaching and learning facilities and other supporting infrastructure, has created an environment which is vulnerable to all sorts of problems" (Rahman, 2009, p 131). The teaching of English had always been based on the grammar translation method, it was teacher centred, lecture based and authoritative. Teacher training programmes were introduced by the Government and some private organisations to familiarize teachers with the newly introduced CLT curriculum. The reforms introduced through the introduction of CLT approach, new textbooks and curriculum, teacher training programmes have not shown any desirable results. The HSC results shown in the next section is one proof of the ineffectiveness of all these reforms.

### 2.3.3. H.S.C. Results with Special Reference to English

Students enrol at the higher secondary level for two years only at the end of which they sit for the HSC examinations. The importance of the HSC exams is higher than the SSC exams because it determines the course of future study and is the gateway to tertiary education (Khan, 2010). But there is a wide gap between the proficiency of students at the HSC level and the proficiency required for entrance into tertiary study (Rahman et al., 2006). Rahman, McGinley and McGinley (1981) cited in Rahman et al. (2006) found higher secondary school students to be lagging four years behind their expected proficiency level. Srivastava (1995, p. 210) has drawn a positive relationship between education and language. He has shown that every educational failure of an individual is due to some kind of language failure. In 2014 only two candidates passed the Arts Faculty entry test and were eligible for admission into the Department of English (bdnews24.com, 25.9.2014).

The majority of students fail their HSC exams due to failure in English. The percentage of failure in HSC exams and the percentage of failure in English in Dhaka Board are shown in Table 2.1. This data was collected by me from the office of the Controller of Examinations, Dhaka Board through several visits and long hours of patient waiting.

Table 2.1 Percentage of Failure in HSC Examinations in Dhaka Board

| Year | No of HSC Examinees | % of Failed Examinees | % of Examinees failed in English |
|------|---------------------|-----------------------|----------------------------------|
| 2017 | 337494 | 30.26 % | 23.34 % |
| 2016 | 340682 | 26.47 % | 13.50 % |
| 2015 | 276778 | 31.84 % | 20.90 % |
| 2014 | 300554 | 15.46 % | 7.41 % |
| 2013 | 265551 | 25.96 % | 17.70 % |

Since this study deals with the HSC level teachers, special emphasis is given on the HSC results, and teacher education programmes for the teachers of this level. All information in the next section (Section 2.4) was obtained through personal visits, meetings and conversations with officials, personnel in charge of programmes and teacher trainers at the respective organisations.

## 2.4. Teacher Education Programmes for HSC level English Teachers

Considering the number of English teachers in the country the number of training institutes and training programmes are not sufficient. At present there are 14 government teacher training colleges (TTC), the National Academy for Educational Management (NAEM) for the secondary level teachers, 1 Training Institute for Madrasa teachers, 5 Higher Secondary Teacher Training Institutes (HSTTI) for the subject based training of higher secondary college teachers., and one Institute for Educational Research (IER) for higher training and research under Dhaka University. There is only one HSTTI in Dhaka. TTCs only offer degree programmes no training.

There are some teacher education programmes such as, Post Primary and Continuing Education (PACE) programme of BRAC, which is for secondary level teachers only; Curriculum Dissemination Programme by NCTB, Communicative English Course by NAEM, The English Language Improvement Project (ELTIP) and Teaching Quality Improvement project (TQI) organized by government and private sectors. But among all these programmes only a few include college teachers.

### 2.4.1. NCTB: Curriculum Dissemination Programme

All NCTB trainings are focused at the Secondary level. In practice there is no training for the higher secondary level. However, when the new syllabus was implemented at the HSC level NCTB arranged for a "Curriculum Dissemination Programme" in 2015 for 6 days for five and a half hours per day, so a total of 42 hours of training was given to the teachers. The topics focused on the new teaching methodologies. Teachers of all subjects were took part in these trainings. In three sessions there were three groups of English teachers who were trained in three sessions. In these three sessions there were approximately 120 – 130 teachers from all over the country.

### 2.4.2. The English Language Teaching Improvement Project (ELTIP)

The English Language Improvement Project (ELTIP) was one of the major programmes introduced in 1997 by the Ministry of Education, co-funded by the Department for International Development (UK) and implemented by the British Council and the (NCTB) for text-book writing and  for in-service secondary school teachers' training. ELTIP ran in three phases. The first phase was from July 1997-June 2002. 27 master trainers received training from the UK. During this phase 400 teachers, 1000 question setters and script markers were trained. The second phase continued from July 2002 – June 2005. This phase included NCTB and 7 BISEs when 17328 teachers were trained. In the third phase (July 2005- June 2009) 13,575 teachers were trained (S. Rahman, 2009). These trainings were mainly for secondary school teachers. During the third phase, only 2-3 batches of higher secondary level teachers were trained.

The aim of ELTIP was to train teachers to use communicative language teaching in classroom instruction and also guide them to use the newly written communicative textbooks effectively to develop the four language skills. Unfortunately these trainings did not show positive results in teacher performance and students' learning outcomes. A reason for this is the training programmes were not sufficient to meet the requirements of the large teacher population. Not even half of the targeted areas in Bangladesh had been covered by the ELTIP programme. Out of the sixty-four districts in the country, there were only twenty-seven training centres in twenty-seven districts. This was not sufficient to cater to the large teaching community of the country (Rahman, 2009). So even after twelve years of its inception student learning

outcomes indicate that the ELTIP program was not having the desired effects. Other problems of the ELTIP project were absence of a sound monitoring system, problems of funding, lack of TOTs, and non-availability of the Teacher's Books. "It is important to point out that although conceptually valuable and sound in principle, most of the reform attempts have suffered from a lack of planning, for not providing supportive resources, for being isolated attempts and for lacking a coordinated long-term focus" (Rahman 1999 cited in Rahman et al., 2006, p. 3).

College teachers are expected to use communicative teaching in class without any formal training. They had to depend on the Teachers' Guide and ELTIP had run short of these guides too.  NCTB was expected to print these guides and distribute them to all colleges (Rahman, 2009). A study by Rahman, et al. (2006) revealed training of teachers produced a general improvement in knowledge and CLT skills but there was not much difference in classroom practice. Teachers did not believe CLT could be used in all classroom situations. This implied a "set of ingrained beliefs which influence teachers' attitudes and behaviour in the classroom" (ibid., p.1). The duration of study at the higher secondary level is short and yet this is the period that prepares students for higher education where knowledge of English is essential. As such training of teachers at this level is necessary. Human knowledge is subject to change and revision so teachers ingrained beliefs may be engaged with through training and raising awareness of their practices (Guba and Lincoln, 1994, cited in Rahman, et al., 2006).

### 2.4.3. NAEM: Communicative English Course (CEC)

Communicative English Course (CEC) training organised by NAEM started in 2003. This is specifically for schools, colleges and functionaries i.e. government officers and staff.  This programme is still continuing. The training sessions take place at NAEM in Dhaka.  There are three training phases which are conducted annually with 30-35 participants in each course. The duration of the course is 21 days. Teachers from colleges (Class XI and XII) are invited to participate in these training sessions. This is an ongoing project for training college English teachers in the communicative language teaching methodologies.

### 2.4.4. Teaching Quality Improvement (TQI): CPD Training

Teaching Quality Improvement in Secondary Education (TQI) started as a joint project of the Government of Bangladesh, Ministry of Education and the Asian Development Bank. There were two phases of TQI, Phase I and Phase II. College teachers were trained under Phase II.

Phase I was specifically for school teachers and in Phase II Continuing Professional Development (CPD) was implemented for both school and for college teachers. The project started at the second level based on the National Education Policy, 2010. It was in 2014 towards the end of TQI II that teachers of Class XI and XII started to be trained. These trainings ended in June 2017. Resource persons, materials, venues everything was restructured. Government college teachers were trained in a TOT program for 24 days to create resource persons for CPD. There were 40 participants for each training session and there were four sessions per day for 24 days. CPD training was for teachers of 11 subjects English. The emphasis was on pedagogy, content, inclusive education, and ICT. TQI developed the secondary level materials but for college teachers no materials were developed. The teacher trainer from whom this information was obtained confessed that the trainings were conducted without any training materials as the resource persons knew how to conduct these trainings, they knew how to draw lesson plans, how to teach EFT.  This book is for language teaching and learning so skill based teaching has to be done. Teachers have to realize that it is not necessary to teach the whole book. As this is language practice the teacher has freedom to teach any unit from the book. But to understand this, the teachers need to have proper training.

The target of CPD was to train 10,200 teachers from Colleges and Madrasas in 11 subjects from all over Bangladesh. There are 1400 – 1500 colleges and Madrasas all over Bangladesh, out of these 317 are Government colleges. Till June 2017, 9921 English teachers of Grade 9 to 12 have received training. CPD English training has been given to 1871 teachers of Class XI and XII, out of this 1581 are male teachers and 290 are female teachers.

The CPD trainings were held at different venues namely, Teacher Training Colleges, Bangladesh Madrasa Teachers Training Institutes (BMTTI), NAEM, HSTTI, Cluster Centre Schools (CCS) 51 centres at schools in 48 districts.

### 2.4.5. Training for Tertiary Level Teachers

This is another training conducted by the National University (NU). The NU is an administrative and academic institution under which public and private University Colleges run undergraduate and graduate programmes. The NU holds examinations and awards degrees. "NU has been organizing 120-hour intensive in-service courses for the past two years to orient English college teachers into the new language-based undergraduate syllabus and to update them on more current classroom methodology' (Rahman, 2009). The object to note here is that many undergraduate colleges have HSC level education also so teachers who are teaching at these colleges are trained because they teach at the undergraduate level. They do not receive this training specifically as higher secondary level teachers.

A study conducted on one major teacher education programme reports: "There was little evidence of much difference in the existing classroom practices of trained and non-trained teachers" (Rahman, et al., 2006, p. 1). Effective learning depends on effective teaching. Students' lack of English proficiency points to the failure of these teacher education programmes. An important factor is college level teachers in Bangladesh are not required to have any formal teacher education degree.

### 2.5. Purpose of the Study

The higher secondary level of education covers just two years at the college level and out of that practically only 9 months of classroom contact is possible given the constraints brought about by several factors. Hence students do not have much time develop their language competence. In such a situation it is imperative that teachers help them as much as possible and for this to happen the teachers themselves need to realize the importance of their role in the education process. I have been working in L2 teacher education for several years. Interest in this study has arisen from my professional encounters with teachers who come from various parts of Bangladesh to receive training.

The fact that in Bangladesh so far there has been little research carried out in the field of teacher cognition and L2 education at the higher secondary level, this study has a relative significance. Since 'Lack of research in a field increases its worth' (Gay et al., 2009, p. 81). It is believed that teachers need to be able to articulate their knowledge,

beliefs and assumptions for professional development. Researchers and teacher educators need to understand teacher cognition in order to comprehend the way that effective teaching and learning can take place. Research in the field of education has revealed that classroom practice and teacher cognition exist in 'symbiotic relationships' (Foss and Kleinsasser, 1996 cited in Borg, 2006, p. 87). An understanding of teachers' beliefs can contribute to a positive development in the L2 teaching-learning situation in the country. It is hoped that this study will initiate further research in the field of teacher cognition.

## 2.6. Summary

This chapter has presented the background and the status of English and L2 education in Bangladesh. Despite numerous challenges, the importance of teaching and learning the English language has grown. In recent years there have been increased macro-level policies favouring the learning of English at various levels of education. The reasons for this have been discussed – this may be functional, commercial, economic, and cultural – and perhaps at the root of all this is globalization or marketisation (Hamid, 2015). The trend, particularly in urban areas, is towards parents favouring English medium education for their children.

> The importance of the ability to communicate in English in today's globalised world is one of the major reasons why ELT initiatives in Bangladesh have increased since the mid-nineties. There has been a plethora of state-run directives and a succession of donor-aided ELT projects. (Rahman and Cotter, 2014, p. 160)

This can be seen in the mushrooming of numerous English medium schools and kindergartens in cities. Centres for English language teaching have sprung up all over the country and are in great demand. However, to what extent they operate efficiently in developing competence in the English language remains a question. But this strong movement towards learning English is an indication of a trend which has started in Bangladesh and which appears set to continue.

However, to achieve a positive outcome, an efficient teaching force needs to be in place. The importance of the teacher in the education process has been repeatedly recognized so it is necessary to help English teachers build up their proficiency level as well as their professionalism. Any attempt to do this will need to take into account the beliefs, attitudes, knowledge and assumptions that teachers hold. It is by engaging

with these cognitions that teachers may develop their understanding of the teaching process.

The next chapter gives a detailed review of literature in the field of teacher cognition research which started in the field of education and then was adapted to the English language teaching discipline.

# Chapter 3
# Review of the Literature on Teacher Cognition

## 3. Introduction

This chapter provides a detailed review of the research literature on the concept of teacher cognition in mainstream education and L2 teacher cognition. The literature reviewed for this study reveals key issues of teacher cognition which impacts on the lives of teachers and learners.

Section 3.1 explains the concept of teacher cognition. Studying teachers' psychological, mental and affective aspects have gained precedence over the study of teaching methodologies. Understanding the concept of teacher cognition has become crucial to understand how effective teaching and learning takes place.

Section 3.2 provides an introduction to teacher cognition research from a historical perspective. An overview of research carried out in the field of teacher cognition in mainstream education research is presented here.

Section 3.3 presents an account of studies which developed in teacher cognition with emphasis on the different aspects of knowledge. An explanation is given of the terms 'knowledge' and 'beliefs' as has been understood and defined by different educationists and researchers.

Section 3.4 defines teachers' beliefs and gives a description of the studies which developed in teacher cognition research in L2 studies. A review of research studies on teacher cognition in relation to second language teaching and learning is provided in this section.

In Section 3.5 research which has studied the influence of teachers' beliefs on classroom practices are reviewed. The impact of beliefs on teaching practices becomes evident in these studies.

Section 3.6 reviews and analyses studies which examine the effect of teacher education on beliefs and practices.

Section 3.7 discusses theories which can provide a framework for designing teacher education programmes.

## 3.1. Teacher Cognition

Teacher cognition is a concept which has gained much importance in the last century. The different paradigms of teaching raise several questions regarding teachers and their 'mental lives': how do we research teachers? What is happening to teachers in terms of cognition? Is teaching common sense? Is it an art? Is it a craft? Are there any fundamental rules governing teaching or is it part of a larger social system? Is teaching a competence? Are teachers reflective practitioners? (Calderhead, 1987; Clark and Peterson, 1986; Carter, 1990; Shavelson and Stern, 1981; Shulman and Elstein, 1975).

Cognition of teachers is defined by Kagan (1990, p. 419) as "teachers' self-reflections, beliefs and knowledge about teaching, students and content; and awareness of problem solving strategies endemic to class room teaching". Teacher cognition is a combination of what teachers believe, the decisions they make during classroom practices, course planning, their previous language learning experiences, education and training (Borg, 2003).

Borg's (2006) schematic conceptualization (Figure 3.1) of teaching shows the importance of the role of teacher cognition in the lives of teachers. All psychological constructs are collectively referred to as teacher cognition. Borg has conceptualized this model keeping teacher cognition at the centre as it is the most fundamental aspect of teachers' professional lives. The diagram "indicates that teachers have cognitions about all aspects of their work" (p.41) and it also outlines the relationship between teacher cognition, teacher learning which is gained through schooling, professional education, classroom practice and other contextual factors. The foundation of teacher cognition is laid at school when each learner is exposed to teachers teaching them. Students gain the experience of schooling being strongly influenced by their teachers. Schooling has its impact on how teachers carry on their professional work later on in their careers. Professional coursework and teacher cognition have an interdependent relationship. Teachers enter classrooms with cognitions which influence their practices and eventually through their practices and other contextual factors their cognitions change. The cognitions they have are shaped and re-shaped either consciously through reflection or unconsciously through their practice and interaction with students, colleagues and the environment within which they work. Language

teacher cognition research which has arisen out of research in mainstream education is established within this framework.
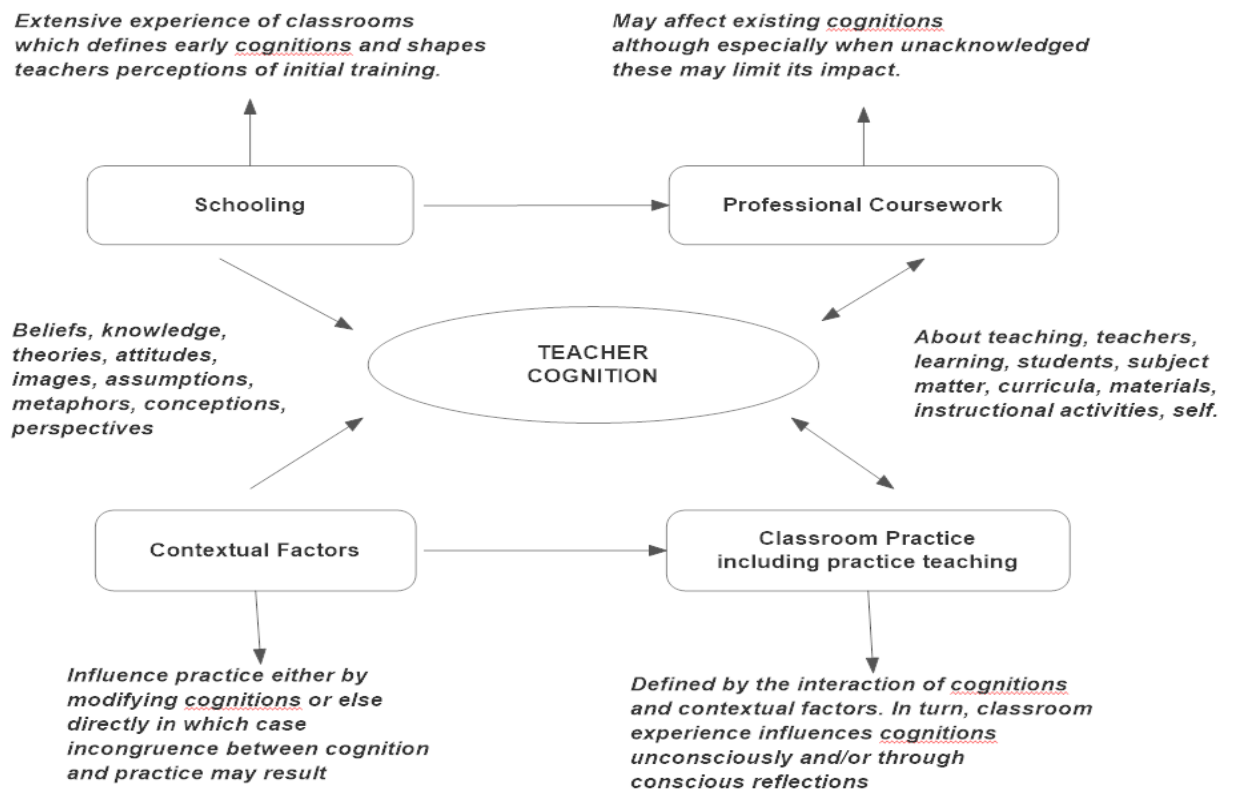


Figure 3.1 Teacher cognition, schooling, professional education and classroom practice (Borg, 2003, p. 82)

## 3.2. Historical Background of Research on Teacher Cognition

Studying the history of research on teacher cognition we can see that teacher cognition research in language teaching grew out of educational research and research in cognitive psychology. The impetus in teacher cognition research started to build up from the 1960s. The merit of research which started in mainstream education lies in the fact that it improves educational practice and this improvement should come around in the minds of teachers and practitioners (Fenstermacher, 1994). Since the 1970s teacher cognition research has looked into different perspectives from which teachers' "mental lives" (Borg, 2006) could be understood. Dunkin and Biddle (1974, p. 38, cited in Borg, 2006) presented a model which showed how research in the 1970s approached classroom teaching. The short-coming of the model was that it gave importance to the process-product approach of teaching. Only observable

teacher and learner behaviour and learning outcomes were studied. Teachers' cognitive processes were not taken into account, and hence this model was considered insufficient.

Research on teaching initially interpreted teaching and learning from a behaviourist standpoint. This narrow view of teaching could not explain the affective factors involved in teaching so research evolved which took into account the cognitive as well as the affective factors of the professional lives of teachers. Three factors influenced research in the field of teacher cognition to change and develop (Calderhead, 1996). First, the behaviourist view was too limited in its scope to explain the complexities of teaching. Second, was the position and importance that educational research drew from cognitive psychology, and third, the recognition of the importance of the teacher in the field of education. Research in education moved from studying teacher behaviour to teachers' thought processes.

Focus of research on teachers started to take place gradually. The first interest in studying teachers' cognitive processes started in cognitive psychology. Borg (2006) also mentions three factors which are responsible for the change in studying teacher behaviour to studying teachers' cognitive processes. Firstly, cognitive psychology took into account the importance of studying teachers' mental lives rather than their behaviour only. Secondly, the importance of the role of the teacher was acknowledged and thirdly, the limitations of quantifying teacher behaviour were recognized and so teachers were studied in a holistic manner and qualitatively. Research on teachers became more descriptive and interpretive. This change was first viewed in Jackson's (1968) work which has been cited in Clark and Peterson (1986, p. 255) as "one of the first studies that attempted to describe and understand the mental constructs and processes that underlie teacher behaviour".

A conference was held by the National Institute of Education in the United States in 1975 with the aim to set up fields of research on teaching. One outcome of this conference was a report by a group of experts whose focus was 'Teaching as Clinical Information Processing'. They report that:

> it is obvious that what teachers do is directed in no small measure by what
> they think …. To the extent that observed or intended teaching behaviour is
> "thoughtless". It makes no use of the human teacher's most unique attributes.
> In so doing, it becomes mechanical and might well be done by a machine. If,

however, teaching is done and, in all likelihood, will continue to be done by human teachers, the question of relationships between thought and action becomes crucial (National Institute of Education, 1975, p.1; cited in Borg, 2006, p. 7)

This report emphasized the importance of teachers' mental and psychological processes. It argued that teacher behaviour could not be studied without giving attention to their thoughts and mental processes. The importance of the cognitive area of teaching was emphasized by Shulman and Elstein (1975) both of whom worked on the report and also had a background in psychology. Early research in teacher cognition started in psychology gradually from the 1980s and from the 1990s onwards it started entering the field of teacher education. The focus was shifting from teacher behaviour to teachers' thought processes. Clark and Yinger (1977) in their review of the work on teacher thinking state in the introduction:

> A relatively new approach to the study of teaching assumes that what teachers do is affected by what they think. This cognitive information processing approach is concerned with teacher judgement, decision making, and planning. The study of the thinking processes of teachers – how teachers gather, organize, interpret, and evaluate information – is expected to lead to understandings of the uniquely human processes that guide and determine teacher behaviour. (Clark and Yinger 1977, p. 1 cited in Borg, 2006, p. 8)

The topics which emerged from the studies on teacher thinking were: teacher planning, teacher judgment, teachers' interactive decision making and teachers' implicit theories or perspectives. One important aspect of the study of teachers' implicit theories revealed that "teachers' thinking and behaviour are guided by a set of organised beliefs and that these often operate unconsciously" (Borg, 2006, p. 9).

In the 1980s, Shavelson and Stern (1981) reviewed research on the pedagogical thoughts, judgments and decisions of teachers. The studies reviewed by Shavelson and Stern made explicit various factors which influenced teachers' judgments and decisions. These studies justified studying teacher's mental activities, thought processes and decisions on two counts. Firstly, any study of behavioural aspects only is not whole; they argued that the behavioural model of teaching was not complete conceptually as it did not take into account teachers' cognition. Secondly, they posited that research which connected teachers' thoughts with teacher behaviour could ultimately inform not only teacher education but also educational innovations and developments. Studying teacher behaviour and intentions could be helpful for development and improvement in teacher education programmes. The studies also

show how the relationship between teacher cognition and classroom practices was viewed as being an interactive two-way process.

Figure 3.2 is a representation of Shavelson and Stern's (1981, p. 461) cyclical diagram which presents an overview of research on teacher judgments, decisions and behaviour. The figure is drawn as a cycle to show how research has conceptualized teacher cognition and classroom practices as being interactive processes. Decisions and behaviour are formed by conditions which might change and in the process change teachers' behaviour. Teacher cognition was "being affirmed as a key factor in shaping classroom events, it was also becoming recognised that classroom events in turn shaped subsequent cognitions" (Borg, 2006, p.10). The studies reviewed by the researchers show some antecedent factors or conditions which shape teacher characteristics. Factors such as, student ability, sex, classroom behaviour influenced teachers' actions and practices. These actions and practices were also influenced by the school environment made up of the administrators, policies, parents and the community at large. Teachers' evaluate themselves and plan their subsequent teaching decisions and routines. This in turn gives way to the antecedent conditions which generate teacher characteristics. The studies reviewed did not draw any link between teachers' beliefs and their pedagogical decisions.

The difference between Shavelson and Stern's diagram and Dunkin and Biddle's model mentioned earlier is that the research reviewed by Shavelson and Stern presents teachers' thinking, decisions, planning and practices as a cyclic motion and not just a linear one-way journey to achieve a product at the end as envisaged by Dunkin and Biddle. The influence that teachers' cognitive processes had on teaching were not considered. However Shavelson and Stern recommend that further research be carried out on teacher thinking. It was important to understand how teachers used their subject matter knowledge to plan and carry out their practices. Research towards the end of the decade gave importance to the concept of different aspects of teachers' knowledge including subject matter knowledge.
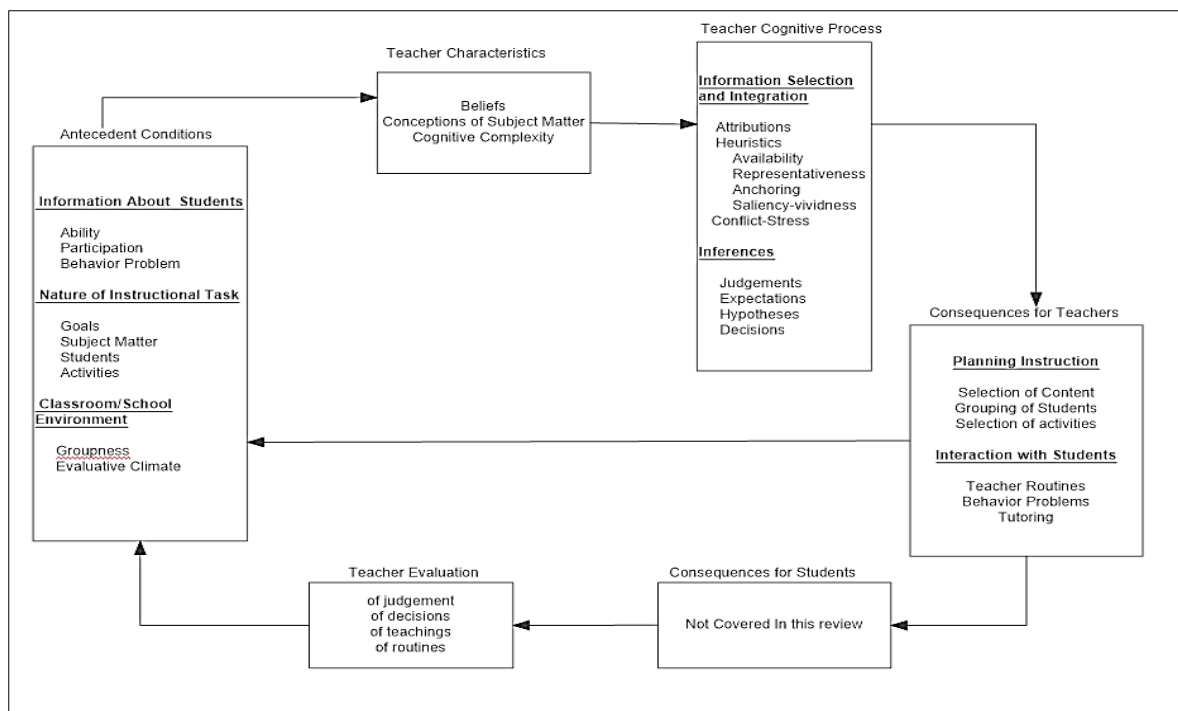
Figure 3.2 Overview of research on teachers' judgements, decisions and behavior (based on Shavelson and Stern, 1981, p. 461 cited in Borg, 2006, p. 10)

### 3.2.1. Teachers' Thought Processes

Clark and Peterson (1986) reviewed research on teachers' thought processes. They assert that "a major goal of research on teacher thought processes is to increase our understanding of how and why the process of teaching looks and works as it does" (ibid., p. 256). They have developed a model of teacher thought and action as an experiential device to provide an overview of research which has taken place on teachers' thought processes and how this influences teacher effectiveness. The model depicts two areas which are involved in the process of teaching. One of the areas is teachers' thought processes which are not observable and the other area is teachers' actions and observable effects. The reviewers "assume that the relationships between teacher behavior, student behavior, and student achievement are reciprocal" (p. 257) but most of the research consider teachers' actions and their effects to be a linear process. Reviewing research on teachers' thought processes Clark and Peterson have identified three categories of research. These are: teacher planning, teachers' interactive thoughts and decisions, and teachers' theories and beliefs. In order to understand the whole process of teaching the reciprocal relationship between the two

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domains and the constraints and opportunities under which teachers work also have to be taken into account.
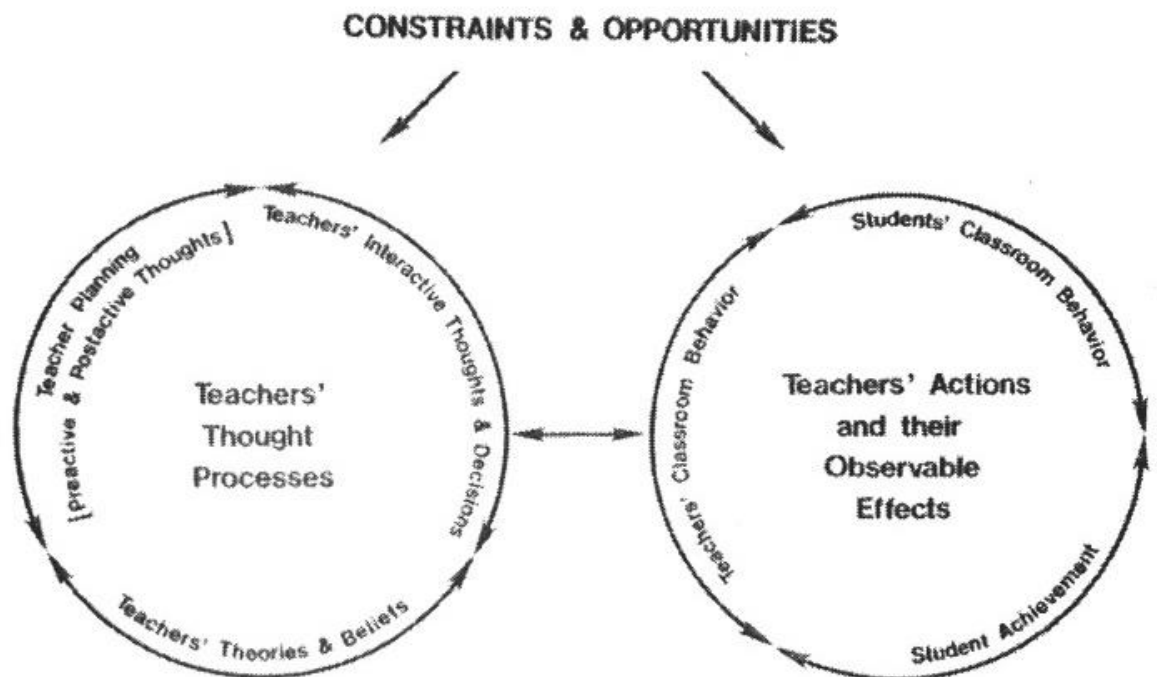


Figure 3.3 A Model of Teacher Thought and Action (Clark and Peterson, 1986, p. 257)

Since teacher behaviour is an outcome of teachers' thinking and their mental processes researchers have tried to understand the mental, professional lives of teachers and their dealing with complex classroom situations through an understanding of their beliefs, knowledge, decisions and planning. The main objective of research into the mental lives of teachers is to bring about a change and improvement in policy, curriculum, teacher education programmes, classroom practices and the teaching-learning situation as a whole.

Clark and Peterson conclude that, "teachers do have theories and belief systems that influence their perceptions, plans and actions" (ibid., p. 292). In spite of this there are circumstances when teachers' actions do not relate to their planning. The relationship between teachers' professed beliefs and classroom behaviour is influenced by circumstances which are out of the teacher's control (Duffy, 1977; cited in Clark and Peterson, 1986). Teachers' interactive decisions depend on their beliefs about teaching and learning, their own experiences as students, the classroom situation, the

school setting, the curriculum and also students' actions and behaviour. All these factors greatly influence teachers' decisions and teaching.

The next section discusses the different aspects of knowledge that have been investigated in the field of teacher cognition research.

### 3.3. Research on Teachers' Knowledge

In the 1980s Elbaz's (1981) seminal work on teachers' knowledge considered the role of the teacher within the teaching context and the curriculum. The concept of teacher knowledge became an important aspect of teacher cognition research with the explication of her study.

### 3.3.1. Practical Knowledge

Elbaz (1981) in her study focused on the notion of teachers' practical knowledge because it is through practice that teachers make sense of and deal with practical problems. To conduct her study Elbaz chose a teacher who was committed to her work, articulate and interested in expressing her point of view. Her research was conducted through interviews and classroom observations.

Elbaz perceived that the role of the teacher was not adequately recognised in the field of curriculum and teaching. She argued that a teacher's role in working with curriculum was central and autonomous and a teacher's practical knowledge is linked to curriculum. A teacher's knowledge is used to practically deal with problems in the classroom. The fact that teachers possess a body of knowledge was not considered previously. They were just expected to carry out the curriculum developed by other experts. The aim of the research was to dispute the previous views of teachers as "a cog in the educational machine" lacking knowledge and expertise due to which their status is diminished (Lortie 1975 cited in Elbaz, 1981, p.45).

Elbaz refutes this view saying that teachers possess "practical knowledge". She views teachers as having thought processes which they bring into work in their classroom practices: "what the teacher knows originates in practice" (p. 47). Elbaz carried out her study with the conviction that teachers had knowledge of subject- matter, curriculum content, instructional routines; knowledge derived from practice, classroom management and student needs. Besides these there is a personal aspect to

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teachers' knowledge which she terms as self-knowledge. Teachers' personal knowledge helps them achieve personal goals in teaching. Their interactions with colleagues, students, school administrators all shape and constitute teachers' knowledge. She worked with two questions in mind, i.e. how teachers held their knowledge and how they used it. She categorized content knowledge into five sections which are: knowledge of subject-matter, curriculum, instruction, self and the milieu of schooling.

Elbaz divides practical knowledge of the teacher into five orientations: situational, social, personal, experiential and theoretical. Elbaz advocates that a teacher's practical knowledge was held and used in orientation to these contexts. Elbaz posits that teachers' knowledge is based on what they experience in the classroom teaching and also handling problems in their work. Her report serves the purpose of showing the challenge of the teacher's work and its importance in the education process. It helps to initiate a critical understanding of how schools work under social and political constraints. The study also emphasizes the importance and relevance of theoretical learning and practical knowledge to promote the teaching process.

Clandinin and Connelly (1987) reviewed a set of studies which they term as 'teachers' theories and beliefs' (p.487). The reviewers investigated how the 'personal' is related to pedagogical action. They elaborate Elbaz's concept of personal practical knowledge and emphasize the importance of teachers' personal lives in how to teach. This was in keeping with the work of Elbaz (1981,1983). The empirical studies reviewed by Clandinin and Connelly studied the personal aspect of teachers and the reasons behind their pedagogical actions. The personal aspect of teachers' knowledge, beliefs, attitudes and values were given importance. The focus was on teachers' individual thoughts, their conceptions, thinking and personal practical knowledge. Researchers (Clark and Peterson, 1986; Feiman-Nemser and Floden, 1986; cited in Clandinin and Connelly, 1987) examined and tried to understand the personal aspect of teachers' knowledge, beliefs and attitudes and how these affect their teaching practices.

Clandinin and Connelly further assert that researchers use different terms in their studies for the principles and concepts thought to be different such as, 'conceptions', 'criteria', 'beliefs', and 'knowledge' (p. 488) and this has created a wide number of

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terms used and often have overlapping meanings "…because this small subfield of research on teaching is relatively new, these various terms (for example, 'personal knowledge', 'personal constructs', and 'conceptions') are simply different words naming the same thing" (p. 488). Different terms are being used to name the same concept. Several studies (Connelly and Clandinin, 1984; Elbaz, 1981; Janesick, 1982; Lampert, 1985) cited in Clandinin and Connelly (1987) found evidence of affective factors also influencing teachers cognitive functions. Clandinin and Connelly cite an example of Elbaz's teacher creating situations where she felt happy about herself and her teaching if she felt unhappy about the teaching situation, "this affective evidence tended to be used to produce claims about the cognitive state of the teacher's mind, such as that practical knowledge is oriented to social situations" (Connelly and Clandinin, 1984, p. 498).

### 3.3.2. Knowledge Base of Teachers

Focus of research on teacher knowledge became more prominent from the mid-1980s with the publication of Shulman and his colleagues' research work. Shulman and his colleagues were examining knowledge growth in teaching for a research programme at Stanford University (e.g. Grossman et al., 1989; Shulman 1986a, 1986b, 1987; Wilson et al. 1987; as cited in Borg 2006). This research made an important contribution to the field of teacher cognition. Research in teacher cognition and teachers' beliefs was further stimulated by Shulman's (1987) contention that understanding of teachers' beliefs was crucial for understanding how learning takes place (Calderhead, 1996). Shulman (ibid.) proposes that the knowledge base of teachers is built up through scholarship, teaching materials, socio-cultural phenomena that affect them and the wisdom of teaching. Shulman's propositions started a new trend of research in the field of teacher cognition which includes teachers' decision making, knowledge, planning and beliefs. Shulman's contribution to the field of teacher cognition research was emphasizing importance of pedagogical content knowledge (PCK). His research focused on the role of subject-matter knowledge in teaching, an issue which was of great interest to Shulman. He emphasized the importance of finding out the sources of the knowledge base for teaching, the role of subject-matter knowledge and what implications these had for teaching and educational policy and reform.

Shulman (1987) in his paper "Knowledge and Teaching: Foundations of the New Reform" brings forth the idea of a knowledge base for teaching. He states that professional educational reformers believe that there is a "knowledge base for teaching - a codified or codifiable aggregation of knowledge, skill, understanding, and technology, of ethics and disposition, of collective responsibility – as well as a means for representing and communicating it" (p. 4). He came up with seven categories of knowledge. Shulman categorises teacher knowledge under the following seven headings: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts and knowledge of educational ends. Among these pedagogical content knowledge is considered to be the most important for understanding how teaching takes place. PCK is "the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organised, represented and adapted to the diverse interests and abilities of learners, and presented for instruction (1987, p. 8). In other words teachers transform their knowledge of their subject into forms which will be easy and acceptable to their learners. PCK has generated a huge amount of interest in research on teacher cognition.

Pedagogical content knowledge is one of the categories that Shulman proposes as the knowledge base of teaching. This concept combines the concept of subject-matter knowledge and pedagogical knowledge. A teacher uses his/her subject-matter knowledge and transforms it according to the requirements of the learners. As cited in Munby et al. (2001, p. 881) "Cochran, DeRuiter, and King (1993) argue for a revised concept of pedagogical content knowledge that integrates content knowledge and pedagogical knowledge in a fashion consistent with constructivist teaching and learning". They say that the teaching experience makes the integration of content knowledge and pedagogical knowledge more clear, sophisticated and complex.

One of Shulman's approaches was to study how new teachers learn to teach. He based his research on the insights provided by Piaget (cited in Shulman, 1987) in his investigations of knowledge growth. Piaget learned about knowledge growth and development by observing very young teachers – how they worked, developed and organised their knowledge. Shulman studied both novice and expert teachers in an attempt to understand what teachers know or do not know and how this knowledge

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permits them to teach in a certain manner. He focuses on the sources of the knowledge base for teaching, how these sources can be conceptualized and what implications these can have for teacher education, teaching policy and reform. He studied young teachers basing his study on the kinds of investigations provided by Piaget while examining knowledge growth. The study of new teachers showed the development of students to teachers, where learner expertise is converted to novice teaching resulting in "error, success and refinement – in a word, teacher knowledge growth" (Shulman, 1987, p. 4). On the other hand, it was seen that knowledge, understanding and skills of experienced teachers allowed them to handle classes with more ease and expertise than novice teachers. Shulman's view of teaching is that teaching begins with the teachers understanding of what students have to learn and how it has to be taught. At the end of teaching new comprehension takes place for both the teacher and the students. But at the same time teaching is more than just an "enhancement of understanding".

Shulman (1987) further enumerates the sources of the knowledge base of teaching under the four following headings:

- Scholarship in content discipline
- Educational materials and structures
- Formal educational scholarship, and
- The wisdom of practice itself.

Shulman asserts that the knowledge base of teaching is created through content knowledge and pedagogy. The teacher should have the ability to transform his or her content knowledge into pedagogical forms that are acceptable to the abilities of their students. Research generated by PCK has been very pervasive in teacher cognition not only in the field of language learning and teaching but also in other disciplines such as, science and mathematics (Borg, 2006).

### 3.3.3. Teachers' Knowledge and How it Develops

Calderhead's (1996) review article, "Teachers: Beliefs and Knowledge" shows that importance of research in teacher cognition rose out of the research and interest in cognitive psychology, teacher education and ethnographic studies. Calderhead identifies a variety of content and forms that teachers' "knowledge and beliefs can

take" (p. 715). He states that beliefs, attitudes, opinions, values, predispositions, perceptions are terms which have overlapping meanings.

Calderhead (1996) states that there are three different stages of teaching: the pre-active stage, the interactive stage and the post active stage. These stages reflect planning, classroom interaction and post lesson reflection. Teachers' beliefs, knowledge, planning, practices move through these three stages of teaching. Research in teacher cognition studied teachers' professional lives but it also kept in view the cognitive and affective factors influencing the lives of teachers and their teaching. Calderhead (1988) in a later review: 'Teachers' Professional Learning' focuses on the process of 'learning to teach' (p. 2). It is essential for teacher educators to understand the concept of 'learning to teach'. When teachers enter the teaching profession they undergo many changes. As they learn to teach behavioural factors, cognitive factors and affective factors are modified and changed. These are complex fields of study in which researchers and teacher educators were becoming interested.

### 3.3.4. Factors Effecting Learning to Teach

Research in cognitive psychology in the 1990s was putting emphasis on the human mind, the thinking processes of teachers and their mental lives. In their article "Learning to Teach" in the Handbook of Cognitive Psychology, Borko and Putnam (1996) argue for the importance of teacher education for the growth of knowledge that teachers possess. They claim that when learning takes place as a constructive process through the support of teacher educators then teachers' knowledge may change. Teachers and all individuals learn through a constructive and iterative process by explaining and understanding events through their existing knowledge, beliefs and dispositions. Learning outcomes are changed by active constructive processes.

Borko and Putnam (1996) identify factors which help in creating successful learning opportunities for teachers: Firstly, the experience teachers acquire at school has the most influence on their professional preparation. The beliefs that are acquired from their personal experiences while studying at school remain with teachers when they enter their profession. Lortie (1975) states that students go through this "apprentice-of-observation" (p. 65) as they watch their teachers and learn to teach like them. Students go through an average of sixteen years of continuous contact with their teachers which are estimated to be about 13000 hours of direct contact with teachers

until the student graduates in the USA. People who want to become teachers subconsciously aspire to be like their own teachers. They enter the profession without any special education on how to become a teacher or to learn to teach. What they learn about teaching "is intuitive and imitative rather than explicit or analytical; it is based on individual personalities rather than pedagogical principles (ibid., p. 63). Thus the prior knowledge and beliefs that teachers possess become crucial in the process of teaching and learning (Garner, 1987; Resnick, 1985; cited in Borko& Putnam, 1996).

Secondly, studies (Berliner, 1988; Brookhart and Freeman; Hoy and Woolfolk, 1990; Leinhardt, 1992; Weinstein, 1988; and Greeno, 1986) reviewed by Borko and Putnam (1996) reveal certain insights into teachers' beliefs. Teachers' knowledge and beliefs determine significantly their classroom practices. So to bring about a change in classroom practice teachers' knowledge and beliefs have to be changed. These studies have shown that teachers' knowledge and beliefs determine their classroom practices on one hand, and on the other the beliefs and knowledge teachers hold are subject to change due to classroom interaction. Some teachers believed their interpersonal and social skills to be more important than academic skills.

Thirdly, novice and experienced teachers beliefs differed on three basic grounds, which are: beliefs teachers had about themselves, about learners and learning and general pedagogical knowledge and beliefs. Novice teachers' beliefs about themselves, their students, classroom situation were all influenced by prior beliefs. Experienced teachers were more confident about themselves, their teaching, managing situations and learners. But both experienced and novice teachers' beliefs are resistant to change, and to bring about a change in the teaching-learning situation a change needs to be brought about in the beliefs teachers hold about their subject, teaching, learners and learning. One possible approach of bringing about this change is by making teachers reflect on their practices (Borko and Putnam, 1996).

### 3.3.5. Different Conceptions of Teacher Knowledge

Munby, Russell and Martin (2001)have dealt with the different conceptions of teacher knowledge and research approaches. Research shows that teachers' knowledge depends on classroom interactions and this knowledge is often expressed through narratives. Philosophers like John Dewey (1961) and Maxine Greene (1973) have

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been concerned with the prospect of professional knowledge. Studies by Jackson (1968), Shulman (1987) and Calderhead (1996) have opened up an array of questions as to what is teachers' knowledge. Teacher knowledge resides in the dichotomy between theory and practice. Borko and Putnam (1996) describe the dangers of pursuing psychological representations of knowledge as:

> 'A potential danger inherent in any description of categories of knowledge is that people may come to see the categories as representing an actual storage system in the human mind rather than a heuristic device for helping us think about teacher knowledge. That is, we may find ourselves thinking that teacher knowledge is organised into abstract, isolated, discrete categories whereas, in fact, what teachers know and believe is completely intertwined, both among domains and within actions and context' (p. 677 cited in Munby et al., p. 879).

Munby et al. (ibid.) analyzed Carter's review of research on teachers' practical knowledge. Teachers' knowledge relate to practices, actions and interactions within the classroom. It is considered that both personal and practical knowledge is based on teachers' understandings of practical situations of the classrooms in which they work. "Carter suggests that the research in the area of teachers' personal knowledge does not provide generalized conceptions of what teachers know but, rather, provides a theory of how to learn by teaching and how they use their knowledge" (Munby et al., 2001: 880). Carter views pedagogical content knowledge both as what teachers know of their subject-matter and how they use it in classroom practice. It is a more personal and situational form of knowledge whereas pedagogical content knowledge is based more on the profession's collective wisdom. A teacher who is working in the classroom makes use of both these fields of knowledge.

Fenstermacher (1994) uses practical argument to show how teachers think and use their knowledge. Fenstermacher contends that teacher knowledge research faces the critical challenge of showing that teachers not only think, believe or have opinions but they know too. And also what is more important is that they know that they know.

### 3.3.6. Craft Knowledge

The term 'craft knowledge' refers to the knowledge that teachers gain through experience working in their classrooms and this knowledge assists them to use certain approaches and procedures in their classrooms (Calderhead, 1996). The concept of craft knowledge was reviewed by Grimmett and MacKinnon (1992, cited in Munby et

al., 2001). They have explained craft knowledge as knowledge which comes from experience. Craft knowledge is defined as a "construction of situated, learner-focused, procedural and content-related pedagogical knowledge" (Munby et al., p. 393). They express that craft knowledge has a sort of force that places more importance and confidence in the judgment of teachers: how they feel about their work, their students and learning. The essential features of teaching as craft knowledge are sensibility and reflectivity.

Cooper and McIntyre (1996) investigated effective teaching and learning from both teachers' and learners' perspectives. Their informants were teachers and students of English and History. They explored how understandings of effective teaching and learning are reflected in classroom practices. They identified teachers' use of craft knowledge in their practices, i.e. 'knowledge that teachers develop through the process of reflection and practical problem solving' (ibid., p. 76). Craft knowledge enables teachers to approach their professional tasks more effectively. The concerns in the study were to motivate teachers and pupils to reveal authentic thoughts rather than plausible responses only. The researchers proposed to eliminate this shortcoming by making the informants confident about their expertise in their own fields. Teachers may not be conscious of the knowledge they use in their everyday classroom practices and so they do not make this knowledge explicit. (Brown and McIntyre, 1993 cited in Calderhead, 1996).

The next section discusses the concept of teachers' beliefs as beliefs form an integral part of teacher cognition. Research on teachers' beliefs in L2 teaching has also been elaborated.

## 3.4. What Are Teachers' Beliefs?

Beliefs and practices are outcomes of cognitive and affective factors of an individual's life. Over the last few decades research in L2 teacher cognition has become a significant phenomenon. Studies on L2 teachers' beliefs were influenced by insights from research in psychology and mainstream education. The importance of thought processes and how this affected behaviour was emphasized in cognitive psychology (Borko and Putnam, 1996). There are certain trends in teachers' beliefs and actions, such as influence of teachers' beliefs and knowledge on their practices,

differences in beliefs of novice and experienced teachers, beliefs which are ingrained and beliefs which may be open to change.

In research, different terms are used by different researchers for the same construct (Clandinin and Connely, 1987) and often in confusing and contradictory ways. In educational research and cognitive psychology the distinction between knowledge and beliefs is blurred. These terms are interrelated and used as inseparable constructs. Research conducted on teachers' knowledge shows that the terms 'knowledge' and 'beliefs' have often been used synonymously (Clandinin and Connelly 1987; Elbaz 1983; Kagan, 1990). Nisbett and Ross (1980) propose that people have a vast store of knowledge to guide their actions and judgments. And "some of this knowledge may be represented as beliefs or theories, that is, reasonably explicit 'propositions' about the characteristics of objects or object classes" (p. 28). It is these beliefs which influence teachers' thinking, planning, interacting and teaching. Researchers have given different explications of the term 'beliefs'. Such as Borg (2001) states that a belief is a proposition consciously or unconsciously held by the individual who accepts it as true, it is evaluative, emotive and "serves as a guide to thought and behaviour" (p. 186). Woods (1996) refers to beliefs as certain propositions which cannot be demonstrated but which can be disagreed about. Beliefs have also been defined as a structured set of principles, derived from experience, schooling, personality, theories, reading, and other sources (Richards, 2008).

Teachers' prior knowledge and beliefs are crucial in the process of teaching and learning (Garner, 1987; Resnick, 1985; cited in Borko & Putnam, 1996). In studying L2 teachers their prior knowledge and beliefs have to be taken into account. Beliefs of foreign language teachers regarding their teaching of a foreign/second language can be understood from their views and practices in class. Beliefs and assumptions teachers have are associated with their knowledge, teaching-learning experiences, classroom situations and a plethora of socio-cultural aspects including the role of the teachers as self. Teachers' knowledge, beliefs, assumptions, attitudes and values about teaching and learning are an outcome of their own learning experiences. There is a strong relationship between teachers' beliefs and their planning, decisions and practices (Pajares, 1992). Teachers' beliefs are integral aspects of teaching which may change and modify during the course of teaching. Teachers can have core beliefs which define the most fundamental features of an individual's personality. These are

inaccessible and not open to investigation, it is only professed beliefs which can be recorded and investigated (Green, 1971).

Beliefs represent people's thought processes. Nespor (1987) provides a theoretical model of 'beliefs systems' in order to interpret teachers' thought processes. He identifies four features of beliefs to distinguish them from knowledge. These features are: existential presumption, alternativity, affective and evaluative aspects and episodic storage. Existential presumption refers to teachers' belief that learners may or may not have ability or maturity to learn. Alternativity is the belief that an ideal world or situation may exist apart from reality which makes learning possible. Thirdly, teachers also hold beliefs which are more influenced by affective and evaluative factors than by any knowledge system. And finally, episodic storage refers to the power beliefs derive from past events and episodes and which later on influence understanding. These beliefs exist within larger belief systems which are non-consensual and unbounded. These beliefs are disputable and held by individuals through their personal experiences. Even though beliefs are complex and inconsistent they assist teachers to manage complex classroom situations. Nespor argues that knowledge systems are open to evaluation and examination but belief systems are not. Also if teachers can be made aware of their present beliefs and be provided with alternative beliefs to replace the old ones then they might interact with the new beliefs to modify and change their practices.

In educational inquiry and research it is essential to understand beliefs and belief structures (Pajares, 1992). The distinction Pajares makes between beliefs and knowledge is that "belief is based on evaluation and judgment; knowledge is based on objective fact" (p. 313). Dewey (1993) cited in Pajares (1992) stressed the importance of beliefs because beliefs give us confidence to act upon certain matters even if we do not have sufficient knowledge of it and things are accepted as true even though they "may be questioned in the future" (ibid., p. 313).

It is difficult to understand beliefs because individuals themselves are often unable to accurately express their beliefs (Rokeach, 1968; cited in Pajares, 1992). So we have to understand beliefs from what people 'say, intend and do' (ibid., p. 316).The term beliefs is too broad so Pajares makes a distinction between teachers' general beliefs and educational beliefs. Educational beliefs are: "beliefs about confidence to affect

students' performance (teacher efficacy), about the nature of knowledge (epistemological beliefs), about causes of teachers' and students' performance…, about perceptions of self and feeling of self-worth…, about confidence to perform specific tasks (self-efficacy)" (ibid., p. 316). Research in teachers' beliefs has fine-tuned these aspects of beliefs.

Richardson (1996) offers views of attitude, beliefs and knowledge in which she distinguishes beliefs from knowledge. She bases her claim on philosophical literature that beliefs do not have to be true, they are propositions and a truth condition does not have to apply to beliefs. On the other hand, knowledge claims have to be true. However, Richardson agrees with Green's (1971) view that belief "describes a proposition that is accepted as true by the individual holding the belief" (p.104). Studies she reviewed show that pre-service teachers may have strong beliefs which may remain impervious to change even within teacher education programmes. She suggests that if change in beliefs can bring about improvements then researchers have to conduct explicit research about normative considerations. The relationship between teacher educators and the beliefs and actions of teachers should be examined. A constructivist approach should be employed in the research designs. Teachers' prior knowledge, beliefs and experiences should be taken into account and they should be helped to synthesize the old with their new knowledge and experiences to be more effective in their profession.

The next section discusses teacher cognition research which investigates the beliefs L2 teachers have of L2 education. Research in this field explores the beliefs of L2 teachers and how these beliefs influence their language teaching practices. In investigating the studies I have found that in a single study there may be overlapping themes. Studies which were investigating classroom practices have yielded different themes. For instance, in the same study several themes can emerge such as, the influence of prior learning in forming practices and beliefs, the influence of teacher education on practices and beliefs and discrepancies between beliefs and practices. However, I have tried to categorize the studies according to specific themes and have discussed them accordingly but some of the same studies have been referred to in different sections because of the overlapping themes.

### 3.4.1. Research on Teachers' Beliefs and L2 Teaching

Research in second language education up to the 1970s has been mostly product oriented instead of process oriented, product implying learning outcomes and process implying factors involved in teaching (Gage, 1978). The introduction of the CLT approach however, shifted the focus of research. In the last two decades the perspective of studying L2 education has become more oriented towards studying the teacher. Researchers have become keen in finding the intricacies involved in teaching through process oriented research. Research in language teacher cognition has arisen from mainstream educational research with the 1990s being the time and decade of change (Borg, 2003). It is important to study teachers' beliefs because teachers' practices are influenced by both cognitive and affective factors such as, knowledge, attitude, perceptions, judgments, decisions which all inform their beliefs. Teachers' cognitions have a strong influence on their classroom practices but this is not always reflected in their professed beliefs and theories. In reviewing studies on teacher cognition and practices Borg (2003) identifies several recurrent themes such as, during classroom teaching teachers have some common reasons for their ways of practice, sometimes they need to move away from lesson plans, contextual decisions also have to be made and teachers use their personal knowledge, beliefs and assumptions for instruction. These themes have been observed to emerge recurrently in research on L2 teacher cognition. Borg (2003) streamlines research in language teacher cognition into three major themes:

- Cognition and prior learning experience
- Cognition and teacher education
- Cognition and classroom practices

Research in L2 teacher cognition can be brought under these themes. First I will discuss research which has revealed the impact of prior learning experiences on teachers' beliefs; secondly, research conducted on teachers' beliefs and classroom practices will be elaborated and finally I will analyse the research studies which have tried to examine the effect of teacher education on teachers' cognitions, namely, their beliefs.

### 3.4.2. Influence of Prior Learning Experiences on Teachers' Beliefs

Teachers enter the teaching profession with an "apprenticeship of observation" (Lortie, 1975). As students they go through many hours of observing their teachers and this is an experience they carry with them into their lives as teachers. If we want to understand teacher cognition and their beliefs we have to understand what influences the process of teaching (Borg, 2006). In the classrooms teachers bring in experiences from their past learning, teaching and other lived experiences as well. So in investigating teachers' beliefs the researcher has to take into account all these aspects encompassing teachers' lives.

The influence of prior experiences has been found to be very strong in shaping teachers' beliefs. Johnson (1994) studied the emerging beliefs and instructional practices of four pre-service English L2 teachers during a teaching practicum. Data were collected through written journals, observations and interviews. The beliefs of these teachers originated from: (a) images of their formal language learning experiences (b) images of their informal language learning experiences, (c) images of themselves as teachers, and (d) images of the teacher preparation programme (ibid., p. 443).

The formal language learning experiences had both positive and negative effects on teachers' beliefs about L2 learning. The informal language learning experiences were in sharp contrast to the formal learning experiences. Informal use of language was more for communicative, functional purposes. Teachers' images of themselves were very optimistic. This was more a reaction to their negative formal learning experiences. As teachers they wanted to be better and different from the teachers they had known but two of the teachers did not know how they could practically implement a positive learning atmosphere in the classroom. Also in the images of teacher preparation programme it was evident that prior learning experiences of the teachers influence their selection of appropriate methods and materials for teacher education.

Comparison of different data revealed that teachers' beliefs sometimes conflicted with their classroom practice. Johnson suggests that teachers need to be provided with not only adequate knowledge of L2 teaching but also alternative images of themselves as language teachers to change beliefs acquired through prior learning experiences.

The images that teachers carry within them of their teachers are indelible especially for students who want to become teachers themselves. Bailey et al., (1996) investigated the autobiographical writings of seven foreign language teacher learners and a teacher educator to see the influence of prior learning experiences on their teaching practices because the memories of instruction gained through their "apprentice of observation function as de facto guides for teachers as they approach what they do in the classroom" (Freeman, 1992; cited in Bailey et al., 1996, p. 11). Through their autobiographical writings in the study teachers became aware of their beliefs about language learning and how it affected them. The themes which emerged from the study showed that teachers' personality, care and respect motivated the students into a positive learning environment. These teacher learners believed that it was natural for a similar pattern to emerge when they became teachers. The researchers assert "we teach as we have been taught, we believe that conscious knowledge of our histories may help us overcome the tendency to imitate, unwittingly the behaviour of others" (Bailey et al., 1996, p. 16).

Almarza (1996) conducted her study with four PGCE student teachers to investigate "what kinds of relationships exist between knowledge and action with reference to student teachers' thinking, rather than to an external framework" (ibid., p. 51). Almarza asserts here that student-teachers possess knowledge based on a rich store of diverse previous experiences and professional training does not make much difference to these assumptions and experiences. All student-teachers emphasised the use of their pre-training knowledge for classroom instruction. They emphasised the importance of grammatical rules and structures in foreign language learning. Their pre-training knowledge became apparent when they talked about their teaching rather than when they taught. "Although all student teachers implemented a specific learned behaviour during teaching practice ('the method') , this may be superficial behaviour, which teachers may shed once they do not feel they have to conform to certain standards" (ibid., p.72). Whatever their attitudes towards the training programme at the end it was evident that their prior learning experiences guided their beliefs and practices.

Teachers' beliefs are also informed by their consideration of students' cognitive abilities. Breen (1991) conducted a study of 106 language teachers to investigate why "teachers do what they do during lessons? And why it is important to know why teachers do what they do?" (ibid., p. 213). Breen contends that implicit theories that

teachers have provide them with decisions, plans and justification for class room behaviour. The findings revealed that most teachers (43%) were concerned about the cognitive processes of their learners, some (31%) with the subject matter of the lessons and about 25% with the teachers' management responsibilities in the class. Breen concludes that teachers' consciousness regarding their work:

> "… has its roots in their experience and knowledge and that it will influence the teachers' actions … teachers' actions and motivations interpretations maintaining them will not change. But teaching behaviour and the implicit theories underlying it will interact in a continuing dynamic as the teachers' experience and knowledge also evolve" (p. 231).

This explains how teachers' knowledge, beliefs and previous experiences are imbedded in their minds and these are reflected in their teaching. However, through more experience teachers may modify their beliefs and knowledge. Similar findings have emerged from the study of Keiko and Gaies (2002). The researchers use autobiographical narratives to find that the relationship between teachers' knowledge and classroom practices are reciprocal. One affects and modifies the other. Thus they state that "a teacher's knowledge is situated, interpretive and dynamic" (ibid., p.1).

Woods (1996) in a longitudinal ethnographic study with eight ESL teachers attempted to understand the processes of teaching from the teachers' perspectives. He investigated teachers' beliefs, assumptions and knowledge through their L2 learning and teaching experiences, planning and conducting of lessons, classroom activities and practices. Woods studies the constructs of beliefs, assumptions and knowledge. Woods uses the acronym BAK to refer to these constructs. He posits that these are not separate concepts but rather 'points on a spectrum of meaning' (ibid., p. 195). His findings show that each teacher has a different set of BAK and this system evolves with classroom interactions and practices. He explains how teachers' beliefs are outcomes of prior experiences and present situations too. An emerging theme was teachers' believed a second language should be taught holistically and not just by teaching individual set of rules and teachers sometimes have to attune themselves to the needs of students.

A study undertaken by Gatbonton (1999) with two sets of experienced ESL teachers teaching adult learners investigated the patterns of pedagogical thoughts that were used in teaching and whether there was a consistency of patterns in these thoughts. The pedagogical knowledge of experienced ESL teachers was examined in her study.

Teachers' pedagogical knowledge was inferred from their professed thoughts. Data were collected through videotaped class lessons and later teachers were asked to watch these recordings and report their thoughts aloud into a recorder. In the data analysis teachers' interviews were transcribed verbatim and then subjected to content analysis / qualitative analysis. This was done to identify the categories of pedagogical ideas which were involved. While teaching certain items the thoughts reported by the two sets of teachers were similar in kind and rate of occurrence. The results showed teachers thoughts to be concerned with language management, methodological issues, progress reviews, beliefs and the knowledge of students. Among these the most predominant theme was language management. Gatbonton infers that the similarities between the two sets of teachers reveal a shared culture among teachers which deepen with experience. Gatbonton citing Feinman-Nemser& Floden (1986) suggests in her study that experienced teachers share a pedagogical culture and that teacher education programmes take this into account. Further studies with larger groups should be made to verify this finding and also to examine whether teacher characteristics, student characteristics, the curriculum affect the outcomes in any way.

The following different domains of pedagogical knowledge were found which actually guided the teachers in their instructional practices. These are: (i) knowledge of managing specific language items so that students can learn them, (ii) knowledge about students and what they bring to the classroom, (iii) knowledge about the goals and subject-matter of teaching, (iv) knowledge about techniques and procedures, (v) knowledge about student-teacher relationships, (vi) knowledge about evaluating student task involvement and progress during lessons (p.42).

The study concludes that the pattern of pedagogical knowledge and thoughts could be acquired by teachers through teacher education programmes on one hand and on the other it could be due to the "strong effects on teachers' views of pedagogy as having been shaped by their own teachers" (Gatbonton, 1999, p. 45).

The influence of prior learning experiences on teachers' beliefs about grammar instruction and error correction has also been observed by researchers. The next two sub-sections will discuss studies which have observed teachers' practices and found their teaching of grammar and handling of errors in class to be greatly influenced by their prior L2 learning experiences.

### 3.4.2.1. Influence of Prior Learning Experiences on Teachers' Beliefs about Explicit Grammar Instruction

Studies reveal that prior experiences have more influence on beliefs than introduction of innovative approaches and methodologies for teaching a new language. Change in methodologies of L2 instruction has brought about different views of the importance of teaching L2 using explicit grammar instruction with a focus on form.

Investigating twenty-six novice ESL teachers' diary studies, Numrich (1996) has found that prior learning experiences shaped teachers beliefs and practices. The participant teachers were enrolled as candidates in an M.A. TESOL programme. The teachers were asked to write a diary of their own language learning history, make entries of their teaching and finally analyse their diaries. The purpose of writing the language learning history was to help them identify the most and the least successful instances of learning and to see how these influenced their teaching. The importance of a positive classroom environment emerged as a dominant theme in these writings. This had been a very important aspect for the teachers as students and they wanted to create such an atmosphere for their students. Their language learning experiences were carried over to their teaching techniques too. They used or avoided strategies in their classroom teaching according to their own positive or negative language learning experiences. They did not teach grammar or correct errors in class because of their own negative experiences of these aspects of L2 learning. The teachers remembered being corrected in class and that deterred them from speaking. Because of these negative experiences they chose not to correct their students when they spoke even if there were errors in their speech. One teacher says, "Why I avoided error correction was a reflection upon the negative experiences I had as a language learner when I was made to feel 'bad' about making mistakes" (ibid., p. 140).

The teachers in the study also mentioned that they felt they should integrate grammar instruction in their practices but did not do so because they were not confident about their own knowledge of grammar. Numrich concludes her study with recommendations for teacher educators on designing and structuring teaching-practicum courses. Diary studies helped the researcher gain insight into the participant teachers' learning and teaching experiences, achievements and frustrations. These in

turn helped to inform her teacher education curriculum and take into consideration factors which "facilitate the process of becoming a language teacher" (ibid, p. 148).

A study of teachers' beliefs about grammar teaching was conducted by Eisenstein-Ebsworth and Schweers (1997) with teachers from New York and Puerto Rico. This study revealed that Puerto Rican teachers were more in favour of formal grammar instruction. One participant teacher asserts this belief saying that though he used a communicative approach in his class he would never abandon a teaching method which worked for him, which was, "memorization, reading, writing and grammar" (ibid., p. 99). Teachers' prior language learning experiences had a deep influence on their beliefs about the efficacy of teaching and learning of formal grammatical structures. Another teacher says, "grammar has always been part of our language learning experience" (p. 99) so they see no reason why they should stop it completely. The teachers also emphasised the importance of factors such as, students' preference, syllabus requirements which influenced their decisions. But the strong theme emerging here is their prior experiences as learners and teachers of English as a second language play a significant role in their lives.

However, Borg's (1999b) study on the use and teaching of grammatical terminology reveals beliefs which are quite reverse. The study attempted to understand the role of teacher cognition regarding the use of grammatical terms in L2 instruction. It also tried to fill the gap that exists in teacher cognition research regarding use of explicit grammar instruction. The debate on the necessity and importance of explicit instruction and use of grammatical terms in L2 instruction has been long continuing (Carter, 1990; Larsen-Freeman, 1991, cited in Borg, 1999). Borg investigated the grammar teaching practices of four EFL teachers through class observations and interviews. The data revealed that the use of grammatical terminology in L2 instruction was "influenced by an interacting range of experiential, cognitive and contextual factors" (ibid., p. 118). One teacher used grammar terms but she first wanted her students to understand how to use the language and then get to know the labels. Her experiences as an L2 learner made her avoid excessive use of terminology. Another teacher believed terms could be used for enhancing language learning but not as "an end in itself" (ibid., p. 109). The third teacher teaching adults believed use of grammatical terms helped learners with L2 learning. The grammar learning experiences of the fourth participant teacher however, had a reverse effect on her

teaching. Her grammar-based L2 education made her decide not to use grammatical terms for L2 instructions. The use and avoidance of grammatical terminology in L2 instruction was the outcome of teachers' experiences, cognitions and interactive decisions in class. Understanding key experiences of teachers furthers understanding of their cognitions.

The limitations of the study as noted by Borg are that it involved native speakers of English teaching English to adult learners of different linguistic backgrounds. Studies with non-native English teachers teaching English to monolingual learners might not have yielded the same results.

The use of grammatical terminology and explicit grammar instruction can pose problems for some teachers in class but conversely, some teachers believe explicit instruction facilitates L2 learning. A study carried out by Burgess and Etherington (2002) on forty-eight EAP (English for Academic Purposes) teachers teaching at British universities reports on the positive attitude of teachers about grammar instruction. The research aimed to investigate teachers' beliefs about grammar and grammar instruction. Data was collected through a Likert-type questionnaire with responses ranging from a 1 – 5 scale of agreement. Questionnaires were analysed both quantitatively and qualitatively. The results showed that the role of grammar teaching was considered very important by 85% of the teachers and 90% of the teachers agreed on the point that students expected teachers to give explicit grammar instruction in class. In the qualitative responses too teachers emphasised the need for explicit instruction which could be due to students' preferences, teachers' individual learning experiences or other contextual factors. Teachers (52%) also felt that students had knowledge of grammar but could not use it appropriately for communication. Teachers expressed the need and usefulness of the use of grammatical terminology. This may be related to their previous language learning experience which was through the grammar-translation method.

The study also focused on teacher attitudes to error correction which revealed teachers agreeing with the statement that correction of grammatical errors helped students learn and perform better. Teachers also mentioned students' background and previous learning experiences as factors determining their preference for grammar instruction. Teachers' actions are determined not only by their beliefs but by students'

characteristics too. Students who enrolled for these courses were more proficient, sophisticated and intelligent. One of the participant teachers of the study reports: these students "are often de-motivated by the "silly games" which are often used in the ESOL classroom. These students need more serious approaches to language learning" (ibid., p.444). The researchers claim though that learner characteristics of ESL students may be different at secondary schools. Teachers' beliefs about explicit or implicit grammar instruction, error correction are outcomes of their own experiences. Language teaching methodologies in recent years have proposed the importance of grammar instruction and error correction in L2 teaching.

### 3.4.2.2. Influence of Prior Learning Experiences on Teachers' Beliefs about Error Correction

Golombek's (1998) study investigated the influence of teachers' personal practical knowledge and beliefs on classroom practices. It was found that teachers filtered their own knowledge and reconstructed it to use accordingly in the classroom situations. This was their "knowledge in action" (p. 447). Teachers' personal practical knowledge was an affective and novel way of handling practices which affected their students as well as themselves.

This study reinforces the finding that teachers' negative experiences of error correction in L2 classes make them hesitant to correct students' errors. The participants Jenny and Sonya (pseudonyms used by the researcher) were ESL teaching assistants in a two-year teacher education programme. They were teaching speech communication. Data were collected through observations, interviews and stimulus recall reports. The reports were interpreted by the researcher and confirmed and validated by the participants. This helped with biographical information and clarification of details. The meanings the participants attached to their verbal recalls became the most important focus of the research. In monitoring the speech of her students Jenny recalls having tried to strike a balance between their fluency and accuracy. She felt "a real fear of hyper-correcting students" (ibid. p. 454) and this fear came from her own language learning experiences. She had stopped speaking in class as an EFL student because she knew she would be constantly corrected for the grammatical mistakes she would make. This negative experience as a learner shaped

her teaching. She tried not to correct her students too much or embarrass them in front of their peers. She knew negative feeling could hamper language learning.

The verbal recall reports of the second participant teacher showed the same trend. She was careful not to treat her students in a manner she herself found annoying as a student. She felt it was important to know, understand and respect hers students. She also thought it was her moral responsibility to meet the expectations of the students by completing the syllabus and the course materials.

Schulz (1996, 2001) conducted two studies on teachers' and students' beliefs about the importance of grammar instruction and corrective feedback. The first study was carried out in the USA with postsecondary foreign language students and then it was replicated with teachers and students at eight postsecondary institutions in Colombia. The purpose of the study was to investigate whether there was any difference between the two cultures in students and teachers' perceptions about formal grammar teaching and error correction. The Colombian students and teachers strongly agreed about the importance of grammar study. A majority of the teachers also agreed on the facilitative function of explicit instruction. On the other hand, both American and Colombian students strongly believed that teachers should correct students' errors but the teachers of both countries /cultures differed in this from their students. Schulz concludes that Colombian teachers' beliefs in the benefits of formal grammar instruction were an outcome of their own traditional learning experiences. They also claimed students wanted to be taught grammar. There was more consensus between teachers of the two cultures than between teachers and students of the same culture. The discrepancies were more between teachers and students of the same culture than between teachers of the two cultures.

Another aspect of Schulz's (2001) study was that Colombian teachers used the CLT approach in class but they did not back their claims with any theoretical literature whereas, the American foreign language teachers backed their claims with examples from professional literature rather than their own expertise of experience.

A longitudinal study was carried out by Peacock (2001) on trainee ESL teachers. The BALLI (Horwitz, 1985) was one of the instruments used for data elicitation. At first the study showed that trainee teachers had some detrimental beliefs about language learning. But even after receiving instruction on language teaching for three years

their beliefs about the importance of learning grammar rules and vocabulary remained the same. Citing different research studies (Horwitz, 1985; Kern, 1995; Roberts, 1992) Peacock states that "student beliefs about language learning originate from their second language learning experiences, particularly in secondary school" (p. 187). Later on the study revealed that the beliefs of teachers did not undergo any change. An instruction package was prepared to eliminate these detrimental beliefs. This package had five stages, at first the trainees were informed that their beliefs differed from the beliefs of experienced ESL teacher beliefs, they were shown their BALLI results and those of the experienced teachers also. A reading list was provided to the trainees which discussed the benefits of the CLT approach, they were made to discuss their experience of using this approach and its merits and demerits. Finally they were show videotapes of two successful lessons using the CLT approach. The reactions of the trainees to the instruction package were overall very positive and some changes in their beliefs were also observed.

The next section is a review of research which examines the relationship between teachers' beliefs and classroom practices.

## 3.5. Relationship between Teachers' Beliefs and Classroom Practices

Teachers' classroom practices are a natural outcome of their cognitions, i.e. their knowledge and beliefs. This fact has been observed in mainstream educational research as well as in research on language teachers' practices. The relationship between teacher cognition and classroom practice is symbiotic in nature (Foss and Kleinsasser, 1996: 441). Several studies have been conducted examining the relationship between teachers' knowledge, beliefs and their classroom practices. Borg (2006) identifies six themes from analyzing studies (Bailey 1996; Breen 1991; Breen et al. 2001; Burns 1996; Gatbonton 1999; Nunan 1992 and Richards 1996) of language teachers' cognitions and their classroom practices. The practices of teachers were based on these following themes: (i) reasons for instructional decisions; (ii) departures from lesson plans; (iii) collective principles and practices; (iv) change in cognitions and practices during training; (v) practical theories about CLT; and (vi) narrative accounts of cognitions and practices. In the following sections I will discuss studies in which these themes have emerged.

### 3.5.1. Reasons for Instructional Decisions and Departures from Lesson Plans

Even though teachers enter their classes with specific lesson plans, studies (Bailey, 1996; Richards, 1996;  Ulichny, 1996, cited in Borg, 2006) have shown that teachers often have to depart from their lesson plans. There were various reasons for this, such as  sometimes students could not complete the activities which the teacher had planned or it was better to modify the lesson to suit the whole class and keep the students interested and engaged (Richards, 1996). Teacher cognition research claims that these departures from their planned activities increase teacher-student interaction. Teachers have to make their pedagogic decisions based on the classroom contexts and students' needs.

Richards' (1996) analysis of teachers' narratives of their work showed that teachers based their instructional decisions on certain personal principles. These teachers explained their principles in terms of maxims, such as the maxim of involving students, planning lessons, maintaining discipline in the class, time management, giving students some control and following a prescribed method of teaching. Teachers' in-class decisions were all influenced by these factors. Richards suggests that teachers examine their maxims and beliefs and explore their thinking as they prepare for their professions. Teachers have to make their beliefs, values and principles explicit to develop professionally. If existing beliefs are not made explicit they might "create resistance to alternative modes of thought and action" (p. 294).

Several studies (Bailey, 1996; Breen, 1991; Breen et al., 2001; Burns, 1996; Gatbonton, 1999; Nunan, 1992 and Richards, 1996) have been cited by Borg (2006) in which teachers try to give reasons for their instructional decisions. The teachers in Breen's study claimed that they chose certain techniques for teaching because they believed that if they involved students in cognitive activities and processes then it would facilitate their L2 learning. In Nunan's study the teachers were more concerned with the timing and pacing of their lessons whereas in Gatbonton the major concern of teachers' pedagogical thoughts and decisions was language management.

Collie-Graden (1996) in her study examined six secondary language teachers' espoused beliefs about reading instruction and their instructional classroom practices. It was seen that teachers often had to compromise their beliefs due to the low language proficiency of students. The teachers believed students should be provided

with frequent reading opportunities to improve reading, the target language should be used for instruction and that oral reading hampers reading comprehension. The inconsistencies between teachers' professed beliefs and their practices were due to several factors which came out in the interview data. These factors were mainly planning activities for less proficient students, time constraints, lack of materials. Among these the main recurring theme was "teachers' concerns and frustrations with students who either lacked either the ability or the motivation to devote the time and effort that learning second language requires" (p.390). The teachers' own motivation was affected by this factor.

In training sessions teachers often want to learn strategies and techniques for teaching effectively. They do not want to take any preparations for teaching their classes. Teachers often have multiple belief systems which conflict with each other. Like teachers in this study and also in other studies (Duffy and Anderson, 1982, 1984 cited in Collie-Graden) were seen to have conflicts between their own beliefs about reading instruction practices and beliefs about what would be suitable for their students. Thus teacher education programmes must take into account the fact that there may be a conflict between the multiple beliefs that teachers possess.

Kern (1995) conducted a study comparing teachers' and students' beliefs about language teaching and learning assuming that teachers' beliefs might impact students' beliefs and learning. The language in this study was French and for assessing beliefs the BALLI (Horwitz, 1985, p. 373) was used. There was a consistency in the beliefs held by teachers but the beliefs of teachers had no influence on their students. The researcher concludes that students' beliefs are more influenced by their textbooks, classroom practices, awareness of themselves and peers' beliefs rather than the beliefs of their instructors.

Griffiths's (2007) reports on one section of a larger study which took place at a private English language school for international students in Auckland, New Zealand. Griffiths reports that discrepancies between students' and teachers' perceptions might negatively affect classroom practices. This study aimed to find out the perceptions of students about the learning strategies they used and whether teachers believed these strategies to be effective or not. The Strategy Inventory for Language Learning (Oxford, 1990) was used. Teachers' beliefs about the importance of some of the

strategies were contrary to what the students reported to have used. The results of the study showed that teachers' and students' perceptions of the use of strategies did not match at some points. However, the important discovery of the study was that teachers reported an awareness of the importance of using language learning strategies; and the strategies that students use were also regarded as important by the teachers.

### 3.5.1.1. Teachers' Beliefs about the Use of L1 for L2 Instruction

The use of L1 for L2 learning has been the cause of much debate (Ellis, 1985) at present times. While research has been carried out on teacher cognition regarding prior experiences, classroom practices, grammar instruction, error correction, the effect of teacher education on cognitions, there has been little research on teacher cognitions regarding the use of L1 for L2 instruction. However, from the 1980s onwards importance of the facilitative role of the L1 in L2 instruction has gained predominance. Current developments in second language learning pedagogies propose the use of L1 for L2 instruction (Cook, 2001). Popular and predominant language teaching methodologies and approaches at present recognize the facilitative role of the L1 for L2 teaching and learning.

### 3.5.2. Principles and Practices Shared by Teachers

A study by Breen et al. (2001) revealed that teachers have specific principles which they realize through specific practices. The researchers studied 18 experienced ESL teachers teaching adults and children in Australia. The teachers described their classroom practices and the guiding principles behind these practices. The study aimed to find the rationale these teachers gave for their classroom practices. The researchers also wanted to discover whether there was "a clear relationship across the group between principles and practices that may reflect a collective language pedagogy" (ibid., p. 471). Data was collected through direct observations of classroom behaviour, interviews and elicitation procedures. It was found that teachers have their own set of frameworks which is acquired through their childhood learning, professional career and trainings. The 'pedagogic principles' (Breen, 1991) which the teachers hold can be shared across the whole group and these principles are an outcome of their beliefs about the whole education process, the teaching and learning

of a language. Practices and principles may influence each other and their relationship may be interactive.

The researchers thought it was important to study how teachers make sense of their work, principles and beliefs. At the individual level these principles and practices are unique, certain principles were realized through a set of practices but at the group level most teachers believed that they should take into account the fact that there are individual differences among students. There were several principles which were common to most of the teachers and they were seen to realize the same principle through a set of diverse practices. When teachers took account of individual differences different teachers handled students differently. Such as, pairing weak students with stronger ones, not admonishing them for incomplete tasks or homework, assessing them individually when they are ready, were some of the few practices that teachers carried out. Thus the researchers conclude that teachers possess a collective pedagogy which comes into effect in their classroom practices. Thus any teacher training programme should take into account "both the dynamic nature of the individual's experiential pedagogy and any evolution in what may be the collective pedagogy of the wider professional community – and how these may relate to each other" (Breen et al., 2001, p. 498).

### 3.5.3. In-service Training Influencing Cognitive Change

Freeman (1992, 1993) cited in Borg (2006 p. 94) conducted a longitudinal study for two years with four language teachers teaching French and Spanish in the USA who were also doing an in-service teacher training degree. Over these two years it was noted that the conceptions and understandings of teaching these teachers had, went through a process of change during their training period. These changes emerged in the form of tensions which are defined as "divergences among different forces or elements in the teacher's understanding of the school context, the subject matter, or the students. They are expressed as discomforts or confusions which interfere with the teacher's translating intention into action in the classroom" (Freeman, 1992, 1993, p. 488 cited in Borg, 2006 p. 96). The researcher states that the teachers need to recognize these tensions in order to develop and improve their classroom practices. Another important aspect of this study was to develop the professional discourse of teachers. When teachers learn to use the professional language of education they can

articulate their practices more proficiently and this can lead to cognitive change during their teacher education programmes.

In another study (Richards et al., 1996) during their pre-service course teachers were seen to develop the use of metalanguage of teaching. Teachers learned to use the professional language of education and combined it with their own local language. Changes were observed in their classroom practices with training but other researchers like Freeman (1992) and Borg (2006) argue that these are just behavioural aspects of change and it is more necessary to examine the complex process of how teachers think. It is also important to study the impact of teacher training on cognitive changes. Borg (2006) emphasizes the importance of distinguishing between cognitive and behavioural aspects of change by studying the impact of teacher education on teachers' cognitions and practices.

Andrews (2003) states that language teachers should be made conscious of the importance of language awareness as well as subject-matter knowledge. He focuses on the relationship between knowledge about language, i.e. subject-matter knowledge and knowledge of language, i.e. language proficiency and also on language awareness from both the teachers' and the learners' perspectives. Working as a teacher educator Andrews has found that EFL trainers have been deeply concerned about native speaker trainees' subject-matter knowledge which is the core of language awareness. More than 50 % of the trainees he surveyed in1991 claimed that their "grammatical knowledge / awareness" (p.83) was inadequate. Andrews' cites Shulman's (1999) statement that subject-matter knowledge is an essential part of teachers' professionalism. Teachers need to have a deep understanding and knowledge of their subject-matter in order to take decisions in their classroom teaching. There is the increased importance of subject-matter knowledge in language educations and in general education as well. Subject-matter cognitions encompasses teacher thinking, and teacher beliefs and these have a powerful influence on pedagogical practice (Tsui, 2003, cited in Andrews, 2003).

In his study Andrews focused on teachers' subject-matter knowledge and beliefs and examined the impact of these cognitions on teaching practices. Andrews argues that there are several characteristics of teachers' language awareness. Firstly, teachers have to draw on both subject-matter knowledge and language proficiency while

teaching in class. In an L2 class subject-matter knowledge is supported by language proficiency. Secondly, teachers have to reflect on their subject-matter knowledge and language proficiency in order to plan their lessons. Thirdly the teacher must be aware of the learners' difficulties of learning the language. Knowledge of the curriculum, knowledge of pedagogy, knowledge of the context is all interrelated so researchers (Turner-Bisset, 2001, Tsui, 2003, p. 65-66 cited in Andrews 2003) state that these knowledge bases be merged in expert teaching. In expert teaching, teacher knowledge can be viewed as management of learning and the enactment of the curriculum as being combined.

### 3.5.4. Impact of CLT on Teachers Beliefs and Practices

Teachers beliefs and perceptions about the use of the CLT method studied by researchers Rahman (2009)  (Karavas-Doukas, 1996; Mangubhai et al., 2004; Sato and Kleinsasser, 1999) cited in Borg (2006) and show some discrepancies between teachers' beliefs and their practices.

Sato and Kleinsasser (1999) cited in Borg (2006) studied ten teachers of Japanese for their understanding of CLT. The researchers used survey, observations and interviews. Findings which emerged showed teachers understanding of CLT was that CLT emphasized speaking and listening mainly and there was not much scope for grammar instruction. The activities which had to be used also took up a lot of time. Even though the teachers were receptive and positive about the CLT method their practices did not show much use of this method. Similar findings were reflected in a survey conducted on EFL teachers in Greece (Karavas-Doukas, 1996); and higher secondary teachers in Bangladesh (Rahman, 2009). However a study by Mangubhai et al. (2004) conducted on one teacher of German gave evidence that the teacher "had a sophisticated and well developed practical theory of CLT and that this was reflected in her classroom practices" (Borg, 2006; p. 98). This may be considered an exception.

Freeman (1991) cited in Calderhead (1996) emphasises the importance of professional development through teachers making implicit beliefs explicit and questioning contradictory beliefs in their practices. Studies (Galton, Smith and Croll, 1980 cited in Calderhead, 1996) have shown discrepancies between teachers' professed beliefs and their classroom practices. The reason for these discrepancies can be understood when

teachers make their beliefs explicit through reflective practices, narrative writings, peer review and discussions.

### 3.5.5. Teacher Cognition Elicited through Narrative Studies

Researchers have also emphasized the importance of narratives in examining teachers' beliefs. Based on the Vygotskian (1978) sociocultural theory, Golombek and Johnson (2004) used narrative inquiries to examine how these mediate teachers' professional development. The narratives of three ESL/ EFL teachers teaching at three different levels were analysed (these narratives had appeared in Golombek and Johnson, 2002) for their cognitions. The teachers wrote the narratives to give expression to their cognitions, emotions and experiences. Writing the narratives gave them a good opportunity, a 'meditational space' (p. 307) to express themselves. In writing their narratives, teachers can think of themselves, their practices, profession and how they can develop as teachers and what changes they need to make to develop professionally.

The researchers aimed to examine these narratives and to understand the internal cognitive activities that take place in a teacher's mind and how they change their activities of teaching to suit the learning contexts and social situation. The researchers have used the Vygotskian sociocultural theory as a framework in order to study teachers from this perspective. "Since narratives are social, relational, and culturally bound, they gain their meaning from our collective social histories and cannot be separated from the sociocultural and socio-historical contexts from which they emerged". (ibid.p.308). Narrative inquiry is a holistic approach which examines the emotional, moral and interpersonal dimensions of teachers' knowledge (Elbaz, 1983; Clandinin, 1986; Clandinin and Connelly, 2000; Golombek, 1998; Hollingsworth et al., 1993; Noddings, 1984; cited in Golombek and Johnson, 2004). Teaching is a socially mediated activity and the narratives show how teaching becomes a social reality. Contradiction could be found in what the teachers felt, believed and practiced. The researchers suggest that there is a connection between cognition and emotion which the teachers want to externalize. The narratives serve as the mediational tool through which they can express their experiences and grow professionally. The contradictions teachers felt between their beliefs and practices might be resolved through the mediation of the narratives.

In another study by Hayes (2005), the narratives of three Sri Lankan language educators were studied and analysed. These narratives had a holistic, life history approach which is not very common in language teaching research. This study describes the life stories of three educators from the beginning of their careers to their professional growth. The teachers here expressed how their experiences and growth relate to social and personal factors. The most significant point noted here is that teachers were very much influenced by their prior learning experiences. They started their teaching careers in the same way their teachers had taught them. Secondly, the teachers reported on the positive influence that their peer group had on their learning during teacher education courses. These teachers believed that their peer group support was more beneficial than any other learning they had from their courses. Hayes emphasizes the point that non-native teachers can benefit from peer support especially in L2 teacher education programmes. The cognitions of these teachers evolved through their early experiences as learners, from their teachers and from the reviews of their peers in the teacher education programme.

### 3.5.6. Limitations of Research on Teachers' Beliefs and Classroom Practices

The themes of 'consistency' and 'inconsistency' have also been recurrent in studies on teachers' beliefs and their effect on classroom practices (Fang, 1996). Fang (1996) cites Johnson (1992) to state that ESL teachers who had clear and well-defined theoretical beliefs were consistent in the theoretical approach they used in class whereas teachers with "different theoretical orientations" (p.52) used different methods of instructing non-native English speakers. There can be consistency in teachers professed beliefs and lesson plans but actual classroom situation can produce discrepancy between beliefs and practices (Wilson, Konopak and Readence,1991, cited in Fang, 1996).

One justification has been advocated by Borg (2006). He states the discrepancies found in the research on teachers' classroom practices and their cognitions may be dependent on methodological issues, i.e. the methods and procedures that were employed to conduct the studies. Teachers can be sensitive to the different strategies which are used to probe into their thoughts and actions. Cognitions teachers have are shaped by various factors, such as their own education, experience, professional practices and training. Research has shown that teachers' beliefs do not always match

their practices. In a survey teachers might express a certain belief which can contradict their classroom behaviour. This inconsistency is not due to any lack of honesty or earnestness of the teachers. It could be because theoretically teachers hold some beliefs but in a complex classroom situation where interaction is necessary between their cognitions and various contextual and situational factors practices do not match professed beliefs. Studying the relationship between teacher cognition and classroom practices is a complex field of research. Teachers work under multifarious factors which influence their cognitions and practices. As researchers, we need to be aware of this to understand the relationship between teachers' professed beliefs and their decisions and actions in the classroom. Borg (2006, p. 92) states that studying the reasons behind the cognitions which influence interactive decisions is difficult because teachers have different conceptual frameworks, concepts and perspectives which they use for classroom decisions.

Guskey (1986) and Richardson (1995) cited in Calderhead (1996) hold opposing views regarding the relationship between teachers' beliefs and classroom practices. Guskey contends that teachers' beliefs change with a change in practice which brings success. Beliefs change only after practice has been successful. Whereas Richardson argues that "there is a constant interaction between beliefs and practice, and that professional development may be initiated by a change in either beliefs or practice" and change in either belief or practice can initiate professional development (Calderhead, 1996, p. 721).

## 3.6. Changes in Teacher Cognition through Teacher Education

This section discusses the effects of teacher education programmes on teacher cognition. Studies of novice teachers' cognitions has made it evident that knowledge and beliefs acquired during teacher education programmes are not transferred very smoothly in classroom practices (Rahman, 2009; Richards, 1998; Wallace, 1991). There are other factors at school involving students, colleagues, administration, classroom management which teachers may find more necessary to handle than methods and principles learned at the training programmes. Furthermore just knowing a subject does not qualify a person for teaching it, e.g. any native speaker of a language is not necessarily qualified to teach it.

Grossman (1989) cited in Borg (2006) studied the use of pedagogical content knowledge of six beginning English teachers working in the USA. The teachers were teaching English literature and not language. Three of the teachers had received formal teacher education. A key issue of this study was to examine the effect of teacher education on the practices of these teachers. In her findings, Grossman reports that the pedagogical content knowledge of teachers who had received formal teacher education was quite different from those who had no formal teacher education. Teachers with formal teacher education viewed English as a means of self-expression and communication. Teachers with no formal training viewed the teaching of English just as an analysis of the literary texts. Thus a significant finding of this study was that when teachers receive subject specific training it can have a powerful impact on their own teaching practices. However the impact of specific training on Shulman's (1987) concept of pedagogical content knowledge in the field of L2 teaching is difficult to study and this could be because "a concept such as PCK does not lend itself easily to an area such as language teaching where the content and medium of learning are often seen to be inextricably linked" (Borg, 2006, p. 80).

Holt-Reynolds (1992) studied the relationship of pre-service teachers history-based beliefs and their influence on the study of teaching and found "the personal histories of pre-service teachers appear to function as prior knowledge of what good teaching should look, sound and feel like" (p. 343). These beliefs are imbedded in teachers so deeply that they are difficult to replace. The researcher suggests that teacher educators examine how teachers use their beliefs when they design and evaluate teacher education programmes.

A study by Golombek's (1998) has shown how prior experiences influence teachers' decisions and also how the teachers had to match their decisions with the students' fluency and accuracy in a speaking course. The teachers did not want their students to be adversely or negatively influenced by any feedback from them. Golombek suggests that L2 teacher educators should take into account L2 teachers' personal practical knowledge. Teacher education programmes should try to (i) connect teachers' personal practical knowledge to empirical knowledge, (ii) encourage reflection of their practices, (iii) try to find out the emotions and moral beliefs which influence their practices, (iv) make teachers tell stories of their experiences and the choices they

make in their practices. All this can then enable them to make alternative and better choices if necessary.

In some studies discussed below there has been no effect of teacher training on teachers' classroom practices. These studies have been carried out in different contexts and setting but the same results can be seen across countries and cultures.

Spada and Massey (1992 cited in Borg, 2006) conducted a study with novice teachers to examine whether their knowledge of methodology courses was used in their practices. But the researchers could not arrive at any conclusive findings because among the teachers studied only two used some methodologies they learned in their training courses and in the third teacher there was no evidence of the influence of training on classroom practices. Furthermore none of the teachers felt that their earlier training influenced their practices in any way. The researchers suggest that the contextual factors at school under which the teachers work may be responsible for this.

In a study conducted by Richards and Pennington (1998 cited in Borg, 2006) the findings were similar, i.e. there was no influence of teacher training on teachers' classroom practices. This study was carried out with five teachers teaching English in Hong Kong who had been trained to use the CLT methods in class. These teachers also professed to have a strong belief in the positive aspects of the CLT method when they started their career. But after the first year it was observed that they had to change their focus from the CLT approach of teaching to other factors which they felt was more important. These factors were their relationship with the students, handling large classes, pressure of finishing a set syllabus and holding exams and finally having to deal with unmotivated students who had low proficiency in English.

Farrell's (2003) study cited in Borg (2006) focused on the role of support which teachers received from their school and colleagues and how this helped in the professional development of the teachers. It was observed that the teacher went through several stages of difficulties such as heavy work load, no support from school or colleagues and also lack of communication. It was through using different coping strategies that he overcame these problems alone. It became evident from this study that "the institutional and social contexts novice language teachers work in can shape

their initial cognitions, particularly in relation to their professional identity (i.e. their understandings of what it means to be a teacher)" (Borg, 2006 p.79).

The BALLI (Beliefs About Language Learning Inventory) was developed by Horwitz (1985) "to assess teacher opinion on a variety of issues and controversies related to language learning" (Horwitz, 1988 p. 284). The scale was designed to assess teachers' beliefs about language learning. This inventory was used by Horwitz (1985) in a methods class as the very first activity. It helped to expose students' opinions and also to organise and develop course content and curriculum. As Horwitz says when instructors are made aware of their students beliefs at the very beginning of a methods course they can reorganize and plan their courses in a more effective manner. Students of the methods course learning English as a second language did not take into account their own ability of language learning. They stressed the importance of motivation and perseverance as factors leading to successful language learning rather than aptitude. Horwitz states that any misconceptions about language learning and teaching should be addressed at the beginning of the methods courses in order to facilitate language teaching. Using the BALLI with methods course students makes them aware that their belief systems have been taken into account and as language teachers this will help them to take decisions to improve teaching. Using the BALLI as a research and training tool could promote an understanding of teachers' actions. In studying students' beliefs about language learning some authors have given importance to their satisfactions, expectations and success in language classes. As cited in Horwitz (1988, p. 283-284) "Holec argues that language learners must go through a sort of psychological preparation or "deconditioning" to rid themselves of preconceived notions and prejudices which would likely interfere with their language learning".

The BALLI was used in another study by Horwitz (1988) with beginning university foreign language students to investigate their language learning beliefs. This was part of an ongoing investigation which aimed to find individual learner beliefs and belief systems of EFL / ESL students. The study also aimed to make teachers and researchers aware of the variety of beliefs that students have and the effect that these beliefs can have on language learning.

The findings and result of the survey showed a striking similarity among all the different groups. Horwitz concludes that since the subjects of this study were only first year students it would be better and more clarifying to see how students' beliefs change over the course of language instruction. Furthermore, as the teacher is considered to be the "expert" in class his beliefs made explicit or implicit through teaching practices may strongly affect and influence students' beliefs. This study reinforces that students have very definite preconceived notions about language learning. Teachers have to be aware of these to make students learning strategies more effective.

A study (Tercanlioglu, 2005) conducted in Turkey investigated teachers' beliefs about foreign language learning and how they relate to gender. The study has revealed three major findings about foreign language learning and teaching. The teachers said "motivations and expectations to learn" (p. 157) was a very important factor for learning; secondly, it revealed that teachers beliefs were interrelated. No belief existed in isolation, each one was an outcome of another or dependent on another. And thirdly, no significant difference was found in beliefs between genders.

### 3.6.1. The Bangladesh Context

The present study has been conducted with L2 teachers teaching at private and government colleges in Dhaka, Bangladesh. In recent times there has been some research on the teaching and learning of English in the country but research on L2 teachers at the college level is a rare phenomenon. The following study which has been discussed is perhaps the only research which has been carried out in this field at this level.

A study conducted by Rahman (2009) casts some light on teachers' beliefs and perceptions at this level. Rahman states that in Bangladesh the need for English language education was felt in government, private and political sectors too. The importance of the role of the teacher was felt so instead of just curriculum development it was necessary to develop and train teachers as well. "competent ELT teachers are now being recognized as the vital force behind any development plans" (ibid., p. 132).

Rahman (2009) undertook this study to assess college teachers' perceptions about the new methodologies and the new book (which advocates the use of CLT) that has been introduced at the Higher Secondary level. The study was conducted with two batches of in-service teacher trainees comprising of forty-nine teachers. These teachers were attending the 120-hour intensive in-service training organized by the National University. Private colleges of the country outnumber government colleges 3:1 so from government colleges the percentage of teachers was 24.5% and from private colleges 74.5%. A questionnaire was administered to the teachers of the study. The first part of this was personal questions.

The second part of the questionnaire aimed to find the perceptions of the teachers about the new book, the CLT approach and their classroom practices Teachers had mixed views about the new book. Some considered the context, language skills and strategies advocated in the new book to be helpful for language learning. However the same group of teachers claimed that the book had some demerits, such as it was too extensive, it had too many lessons and grammar was not handled systematically. The researcher states that the teachers did not seem to be concerned about their learners.

Though the teachers had already received more than two weeks training about incorporating the CLT approach in their classroom practices still their understanding of this approach seemed to be mixed and confused. One unexpected finding of the study was how teachers' personal beliefs influenced their classroom practices. "Most of their pedagogic decisions appeared to be influenced by their beliefs regarding second language teaching, their classroom situations and the world around them" (Rahman 2009, p. 144). Along with the importance of teachers' beliefs, two other issues emerged from this study, i.e. the importance of culture and contextual features. So the researcher advocated that in order to make any teacher training programme effective and successful, trainers need to take into account cognition, context and the culture of teachers.

## 3.7. A Conceptual Framework for Teacher Development

In this section theories from education and psychology have been discussed which can form the basis for designing teacher development programmes. The theory of constructivism, sociocultural theory of learning and teaching and the theory of self-

efficacy have been discussed as providing possible frameworks for teacher development.

### 3.7.1 Theory of Constructivism

Constructivism is a theory about knowledge and learning initially founded in psychology. This theory was first developed based on the psychological theory of Constructivism brought forth by Piaget (1971) and Vygotsky (1978). Dewey (1961) is considered to be the first proponent of constructivism as applied to classroom education. According to this theory, human beings construct their knowledge from their experiences. The mind is always working like a verb, it is always active and education depended on action. According to Dewey, students learn from their experiences and these experiences take place in a social environment. This again gave rise to two types of constructivism: Cognitive Constructivism and Social Constructivism.

The Theory of Cognitive Constructivism was developed by Piaget (1968) on the basis that children develop certain cognitive abilities and they learn through their experiences. The teacher has to provide meaningful context and interesting things so that the students get the opportunity to actually engage in the experience of learning and get meaning from context.

Bruner (1960, 1985) also had a significant contribution to the theory of Constructivism. Bruner postulates learning as an active process in which learners build new ideas using prior knowledge and experience. Learners construct meaning and knowledge for themselves through their experiences. Bruner believed that learning was an active social process and students learnt new ideas based on the current experience and knowledge. The instructor should be there to guide and encourage the students. The Constructivists view the role of the teacher to be very important in developing students' learning.

Even though Vygotsky (1978) shared many of Piaget's views he emphasized the social context of learning. The theory of Social Constructivism was developed by Lev Vygotsky. He viewed culture and social context to be very important for cognitive development. According to him the teacher has a very important role to play in learning. He has argued that students can learn better if they receive help from adults

or children who are more advanced than them. The teacher can help the students learn by guiding them, giving them support and encouraging them. The teacher here has to act as a facilitator, encourage and provide opportunities for interactive work. He believed that the role of the teachers was very important in guiding and influencing students. The guidance and support of adults and peers helped students develop.

### 3.7.2 The Sociocultural Theory

The sociocultural theory (SCT) is a theory of teaching and learning based on the principles of Vygotsky's (1987) research, theories and findings of child development and psychology. This theory examines the effects of social interactions on the intellectual and cognitive aspects of an individual.

The SCT claims that second language learning is influenced through social interaction and mediation. The role of mediation is vital in the process of learning. The theory is based on the fundamental concepts of activity and mediation. These tenets have been applied to the learning and teaching of languages, and research studies (Lantolf, 2000; Lantolf, 2006) have validated of the concepts of SCT. According to this theory learning first takes place at the interpersonal level, i.e. it takes place within a social situation; and then it takes place within the individual, which is intrapersonal. The SCT studies how human mental activity takes place within social situations (Wertsch, 1995). The progress of human development is culturally mediated through tools and activity and language is considered an integral tool for learning (Cole, 1985, 1996).

Another important Vygotskian (1986) concept is the concept of the *zone of proximal development* (ZPD). The ZPD refers to the difference between a child's mental age and the level of learning he achieves with support from others, who could be peers or teachers.This support that children need has been termed by Wood (2005, p. 99) as 'scaffolding'. Scaffolding by peers or adults helps a child to achieve a higher level of learning. However, though learning is mediated by others the teacher or the guide should know when to withdraw and let the child function independently in different contexts and situations outside the classroom (Cole, 1985; Edwards and Mercer, 1987).

Lantolf (2000) claims that, the concept of mediation is the most fundamental aspect of the SCT. It is through different tools and artifacts that all human activity is mediated.

Language is a prime tool through which human beings interact and mediate with the social world. Research in second language learning and teaching has examined the role of mediation in language learning. All forms of activity such as work, play education, instruction can mediate learning (Wertsch, Minick and Arns, 1984). The teacher can create different forms of educational activities for the student to acquire knowledge (Daniels,1993).

Vygotsky emphasized the importance of the role of language in literacy and education (Dixon-Krauss, 1996). Studies placed in the socio-cultural context in second language learning have found that L2 learning takes place in the ZPD with proper scaffolding (Aljaafreh and Lantolf, 1994). Anton(1999) investigating L2 classroom discourse which was teacher-centered and learner-centered found that learner-centered discourse created a more positive setting for L2 acquisition. The process of mediation can take the form of different strategies.Donato and McCormick (1994) studied how being reflective and maintaining and assessing a portfolio can enhance L2 learning. In their study the portfolio worked as mediator within the sociocultural context. Students used a portfolio to record their reflections on learning. They could look back on their work and with the help of the instructor move on to a higher level of learning. The reflections recorded in the portfolios provided support in the learners' ZPD with the help of the teacher and mediated learning.

Grounded in the sociocultural perspective Golombek (2015) reveals how teacher educators can also benefit from the concept of mediation. As teacher educator she asked her student teachers to write journals about their practice teachings and experiences. The teacher learners' journal writings and the teacher educator's feedback responses were helped to identify the learners' approach to journal writing and the educator's response as mediator. The researcher as teacher educator analysed the reflective journals of her teacher learners and her own responses to these as mediator. In one case her emotional response was in congruence with the learner's but with another learner she felt that her responses were too emotional and arbitrary. She felt an '*emotional dissonance'* (italics in original, p. 470) in her response. There was a conflict between the emotions she expressed and the emotions she felt she should have expressed as a professional. In a self-inquiry journal the teacher educator examines her *'emotional dissonance'* when she mediated as teacher educator the journal writings of the teacher learner. She felt that she had failed as a teacher

educator here because she tended to blame the teacher learner for feeling this emotional disparity and this affected her position as mediator.

In teacher education the practice of journal writing is encouraged for teacher learners (Richards & Lockhart, 1994; Wallace, 1991; cited in Golombek, 2015) to improve their practices. Some researchers (Chin, 1997; Russell, 1995; Zeichner, 1995; cited in Golombek, 2015) also suggest that teacher educators practice self-inquiry to develop their understanding and practices of teaching teacher learners. In this study Golombek reasserts the significance of these practices and calls for re-assessing the boundaries of language teacher. The importance of emotion and cognition of both the teacher learner and teacher educator have to be taken into account since these impact teaching and learning. By writing journals teachers can examine and reflect on their experiences, beliefs, practices, and their interactions with their students and this can improve their instructional practices (Farrell, 2007; Liou, 2001; Richards & Farrell, 2005; cited in Golombek, 2015). Learner teachers thinking can be mediated through their journals where they make their beliefs, emotions, needs and motives explicit.

Golombek based her research and her practice as teacher educator on the tenet of the sociocultural theory that learning can be mediated. She started her self-inquiry using Vygotsky's (1987) concept of the dialectic between emotion and cognition in interaction. She based her analysis on concepts which Vygotsky (1994) considered to be central to emotion. These are *perezhivanie,* i.e. lived or emotional experience, sense and motivation. If teachers can understand the emotional associations and experiences that students have about L2 learning they can support and mediate them in their ZPD. This relationship is a dynamic one and teacher educators need to have a wide range of understanding and knowledge of their students as people possessing thoughts and emotions. The teacher educator states that both she and her teacher learner "came to the activity of journal writing with emotions, and those emotions shaped our interactions while those interactions further shaped our emotions" (Golombek, 2015, p. 474).

The process of self-inquiry changed the teacher educator's practices. The teacher educator early on in her course asks learner teachers to write their journals, to reflect on their writings and to try to make sense of their practices with the mediation of their teacher educator. But her mediation of teacher learners is not always successful

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because "some of the teacher learners are resistant to change due to differing motivation, and finding ways to build relationships with them is critical (Salles El Kadri& Roth, 2013 cited in Golombek, 2015). In order for mediation to be productive the relationship between trainer and trainee has to be interactive taking into account the emotional and cognitive dimensions of both which come into play in such a relationship.

These studies have shown that 'the human mind is *mediated*'. The sociocultural approach to language learning and teaching could take the teaching of L2 more effective along with the use of the CLT approach.

These studies were conducted from a sociocultural perspective and they all reached the positive conclusion that learning is mediated through different physical and symbolic tools. These studies have shown that 'the human mind is *mediated*'. The CLT approach combined with the sociocultural approach of mediation could make the process of L2 learning and teaching more effective and enjoyable. These small scale studies discussed above have shown that L2 learning is impacted upon by mediation, interaction, activity and assistance. Vygotsky was concerned with how teaching could be effective in schools. How the sociocultural approach might be adopted in large classrooms and how effective the teaching-learning situation can be from the Vygotskian and the sociocultural perspective is yet to be seen. It will be a challenge for linguists, researchers and language practitioners to put these into operation in the world wide phenomena of L2 learning.

### 3.7.3. Theory of Self Efficacy

The concept of self-efficacy is based on the theory of self-efficacy advocated by Bandura (1977, 1995). The term reflects a person's sense of confidence in his own capabilities, his self-esteem and belief in himself to be able to achieve certain tasks successfully according to his aspirations and motivations and to be capable of meeting challenges. It is the judgement people have of their own capabilities to perform specific tasks guided by their choice of activities, their level of aspirations, the effort that they can put into their tasks and the status of their persistence (Dornyei, 2001, p. 22). Self-efficacy beliefs are the product of cognitive processing of diverse sources such as, "other's opinions, feedback, evaluation, encouragement or reinforcement;

past experiences and training; observing peers, information about appropriate task strategies" (Dornyei, 2001, p. 23).

Teacher efficacy is a product of self-efficacy which refers to a teacher's generalized expectancy concerning the ability of teachers to influence students, as well as the teacher's beliefs concerning his or her own ability to perform certain professional tasks" (Ashton & Webb, 1986; Bandura, 1977, Gibson &Dembo, 1984 cited in Kagan, 1992b, p. 67). A teacher's self-efficacy relates to his classroom behaviour with students, such as encouraging them with praise rather than negative feedback, to be helpful and supportive to low achieving students and to be focused on achieving tasks (Kagan, 1992). It is the ability of a teacher to perform actions necessary to bring about student learning and "is increasingly recognised as a pivotal variable influencing teacher practice and student outcomes" (Ross, 1994, p.381).

Bandura (1995) states that people's actions, motivations and affective states are all influenced by their beliefs rather than the objective state of things. A comprehensive theory is required to explain the origin of personal efficacy beliefs, how they work and what effect they can have. "The value of a theory is ultimately judged by the power of the methods it yields to produce desired changes. Self-efficacy theory provides explicit guidelines on how to develop and enhance human efficacy" (ibid, p. 2). According to Bandura, the four factors which influence efficacy beliefs are:

- mastery experiences
- vicarious experiences
- social persuasion
- physiological and emotional states

A person's successes build his confidence in himself and strengthens his sense of efficacy, similarly failures undermines beliefs in self-efficacy. Masterly experiences aid a person to acquire the cognitive and behavioural tools necessary to deal with circumstances appropriately. It is through sustained perseverance that a person can overcome obstacles and become more efficient in adverse situations. Self-efficacy is strongly determined and influenced by vicarious experiences which people receive from social models. When people see others like them succeeding through perseverance they are encouraged and motivated. However seeing people fail in spite

of repeated endeavours can also demotivate a person. The third influence is that of social persuasion. Verbal persuasion can have a strong impact on the efficacy beliefs of a person. Lastly, physiological and emotional states also determine how well a person can perform his tasks. Tensions and stress make a person vulnerable and can cause poor performance. Good physical status, less stress, positive attitude to work and emotional strength can enhance self-efficacy beliefs.

## 3.8. Summary

Beliefs and practices inform, influence and affect each other. The literature reviewed in this chapter has discussed in detail findings of research in the field of teacher cognition in mainstream education as well as in the field of L2 learning. The themes which emerged are: how previous learning experiences influence teachers' knowledge and beliefs, what impact these beliefs have on classroom practices and the impact of teacher education on the belief system of L2 teachers.

The studies reviewed in this chapter help to analyse the research findings of my study. Keeping these theories in perspective, the research has been conducted on the higher secondary school teachers' beliefs and their practices.

The next chapter discusses the research design and methodology which have been undertaken for conducting this study.

# Chapter 4

## Research Design and Methodology

## 4. Introduction

In the previous chapter I have discussed the research literature which has been carried out in the field of teacher cognition. The research design and methodology of the study is presented in this chapter. At the beginning the research questions which the study investigated are discussed. The research methodology and procedures undertaken were guided by the research questions. Included in this chapter is also a critical analysis of the methodology and procedures of the study. The concerns and challenges that had arisen during the course of the study have been addressed and made explicit too.

### 4.1. Objectives

The overarching goal of the study was to explore the higher secondary English language teachers' cognitions of ELT.

The specific objectives of the study were to:

a)   Identify higher secondary level English teachers' beliefs about English language teaching and learning.

b)   Identify whether there are any differences between the beliefs of teachers working at private and government institutions.

c)   Examine how teachers' cognitions affect their teaching and classroom practices.

d)   Examine the reflective practices of teachers, and

e)   Attempt to identify aspects of teacher cognition and practices that may be used in teacher education programmes.

### 4.2. Research Questions

Teachers are individual human beings who have their separate notions of knowledge, beliefs and assumptions.  The study focused on identifying what beliefs specifically

higher secondary English teachers have of teaching and learning English in Bangladesh.

The research questions which have guided the study are as follows:

1. What are the beliefs of higher secondary level English language teachers about English language teaching?
2. To what extent do teachers of private and government institutions differ in their beliefs regarding the teaching and learning of English?
3. How do these teacher beliefs affect English teaching practices at the higher secondary level in Bangladesh?

Beliefs, knowledge and assumptions are significant facets of teacher cognition. These are sometimes overlapping concepts and are hard to separate. The aim of the first research question has been to try and find what beliefs are held within each individual teacher and to relate these to classroom practices. The second research question has examined whether there are any differences between the beliefs and practices of teachers teaching at private and government colleges and the third research question has attempted to understand how these practices reflect teachers' knowledge, beliefs and assumptions of English language learning and teaching.

The third research question has investigated teachers' professed beliefs through interviews, observations of classroom practices and narrative writings. The perceptions of teachers 'as represented in their verbalizations' were studied (Woods, 1996, p. 35) to understand their beliefs and teaching practices. Links were drawn between these. Care was taken to observe if any 'hotspots' i.e. 'areas of tension between what people say and what they do, or what they say and do on different occasions' occurred (ibid., p. 39).

Teachers' beliefs and classroom practices are vast areas of research. Classroom practice or teaching entails certain aspects of interaction. Teacher cognition i.e. teachers' beliefs, knowledge, assumptions, experiences and classroom practices are mutually informing (Borg, 2003). The artistry of teaching expands in face to face interaction with students (Gage, 1978). How teachers elicit answers from students, respond to students' questions themselves, correct students' errors using different strategies such as positive feedback, negative feedback, recast, repetition, examples and elucidations (Lightbown and Spada, 2006) , use L1 in teaching L2, use grammar

explicitly all these concerns correspond to classroom practices. Focusing the second research question on these specific themes helped to keep the project within boundaries (Creswell, 2005). Classes in Bangladesh are mostly teacher fronted and lecture based. Attempt has been made to change teaching methodologies through a change in curriculum, teacher training programmes and introduction of the CLT approach. Use of the prescribed approach should make classrooms interactive. In Bangladesh the CLT approach for English language teaching has been introduced at all levels of teaching. In using this approach grammar and vocabulary should be taught in situational and functional context (Larsen-Freeman, 1986) rather than explicitly. The teachers who are teaching at colleges are all non-native English teachers who have all learnt English as a second language through explicit grammar instruction. Teachers are individual human beings who have their separate notions of beliefs. The study aimed to find out how teachers' beliefs influence their classroom practices of L2 teaching.

## 4.3. Research Paradigm: An Interpretive Study

A paradigm is represented by the assumptions we have of ontology meaning reality, epistemology meaning our knowledge of that reality and methodology i.e. how we try to find ways of understanding that reality (Guba, 1990 cited in Miller and Crabtree, 1999). Denzin and Lincoln (1998) identify four major interpretivist paradigms in qualitative research, these are: positivist and post-positivist, constructivist-interpretivist, critical and feminist post-structural. Whereas in positivist research the researcher starts investigation with preconceived notions of ontology in interpretivist research, the researcher seeks answers from the field. This is opposed to positivism in that the researcher tries to analyse and discover meanings underlying social interactions.

This study has been informed by the constructivist-interpretivist paradigm of research. Teachers' knowledge, beliefs and assumptions are context dependent and the study investigated the meanings teachers attach to these in the interpersonal, cultural, social and professional aspects of their lives (Calderhead, 1996). Research took place in the participants' natural setting, i.e. the classroom and attempts were made to analyse and understand the meanings behind teachers' actions and also the actions from the participants' perspectives.

'The interpretivist approach can produce a vast amount of detailed information about a small number of people' (O'Donoghue, 2007, p.191). As all qualitative studies this study too was committed to the 'interpretive understanding of human experience' (Denzin and Lincoln, 1994, p. 4). The most suitable methods for interpretivist research which are interviewing and observations brought the researcher closer to the participants' perspectives (Denzin and Lincoln,1998). These techniques helped to identify and understand teachers' beliefs regarding English language teaching and learning.

Qualitative methods such as, interviews, classroom observations and narratives helps researchers to gain an in-depth understanding of the situation being studied. Qualitative researchers do not give superficial descriptions, they attempt to understand and analyse the realities of the situations, how people feel, what they believe and also what meanings they attach to various activities (Gay, et al., 2009). Qualitative research allows the researcher to obtain information which is not easily accessible through quantitative research. This also helps the researcher to understand the point of view of the subjects or participants. Beliefs that individuals hold are a very complex aspect of human life and behaviour. Using just a survey it is difficult to examine beliefs which are deeply ingrained in individuals. Thus using interviews and observations helped to come close to the participants and gain a deep understanding of their beliefs and behaviour. The study thus took place "in a world of action" (Cohen et al., 2007, p. 256), that is, in the real life classroom situation and with one to one interviews with the participants. The intermixture of interviews and observations provided detailed data.

## 4.4. Triangulation: Using a Mixed Methods Approach

To understand the complexity of teacher cognition it is essential to use different research methods and data collecting techniques. Calderhead (1996) states, to understand teacher cognition just carrying out observations is not enough, he advocates the use of different methods for research and data collection such as; mapping, narratives, repertory grids. These methods are used in the positivist, interpretivist and critical traditions of research. Calderhead (1996, p.715) identifies a variety of content and forms that teachers' "knowledge and beliefs can take". Beliefs, attitudes, opinions, values, predispositions, perceptions are terms which have

overlapping meanings and trying to investigate these through just one method or procedure may not reveal accurate findings. So a mixed methods approach can yield a more comprehensive result in such a field of study. Thus a mixed method research design (Creswell, 2009) was used to conduct the study. Both quantitative and qualitative methods were employed to obtain data to answer the research questions. The combined methods used to collect data from mixed sources as well yielded a comprehensive result.

The quantitative part was carried out using a survey and the qualitative part included interviews, classroom observations and narrative writings from the participants. Using both quantitative and qualitative data helps to explain more completely the variety and complexity of human behaviour. The use of two or more methods of data collection in the study of some aspect of human behaviour is defined as triangulation by Cohen, et. al.(2008). A study is strengthened by triangulation (Patton, 2002) which means the use of a variety of tools or methods to study the problem. Data generated through mixed methods helped to gain insight into both subjective and objective realities.

Denzin (1978) cited in Patton (2002) categorizes triangulation in four different types: (1) data triangulation, (2) investigator triangulation, (3) theory triangulation and (4) methodological triangulation. In this study I have used both data triangulation and methodological triangulation. Data has been gathered from different sources such as survey, interviews, class observations and narrative writings. Both quantitative and qualitative methods have been used to analyse the data gathered from the different sources. Quantitative data gathered from the questionnaire survey has been analysed using simple statistics such as percentage calculations. Data gathered from the survey answered the first two research question and data from interviews, class observations and narratives answered the third research question.

Triangulation is sometimes misunderstood because sometimes different data sources yield the same result but trying to find consistencies is important. While studying real life situations sometimes there might be inconsistencies:

> "Different kinds of data may yield somewhat different results because different types of inquiry are sensitive to different real-world nuances. Thus, understanding inconsistencies in findings across different kinds of data can be illuminative. Finding such inconsistencies ought not be viewed as weakening the credibility of results, but rather as offering opportunities for

deeper insight into the relationship between inquiry approach and the phenomenon under study" (Patton, 2002, p. 248).

## 4.5. Structure of the Research Study

The study was conducted in two phases. The first phase of the research comprised of a survey which was conducted using the Beliefs About Language Learning Inventory (BALLI ) ESL version 2.0 (Horwitz, 2013)[1]. The first research question: *What are the beliefs of higher secondary level English language teachers about English language teaching and learning?* has been investigated through this approach. The BALLI developed by Horwitz is a widely used instrument for investigating the beliefs of teachers and students about language learning. This version has been slightly modified and used in this study, (Appendix C) to assess the beliefs of English language teachers at the higher secondary level. Some demographic questions were attached at the end of the BALLI questions.

The first phase of data collection started in October 2016 (specifically 25. 10 16) and ended in March 2017 (29.3.17). This entailed gaining entry into sites, having an introductory session with the principal and teachers of the colleges and completing the survey. A pilot study was done at the first site, this was not difficult as I had worked previously at this institution and got easy access there. The pilot study in which five English teachers participated was carried out at this institution. Completing the survey phase took slightly more than five months.

The second phase consisted of interviews and classroom observations of English teachers. This phase started in March, 2017 (1.3.17) and ended in July, 2017 (27.7.17). The second phase, which continued for five months came to an end with a final interview with the teachers. Collecting narrative writings from teachers took a long period of time as they were always busy with their work and did not want to make time to sit and do some reflective writing.

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[1] I approached Professor Horwitz through e-mail on 20th October 2014 for permission to use her instrument. On October 21, 2014 Professor Horwitz sent me an e-mail with the latest version of the BALLI granting permission to use it.

## 4.6. Gaining Access

Gaining access into sites requires negotiations with gatekeepers (Punch, 2005) who are people holding an official role at the site, usually a teacher, a principal or any insider who can help to locate and identify samples for the study (Hammersley and Atkinson, 1995; cited in Creswell, 2005). I had worked many years as an English teacher at a college in Dhaka city and at present I hold an honorary post in the Governing Body (GB) of the same college. My position as a member of the GB of a very reputed college gave me access to the colleges where I went for data collection. A letter of introduction (Appendix A) was given to me by my supervisor which I handed over to the administrative heads of the colleges I went to. This as well as my position helped me to gain access to the colleges and also gave credibility to my research intentions.

### 4.6.1. Ethical Issues

The importance of ethical issues and considerations cannot be understated in educational research. Ethical issues were considered at the outset of the research project (Robson, 2006). Research involves people and there is always possibility of sensitive issues arising. "The researcher has an obligation to respect the rights, needs, values and desires of the informant/s" (Creswell, 2009, p. 198). Before starting the research permission was taken from the principals of the colleges and appropriate consent of the participant teachers was taken as well.

### 4.6.2. Receiving Participants' Consent

The consent and cooperation of participants are an indispensible part of any research. All participants have to be explicitly informed of all the research procedures in which they will be involved. They also have to be assured of absolute confidentiality and anonymity. An individual's right to freedom and self-determination is protected by informed consent. *Informed consent* has been defined as 'the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions' (Diener and Crandall, 1978 cited in Cohen et al., 2007, p. 52). Cohen et al. further clarify this definition by including four elements, which are: competence, voluntarism, full information and comprehension. Participants involved in any research must be responsible and mature individuals, they have to take part in the research willingly, they have to be fully

informed of the research procedures and lastly, they have to understand the nature of the research project. 'The subject has the right to refuse to take part, or to withdraw once the research has begun (Frankfort-Nachmias and Nachmias, 1992 cited in Cohen et al., 2007, p. 52).

There were fifty English teachers who took part in the questionnaire survey from the fourteen colleges I visited and from these fifty, ten teachers took part later on, in the second phase of the study. The teachers who participated in the study did so willingly and felt honoured to be able to participate. They did not feel threatened in any way that the reports could be harmful to their career. They were assured that in the final study they would not be identified in any manner so the report could have no adverse effect on their careers. Sensitive handling and building up trust with the participants helped in handling this challenge.

When I went to the colleges for the questionnaire survey I met the teachers and explained to them the full extent of their involvement in my research study. The first meetings with the participants had helped to establish a relationship of mutual respect and trustworthiness (Gay et al., 2009; Somekh and Burman, 2005) which made the research easy and convenient. Participants were assured of absolute anonymity and confidentiality of reports. Finding willing participants could have provided an obstacle to the project. There was possibility of the participants agreeing to take part in the research to please their superiors i.e. the gatekeepers who had been contacted. The gatekeepers were requested to avoid influencing participants in any manner to take part in the research.

I made it explicit to the participant teachers from the beginning that they could withdraw from the project if they were in any way inconvenienced or uncomfortable even though this could have jeopardized the project. I gave them the form of informed consent (Appendix B) and told them to read it very thoroughly before they signed it. I also explained what was written in the form in case there were any lapses in their reading. After reading the informed consent form the participants signed it and were ready to take part in the research study.

## 4.7. Piloting the Questionnaire

Before starting the survey for the study I had to pilot test the questionnaire. Even though this questionnaire has been widely used all over the world and its validity is confirmed  but still it was necessary to see if the teachers of our country were familiar with the different aspects introduced in the questionnaire and whether they found it easily comprehensible. In order to pilot test the questionnaire I chose to go to the college where I had worked previously for many years as I knew I would not be denied access there. I went and met the principal and gave her my supervisor's letter which introduced me and explained my intentions explicitly. The principal called all the English teachers who were free at the moment and introduced me. There were five teachers who came and met me. I explained my purpose of being there and the teachers were very eager and enthusiastic about taking part in my research. The participants were informed explicitly of the whole research procedure and of their part in the research.  All five teachers agreed to participate in the research project. An important point to be made here is that the participants took part in the research of their own consent. They were given the 'Form of Informed Consent' and instructed to read it carefully. I also explained what was written in the form so that nothing escaped their notice.  It was made clear to them that their participation would be treated with absolute confidentiality and anonymity. Before the pilot testing began all five participants had read, agreed and signed the form. The participants did not find any difficulty in the questionnaire nor did they raise any questions about it. The questionnaire was completed in my presence, it did not take more than fifteen to twenty minutes and there was not any misunderstanding of the items in the questionnaire. So it was questionnaire was validated for use in the research study. Two of the participants of the pilot test later on took part in the research.

## 4.8. Sites

The study took place in Dhaka, the capital city of Bangladesh. Initially some sites were contacted where I had personal contacts with the gatekeepers. As I have mentioned before the letter of introduction from my supervisor and my position in my previous college helped me to gain entry into all the places I approached.  Fortunately I got permission to conduct my research at the colleges I visited quite easily (though there were a few exceptions). After meeting the principals I explained the research

procedures explicitly to them. The transparency of the research procedures convinced the principals of the colleges to give me permission for conducting the study within their college premises. The principal of each college I approached called a teacher from the English department and designated her to introduce me to the teachers of the department and to cooperate with me in every way so that I did not face any obstacles in my work.

### 4.8.1 Samples

Samples of the proposed project were 50 English L2 teachers from 14 colleges in Dhaka, Bangladesh. I needed participant teachers from government as well as private colleges. The first phase of data collection was conducting the survey and for this I needed fifty teachers: 25 from government and 25 from private colleges. In qualitative research, sampling is done through a "process of selecting a small number of individuals (i.e. key informants) who will contribute to the researcher's understanding of the phenomenon under study" (Gay et al., 2009, p. 139). The teacher participants all have a linguistic background of Bangla as their first language (L1) and English as their L2. Age and gender of the participants were not an important factor or variable in the study as research on beliefs has shown that gender does not have any impact on beliefs (Tercanlioglu, 2005). Sampling of the research project was mixture of convenience sampling and purposive sampling. Participants were chosen from sites where I had easy and convenient access; they were purposive in the sense that they had some typical features being investigated.

Simultaneous class schedules, heavy work load, exams, unprecedented holidays are factors which could have made the probability of getting willing samples difficult. Regardless of all precautions taken there could have been some limitations in finding willing participants in the colleges. Fear of observation and willingness to participate in a research could pose obstacles in getting willing participants for the study. I had to go to 7 government colleges and 7 private colleges to get the required number of participants to complete the questionnaire survey. This process took me about six months' time.

Out of the fifty teachers who took part in the first phase i.e. the survey, ten participants took part in the second part of the study. In fact, they felt privileged to be doing so. In the second phase of the study I had ten participants: five from

government colleges and five from private colleges. These ten teachers had already taken part in the survey and they willingly agreed to participate in the latter part of my research study. The second phase started with interviews and classroom observations of English teachers and then again a final interview with each participant teacher. All classroom observations and interviews were audio-recorded with the consent of the participants.

A major challenge was collecting the reflective narratives from the participants. Participant teachers were always busy with their heavy work schedule and did not have time or want to make time to sit and do some reflective writing. Collecting narrative writings from them was a long process. Interviews and observations took approximately five months' time and it was another few months before I got the narrative writings from the participant teachers.

The distribution of sample respondents for first phase of data collection i.e. the survey phase and the distribution of sample respondents for second phase of data collection i.e. classroom observations and interviews, according to sites has been shown below:

Table 4.1 Distribution of sample respondents for first phase of data collection (Survey) according to sites

| Number of Sites | Number of Respondents (teachers) |
|---|---|
| Site 1 (Private College) | 4 |
| Site 2 (Private College) | 4 |
| Site 3 (Private College) | 1 |
| Site 4 (Private College) | 4 |
| Site 5 (Private College) | 4 |
| Site 6 (Private College) | 2 |
| Site 7 (Private College) | 6 |
| Total Number | 25 |

Table 4.2 Distribution of sample respondents for first phase of data collection (Survey) according to sites

| Number of Sites | Number of Respondents (teachers) |
|---|---|
| Site 8 (Government College) | 4 |
| Site 9 (Government College) | 5 |
| Site 10 (Government College) | 7 |
| Site 11 (Government College) | 2 |
| Site12 (Government College) | 4 |
| Site13 (Government College) | 1 |
| Site14 (Government College) | 3 |
| Total Number | 25 |

Table 4.3 Distribution of sample respondents for second phase of data collection (class-observations and interviews) according to sites

| Number of Sites | Number of Respondents (teachers) |
|---|---|
| Site 1 (Private College) | 1 |
| Site 2 (Private College) | 2 |
| Site 3 (Private College) | 1 |
| Site 4 (Private College) | 1 |
| Total Number | 05 |

Table 4.4 Distribution of sample respondents for second phase of data collection (class-observations and interviews) according to sites

| Number of Sites | Number of Respondents |
|---|---|
| Site 5 (Government College) | 2 |
| Site 6 (Government College) | 2 |
| Site 7 (Government College) | 1 |
| Total Number | 05 |

## 4.9. Data Collection Techniques and Procedures

The field of investigation was Higher Secondary English classes at colleges in Dhaka city in Bangladesh. The methods used for data collection and the procedures of the research are elaborated in this section. Data were collected in the following methods:

a.  Questionnaire Survey : BALLI ESL version2.0

b.  Interviews

c.  Audio recording of interviews

d.  Classroom observation

e.  Audio recording of classroom observations

f.  Post-lesson interviews of teachers (stimulated recall, Calderhead, 1996; based on Classroom procedures)

g.  Narrative reports from participant teachers

## 4.9.1. Development of the BALLI

The BALLI ESL version 2.0 (Horwitz, 2013) has been used for this survey. This instrument is a renowned, widely used scale for investigating the beliefs of teachers and students about language learning. Studies which have used the BALLI (Horwitz, 1985; Horwitz 1987, Horwitz 1988; Peacock, 2001; Kern, 1995) confirm the reliability of this scale for investigating teachers' beliefs about language learning and teaching. The BALLI went through years of testing and upgrading to reach its final version which is the BALLI ESL Version 2.0 and it is this version which was used in this study to assess the beliefs of English language teachers at the higher secondary level.

The BALLI went through several stages of development. Initially Horwitz (1985) developed the BALLI "to assess teacher opinion on a variety of issues and controversies related to language learning" (p.334). The belief systems of teachers have to be understood and made explicit in order to help them develop them as language teachers. The first version of BALLI was developed through several stages of testing and piloting in order to have a comprehensive understanding of teachers' beliefs. The scale was designed specifically to assess teachers' beliefs about language learning. Attempt was made to:

i.  Better understand why teachers choose particular teaching practices, and

ii.   Determine where the beliefs of language teachers and students might be in conflict (1985, p. 334)

The instrument was developed both for research and training purposes. The main aim of using the instrument in research was to assess the beliefs and opinions of teachers and students about different aspects of language learning and teaching. It was designed to gain a better under-standing of teacher's classroom practices and to examine whether there are any conflicts between the beliefs of teachers and students.

"In order to elicit a wide range of possible beliefs, the development of the inventory proceeded in several stages" (Horwitz, 1985, p.334). Initially this instrument had 27 items. Respondents were asked to give their responses ranging from 'strongly agree' to 'strongly disagree' on a five point Likert-scale. At first four groups of about 25 language teachers were asked to list their beliefs about language teaching and learning in a free-recall task. Beliefs which seemed idiosyncratic / peculiar were eliminated. A 30-item list was developed from the free-recall protocols of the teachers. The list was then examined by foreign language teacher educators from different cultures who added their own list of beliefs. This list was given to 150 first-semester students for pilot-testing and finally a 27 item Teachers' Version of the scale was developed for use with language teachers. The responses of individual items were examined for teachers' and students' beliefs of language learning. The four major areas of teachers' beliefs assessed through this inventory were: (i) foreign language aptitude, (ii) the difficulty of language learning, (iii) the nature of language learning and, (iv) appropriate language learning strategies. The BALLI does not yield a composite score as each of the items present descriptions of individual student's beliefs. The answers or responses to the questions are not considered as right or wrong rather an attempt is made to find specific beliefs and to assess the impact of these beliefs on language learners' expectations and use of strategies.

The second version (Horwitz, 1987) was an ESL / EFL version of the inventory which was developed to elicit students' beliefs about language learning. In a later study Horwitz (1988) modified the BALLI to conduct a research on the language learning beliefs of American university students studying a foreign language at the beginning of their university year. This was the foreign language version of the BALLI. This version of the BALLI, like the second version contained 33 items and assessed five areas of student beliefs: namely: (i) the difficulty of language learning; (ii) foreign

language aptitude; (iii) the nature of language learning; (iv) learning and communication strategies; and (v) motivations and expectations. The content areas of both these versions were the same. The BALLI was used in teacher training programmes to understand the beliefs of in-service teachers in workshops and foreign language methods classes. Since teachers are viewed as the expert in class their practices can have as strong influence on students.

The latest updated version of this inventory is the BALLI ESL Version 2.0 (Horwitz, 2013). The previous sub-scales of the BALLI are not mentioned in this version, however the 33 questions are the same as the previous BALLI Foreign Language Version (1988) and 11 new questions have been added. The updated version of this scale has forty-four items. In this study 41 items were used under five categories. These were: (i) the difficulty of language learning; (ii) foreign language aptitude; (iii) the nature of language learning; (iv) learning and communication strategies; and (v) motivations and expectations. In this is a Likert-type scale the responses range from a scale of 1 – 5, where 1 indicates strongly disagree, 2 disagree, 3 neither agree nor disagree, 4 agree, and 5 strongly agree. Items 4 and 15 have a multiple choice format. This version uses English as the language being learnt or taught. Horwitz (2013) recommends that since this is not a single scale the items should not be added together or averaged; each item yields an individual and discrete value. There is no right or wrong answer to the questions. In order to use this scale with my teachers some minor changes were made to some phrases. Item 44a and 44b are about specific tests which have been changed to suit this study.

Horwitz (2013, p.16) suggests that teachers use the BALLI ESL Version 2.0 for themselves and also make their students use it in order to understand their beliefs about language learning for effective language teaching and learning.

### 4.9.2. Phase 1: Conducting the Questionnaire Survey

The first phase of data collection was conducted through the questionnaire survey. The questionnaire for the survey consisted of two parts, the first part was the BALLI ESL version 2.0 (Horwitz, 2013), slightly modified to suit the present study and in the second part there were personal questions regarding the participants' education and career. This second part was for my convenience only. Information received in this part has been kept absolutely confidential.

Once the participants had agreed to take part in the research study and signed the form of informed consent I gave them the questionnaire to complete. Data collection started with the questionnaire survey. Participants were handed over the questionnaire and the two parts were explained to them. They were assured that their personal information would be kept absolutely confidential and it would not have any influence on their career in any way. The BALLI was administered to the participants to collect data for the first part of the research. The whole process of signing and completing the questionnaire took about 30 minutes. The first research question was answered by the data received through the BALLI.

### 4.9.3. Phase 2: Data Collected through Class-Observation, Interviews and Narratives

In the second part of the research class observations and interviews were taken. Teachers were requested to give their narrative writings as soon as possible.

#### 4.9.3.1. Class-Observations

Class-observations were part of the second phase of the study. Direct observation has several advantages, such as it gives the researcher a firsthand experience of the situation, a holistic view and understanding of the context and also comprehensive information which might not be possible to derive from interviews (Patton, 2002). In the second phase of the study I had to go to seven colleges to observe and interview ten participant teachers for my study. Four of the colleges were private colleges (Table 4.3) and three were government colleges (Table 4.4). Four classes of each of the ten participant teachers were observed, class proceedings were audio-recorded and field notes were taken (Appendix E). So in total forty classes were observed. Interviews of participant teachers took place after two class observations and a final interview after the last class observation. Classes at different institutions were of different duration. Some classes were of forty-five minutes duration and some thirty-five minutes specially classes after the recess. However at one college the classes were of fifty minutes duration.

Before entering a class for the first time I told the teacher to introduce me to the students. I wanted my presence in class to be explained. An introduction lessened the curiosity of the students and the classes proceeded normally. In most classes the students were very happy to see me when I went for the subsequent observations.

They were under the impression that my presence would somehow improve their classes, after the observations some students came and told me this. The classroom environment in three of the colleges was very disheartening. The classes were jam-packed with students and some had to leave because there was no space to sit. Multiple observations of these classes helped to obtain a rich understanding of the situation and individuals (Creswell, 2005). Observation "entails being present in a situation" and recording what takes place, here "the primary research instrument is the self" (Jones and Somekh, 2005, p. 138). The main purpose of the class observations was to gain insight of the events without manipulating or changing them. Events were recorded as they were lived and experienced by the participants, notes were taken of the class proceedings and these were later on matched with the recordings to check for any lapses in the notes. However, observation alone could not capture the cognitive aspects that were under investigation (Calderhead, 1996) therefore both detailed interviewing and observations were carried out to get closer to the participants' perspectives (Denzin and Lincoln, 1998).

In the classes I observed teachers taught the textbook and grammar lessons too. Instances of teaching were replayed during the interviews for in-depth discussion on teachers' beliefs about English language teaching and learning, their classroom practices, specially issues regarding the use of L1 for L2 teaching, explicit grammar instruction and methods of error correction. Instances from classroom activities were pointed out for clarification and understanding of beliefs during the interviews.

### 4.9.3.2. Interviews

Interviews of the participant teachers whose classes I observed was also part of the second phase of the study. I conducted a total of twenty interviews besides the initial introduction. Data collection started with an initial rapport building interview which was conducted in English. Teachers were told that they could use L1 in communicating with me if they found it more natural and easier. But they decided it would be alright for them to speak in English. Even though the participants were already familiar with me I felt it necessary to make them feel comfortable and easy before I went into their classes for observation. The purpose of the initial interview was to put the participants at ease. To make them aware of the researcher's "warmth, empathy and genuineness" (King, 2005, p. 180) hoping this would facilitate their openness and responsiveness. Data collection through interview enables "multi-

sensory channels to be used: verbal, non-verbal, spoken and heard" (Cohen et al., 2007, p. 349). The tone of the initial interview was more conversational than investigative and analytic. All interviews were audio recorded. The initial interview was taken to accumulate general information about participants, such as their educational background, years of teaching, likes and dislikes in their career and it was generally an ice-breaking session.

Each participant was interviewed twice besides the initial introductory session. Following two class observations, there was one interview and then after two more class observations, a final interview was taken. The interviews following the first class observations were taken after the class so that teachers could explain their practices while they still remembered reasons for certain actions in class and beliefs became evident from this. Each interview was forty-five to sixty minutes long. I kept a low profile at all interviews but at the same time encouraged the participants to talk. Discussions were generated through semi-structured interviews (Appendix D). A semi-structured interview allows the questions to be included or omitted as necessary (Robson, 2006). The participants were asked some guiding questions and given probes to elicit data and information of their beliefs and practices of English language teaching. They were asked about their experiences of L2 teaching and learning, but sometimes the participant's answer led to new areas, so this led to further questioning. The participants were very eager to talk about their experiences. They had many problems which they wanted to talk about. They seemed to think I could solve their problems in some way. The advantage of a face-to-face interview was that in-depth data could be collected. Attitudes, feelings, values, experiences, beliefs and assumptions became explicit more easily than through observations only. While interviewing the participants reference was made to the recordings of the class observations. Through stimulated recall (Calderhead, 1996) I tried to investigate how their beliefs influenced their classroom practices.

The final interview was taken after two more class observations. It was hoped that in facing interviews and talking about their experiences teachers would profess their beliefs about L2 teaching and learning. The interviews provided the opportunity to assess teachers' beliefs, how they construct meaning of their work and reality, how they practiced their beliefs in real situations (Punch, 2005). Stimulated recall helped teachers talk about their beliefs, assumptions and practical knowledge. Attempt was

made to construct meaning "through an interchange/ co-creation of verbal viewpoints" from their statements (Miller and Crabtree, 1999, p. 89). Links were drawn between teachers' practices as observed in the classes and their statements which expressed experiences and beliefs.

### 4.9.3.3. Narrative Reports

The ten participants were requested to give a short reflective narrative report of their experiences as English L2 teachers. This was a very challenging part of data collection. I had to keep on reminding the participants of giving me their write-ups. It took me almost four months to receive the narrative accounts and that also from five participants only (3 GCTs and 2 PCTs). This is an indication of the lack of reflection in teachers' practices. The narratives were written in English. In narrative accounts teachers can use their own words "to represent the real life complexity of teaching" (Calderhead, 1996, p. 713). The narratives made up for any lack of eloquence or nervousness they may have experienced during interviews and it supported data elicited from the interviews. They were asked to write it after the class observations and submit it as soon as they had completed it. But collecting the reports was very difficult for the teachers did not have time to put down their thoughts into writing. I took me almost three months more after the interviews to get the narrative reports (Appendix G) from the teachers.

The narratives were helpful for they provided and supported information derived from interviews about teachers' beliefs and experiences. Teacher narratives are valuable tools for understanding teachers and the processes of teaching. They are becoming a popular technique of data collection and many researchers (Clandinin and Connelly, 2000; Dewey,1916; cited in Keiko and Gaies, 2002) advocate the use of narratives such as journal writing in teacher education courses. Even though the status of narrative reporting is debatable (Carter, 1993 cited in Calderhead, 1996) its contribution to the field of research cannot be denied (Connelly and Clandinin, 1990).

All the data collection techniques and their objectives are summarized in Table 4.5

**Table 4.5 Techniques and Objectives of Data Collection**

| Data Collection Techniques | Objectives |
|---|---|
| Survey conducted through BALLI ESL Version 2.0 | To investigate the beliefs about language teaching and learning of L2 teachers at the higher secondary level<br><br>To investigate whether there are any differences between the beliefs of teachers working at state and private institutions. |
| Interviews | To build an understanding and rapport with participant teachers<br><br>Gain in-depth and detailed information of teachers' professed beliefs<br><br>Elicit information about teachers' beliefs about L2 instructions |
| Observations | Link professed beliefs and actual practices<br><br>Observe teacher-student interaction<br><br>Watch out for consistencies or inconsistencies between practice and professed beliefs |
| Narrative Reports | Collect information about teachers beliefs of L2 teaching through reports of their experiences, practices and reflections<br>To gain an insight of correlation between teacher cognition and teacher behaviour |

## 4.10. Data Analysis: Quantitative and Qualitative Analysis

"The process of data analysis involves making sense of the text and image data" (Creswell, 2009, p.183). The whole research starts to become meaningful through analysis which is 'the most creative part of research' (Somekh and Burman, 2005, p.337). Data collected through the survey was calculated quantitatively in percentages using MS Excel, to examine the beliefs of teachers regarding the teaching and

learning of English as a foreign/second language. The differences between the beliefs of government college teachers and private college teachers were also determined through these percentages. Data collected through observations, interviews and narrative reports were analysed qualitatively. Interviews and class proceedings were audio recorded. Notes of class observations were composed and they were checked with the audio recordings of class proceedings to ensure that nothing was left out. The audio recordings of the interviews were fully transcribed into word documents, samples of which have been provided in Appendix F. The interviews were in English so the transcriptions were done verbatim using the authentic language of the participant teachers. In the transcriptions punctuation has been inserted as and where I found appropriate to make the reading of the texts meaningful.

The themes under investigation were assigned codes to identify and mark themes in the transcribed texts. In the course of analysis, new themes emerged and new codes were assigned to these themes. The transcriptions were read and re-read to identify the themes. The data were analyzed through intensive reading as issues emerged which answered the research questions. Data derived from the survey and interviews about teachers' beliefs were matched with their narratives and classroom practices.

Conscious effort was made to be objective and minimize personal biases and preconceptions in data analysis. Identity of the participants and the researcher was very important here. Reflexivity of the researcher is crucial in data analysis. Analysis of data emerged through "a reflexive, reactive interaction between the researcher and the phenomenon under investigation" (Cohen *et. al.*, 2007, p. 368). Personal feeling, biases, preconceptions were put aside and data was viewed and analysed as objectively as possible. Being a member of the teaching community myself I had a 'member's competence' (Woods, 1996, p. 49) to interpret teachers' views and statements from their perspective.

## 4.11. Validity and Reliability

Validity and reliability are fundamental issues which make research acceptable and credible. Validity is the accuracy of the findings and reliability refers to the extent of consistency and applicability of these findings across similar projects (Creswell, 2009; Gay et al., 2009; Robson, 2006). Research findings can have internal validity and external validity. Internal validity requires that "the findings must describe

accurately the phenomena being researched" and "external validity refers to the degree to which the results can be generalized to the wider population, cases or situations" (Cohen *et. al*. 2007).   The first part of the study was a survey. Data generated from the survey was calculated in percentages since the BALLI does not yield a composite score (Horwitz, 1985). The second part of the study was analysed using the qualitative method.  All efforts were made to achieve internal validity. All methods used, measures taken have been made explicit to help validate the findings.

Threats to validity of the research findings were checked according to the criteria set by Maxwell (1992) as cited in Cohen et al. (2007). The criteria proposed by Maxwell are five kinds of validity: descriptive validity, interpretive validity, theoretical validity, evaluative validity and generalisability. Descriptive validity has been established by giving full account of the research proceedings.  Interpretive validity has been achieved by interpreting the context, situations and meanings from the participants' perspectives and the phenomenon under study has been explained to meet the theoretical validity criterion. Attempt to achieve evaluative validity has been made by critically judging the research findings.

In qualitative enquiry, the issue of generalisability always remains a question. There is strong controversy among researchers regarding the generalisability of qualitative research (LeCompte and Preissle, 1993; Lincoln and Guba, 1985; Stenbacka, 2001; Winter,2000;  cited in Cohen et al., 2007).   In interpretive qualitative studies it is difficult to establish generalisability. This study does not aim at achieving generalisability.  Considering that the research was intricately bound with the context and with participants' responses it is difficult to establish external reliability.  A clear account of aims and objectives of research, transparency of the research design and accessibility of data collection and analysis procedures and records establishes the reliability of the research. Descriptions of real life context and situations, depth and meaningfulness of participants' responses and comprehensiveness of reports have aided the research in achieving reliability (Cohen et al., 2007).

The different methods of data collection, triangulation of methods and data, looking for negative evidence and thick descriptions have been used to strengthen validity of the research findings.

## 4.12. Constraints and Challenges of Data Collection Techniques

All methods and techniques have some advantages and disadvantages. I was confronted with some major challenges while conducting this research which demanded extreme patience and perseverance.

I had to visit each college several times. Some colleges had closed for exams and the teachers themselves did not know when classes would start so they could not schedule the observations and interviews easily. This happened especially in the government colleges. I had to call a few of the government college teachers about 18 to 20 times to fix a date for class observation and interviews. The teachers told me that the administration had not arranged the class routine and so they could they not give me any fixed time. Even though most of the participants were willing I was afraid that due to these few my research might be jeopardized. At the beginning in order to overcome the constraints of field research I spent some time in the college with the teacher participants. This acquainted me with the participants and also helped them to feel comfortable in my presence. It is during this time the initial introductions took place. Interviews which were conducted after observation of classes were scheduled with a number of considerations. This was a difficult issue as the teachers have to teach an average of twenty classes per week (6 working days). It was difficult for them to make time to come and sit for an interview in a relaxed manner.

Another important factor in data elicitation is acquiring genuine data through interviews. The major limitation of interviews is that participants may only profess a certain number of beliefs and assumptions while their core beliefs and assumptions remain hidden. The class observations were audio recorded which is a good choice for data collection in observations (Gay *et. al*., 2009). Though this provided valuable data the disadvantage was that it was an intrusion into the class. There was the possibility of teachers facing it for the first time becoming too self-conscious or not teaching the class using their usual methods and techniques. This could have interfered with genuine data elicitation. But surprisingly the teacher participants as well as the students welcomed my presence in their classes. Multiple observations and recordings also reduced any tension that may have arisen.

I faced a major problem at two government colleges. At one college the principal who had given me permission was transferred, and the new principal refused to let me

observe classes. I had already started work at that college, just observed one class of one teacher. Next day the teacher called and told me that the new Principal would not allow any outsider to come into class. Here I had to use my connections again. I requested a principal with whom I am very friendly to call this Principal and request her to allow me to continue my research at her college. So I went the next day with my supervisor's letter which the previous principal had already signed. I went to the new principal, introduced myself and showed her the letter. All this convinced her and I was allowed to continue my data collection at her college.

I faced a similar problem at another government college. I had already finished the survey phase of data collection at this college and went back to this college to work with one teacher who had agreed very willingly to participate in my study. A few months' time had elapsed between the survey and the first class observation I conducted. In this case also the teacher called me and said that the principal had been very annoyed with him for allowing me into the class. This was the same principal who had already given me permission. So the next day once again to meet the principal, I went with my supervisor's letter in which he had granted me permission to conduct my research in his college. I met him and reminded him of our previous meeting, showed him the letter with his signature. He was very embarrassed and told me I should have chosen a better teacher for my study instead of the one I had chosen. I told him I was not looking for good or bad teachers; I had working with this teacher as he had willingly agreed to participate in my study. Finally, I was allowed to go to the department to continue my work. But when I met my participant teacher he started talking to me very rudely and aggressively, it became evident that he was not willing to continue with the research. So ultimately I decided to withdraw from this site.

These are some of the challenges which I had to face during the course of my data collection. But I was fortunate enough to overcome these and continue with my data collection at the other sites, where the environment was more congenial and the participants were more professional.

### 4.13. Timeframe of the Research

The whole research procedure from planning to final write up took approximately four years. The process of research planning was very long drawn out. At first the planning started in a very rudimentary form, it took a few months before the research

was more focused and the research questions were formulated. Determining the research design and methodology continued for another three months. During all this time background literature for the study was reviewed. This helped to formulate the conceptual framework of the study.

In October 2014 Prof. Horwitz was approached for permission to use her scale. Once I received this I could plan my field work properly. Actual fieldwork for the research commenced in October 2016. Fieldwork started with gaining entry into sites and establishing rapport with participants. This was followed by observation of classes, field notes, audio recording of classes, interviews and audio recording interviews. Observation and interviews were intermixed. There was a total of forty class observations and twenty sessions of interviews. This took approximately ten months to complete. Collecting the narrative writings from teachers was a lengthy process. So actual data collection took more than a year. After this transcribing the interviews and making notes of the class observations took almost three months. I had to transcribe approximately eighteen hours of interviews and make notes of twenty-five hours of class observations. Data analysis and complete write up of the project continued from October 2017 to August 2018.

Considering the time constraints and scale of research the project could have been difficult to complete. Especially in a country like Bangladesh where socio-political stability has long been an unpredictable factor and any instability in the country affects the education system strongly. All measures were taken to complete the fieldwork as quickly as possible of course, keeping in mind the fact that the time set for class observation and interviews had to be convenient for the participants. This was a major challenge of the project.

## 4.14. Role of the Researcher

In Bangladesh research is not a very frequent phenomenon and teachers or any person being observed and interviewed can naturally experience some discomfort. In carrying out research the researcher is "typically involved in a sustained and intensive experience with the participants" (Creswell, 2009: p.177). I built a rapport with my participants which helped to minimize any discomfort my participants could have felt. I had a non-participatory, unobtrusive position in the observation of classes. My presence in the class gave me a better understanding to analyse data. In conducting

the interviews also I was flexible and relaxed. I tried to make the interviews very conversational and discursive. There was an openness and flexibility on my part while collecting data and care was taken not to let subjectivity and biases interfere with data interpretation.

## 4.15. Summary

This chapter has provided a detailed analysis and discussion of the design and methods employed in this research study. The whole research process has been made explicit through accounts of the different procedures undertaken. The challenges and the validity factors which I faced in course of this study have also been discussed. The next chapter presents the data which has been collected through the different sources.

# Chapter 5

# Data Analysis and Findings

## 5. Introduction

This chapter provides a detailed analysis of the data collected for the study. The research design, the tools and methods of data collection has been described in the previous chapter. According to Patton (2002) analytical procedures need to be reported as truthfully and explicitly as possible. I have tried to follow this principle diligently in analyzing the data I received.

## 5.1. Methods of Analysis

I have adopted a mixed methods approach in which both quantitative and qualitative data have been used. Data analysis has been done in two parts. Firstly, 'Multiple level of analysis' advocated by Dornyei (2007, p. 273) has been used: I have taken data from a large group through questionnaire survey then a smaller sample of this group has been interviewed and observed for further intensive qualitative investigation. The first part of the data has been analysed quantitatively and the second part qualitatively. As Dornyei states, "The most obvious means by which qualitative and quantitative data can be integrated during analysis is to transform one data type into the other, thus allowing for statistical or thematic analysis of both data types together" (p. 269). This type of 'data transformation' was first used by Miles and Huberman (1994) cited in Dornyei (2007, p. 269).

Methods of data analysis can be organized by individuals, by issues, by research questions and by instruments (Cohen et al., 2007). I have organized my analysis by research question and instrument. Analysis of the BALLI (the instrument I used for the survey part of my study) yields answers to the first two research questions (see section 4.2). Attached with the BALLI was a questionnaire for getting personal information of the participants. In section 5.3 this information has been described and in section 5.4 analysis of the BALLI has been provided. In order to analyse the BALLI at first all responses were recorded on an MS excel data sheet (Appendix H) and then, the BALLI has been analysed quantitatively by finding percentages of the responses to the statements provided and comparisons have been drawn between the

responses of private and government college teachers. Then 'qualitizing' of the data was completed as recommended by Dornyei (2007) i.e. it was integrated with data received from interviews, class observations and narratives and interpreted descriptively. Analysis of the qualitative data has been discussed in Section 5.6.

## 5.2. Demographics of Participants

At first I present a demographic picture of the participants and then analyse the data phase by phase. The study has been conducted in two phases: the first phase was a survey phase, i.e. a questionnaire survey and the second phase was an observation and interview phase, followed by collecting narratives from the participants. Fifty teachers participated in the study, 25 of them were from private and 25 of them were from government institutions. Henceforth the private college teachers will be referred to as PCTs and the government college teachers as GCTs.

 In the questionnaire survey the participant teachers responded to questions regarding their age, educational qualification, position, years of experience and work load. The following tables provide the background information of the participants. All fractions have been brought to the nearest whole number.

Table 5.1: *Age Range of Participants (%)*

| Type of Institutions | 25-35yrs | 36-45yrs | 46-55yrs | Total |
|---|---|---|---|---|
| Private | 16% | 60% | 24% | 100% |
| Govt. | 20% | 56% | 24% | 100% |

Table 5.1 presents the age range of the participants. Out of the 25 PCTs 16% were between the age ranges of 25-35 years, 60% were between 36-45 years and 24% were within the 46-55 years old range. Out of the 25 GCTs 20% were within the 25-35 range, 56% were in the 36-45 years old range and 24% were 46-55 years old range, which is the same as the private college teachers.

Table 5.2: *Educational Qualification of Participants (%)*

| Type of Institutions | MA in English Lit. | MA in ELT | MA & MEd | MA-ELT & MEd | MA & B.Ed. | M.Phil | Total |
|---|---|---|---|---|---|---|---|
| Private | 80% | 16% | 0% | 0% | 0% | 4% | 100% |
| Govt. | 80% | 0% | 4% | 8% | 8% | 0% | 100% |

Table 5.2 presents the educational qualification of the sample population. 80% of teachers from both private and government institutions had a Master's degree in English Literature. 16% of the PCTs had an M.A. in ELT and 4% MPhil in Literature. 4% of the GCTs had both M.A. and M.Ed. and 8% both M.A. and B.Ed.

Table 5.3: *Participants' Position at Workplace (%)*

| Type of Institutions | Associate Professor | Assistant Professor | Lecturer | Senior Teacher | Total |
|---|---|---|---|---|---|
| Private | 8% | 56% | 36% | 0% | 100% |
| Govt. | 16% | 32% | 16% | 36% | 100% |

Table 5.3 presents the position of these teachers. 8% of the PCTs were Associate Professors, 56% Assistant Professors and 36% Lecturers. 16% of the GCTs were Associate Professors, 32% Assistant Professors, 16% Lecturers and 36% Senior Teachers.

Table 5.4: *Years of Experience of Participants (%)*

| Type of Institutions | more than 5yrs | more than 10yrs | more than 15yrs | more than 20yrs | Total |
|---|---|---|---|---|---|
| Private | 36% | 32% | 24% | 8% | 100% |
| Govt. | 48% | 28% | 16% | 8% | 100% |

The teaching experience of these teachers is presented in Table 5.4. Here we see 36% of the PCTs have more than 5 years of teaching experience, 32% more than 10 years, 24% more than 15 years and 8% more than 20 years. Work experience of GCTs were 48% more than 5 years, 28 % more than 10 years, 16 % more than 15 years and similar to PCTs 8% more than 20 years.

The average number of classes taught by a teacher and the average number of students in each class is given below; all fractions have been brought to the nearest whole number. The average number of classes taught by the 25 (50%) PCTs were 20 classes per week and the average number of students in each class 88. The average number of classes taught by the 25 (50%) GCTs were 17 classes per week and the average number of students in each class 171. Male teachers of the private colleges were 16 and 9 were female teachers and 8 of the GCTs were male and 17 female.

48% of the private college teachers had received teacher training at different programmes conducted by different organizations. 1 teacher had attended training at the Bangladesh Open University, 4 had done CEC at NAEM, 2 CLT at National University, 2 at NCTB on EFT Textbook and Curriculum Dissemination, 2 had TQI training and 1 had ELTIP training. Only 20% of the government college teachers had received training. 2 teachers had attended the CEC training at NAEM, 2 had CPD and 1 teacher had ELTIP training. All government college teachers had to undergo a Foundation Training Course before they start teaching their classes as requirement of their job but this training does not focus on English language teaching.

## 5.3. Phase 1: Analysis of Questionnaire Survey

In the first phase of the study the BALLI 2.0 was administered to the fifty participants. The updated version has forty-four items but in this study 41 items were used assessing five areas of beliefs. These were: (i) foreign language aptitude; (ii) the difficulty of language learning; (iii) the nature of language learning; (iv) learning and communication strategies; and (v) motivations and expectations. In my questionnaire, items belonging to each area were grouped together for convenience of analysis. Participants had to respond to a five point scale ranging from a scale of 1 – 5, where 1 indicates strongly disagree, 2 disagree, 3 neither agree nor disagree, 4 agree, and 5 strongly agree. Items 11 and 12 are in a multiple choice format. There is no right or wrong answer to the questions and each item yields an individual and discrete value.

In order to use this scale with my teachers some minor changes were made to a few words and phrases in some of the questions as Horwitz (2013) recommends. Such as in item 20 "foreign language" has been changed to "English", in item 21 "native language" has been change to "Bangla", item 24 mentions the "HSC exam" instead of "TOEFL, the IELTS, or the TOIEC" as in the BALLI ESL Version 2.0. These changes were made to suit the purpose and context of the study. The following section is an analysis of the BALLI as completed by the participants. All responses are given in percentage.

### 5.3.1. Foreign Language Aptitude

Teachers' beliefs about foreign language aptitude were examined through item numbers 1 – 9. Table 5.5 presents the responses of participant teachers to the statement whether 'it is easier for children than adults to learn a foreign language'.

Table 5.5: *It is easier for children than adults to learn a foreign language*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 0% | 4% | 0% | 56% | 40% |
| Govt. | 4% | 4% | 4% | 56% | 32% |
| Difference | -4% | 0% | -4% | 0% | 8% |

Among PCTs none strongly disagreed or were neutral in their response. Only 4% disagreed, 56% agreed and 40% strongly agreed. Among the GCTs for the first three options the percentage was the same, 4% strongly disagreed, 4% disagreed and 4% neither agreed nor disagreed. The percentage of strongly agree was 32% and the percentage of agreement was the same across both the groups which is 56%.

Table 5.6: *Some people are born with a special ability which helps them learn a foreign language*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 12% | 28% | 20% | 32% | 8% |
| Govt. | 8% | 40% | 12% | 36% | 4% |
| Difference | 4% | -12% | 8% | -4% | 4% |

Table 5.6 presents the responses of participant teachers to the statement that some people have a special ability to learn foreign languages. Among PCTs 12% strongly disagreed, 28% disagreed and 20% were neutral in their response. 32% agreed, 8% strongly agreed. Among the GCTs 8% strongly disagreed, 40% disagreed and 12% neither agreed nor disagreed. The percentage of agree was 36% and strongly agree was 4%.

Table 5.7: *Women are better than men at learning foreign languages*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 8% | 44% | 32% | 12% | 4% |
| Govt. | 16% | 40% | 16% | 24% | 4% |
| Difference | -8% | 4% | 16% | -12% | 0% |

Table 5.7 presents the beliefs of participant teachers regarding the statement that the ability to learn foreign languages well depended on gender. Here the percentage of disagreement and neutrality was high among both PCTs and GCTs. PCTs 44% disagreed and 32% were neutral in their response while among GCTs 40 % disagreed 16% were neutral. 16% GCTs strongly disagreed, 24% agreed and 4% strongly agreed. Among PCTs 8% strongly disagreed, 12% agreed and 4% strongly agreed (same as GCTs).

Table 5.8: *People who are good at math and science are not good at learning foreign languages*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 48% | 40% | 8% | 4% | 0% |
| Govt. | 24% | 52% | 16% | 8% | 0% |
| Difference | 24% | -12% | -8% | -4% | 0% |

Response to Item 4 (Table 5.8) shows that none of the teachers of the two groups strongly agreed with the statement that if people are good at math and science they will not be good at learning a foreign language. 48% PCTs strongly disagreed 40% disagreed, 8% were neutral and only 4% agreed. The trend was similar among GCTs 24% strongly disagreed, 52% disagreed, 16% were neutral and 8% agreed.

Table 5.9: *People who speak more than one language well are very intelligent*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 8% | 20% | 12% | 56% | 4% |
| Govt. | 0% | 12% | 8% | 64% | 16% |
| Difference | 8% | 8% | 4% | -8% | -12% |

Item 5 (Table 5.9) examines response to the statement that "people who speak more than one language well are very intelligent". Most of the participants of both the groups believed in this statement. 56% of PCTs and 64% of GCTs agreed with this. Among PCTs 8% strongly disagreed, 20% disagreed, 12% were neutral and 4% strongly agreed. Among GCTs it is seen 0% strongly disagreed, 12% disagreed 8% were neutral and 16% strongly agreed.

Table 5.10: *People in my country are good at learning foreign languages*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 12% | 56% | 16% | 12% | 4% |
| Govt. | 8% | 28% | 28% | 32% | 4% |
| Difference | 4% | 28% | -12% | -20% | 0% |

Item 6 was – "People in my country are good at learning foreign languages". There is a marked difference between the beliefs of PTCs and GTCs regarding this statement (Table 5.10). 56% PCTs disagreed with this statement, 12% strongly disagreed, 16% were neutral, 12% agreed and 4% strongly agreed. 28% GCTs disagreed, 8% strongly disagreed, 28% were neutral, 32% agreed and 4% strongly agreed.

Table 5.11: *Everyone can learn to speak a foreign language*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 8% | 16% | 16% | 48% | 12% |
| Govt. | 4% | 8% | 28% | 48% | 12% |
| Difference | 4% | 8% | -12% | 0% | 0% |

Item 7 stated that "Everyone can learn to speak a foreign language". Results presented in Table 5.11 show percentage of strongly agreeing which is 12 % and agreeing which is 48% is the same between PCTs and GCTs. On the other options 16% PCTs disagreed, 16% were neutral and 8% strongly disagreed. 4% GCTs strongly disagreed, 8% disagreed and 28% were neutral in their response.

Table 5.12: *It is easier for someone who already speaks a foreign language to learn another one*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 0% | 4% | 16% | 76% | 4% |
| Govt. | 4% | 4% | 12% | 64% | 16% |
| Difference | -4% | 0% | 4% | 12% | -12% |

Table 5.12 presents the responses to item 8 that it is easier to learn a foreign language if you already know one. Both PCTs (76%) and GCTs (64%) agreement on this statement was high and on disagreement was the same (4%).

Table 5.13: *I have a special ability of learning foreign languages*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 0% | 8% | 60% | 20% | 12% |
| Govt. | 4% | 8% | 44% | 32% | 12% |
| Difference | -4% | 0% | 16% | -12% | 0% |

Table 5.13 presents the percentage of participants' beliefs in their own ability to learn a foreign language, i.e. item 9. The same percentage of PCTs and GCTs disagreed (8%) and strongly agreed (12%), none of the PCTs strongly disagreed while 4% GCTs strongly disagreed. A high percentage showed neutrality in their response i.e. 60% PCTs and 44% GCTs. Among the PCTs 20% and GCTs 32% agreed.

**5.3.2. Difficulty of Language Learning**

The second category of beliefs in the inventory was the difficulty of language learning. Statements 10 – 16 come under this category. Teachers' beliefs that some languages are easier to learn than others were strong.

Table 5.14: *Some languages are easier to learn than others*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 4% | 4% | 8% | 56% | 28% |
| Govt. | 4% | 0% | 8% | 72% | 16% |
| Difference | 0% | 4% | 0% | -16% | 12% |

In Table 5.14 we see 56% PCTs agreed and 28% strongly agreed with this statement. Similarly 72% GCTs agreed and 16% strongly agreed with this. Same percentage of teachers in the two groups disagreed (4%) and were neutral (8%).

The next two statements are in a multiple choice format. Item 11 assesses the difficulty of learning English and item 12 the time it might take to master the language.

Table 5.15: *English is:*

| Comparison Between Types of Institution | A difficult language | A language of medium difficulty | A very easy language | An easy language |
|---|---|---|---|---|
| Private | 8% | 44% | 0% | 48% |
| Govt. | 12% | 40% | 4% | 44% |
| Difference | -4% | 4% | -4% | 4% |

In Table 5.15 we can see that 48% PCTs and 44% GCTs think English is an easy language to learn. 44% PCTs and 40% GCTs think it is a language of medium difficulty. Only 8% PCTs and 12% GCTs think it is a difficult language. None of the PCTs think it is a very easy language but 4% of the GCTs think so.

Table 5.16: *If someone spent one hour a day in learning a language, how long would it take for them to learn it well?*

| Comparison Between Types of Institution | You can't learn a language in one hour a day. | Less Than a Year | 1 to 2 Years | 3 to 5 Years | 6 to 10 Years |
|---|---|---|---|---|---|
| Private | 20% | 32% | 32% | 12% | 4% |
| Govt. | 24% | 32% | 28% | 12% | 4% |
| Difference | -4% | 0% | 4% | 4% | -4% |

Item 12 tries to assess teachers' belief about how much time it might take to learn a language well. Table 5.16 presents teachers opinion on this matter. If someone spent only one hour a day learning a language then 20% PCTs and 24% GCTs express the opinion that you cannot learn a language. Same percentage of teachers (32%) in the two groups says that it takes less than a year. Among the PCTs 32% say it takes 1-2 years, 12% say 3-5 years and 4% say 5-10 years. The GCTs differ on these options slightly; here 28% opine that it takes 1-2 years, 8% 3-5 years and 8% 5-10years.

Table 5.17: *I believe I have learnt to speak English very well*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 4% | 8% | 12% | 56% | 20% |
| Govt. | 0% | 8% | 12% | 72% | 8% |
| Difference | 4% | 0% | 0% | -16% | 12% |

Item 13 states "I believe I have learnt to speak English very well". This assesses teachers' belief in themselves as presented in Table 5.17. Maximum number of teachers agree with this statement. 56% PCTs agree and 20% strongly agree while 4% strongly disagree, 8% disagree and 12% are neutral. Opinion of GCTs show a similar trend, 8% disagree and 12% are neutral.

Table 5.18: *It is easier to speak than understand English*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 16% | 16% | 12% | 48% | 8% |
| Govt. | 8% | 24% | 20% | 32% | 16% |
| Difference | 8% | -8% | -8% | 16% | -8% |

Table 5.18 presents teachers opinion on the statement: "It is easier to speak than understand English". Among PCTs the same percentage strongly disagrees and disagree, i.e. 16%. A neutral position is taken by 12%, while 48% agree and 8% strongly agree. In GCTs we see the percentage of agreement is high, i.e. 32% agree and 16% strongly agree. While 8% strongly disagree, 24% disagree and 20% are neutral.

Table 5.19: *It is easier to read and write English than to speak and understand It*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 4% | 24% | 16% | 40% | 16% |
| Govt. | 8% | 16% | 16% | 52% | 8% |
| Difference | -4% | 8% | 0% | -12% | 8% |

 Item 15 assesses teachers' beliefs about the difficulty of acquiring language skills as presented in Table 5.19. There is not much difference in points of agreement between the two groups. 16% of both PCTs and GCTs express neutral opinion that it is easier to read and write in English than to speak and understand it. Among the PCTs 4% strongly disagree, 24% disagree, 40% agree and 16% strongly agree. 52% of GCTs agree, 8% strongly agree, 8% strongly disagree and 16% disagree.

Table 5.20: *It is possible to learn English on your own without a teacher or a class*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 0% | 24% | 12% | 64% | 0% |
| Govt. | 12% | 40% | 16% | 28% | 4% |
| Difference | -12% | -16% | -4% | 36% | -4% |

Item 16 states: "It is possible to learn English on your own without a teacher or a class". Table 5.20 presents teachers beliefs about this statement. Difference of opinion between the two groups is significant over here. Among PCTs 24% strongly disagreed, 12% were neutral and 64% agreed. 12% of GCTs strongly disagreed, 40% disagreed, 16% were neutral in their response while 28% agreed and 4% strongly agreed.

### 5.3.3. The Nature of Language Learning

This section includes items 17 – 27 and deals with beliefs about the nature of language learning. Teachers' beliefs about cultural knowledge, the importance of vocabulary learning, grammar instruction and translation are some of the items assessed in this section.

Table 5.21: *It is necessary to know about English speaking cultures in order to speak English*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 0% | 28% | 12% | 44% | 16% |
| Govt. | 0% | 32% | 16% | 36% | 16% |
| Difference | 0% | -4% | -4% | 8% | 0% |

Item 17 asserts the importance of knowing the English culture in order to learn how to speak English. Table 5.21 presents teachers' beliefs about this statement. Same

percentage of PCTs and GCTs strongly agree (16%) with this statement and none of them strongly disagree (0%). Higher percentage of teachers of both groups agrees with this, PCTs 44% and GCTs 36%. Among PCTs 28% disagree and 12% are neutral while GCTs 32% disagree and 16% are neutral.

Table 5.22: *The most important part of learning English is learning vocabulary words*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 0% | 20% | 4% | 52% | 24% |
| Govt. | 8% | 16% | 12% | 48% | 16% |
| Difference | -8% | 4% | -8% | 4% | 8% |

Item 18 assess teachers' beliefs about the importance of learning vocabulary words for learning English well. Table 5.22 shows that both PCTs (52%) and GCTs (48%) agree and 24% and 16% respectively strongly agree that learning vocabulary is important for learning English, this shows they have a strong belief in the importance of learning vocabulary. 0% of PCTs strongly disagree with this, 20% disagree, 4% are neutral and among GCTs 8% strongly disagree, 16% disagree and 12% are neutral.

Table 5.23: *The most important part of learning English is learning the grammar*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 4% | 56% | 12% | 20% | 8% |
| Govt. | 12% | 24% | 16% | 48% | 0% |
| Difference | -8% | 32% | -4% | -28% | 8% |

Table 5.23 presents the participants' response to item 19 which states the importance of learning grammar for learning English. Among PCTs 4% strongly disagreed, 56% disagreed, 12% were neutral, 20% agreed and 8% strongly agreed. These beliefs

differed with the beliefs of GCTs, 12% of these teachers strongly disagreed, 24% disagreed, 16% were neutral and 48% agreed.

Table 5.24: *Learning English is different from learning other academic subjects*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 8% | 4% | 4% | 72% | 12% |
| Govt. | 8% | 4% | 20% | 48% | 20% |
| Difference | 0% | 0% | -16% | 24% | -8% |

Table 5.24 presents the results of item 20 which states learning English is different from learning other academic subjects. Most of the teachers agreed with this statement. Percentage of strongly disagreeing and disagreeing teachers of both groups was the same. 72% PCTs agreed, 12% strongly agreed and only 4% were neutral. However, 20% GCTs were neutral, 48% agreed and 20% strongly agreed.

Table 5.25: *The most important part of learning English is learning how to translate from Bangla*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 8% | 64% | 16% | 4% | 8% |
| Govt. | 20% | 28% | 20% | 32% | 0% |
| Difference | -12% | 36% | -4% | -28% | 8% |

Item 21 assess teachers' beliefs about the importance of using translation to learn English. Most of the teachers disagreed on this statement. Table 5.25 presents the results of their beliefs. Status of disagreement was high among both PCTs (64%) and GCTs (28%). Beliefs of GCTs are more varied and there is not too much difference between their other options. 20% GCTs strongly disagree, 20% are neutral and 32% agree that learning to translate is important.

Table 5.26: *It is best to learn English in an English speaking country*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 0% | 16% | 8% | 48% | 28% |
| Govt. | 4% | 8% | 16% | 52% | 20% |
| Difference | -4% | 8% | -8% | -4% | 8% |

Item 22 examines teachers' beliefs about learning English in an English speaking country. In Table 5.26 we see a high percentage of teachers from both groups believe in this, PCTs (48%) and GCTs (52%) agree. 28% PCTs strongly agree, 8% are neutral and 16% disagree. 20% GCTs strongly agree, 16% are neutral and 8% strongly disagree.

Table 5.27: *It is a good idea to practice speaking with other people who are learning English*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 0% | 8% | 0% | 56% | 36% |
| Govt. | 4% | 0% | 4% | 56% | 36% |
| Difference | -4% | 8% | -4% | 0% | 0% |

Table 5.27 presents responses to statement 23. This is about practicing speaking with others who are learning English. Here both groups of teachers reach a consensus on two options: agree 56% and strongly agree 36%. Only 8% of PCTs disagree and 4% of GCTs strongly disagree and the rest 4% are neutral.

Table 5.28: *The HSC exam is good test of students' English ability*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 4% | 64% | 0% | 24% | 8% |
| Govt. | 4% | 40% | 24% | 24% | 8% |
| Difference | 0 | 24% | -24% | 0% | 0% |

Item 24 states: "The HSC exam is a good test of students' English ability". Responses as presented in Table 5.28 show that the same percentage of teachers across both the groups agrees (24%), strongly agree (8%) and strongly disagree 4%. The percentage of teachers who disagree with this statement is high, i.e. 64% PCTs and 40% GCTs. A remarkable percentage (24%) of neutrality is maintained by GCTs.

Table 5.29: *Technology helps in teaching and learning English*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 0% | 0% | 4% | 56% | 40% |
| Govt. | 0% | 0% | 16% | 56% | 28% |
| Difference | 0% | 0% | -12% | 0% | 12% |

Item 25 assesses teachers' beliefs that the use of technology helps in language learning. Table 5.29 shows none of the teachers disagreed with this statement, 56% PCTs agreed and 40% strongly agreed. Same percentage of GCTs (56%) agreed and 28% strongly agreed. The position of neutrality held by PCTs was 4% and GCTs 16%.

Table 5.30: *Students and teachers should only speak English during English classes*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 28% | 8% | 8% | 40% | 16% |
| Govt. | 16% | 12% | 16% | 36% | 20% |
| Difference | 12% | -4% | -8% | 4% | -4% |

Item 26 assesses teachers' beliefs about speaking only English during English classes as presented in Table 5.30. PCTs opinion about this is 28% strongly disagree, 8% disagree and 8% are neutral but 40% agree and 16% strongly agree. GCTs agreeing (36%) and strongly agreeing (20%) are similar to PCTs. However 16% GCTs are neutral in their opinion, 16% strongly disagree and 12% disagree.

Table 5.31: *Native speakers of English are better English teachers*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 12% | 28% | 16% | 36% | 8% |
| Govt. | 0% | 32% | 40% | 20% | 8% |
| Difference | 12% | -4% | -24% | 16% | 0% |

Item 27 states: "Native speakers of English are better English teachers". As presented in Table 5.31 among PCTs 12% strongly disagree, 28% disagree, 16% are neutral, 36% agree and 8% strongly agree. Opinion of GCTs is 32% disagree, 40% are neutral, 20% agree and 8% strongly agree.

### 5.3.4. Learning and Communication Strategies

Beliefs about learning and communication strategies are examined through items 28 – 36.

Table 5.32: *It is important to speak English with a good accent*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 0% | 16% | 16% | 44% | 24% |
| Govt. | 0% | 16% | 24% | 44% | 24% |
| Difference | 0% | 0% | -8% | 0% | 8% |

Item 28 the first item in this area emphasizes the importance of speaking English with a good accent. As presented in Table 5.32 the same percentage of PCTs and GCTs strongly disagree (0%), disagree (16%) and agree (44%) with this, which shows that their beliefs regarding this issue is the same. 24% PCTs strongly agree and 16% are neutral while 16% GCTs strongly agree and 24% are neutral.

Table 5.33: *You should not say anything in English until you can say it correctly*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 56% | 36% | 4% | 0% | 4% |
| Govt. | 32% | 28% | 16% | 20% | 4% |
| Difference | 24% | 8% | -12% | -20% | 0% |

Teachers' responses to item 29 are presented in Table 5.33. This item checks teachers' beliefs about speaking correct English. A high percentage of both PCTs and GCTs disagree with the statement that people should not speak in English if they cannot speak correctly. 56% of PCTs strongly disagree and 36% disagree on this, while 32% GCTs strongly disagree and 28% disagree. Same percentage (4%) of

teachers in the two groups strongly agrees and 20% GCTs agree. A neutral position is taken by 4% PCTs and 16% GCTs.

Table 5.34: *It is alright to guess if you don't know a word in English*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 4% | 12% | 12% | 60% | 12% |
| Govt. | 0% | 16% | 20% | 52% | 12% |
| Difference | 4% | -4% | -8% | 8% | 0% |

Item 30 suggests it is alright to guess if you do not know a word in English. Table 5.34 presents teachers' beliefs regarding this statement. 60% PCTs agree with this statement, 12% strongly agree, while 12% are neutral, 12% disagree and 4% strongly disagree. 52% GCTs agree, 12% strongly agree, 20% are neutral and 16% disagree.

Table 5.35: *If students are allowed to make errors in English at the beginning, it will be difficult for them to correct English later on*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 24% | 44% | 4% | 20% | 8% |
| Govt. | 20% | 32% | 12% | 28% | 8% |
| Difference | 4% | 12% | -8% | -8% | 0% |

Table 5.35 presents teachers responses to item 31 which assesses teachers' beliefs that if errors are not corrected at the beginning it becomes difficult to correct English later on. In the responses of PCTs we see 44% disagree, 24% strongly disagree, 4% are neutral, 20% agree and 8% strongly agree. 20% of GCTs strongly disagree, 32% disagree, 12% are neutral, 28% agree and 8% strongly agree.

Table 5.36: *In order to speak English, you have to think in English*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 4% | 4% | 20% | 48% | 24% |
| Govt. | 4% | 8% | 8% | 72% | 8% |
| Difference | 0% | -4% | 12% | -24% | 16% |

Item 32 states: "In order to speak English, you have to think in English. A high percentage of both groups of teachers are in accord with this statement as presented in Table 5.36. PCTs 48% and GCTs 72% agree and PCTs 24% and GCTs 8% strongly agree with this. 4% of both groups strongly disagree.

Table 5.37: *I feel afraid of speaking English with other people*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 40% | 48% | 4% | 8% | 0% |
| Govt. | 12% | 52% | 12% | 16% | 8% |
| Difference | 28% | -4% | -8% | -8% | -8% |

Item 33 is "I feel afraid of speaking English with other people". This examines teachers' beliefs and self-confidence. Responses of teachers are presented in Table 5.37. Among PCTs 40% strongly disagree, 48% disagree, 4% are neutral and only 8% agree while percentage of strongly agree is 0%. Among GCTs we see 12% strongly disagree, 52% disagree, 12% are neutral, 16% agree and 8% strongly agree

Table 5.38: *I enjoy practicing English with friends and family*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 8% | 8% | 12% | 48% | 24% |
| Govt. | 0% | 4% | 16% | 72% | 8% |
| Difference | 8% | 4% | -4% | -24% | 16% |

able 5.38 presents responses to item 34 which is "I enjoy practicing English with friends and family". Agreement with this statement is high 48% PCTs agree and 24% strongly agree, both strongly disagree and disagree are 8% each and 12% neutral. 72% GCTs agree, 8% strongly agree, strongly disagree is 0%, disagree 4% and 16% neutral.

Table 5.39: *Group activities are good for teaching English*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 4% | 4% | 4% | 36% | 52% |
| Govt. | 0% | 4% | 16% | 52% | 28% |
| Difference | 4% | 0% | -12% | -16% | 24% |

Teachers' responses to item 35 are presented in Table 5.39. This item checks teachers' beliefs about using group activities for teaching English. A high percentage of both PCTs and GCTs agree with the statement that group activities promote language learning. 52 % of PCTs strongly agree and 36 % agree on this, while 28% GCTs strongly agree and 52% agree. In each of the other options 4% PCTs have opted while 16% GCTs are neutral, 4% disagree and 0% strongly disagreed.

Table 5.40: *Students have to spend so much time preparing for big English tests, that they don't have time to actually learn English*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 8% | 16% | 8% | 40% | 28% |
| Govt. | 8% | 20% | 24% | 36% | 12% |
| Difference | 0% | -4% | -16% | 4% | 16% |

Item 36 checks teachers' beliefs concerning tests and language learning. Teachers' responses to item 36 as presented in Table 5.40 show that most teachers agree with the statement. 40 % of PCTs agree and 28% strongly agree on this; and 36 % GCTs agree and 12% strongly agree. Same percentage (8%) of teachers in the two groups strongly disagrees while 16% PCTs and 20 % GCTs disagree. A neutral position is taken by 8 % PCTs and  24% GCTs.

**5.3.5. Motivations and Expectations**

The last items from 37 – 41 on the inventory are for assessing teachers' beliefs regarding their motivations and expectations.

Table 5.41: *If I learn English very well, I will have better opportunities for a good job*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 0% | 4% | 0% | 56% | 40% |
| Govt. | 4% | 0% | 4% | 48% | 44% |
| Difference | -4% | 4% | -4% | 8% | -4% |

Teachers' responses to item 37 are presented in Table 5.41.  This item checks teachers' beliefs that learning English will help them have a good job. A high percentage of both PCTs and GCTs agree with the statement that knowing English gives a person better opportunities for a good job. 56 % of PCTs agree and 40%

strongly agree on this, while 48% GCTs agree and 44% strongly agree. A neutral position is taken by 0% PCTs and 4% GCTs. Minimum number of teachers disagreed on this.

Table 5.42: *I would like to learn English so that I can get to know English speakers*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 12% | 52% | 16% | 16% | 4% |
| Govt. | 0% | 16% | 28% | 32% | 24% |
| Difference | 12% | 36% | -12% | -16% | -20% |

Table 5.42 presents teachers opinion on item 38 "I would like to learn English so that I can get to know English speakers is varied. Among PCTS 52% disagree, 12% strongly disagree, 16% are neutral,16% agree and only 4% strongly agree. GTCs differ in their opinion somewhat, 0% strongly disagree, 16% disagree, 32% agree, 24% strongly agree and 28% are neutral.

Table 5.43: *People in my country feel that it is important to know English*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 4% | 4% | 4% | 52% | 36% |
| Govt. | 0% | 0% | 16% | 52% | 32% |
| Difference | 4% | 4% | -12% | 0% | 4% |

Item 39 states: "People in my country feel that it is important to know English and Table 5.43 presents the results. There is a consensus between the two groups on this item (52% agree). 36% PCTs and 32% GCTs strongly agree. In each of the other options 4% of PCTs have opined while 16% of GCTs have remained neutral and none of them have disagreed.

Table 5.44: *I would like to have English-speaking friends*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 8% | 8% | 0% | 72% | 12% |
| Govt. | 0% | 8% | 16% | 52% | 24% |
| Difference | 8% | 0% | -16% | 20% | -12% |

Item 40 examines teachers' preference for having English-speaking friends. Table 5.44 which presents teachers' responses show that both PCTs and GCTs have similar opinions about having English-speaking friends. Among PCTs 72% agree and 12% strongly agree and among GCTs 52% agree and 24% strongly agree. Responses to the other options are minimum.

Table 5.45: *I want to learn English well*

| Comparison Between Types of Institution | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| Private | 8% | 0% | 0% | 36% | 56% |
| Govt. | 0% | 0% | 8% | 40% | 52% |
| Difference | 8% | 0% | -8% | -4% | 4% |

Item 41 states "I want to learn English well". In Table 5.45 we can see that teachers' responses to strongly disagree, disagree and neutral position is very minimum. A total of 92% PCTs agree (36%) and strongly agree (56%) similarly GCTs also mostly agree (40%) and strongly agree (52%).

## 5.4. Summing Up the Results of the BALLI Survey

This section is a summary of the results of the survey. The results revealed that there was not any significant difference between the responses of PCTs and GCTs in most of the items. The percentage of agreement, disagreement or neutrality was mostly the same or had slight differences in most of the items. It was only in a few questionnaire

items that there was a marked difference. Responses to items which investigated beliefs about foreign language aptitude show that the same percentage of PCTs and GCTs agreed, disagreed or were neutral in their opinion regarding most of the items. In both the groups 56% agreed that it was easier for children to learn a foreign language (FL) and 48% believed that everyone could learn to speak a FL. Regarding the cognitive ability of people for learning to speak a FL, teachers differed only slightly. Teachers' beliefs about the foreign language learning ability of the people of their country differed to some extent; here 56% PCTs and 28% GCTs disagreed. Teachers' response to their own ability of learning an FL was mostly neutral (PCTs 60% and GCTs 44%).

Beliefs about the difficulty of language learning between the two groups were similar. 48% PCTs and 44% GCTs believed English was an easy language to learn 32% of both groups believed it could be learnt in less than a year. Teachers' beliefs in their own English speaking ability was very strong, 56% PCTs and 72% GCTs confirmed their ability to speak English well. This revealed a strong sense of self-efficacy. Corresponding to this belief is the belief of teachers that English is more difficult to understand than to speak (48% PCTs and 32% GCTs) and reading and writing skills are more difficult to acquire than speaking skill (40% PCTs and 52% GCTs).

The third major theme of the BALLI investigated teachers' beliefs about the nature of language learning. This area included beliefs about the importance of culture, vocabulary, grammar, translation, technology, exposure to and immersion in the language. Teacher opinion about the importance of having some cultural knowledge for learning a language differed widely. It is seen that 28% PCTs and 32% GCTs disagreed, while 44% PCTs and 36% GCTs agreed. Belief about the importance of learning vocabulary was shared by both the groups ((PCTs 52% and GCTs 48%); the learning of grammar was supported by GCTs ( 48%) but not by the PCTs (56%). Learning translation was also supported more by the GCTs (32%) than by the PCTs (4%). Horwitz (1988) contends that since learning outcomes of teaching grammar, vocabulary and translation are assessed in exams, teachers beliefs about teaching these are very strong. Both the groups (56%) agreed that technology helped in learning English and; exposure and practice were also important for acquiring the language. Teachers' opinion about the HSC exam being a good test of students' English ability revealed that 64% PCTs and 40% GCTs disagreed and 24% of both the groups agreed

while 24% GCTs remained neutral in their response. A study conducted by Khan (2010) revealed that teachers found the HSC exam not to be testing communicative competence. The teachers of her study stated "the syllabus contents and textbook is communicative but the test is not communicative (p.137).

In the area of learning and communication strategies PCTs and GCTs shared the similar beliefs; the differences in opinion were not significant. 44% of the teachers of both groups believed that a good accent was very important for speaking English. All teachers were in strong disagreement (56% PCTs and 32% GCTs) and disagreement (36% PCTs and 28%GCTs) on item 29 which stated: 'You should not say anything in English until you can say it correctly'. Their beliefs and attitudes about allowing students to make errors were not very authoritarian. Teachers' belief in the CLT approach was evident in their responses to the items which advocated practicing English with friends and in groups. In order to make learning effective teachers need to understand the processes and strategies that learners use and create facilitative environments for their learning (Richards and Rodgers, 2001).

Teachers' were not very assertive about their belief in the efficacy of the major English tests because, students had to spend so much time studying for exams that they did not have time to learn the language.

L2 teachers' motivations and expectations regarding the teaching of English were investigated through the last five items on the BALLI. Teachers were unanimous in their response to the statements that learning English well will provide them with opportunities for good jobs (PCTs 56% and GCTs 48% agree; while 40% and 44% strongly agree); it is important to know English in their country (PCTs 52% agree and 36% strongly agree; while GCTs 52% agree and 32% strongly agree), and in stating their wish to learn English well 56% PCTs and 52% GCTs strongly agree. '*Wanting to learn English to know English speakers*' revealed a varied response from both groups with 52% PCTs disagreeing.

## 5.5. Phase 2: Analysis of Qualitative Data

In order to make sense of qualitative data, the data has to be analysed systematically, coding and categorizing of data needs to be done. According to Cohen et al. (2008, p

461) : "Qualitative analysis involves organizing, accounting for and explaining the data, in short making sense of data in terms of the participants' definitions of the situations, noting patterns, themes, categories and regularities" and they suggest that the most important aspect to keep in mind is *"the issue of fitness of purpose"*. As in all qualitative studies this study has also focused on a smaller group of the larger group of participants and tried to draw out in-depth and detailed data. The qualitative data has been derived from this smaller population. Content analysis was used to analyse the class observation notes, the interview data and the narratives. Content analysis refers "to any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings" (Patton, 2002, p. 453).

Key issues which emerged from the field notes of class observations, interview transcripts and narratives of participant teachers have been identified, coded and categorized for discussion. The qualitative analysis yielded answer to my third research question, which is: *How do teacher beliefs affect English teaching practices at the higher secondary level in Bangladesh?* At the same time it has provided links and comparisons to the first two research questions, which are: *(i) What are the beliefs of higher secondary level English teachers about English language teaching? and (ii) To what extent do teachers of private and government institutions differ in their beliefs regarding the teaching and learning of English?* The results of the survey data have been compared with the qualitative data to verify and match teachers' beliefs and their practices.

As Dornyei (2007) suggests I got to know my data thoroughly by transcribing the interviews myself. This is how my data became more lucid. The non-verbal aspects were not very important. I focused primarily on the content. But since the structure of verbal and written language is different in order to make sense of the text, I put in pauses and periods at relevant places and transcribed the speech into sentences. I used personalized rules and formats for transcription as has been advocated by researchers like Lapadot, 2000; Roberts, 1997 cited in Dornyei (2007, p. 248).

Cohen et al. (2007) emphasise the issue of reflexivity while analyzing qualitative data. Reflexivity refers to the subjective features of the researcher. "The researcher brings to the data his or her own perceptions, interests, biases, preferences, biography,

background and agenda" (ibid, p.469). The researcher has to be aware of his or her own part in the research and analyse and interpret the data as objectively as possible, keeping control on the subjective factors that might influence the data so that data is not contaminated. I was careful and remained as objective as possible while interpreting the data. Triangulation of data has added to its reliability. Analysis of the class observations have been discussed at first, then the interview analysis are presented and finally the narrative writings of the teachers are described.

### 5.5.1. Class Observations

A total of 40 classes of 10 teachers were observed. Each teacher was observed teaching four classes. Observing classes of participant teachers gave me the opportunity to view their practices and match these with their beliefs and claims. While observing classes I took field notes and also audio-recorded the lessons. The notes were afterwards written and matched with the recordings.

Some of the major areas of beliefs which were investigated through the BALLI were evident in the teachers' classroom teaching. Forty classes observed of which 23 were on grammar teaching, 4 classes were on just discussing the exam syllabus and 13 classes on the textbook. In all the following sections the private college teachers will be referred to as PCT1, PCT2, PCT3, PCT4 and PCT5; and the government college teachers will be referred to as GCT6, GCT7, GCT8, GCT9 and GCT10. Out of the five major themes assessed in the BALLI three themes were evident in the practices of teachers. These themes are: the nature of language learning, learning and communication strategies and motivations and expectations. These areas of beliefs were mixed with several other themes which emerged as integral parts of teachers' practices. Data has been scrutinized and scanned for recurrent concerns, common features and events as advocated by Lincoln and Guba, (1985) and Ritchie et al., (2014).

All these themes are an outcome of teachers' beliefs and consequentially influence their practices. In the following sections, at first the beliefs investigated through the questionnaire which are evident in the classroom practices have been analysed and then the new themes which emerged from interviews and practices are presented.

*5.5.1.1. Beliefs about the Nature of Language Learning*

In order to understand teachers' beliefs about the nature of language learning it is necessary to know what they are teaching. Syllabus based, exam oriented teaching was the most prominent aspect of teachers' practices. The English syllabus for the HSC level consists of two papers of 100 marks each. Paper 1 is based on the **English for Today, Classes XI-XII** textbook. The exam questions set for Paper1 are multiple choice comprehension questions, multiple choice questions on vocabulary, open ended comprehension questions, information transfer / flowchart, summary writing, cloze tests with and without clues, rearranging sentences, paragraph writing, completing a story, writing letters / e-mails, describing graphs and charts and writing a critical appreciation of a short story or poem. Passages from the textbook are used for these questions along with some passage from outside.

Paper 2 is grammar and composition based, where 60 marks are allocated for grammar and 40 for composition. The grammar items are gap filling activities using articles, prepositions, pronouns, pronoun agreement, completing sentences using conditionals, phrases and clauses; use of verb, tense, modifiers, sentence connectors, antonyms, synonyms, punctuation and narration. The composition part consists of writing a formal letter or e-mail, report writing, paragraph writing, and free writing, i.e. descriptive, narrative, argumentative, creative and imaginative writing on a given topic.

*Exam oriented teaching:* Classroom observations revealed that teachers' practices were greatly influenced by their beliefs in the importance of examinations. Beliefs about the nature of language learning depended heavily on the following factors: exam oriented syllabus based teaching, teaching grammar and teaching vocabulary. Two of the four classes of PCT 2 that were observed were on examination questions. The teacher explained very clearly and in detail the types of questions which are set for the exams and their marks distribution. She knew the questions numbers for all the items of the question paper and the marks distribution for these questions very well. In one class a list of paragraph topics were given so that students could learn these paragraphs for their exams. Students were also made to practice flow chart and rearranging sentences which the teacher emphasized could earn them full marks if

they practiced carefully. Other teachers (PCT 1, PCT 5, GCT 6, GCT 7, GCT 9, GCT 10) also referred frequently to examination questions.

In the classes observed change of voice' and narration, completing sentences using conditionals, phrases and clauses, use of punctuation, modifiers and use of prepositions were taught in one class in which the teacher (GCT6) mentioned that she attended a BELTA workshop where she learnt more about the use of prepositions though there were some errors in her use of prepositions. Most of the classes taught by the teachers were on grammatical items of the syllabus and teaching was solely exam oriented.

*Grammar based teaching:* PCT1 taught grammar in all 4 classes. He taught 'Modifier' in two classes and 'Change of Voice' in two. His teaching was very clear; there was extensive use of the black board. He made charts on the board and wrote the rules with examples. He talked in L1 all the time. Even though he did not carry any books with him he could write everything on the board and explain. Sometimes he tried to involve the students. After the modifiers were explained he asked students to give him a book or model question paper. Then he wrote an exercise on the board for the students to complete. In teaching 'change of voice' PCT1 used the same methodology. He made extensive use of the board made a chart with the rules and examples side by side.

PCT5 and GCT7 also taught 'modifier' in their classes. Teachers seemed to know these items from the syllabus very well and enjoyed teaching these items in their classes. GCT7 taught 'modifier' in 2 classes and 'completing sentences' in two classes. He did not have any teaching material with him but he wrote the rules of using pre-modifier and post-modifier very elaborately on the board, gave examples and explained to the students in English. While teaching all the time teachers kept mentioning how these will be set for their exam questions and they had to think of that and practice accordingly. Teachers were teaching grammar which is prescribed in the syllabus and during class they frequently referred to exam questions and marks distribution of these questions. Teachers kept reminding students that if they practiced carefully, they would obtain good marks.

*Teaching vocabulary:* Class observations revealed teachers' beliefs about teaching vocabulary were very strong. The **EFT** textbook was taught in 13 of the 40 classes

observed. There are some warm up, group activities at the beginning of each lesson but these were not practiced in any of the classes. T1 did not teach lessons from **EFT** in any of the classes but still he emphasized the importance of vocabulary. Teaching the text for teachers meant reading out the text aloud and explaining it in Bangla. In 3 classes teachers (PCT4, PCT5, GCT9) tried to prepare students for the text by giving them some background information. Teachers explained some of the new, difficult vocabulary before starting the text and sometimes while reading the text, the meanings of words were given in Bangla. Teachers stressed the importance of having a rich vocabulary in order to understand English and also because they have a MCQ question on vocabulary testing in their exams. Teachers also told students they have to read the text well to be able to answer other questions such as short questions, open-ended questions, flowchart, critical appreciation and writing themes of poems.

*Literature oriented teaching:* Teachers enjoyed teaching literacy pieces from the text, such as 'The Luncheon' by S. Maugham, the poem 'Lake Isle of Innisfree' by W. B. Yeats. Both these pieces were read out by the teachers and explained in Bangla. While reading 'The Luncheon', the part of the writer and the lady were acted out dramatically by the teacher (GCT9) and a student. The full text and all new words were explained using L1. Students enjoyed this class very much; they were involved in asking questions and passing remarks. Teaching in this class was wholly content based, the only L2 teaching which took place was vocabulary teaching.

In the third class that I observed of this same teacher (GCT9) a speech from the textbook was selected.  While teaching this speech from the text the teacher called a group of students on stage, told others to be journalists and video record their performance with their mobile phones. He then opened the speech in his own mobile phone and read it out in class with the students clapping and cheering him on. After all this, only a few minutes were left during which the teacher read a few lines of the speech in English from the text book. The only language item taught in this class was new vocabulary.

 In teaching Yeats's 'Lake Isle of Innisfree', the teacher (PCT5) read out the poem and explained in Bangla. He became very emotional while explaining this poem. He made comparisons of this poem with several Bangla poems, he talked about peace, conflict, nature, pantheism, all these topics very eloquently and dramatically. The

purpose of teaching this poem was to teach students how to write the theme of a poem and to critically appreciate it. None of these were done or explained by the teacher, students were asked to practice these as home work. The only teaching point achieved in this class was telling the students the meaning of a few new words.

*Use of L1:* The main language of communication and instruction used by teachers and students was their L1, i.e. Bangla. PCT2, PCT3 and GCT7 used mostly English in their classes but not all the time. Sometimes they had to use L1. But in the classes of the other teachers it was the reverse. Teachers were using their L1 to teach, explain, talk to and question students. It was only at times they used English/L2. All teaching was conducted in L1. Whenever something was taught in English it was immediately translated into Bangla. There was no item in the syllabus or exam question which taught or tested students translating proficiency. Most of the teachers said that teaching translation was very important and it should be included in the syllabus. This belief was very evident in their teaching practices.

### 5.5.1.2.  Beliefs about Learning and Communication Strategies

Teachers' beliefs about learning and communication strategies were not very prominent in their practices. All the classes were teacher centered. The teacher stood on the dais and taught the class or when some work was given to the students he/she went and stood at the back while students completed their work. Teachers frequently tried to engage students in their lecture by asking them questions which were not always answered by them. All the teachers tried to involve students by asking them questions, making them solve grammatical items and read aloud in class. But students were not asked to work in pairs or groups. However, one exception to this was the last observed class of PCT5. In this class the teacher was teaching a lesson from EFT. He explained the text and the questions of the lesson in L1. He then told the students to do the question/answers in pairs. He made them stand up in pairs and question one another. After doing this for 7 minutes the teacher divided the class into 2 groups sitting on 2 sides. The teacher walked down the aisle in the middle of the class and made the groups ask each other questions and answer the questions. He told students that if they wanted to improve their English then having group discussions is very important. PCT 5 tried to implement the CLT method of teaching in class. He did not

have much time to make students do pair work and group work but he did practice these in class and told his students they would be benefitted if they practice like this.

### 5.5.1.3. Beliefs about Motivations and Expectations

Teachers were strongly motivated to learn English. They expressed frequently that learning English has helped them to have a good career and a lot of prestige. They tried to motivate their students also to learn English well. The teaching methodologies used in class were fully exam based, but the teachers always kept reminding the students that if they learnt English well they would pass in their exams also they would get full marks. There is a set of topics for paragraph writing which are given to the students. Students are told that they will get one topic from this list in the exam. In these colleges teachers gave the students this list of topics, in one college it was 15 topics, in one college 11 and in another 30. One topic in this list was "The Importance of Learning English". GCT6 asked her students to write this paragraph and after sometime she asked them to read out what they had written. Teacher gave some hints and students answered very enthusiastically that if they learn English well they could travel abroad, they could communicate with people, they could use a computer, get a job in the foreign service etc. The teacher told them for any good job they need to know English well. Teachers and students both believed that learning English well would help them achieve their goals in life.

### 5.5.1.4. New Themes

In the sections described above teachers' classroom practices revealed some beliefs which are consistent with the beliefs expressed in questionnaire survey. But there were some factors which became evident while observing classes that need to be mentioned because these factors can impact teachers' beliefs and classroom practices. The new factors which emerged are discussed below:

1. Classroom environment
2. Teacher's administrative responsibilities
3. Lectures on morals and behavior
4. Teachers' performance
5. Teachers' belief in themselves

The classroom environment was not conducive to language teaching. Firstly most of the classrooms were over-crowded, actually jam-packed especially at the government colleges. There were seats for approximately 120 students but 250 students were enrolled in each class. The situation was more dismal at the government colleges than at the private ones. In one government college there were 600 students enrolled in each section. Teachers reported that at the beginning of the session students come to class, when they see that they cannot get a seat they wait in the corridors for some time and eventually stop attending classes. It is only during exams that students turn up, but for classes, attendance drops to 40% or less. In one classroom the roof was leaking so students had to sit all crammed up at one side of the room.

The problem of infrastructure and inadequate accommodation for students was serious in the government colleges. While observing classes I came across a similar situation in one well-reputed private college in the city. The seating capacity in the classroom was 120 where 180 students had to sit. In a bench of 3 there were 4 and sometimes 5 students seated. But at the other private colleges the seating arrangement was adequate but noisy due to the large number of students in each class.

The infrastructural problems gave rise to other problems, such as noisy pollution and indiscipline in classes. The large number of students in each class made the classes extremely noisy. Teachers could not engage students in their lessons. The classes were over-crowded except for the first few rows, students were inattentive and talking all the time. At the government colleges they entered and left the class whenever they wanted. Teachers told them they could leave the class but to be quiet about it and not to disturb others. Outside the classes the environment was also very noisy creating disturbance for the classes. There were students walking along the corridors talking loudly, noise of traffic and construction work going on in adjoining buildings infiltrated into the classrooms. In one college, the college buses were parked adjacent to the ground floor classes. During the classes when the buses were scheduled to leave there was a lot of noise and commotion which disturbed the class. Students inside the class also got impatient to leave and catch the bus, so the teacher had to allow them to leave, considering the traffic and transport problem in the city.

Secondly, teachers had to perform administrative duties during their class hours. PCT3 and GCT10 had to perform some official work in their class such as listing the

names of students who had not cleared their dues, enlisting names of those who would participate in extracurricular activities and competitions held at their colleges and also at the inter-college level. Teachers had to perform these duties as they were the class-teacher of those classes. But these duties were performed during the English class hour because they were the English teachers. There was no extra time allocated for these duties.

Thirdly, it was observed that the teachers alongside their teaching responsibilities felt that they had to instill a good sense of values and morals into their students. "Role of the teacher as upholder of values" (Rahman, 1999a, p. 221) seemed to be the common belief among teachers. In all the classes, teachers lectured students on their behavior and manners. GCT6 and GCT10 were very particular about students' behavior. When students were talking in the class GCT10 went up to them and told them quietly not to disturb the class and that if they learnt to respect and value others, they themselves can earn respect in life. They should have consideration for others. GCT6 also lectured students very explicitly on their morals and manners. She kept telling them that whatever profession they chose in life they had to be good human beings first.

Lastly, teacher's performance in class reflected their belief in themselves. They were confident of being able to perform well without any teaching materials or lesson plans. Sometimes teachers did not even have any markers to write on the board. In class observations I saw one teacher had to search for some time through her bag to find a marker, another teacher had to go back to the teacher's room to get one. When the teachers needed the textbook or any question papers they took these from the students. But while teaching grammar they did not need any book or support materials, they (PCT1, PCT4, PCT5, GCT7, and GCT9) knew the rules very well and could write the rules and examples on the board from their memory.

### 5.5.2. Analysis of Interviews

Each of the ten participant teachers who took part in the second phase of the study was interviewed twice. First after two class observations were completed and then again after all four classes were observed. Themes which relate to the questionnaire and class observations have been analysed and presented in section 5.3 and section 5.5.1. The new themes which emerged have been discussed subsequently. The themes relating to the questionnaire were: difficulty of language learning, nature of language

learning, learning and communication strategies and motivations and expectations. The new themes which emerged from the interview analysis are: belief in self, role as teachers, lack of good teachers, role of mediation and effectiveness of teacher training. Many of the beliefs which emerged from the analysis of the interviews are intertwined and dependent on beliefs categorized under a different theme. Attempt has been made to categorise these themes under different headings but some of the themes can be subsumed under more than one major area of investigation.

### 5.5.2.1. Difficulty of Language Learning

The area of the difficulty of language learning included several themes such as classroom environment, large classes, necessity of using L1 for L2 teaching, classroom management problems, mixed level of students.

#### Classroom environment

Classroom environment was a major problem for most of the teachers, especially at the government colleges, where sometimes the number of students exceed 200. The teachers had many complaints about this issue but there did not seem to be any solution in the near future.

*PCT 3: Class room management is more important and less teaching takes place because of the class size. This is a very I think, big problem because as we are giving our whole energy in controlling, in classroom management so we get less time to teach. The hardest thing is class management. I have 160 to 170 students in my class. In those class rooms we find it very hard to teach something.*
*GCT 7: For Intermediate level it is very difficult to teach, it is a noisy class a crowdy class, 250 students, 400 or 300. So it is very difficult for a teacher to teach.*
*GCT 8:....in my classroom in my country it is very difficult to teach English because in a classroom sometimes it is found that we have to teach 200 or 400 students in a class and that is why it is a very bad experience.*
*GCT 9: In every aspect there are difficulties: the environment, the situation. There are 200 students in class but we cannot give them seats. What can I say there are problems everywhere, being a govt. college teacher I should not say*

*this but problem is everywhere but I always think positively and I am not very interested about problems.*

<u>*Using L1 for teaching L2*</u>

Class observations revealed that teachers used L1 for teaching most of the time. In some stimulated recall questions when teachers were asked why they used L1 so much, they gave the following reasons:

*PCT 1: It depends on the class… standard of the students. Wwhen I feel that the students will not be able to understand English they may not understand what I am trying to make them understand than I use L1 for letting them understand everything. If the level of the students is very poor I use 80 % of the time L1.*

*PCT 3: Sometimes it is important because if the students are a little bit weak, they can't understand anything from your lecture even the instruction also then how will they learn something from you? So we sometimes have to talk in Bangla for those students in the class because if they do not understand anything they will get a negative approach to the class I think. So that is a bad thing for the students.*

*PCT 4: All the students once went to the principal's room and said they would not attend my class because "all the time he speaks English. It's our problem we will fail in the exams. He doesn't make things clear in Bangla". And the principal called me and told me to teach in Bangla.*

*PCT 5: Native language influences the student to learn the second language. Sometimes I use native idioms which are necessary to the teach language. The situation demands, when we teach I use L1 to make the students understand*

*GCT 6: Yes I have to explain it in Bangla otherwise our students will not get it.*

*GCT 7: But if you use fully English in your classroom then the students you know, the students of this college are not that skillful in English. Sometimes they fail to understand the words of the teacher if I deliver the lecture in English. So sometimes I use Bangla.*

*GCT 8: Generally I use on an average, I use 40 % Bangla the mother tongue and 60 % English. Because it is easier to make students understand the lesson and the class becomes better.*

*GCT 9: Aaaa.... of course. In our country most of the students cannot understand English. For this I think that every teacher should first say English then translate it into Bengali. Of course first language is very important for second language learning because when they do not understand in second language I translate it in first language and the students understand it easily. I use L1 whenever necessary.*

*GCT 10: It is important to use Bangla to teach. It is urgent for the level of students I teach and handle.*

<u>*Using CLT*</u>

Teachers were very much aware of the CLT approach but they did not seem to believe that it could be applied to their classes because of the huge number of students.

*PCT 1: It would be better if we could transfer our teaching method into real communicative language class. But because our class size is big, we are dealing with 99 – 100 students in a class, it is very difficult to implement communicative method so that is why we are still focusing on Grammar Translation Method. PCT2: ... in a classroom where you have 200 students and you don't have space to move around you have to stick at one place you are bound to be in lecture based system. So we can't, however we try, we can't implement the communicative system in this kind of large classroom.*
*GCT 6: Only grammar translation method which my teachers taught me was not correct. But at present CLT is not good. As I am a student of linguistic, I know methodology, CLT is not applicable in our classrooms, because we have so many students – 200. If you come to our first year class you will see that everybody is making noise, they don't hear teachers teaching, it remains like this almost half of the year.*
*GCT 7: In a classroom there are 200, 300, 500 students so if it is a big classroom it is difficult to teach. How is it possible for the teacher to use the*

*communicative system? So it will be lecture based. Only the teacher will say and the students will listen but there will be no interaction between the teacher and the students.*

### 5.5.2.2. The Nature of Language Learning

In their interviews teachers expressed many beliefs about the nature of language learning. The themes which emerged in this area were teachers' prior learning experiences, emphasis on grammar and vocabulary, importance of GTM, teachers' opinion about the HSC syllabus, teaching methodologies, importance of cultural knowledge and the use of technology.

*Prior learning experiences*

Prior learning experiences have impact on teachers' practices. Most teachers stated that the methods with which they were taught in school are the same methods they used to teach their students. Teachers professed that prior learning experiences had a strong impact on their classroom practices.

*PCT 2: I decided to be a teacher exactly in class 8 when I saw, my teachers. … From then I decided that I want to be a teacher.*

*PCT 3: In our time exactly, our teachers were very considerate. They were very principled and I loved them so very much. And for that reason, what I do in the classroom, I know that is the reflection of what I have seen in them. I always aspired to be like them.*

*PCT 4: The way I learnt in my school and college I also did the same in my teaching career.*

*PCT 5: Of course, I have been influenced by the teachers of my school and college. The way my teachers taught us I try to deliver my lectures in that way.*

*GCT 6: I first learnt there is something phonetics. How to pronounce correctly..... madam. She was a very good teacher. She influenced me and now when I teach I remember her, I think of her.*

*GCT 7: The base of English I got from my honourable teacher. ....and he was very, very popular among the students and from him I got the inspiration. At that time I thought that in future I will try to be a teacher.*

*GCT 9: Several of my teachers are best teachers who influenced me to be a good teacher.*

_Emphasis on teaching grammar and vocabulary_

Teachers expressed their opinion about the importance of teaching grammar and vocabulary in the English classes. They believed this was necessary not only for passing the exams but also for learning English.

*PCT 4: My teachers were good and they taught us grammatical rules and regulations and other things. We used to memorize many, many translations ...and it was a matter of pride for us to know many translations. So we just memorized, a lot of memorization. We just did all the things for passing exams, not for learning English, it was the system.*

*GCT 10: I think word meaning is most important thing in learning English. They find the subject dry and meaningless because they don't know the meaning of the word. I think knowing the meaning of a word is more important that grammar.*

*PCT 5: I think vocabulary is very important from the very beginning. As a student I used a dictionary to upgrade, to enrich my vocabulary. If I do not have rich vocabulary I will not be able to communicate with others. I gave a lot of importance on vocabulary and I believe that without vocabulary it is impossible to upgrade my knowledge in any other language or second language.*

*GCT 7: But at that time the teachers were all very qualified ones but their lecture based on actually grammatical items. They taught the students grammatical items so nicely and I think that was the foundation actually. The teacher at that time never delivered the lecture in English rather they delivered their lecture in Bangla in Bangla they could use their students.*

*GCT 10: I started working in a small private school which included high school and college level classes. In the beginning I taught the way I was taught. I made the students memorize the rules of grammar, rule after rule, page after page from the book. Now I don't do that, I don't make my students memorize rules.*

*Importance of GTM*

Most teachers professed of having learnt English through the GTM and they believed in the efficacy of this method for teaching and learning English. There were other factors such as, classroom environment, student numbers, the syllabus which made it impossible to choose any other method. So teachers believed that GTM was the most suitable method for instruction in their classes.

*PCT 1: I think translation was the most determining factor in learning English. Whenever I was asked to translate something in English or translate something from English to Bengali I learned a lot. There is no translation in the syllabus though it is focused on in our advanced level. In BCS, in Honours level, in any sort of job recruitment examinations the students are asked to translate from English to Bengali, Bengali to English but right at the moment we are not teaching our students any translation because it is not included in our syllabus.*

*GCT 6: Actually I believe that translation is the method very much applicable for our students. English here is a foreign language. That's why students have to know grammar and translation. But now a days we are not teaching translation that much. At HSC level there is no translation in this syllabus but translation is important*

*GCT 8: I think in the perspective of our country we can't teach or execute communicative language teaching system here because we meet many problems here and that is why I think that grammar translation method is the best method even today in our country that is why I use grammar translation method.*

*GCT 9: For text I use different methods, such as questions, discussions and for teaching grammar I always use grammar translation method. I am from a remote village where students are not so attentive. The teachers teach English. They also tell us the Bangla meaning. You can say it was grammar translation method. Because at that time I was not acquainted with any other method so this method was the best because that was my learning method.*

*GCT 10: English teaching is mainly about teaching grammar and finishing the EFT book. The exercises at the end of the chapters were done just to use the grammar taught in the book.*

*Teachers' opinion about the HSC syllabus and EFT textbook*

The participant teachers did not have a very good opinion about the prescribed syllabus and the new textbook (English for Today, Classes XI-XII). They had many complaints about the contents and exercises of the textbook and the question items from both the textbook and the grammar syllabus.

*PCT 3: Nowadays we have a new book, this was introduced last year (2016), and there are many changes in the syllabus. The syllabus is really lengthy I think. Many of the lessons are lengthy and sometimes it is not that much interesting. Sometimes we teachers also feel very bored when we read that. If the teachers feel bored then how will they be able to make those things interesting in the class. Some lessons are not relevant to the students of Class XI and XII.*

*PCT 5: According to me the syllabus is not up to the mark. This is just learning some information, just gaining some vocabularies, just giving answers of the questions, rearrangement, filling in the blanks. I think in the syllabus listening and speaking must be ensured. The syllabus is faulty that's why most of the students, not only students the teachers are also depending on supporting books like guide books.*

*GCT 6: In the present syllabus there is a mixture of grammar and textbook and the textbook lessons are not very much student friendly. The lessons are full of data, information based and sometimes teachers do not understand so much mathematical terms. I think that the curriculum system is faulty.*

*GCT 7: Actually the lessons in EFT I think this is not up to the mark because we should teach the students morality so morality related lessons should be included because nowadays there is lack of quality, there is a lack commitment among the students so lesson on morality should be included and in the classroom…..The problem is that a guide should be given to the teachers so they can get suggestion how to teach in the classroom but NCTB failed to provide a 'Teachers' Guide' to the teachers. So this is the problem.*

*GCT 8: The HSC syllabus of Bangladesh now I think it is not satisfactory. There are some lessons or units which are not appropriate for them, not for the socio-cultural religious or political background of the students and not also for the job market in the whole world.*

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*GCT 10: I want to talk about the syllabus. The syllabus is made at the national level designed by a selected group of individuals at a workshop. But, this should be done in a more participatory process. For example, I am teacher at a good college in Dhaka but was never consulted on what works and what does not in the syllabus. The input from teachers is never taken by the policy makers – those designing the syllabus.*

<u>*Teachers' preparation for classes*</u>

Teachers confessed that they did not make any lesson plans, or take any preparation for their classes. They claim to have the lesson plans in their mind so it did not have to be written down. Two teachers stated that preparation for classes is essential.

*PCT 1: I use different kinds of methods. I don't need to have a lesson plan. Especially I will focus that whenever I teach personally I always try to use multi-media though it is really difficult to use at the institutional level.*

*PCT 3: We have a lesson plan in our minds and we try to implement that in our class room. But sometimes we cannot implement them. Sometimes it is not possible, many times it is not possible. Because of many other things related to our teaching*

*GCT 7: For a successful lesson a teacher should take preparation and he must have to study and he must always think how to make class fruitful. He must know the weaknesses of the students the strength of the students the merit of the students.*

*GCT 9: I think for a successful lesson teacher should prepare his lesson plan or before going to class he should prepare himself and that can be made a successful lesson. First of all you should identify what lesson you will teach, what the output should be what method to use then the lesson can be made successful.*

*GCT 10: A teacher of course never plans like that. Most certainly not. For example as a teacher if I plan out the lesson then definitely I will get better results. We used to do that when we were student teaching, but now in real life we don't spend that time. We don't spend that 10, 15 or 30 minutes to prepare a lesson plan. I think that I am quite capable, I don't need time to prepare. There is no monitoring, no one is watching me, no one is forcing me, my*

*students are not complaining, the administrators are not watching, so why should I spend 40 minutes for this.*

*Importance of cultural knowledge*

Teachers stated that knowledge of the L2 culture was necessary to learn the language. They also believed that being cultural helped to learn a language.

*PCT 1: To learn a language, knowledge of the culture of the specific language is very important and the proximity of the people, the native people is also very important.*

*GCT 7: I think there are so many lacking, that is I should get more training, I should mix with the people who are capable of speaking English, know better English. If I can mix with them then I can get something from them.*

*GCT 10: Of course, cultural knowledge is necessary. If they are somehow acquainted with the English culture they will be interested to learn the language. For that reason I can say culture is necessary.*

*Use of technology*

Teachers' had a mixed opinion about the advantages of technology. Some teachers thought that using technology helped the students to learn English but some other felt that students were deviating from their studies because of the different uses of technological devices.

*GCT 8: There are some lack of facilities for reading, for example we do not have many newspapers at home or in the library that is a problem but another thing is that, it is a good thing that in electronic media, or information technology, facebook, viber these devices give them opportunity to learn English.*

*PCT 5: I don't know but I think Internet, mobile phone and all these devices, the students are engaged doing these types of jobs that's why they are aloof from, they are not in touch with their studies or education –not only English but all subjects, most of the subjects. In English we feel very bitter.*

*PCT 6: They are not confident. What they want ... they want to pass. There is ... actually what I feel… there is a restlessness everywhere in our society, in our life. It affects everybody. This mobile, internet everything…. You will see*

*students talking with mobile phone and if you go past them they won't pay any attention to you. Nowadays they don't show respect to you.*

### 5.5.2.3. Learning and Communication Strategies

Teachers' beliefs about the importance of learning and communication strategies for L2 acquisition revealed that learning depended on factors such as: students' attitude to L2 learning and correction of errors and most importantly on exam-based studying. Due to lack of logistic support listening and speaking could not be practiced in class. Some students enjoyed speaking but GCT 6 said she could make students practice speaking only once or twice during the whole term because of the pressure of exams and finishing the syllabus.

*Attitude to L2 learning*

Teachers expressed that they did not have the necessary environment for teaching and learning of English. Their attitude towards learning English was a reflection of the other beliefs that they had of unsuitable conditions, infrastructural problems, the syllabus, students' lack of practice and fear of the language.

*PCT 1: Definitely learning a language is easy. It is if the learners are set to a positive environment ... if the teachers use English always they will have positive exposure for learning the language.*

*PCT 2: Language learning is not an easy thing. That's for sure. You have to learn so many things when you are learning. If you are learning it, it is always difficult. But language learning is something that you have to practice.*

*PCT 5: My students are not interested to learn English. Though I am sincere, I give them the best. The syllabus is designed to teach all the four skills but application is not available in our country. The infra-structure, the logistics support is not available so we cannot upgrade their spoken and listening skill because no modern device is available in the institutions*

*GCT 6: At the present method of teaching I don't think they can learn so much. They can't learn so much because there is no scope to speak, we can't materialize it in our classroom. Actually as a teacher I try to practice all four skills but we can't apply listening because there is no audio system that can be implemented in our class*

*GCT 9: First of all they always think English is a hard subject and this is the only reason why they cannot easily learn English. That is the main obstacle of their learning. Students who take it easily and get well environment, well teacher, and well method they can learn well.*

### *Error correction*

Teachers' attitude to error correction was not very strict. They realize that an affective factor is involved in this and handled the errors students made in class accordingly. Their statements at the interviews make this clear.

*PCT 1: If we do not rectify them they will not learn, if it is narrative work I do not stop them in the mid of their narration. Fluency is more important than accuracy. But whenever I teach them grammar I stop them and correct them if they make errors. Though correcting frequently in front of the rest of the students, it degrades the confidence of the students.*

*PCT 5: Of course when a student faces errors, makes mistakes at that time I rectify, I correct them. I don't think this affects their confidence, no it does not. When I correct students the other students become alert and then and there they learn the pattern. I think the time is limited so we have to correct them immediately.*

*GCT 7: If they make any mistakes I never threat them rather I say "ok you can make mistakes, when I was a student I was like you but if you can correct yourselves it is ok, you can improve". If I handle them in a pleasant way then that time they never feel afraid rather they become encouraged.*

*GCT 8: I think if someone goes on making mistakes it will be his habit so whenever I find any mistake I try to correct it at first. They welcome it and they understand their mistake. I teach Intermediate level and at this level students are not shy.*

*GCT 9: When I see errors sometimes I tell them orally, loudly, otherwise in written work I correct it. At first they feel shy then I make them easy. I tell them it is alright.*

*GCT 10: The majority of students are very weak, only about 5-10 percent are proficient at the HSC level. They lack both intelligence and proficiency. If I*

*correct them it actually increases their confidence. They ask questions in the following class.*

### Exam based learning

Exam based teaching and learning was the most prominent theme to emerge in teachers' beliefs. All activities in class were geared towards teaching to the test. Classroom practices revealed that the purpose of teaching was to enable students to pass the exams. Teaching in class was fully syllabus oriented. Teachers, students, parents and even the college authorities were focused on achieving good grades and a high percentage of pass rather than proficiency in English.

*PCT 1: If I say neutrally as a teacher I should confess that students are attending classes just to pass the examination. I am not satisfied teaching the students this international language. In ten years of my teaching experience I have not found any student who has come to me to learn the language. They are just trying to pass the examination and get much more marks in English.*

*PCT 3: Classes are exam based, students also want that. If we want to do something different, if we do something which is not important for their exams they are not very interested to continue that thing.*

*PCT 4: The situation has not changed a lot. New systems have been introduced in the course by the concerned authority but the standard has not yet developed because the main problem of the country- everything is exam based. Even now the students we get at HSC level aren't good enough. I tell them they should learn English not for only exams for the language. But all the time I can't do it. Because their concentration is in their exams. The parents always think how their kids will be better in the exams.*

*PCT 5: I think in the context of Bangladesh the students just like to pass the examination. They just want suggestion, they only ask for suggestions without doing effort, without giving much effort they want to pass the exam. Sometimes... a peculiar experience in my life some students asked me why is it necessary to learn English; if English was not in the syllabus then it would be very easy to pass the exam. Because in Bangladesh most of the students fail in English.*

*GCT 10: Our target is to pass the exam. I try to complete the syllabus. Teaching is always exam based and grade based. We don't think of teaching*

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*them the English language. Only 3-5% of the students are actually learning English. The rest feel that that it is useless once they have taken the exam. The pattern of questions is such that 95 percent get passing marks. It is because of the system. They are not necessarily very proficient. The system needs to change.*

### 5.5.2.4. Motivations and Expectations

Teachers expressed that motivation had a very powerful impact in their learning and teaching English. They felt that they themselves developed through self-motivation and that they were also able to motivate their students to learn English. They try to make their students understand the importance of learning the language even though there are many obstacles.

*PCT 1: I think self-motivation, self-motivation is important. As a teacher I always try to learn something like a student. So self-motivation is the greatest influence in my life. Suppose in my institution I can say there is no teachers' motivation, the teachers are not motivated. But I think I can influence my students with my techniques and my way of talking. It is only my belief.*

*PCT 4: To be very honest it is my self- motivation which has helped me develop as a teacher. My strength is that I can motivate my students about the importance of English. I try to give a message to my students that is: 'you shouldn't read just for getting good marks in the exam they should learn English for your personal life'.*

*PCT 5: I suggested to my students that if they are able to speak English, if they have the know ledge of English to communicate with the modern world, to compete with the modern world, if they can do so they will be successful in life I think. Some of the students followed me and they are in a very good position and this is my good experience. Most of the students are not interested but those who are interested they have done well.*

*GCT 6: Actually I think I can motivate someone in education. To my way of thinking, my principles, my beliefs, my values, I can teach many students.*

*GCT 7: Actually I am from middle class, lower middle class and at that time I thought that if I could study English then it will be easier for me to get a job. Job was in my mind at the time. And you know that people think that studying*

*in English is prestigious. In social perspective it is prestigious so I studied English. My strength, that is my individual motivation towards my teaching this is my strength and I always want to be honest.*

*Here I can understand the students like me. Because I always try to do something better for them, I never discourage them, I always encourage them. You know motivation is the main thing, motivation is better than teaching. If you can motivate the students they can acquire knowledge on their own but if you only teach them with no motivation then they become lethargic.*

### 5.5.2.5. Belief in Self

Participant teachers were confident about their own teaching abilities though, a few claimed that learning is a continuous process and they are still learning.

*PCT 1: I was working in a private company. I was not feeling very much comfortable there because I suddenly found that I was losing connection with my subject, with literature, with language that's why I started feeling a sort of emptiness that's why I left that job and started teaching. Learning English has benefitted me in many ways. Whenever I go to talk at a different environment, if I use English I am given extra priority because English is a foreign language and sometimes in case of our country the people who can speak English fluently they are given priority.*

*PCT 4: In Bangladesh the situation is different, you cannot be what you want to be. Sometimes you are bound and compelled, sometimes from your motivation but from my student life I had dormant desire, yearning to be a teacher. I applied here got chance became a teacher.*

*PCT 5: As an English teacher I must say I am not boring to the students. I am very witty in the class, I am not nervous. I am very friendly and I don't feel any hesitation in teaching. As an English teacher I feel well, I feel proud because I am giving my students knowledge of English so far as I can. When I teach I feel well, I feel better. When I deliver my lecture students have understood well I can notice it in the class.*

*GCT 6: I am a teacher and I can motivate my students and if any of my students are motivated by my principals, my beliefs, my values this is the most*

*and if they follow me I feel, I think it will be my success. I think I can motivate my students. My students like me.*

*GCT 7: Actually the students always encourage me when I am taking a class the students are enjoying the class that time I get the inspiration, how my students can be benefitted I always think about this. Teaching is a learning process a continuous process, every day we have to develop ourselves.*

*GCT 10: I can never give myself a perfect score (100/100). I have lots of limitations. I have a hard time teaching the entire class in English. I cannot use English continuously in the class.*

### 5.5.2.6. Role as Teachers

Teachers felt their role as a teacher to be one of not only educator but instructor of morals and manners too. A teacher holds a prestigious and respectful position and it is their duty to teach their students to be good human beings.

*PCT1: I have been getting more than five times recognition from my students of being best teacher though it may not be evaluated by the college authority. That is the most glorious part of my life now as a teacher. Whenever I find I can put a trace of my philosophy, my opinion, my experience in their life it encourages, it influences me a lot.*

*PCT 2:We all English teachers have an upper hand over all the other teachers because we know English. We get special privileges. All the correspondence that has to be done in English are sent to the English department and the principal requests us to do them because that is an added duty to do which her office cannot do properly.*

*PCT 3: Good teaching is not only giving lectures in class, good teaching is to understand the students and to teach some moral lessons. Because the good teacher is not only giving you the lectures provided in the book, textual knowledge is important but the other lessons also related to your life are important to know and teachers only can teach students about these things.*

*GCT 6: I think teacher is not only meant for teaching something. We used to say, teacher is a friend, philosopher and guide, and I believe that. Because a*

*teacher's philosophy can change a student's life, his or her sayings, beliefs and principles. I want to teach them to be a good human being. This is what I believe.*

*GCT 7: A teacher can motivate a student and if he can be successful to motivate a single student then this single student is able to enlighten the society and in the society the role of the teacher is very important so all these things motivated me to be a teacher.*

*GCT9: Sincerity. If you do not have sincerity about teaching you cannot be a good teacher, or you cannot fulfill the demands of our students to teach them English.*

*GCT 10: The notices/information that comes to school often comes in the form of a booklet in English. The Headmaster gives the English teachers priority and asks them to summarize the information. So, we as English teachers are getting that priority. As a class teacher there are many formalities I have to fulfill. For example, take roll at the beginning, collect and disburse different information, etc. But if the administration unfairly blames me that affects me a lot. Otherwise I am ok.*

### 5.5.2.7. Lack of Skilled Teachers

Teachers believed that there was a severe shortage of good teachers in the country and for this reason students are not able to gain the expected level of proficiency in English. Teacher at the primary and secondary level are not proficient enough in English so they cannot teach the students effectively. Thus at the HSC level student are still not proficient in the language.

*PCT 3: In our country in class one, in class two we know we don't have any competent English teacher. In Dhaka city only if you just look around in the other schools and colleges besides the reputed ones then you will find the teachers are not very up to date about the proper way of teaching language in the classroom. They don't have the proper knowledge to implement language task, these are our problems. Good students are not coming to the profession that is affecting the teaching of English language in our country.*

*GCT 7: Actually the salary should be better one for the teacher nowadays. What you will see that the meritorious students are not coming the teaching profession. If this continues then in future we will not be able to see good teachers and at present we can see this so it will be worse in future. Government should give more incentives for the teachers.*

*GCT 10: Actually because there is a shortage of good English teachers I got the job. I think it is not so easy for my students to learn English. First problem is teacher quality. I think we cannot teach them properly. We are not well trained. We lack dedication.*

### 5.5.2.8. Role of Mediation

Teachers were not familiar with the concept of mediation but they were aware that if they were friendly with their students, if they did some counseling of students who were not disciplined then it could help them to be more attentive in class.

*PCT 3: I was the class teacher of that class and students of that class were not very much disciplined. And they tried to do so many pranks with the teachers sometimes and they were not also so good academically. Firstly I was little bit confused how to manage this class and how to manage the students and how to tackle the problems that they are creating. No one dared to tell me about those girls. But I found them and afterwards I tried to counsel them in many ways. That was the counseling on my part to make them understand this is not actually the things they should do in college, what type of things they should do, and what type of dreams they should have in the future. So all these things I tried to make them understand. They should be like this. And after that I found, after many classes they became the most disciplined class in the whole college. After that at the end of the class they told me, to them I was the most important and dearest class teacher.*

*GCT 9: I think first of all we should be friendly and familiar with the students and when they think teachers are friendly, and it is nothing but a language then it is easy for them to learn English.*

### 5.5.2.9. Effectiveness of Teacher Training

All the participant teachers had participated in different teacher training programmes. However, they were not very positive about the outcomes of these programmes. They were also skeptical about the effectiveness of the methods taught in the training when applied to classroom situations.

*PCT 1: The training was on English language teaching. It was for HSC level Open University students. It didn't help me a lot as far as I can remember. In regard to everything the students who are studying at Open University at the HSC level are inferior to our usual students. So that is why it was especially on how to deal with the poor students in the classroom. That is why it didn't help me a lot.*

*PCT 2: Yes, I received training. It was the CLT approach, how to make groups, how to act as the facilitator not as the lecturer in the classroom. Nobody is thinking about the infrastructural problems in the classroom, you have that infrastructural problem; your students cannot sit properly so there is no question to make groups, do pair work and all those things in the class. In all the best colleges of Dhaka city we have this infrastructural problem. For that reason however sincere I am to implement these in my classroom I have to go back to the lecture based system for all these practical problems of the classroom. As a facilitator I am supposed to move around the classroom and I think you have seen you cannot move around the room.*

*PCT 3: Firstly I did the training in NAEM, it was about communicative English. It was for college teachers and we had the previous textbook. This training was much more interesting because the trainers, the sirs were very enthusiastic about doing that training. Many things we did, we did group works, pair works, we discussed with the other participants there so it was a very interesting one. I also raised that question in the training class about the problems of doing these in our classrooms but the teacher was not ready to learn anything from me about this problem. All the higher level teachers and officers they don't want to acknowledge this problem. The trainer was telling us it is possible if the teacher wants to do it in class. This was the only thing the trainer told us about the problem.*

*PCT 5: A teacher must have training. I think the authority should give the chance to all teachers to get training. Without training a teacher cannot be good or effective. Teacher training makes a teacher more experienced and proficient in teaching English.*

*GCT 6: I liked the one week training at Presidency University. That was through BELTA, that was something interesting and sometimes I use the methods. There were foreign teachers and liked the training. They said that English is a foreign language, not a second language or mother native language in our country. So students will find difficulty in reading poems and prose. That time you can make a similarity with our culture and their culture. That can help a student to realize a point, ok? And I applied this method and I see the students they can understand.*

*The National University Training I think, the trainees and the trainers, both were not very serious, that was a gossiping class and teachers just spend their time uselessly. That was not very much productive.*

*In foundation training it was almost like this, that's why the training was not very much fruitful. Sometimes there was listening and writing an essay that was not very effective.*

*GCT 7: I think the weakness is lack of training that is if I get more training I will be more effective as a teacher. So lack of training is my weakness.*

*GCT 9: I would like to have training because I think training is very necessary for a teacher, of course.*

*GCT 10: I have taken 21 days CPD training at TTC. That was just for English. Yes, yes it was a good training, but the teachers use some teaching methods that are only possible over there. Not here in our classes.*

*They don't promote anything particular. They emphasize on the method of participation and the CLT interactive model. In the classroom they would use different games to increase student involvement. The teacher maybe gave me one or two games as an example, and I applied those during teaching. Besides that I don't know of any games and am not very creative. The books on*

*creative teaching or games are out of our reach, we never get any of those materials. Actually I don't even know where to get these books/materials. It would be better if they gave us these materials and told us we could use them. The games that we participated and the techniques that we learned would be almost impossible to apply in our overcrowded classes. For example, we were about 25-30 participants, but our class sizes are 60-80 students which can go up to 100 in the commerce sections. In this situation it is not possible to move students around to participate in those activities.*

*I think we do better when we are monitored, be more dedicated. I know that dedication should be intrinsic, but still we do better and improve when we are monitored. Usually female teachers are reluctant to attend training from 9-5. In those cases, in-house training may be more beneficial.*

### 5.5.3. Analysis of Narratives

The narrative data comprised of writings of teachers reflecting on their classroom practices, their teaching and interaction with students. Narrative inquiry "enables teachers to make sense of their professional worlds and to make worthwhile changes in themselves and their teaching practices - to develop as teachers" (Golombek and Johnson, 2004, p. 309). It was assumed that reflective narrative would work as a mediative tool to help them develop their practices. But this was the most difficult tool of data collection to receive from the teachers. It took frequent reminders and several months of waiting before these writings were received. It was evident from the narratives that teachers wanted to express a lot of problems but could not spend too much time in their writing. Most of the beliefs which emerged from analysis of the narratives of the teachers were similar to the beliefs which the teachers expressed in their interviews. Analysis of the narratives revealed the following factors which were obvious during class observations and interviews.

***Classroom management and environment:*** All the teachers expressed their concern about classroom management and environment. Infrastructural problems, shortage of seats, large number of students who were mostly unmanageable were some of the factors which deeply affected teachers. Some of the teachers stated that do not get any logistic support at their college, and because of this even if they want to they cannot practice listening or speaking in the class. Teachers expressed that:

*PCT 5: The number of students is too many in the class room. Teachers cannot apply all the technique in the classroom like group work, pair work, taking feedback.*

*PCT 1: As a language teacher I believe that it would certainly be possible to teach our students English, if the class size were not unusually large students of mixed cognitive levels hamper the teaching environment.*

***Students' attitude to English learning:*** The teachers stated that students were afraid of learning English. This is one of the reasons they do not acquire the language even after years of learning it. They have a fear of learning English from their childhood and that inhibits their learning. At the primary and secondary level they do not get good teachers so they do not gain any proficiency in English. Another important factor was that students were not interested in learning the language, their main concern was just to get good marks and pass the examinations. Teachers wrote the following statements about their students attitude towards learning English:

*GCT 7: They think that learning English as a foreign language is very hard.*

*PCT 5: To gain certificate is much more important than being really educated. Their main motto is to pass in the examination.*

*GCT 9: I feel that students have fear in learning English. Most of the students think it is very hard.*

However, the participant teachers did not focus only on students' weaknesses; they also mentioned inadequacies in the whole system. Even though they were fully confident of their own teaching practices they believed that students did not get the benefit of learning English from good, well trained teachers and this was the cause of their low proficiency in the language. But as T9 states with support and help from the teachers students can acquire proficiency in an L2.

*PCT 1: Lack of language lab and trained teachers both in secondary and higher secondary level also hinder the pace of the learning of students.*

*PCT 5: Without good and efficient teachers the goal will not be achieved….The teachers in our country are not efficient and well trained to teach the students. In primary and secondary level, the students do not get proper treatment in English.*

*GCT 9: I believe that like first language every language is easy to learn but students need sufficient help from teacher and teaching environment.*

***Teaching was a pleasure for teachers:*** Teachers' narratives also indicated their beliefs in themselves, their enjoyment in their prior learning experiences and their teaching experiences at present. The participant teachers expressed their gratitude to their own teachers from whom they learnt English. These teachers inspired them to become English teachers and they were now finding a lot of pleasure teaching English to college students.

*PCT 1: If I were not a language learner I would not be able to teach my students from my personal experiences.*

*PCT 2: My English teacher at school always inspired me to become an English teacher. I always wanted to be like her.*

*PCT 3: We had such good teachers at school that learning English was very easy and now I find pleasure in teaching English.*

*GCT 6: I feel pleasure when I can teach something effectively to my students.*

*GCT 7: His personality and teaching style fascinated me tremendously. In his class all students remained vibrant and paid full attention. I was spellbound. Due to my reverend teacher I took teaching as my professional career. Now I am getting pleasure in teaching.*

*GCT 6: I am supposed to teach my students a definite subject but I think as a teacher ...I have some moral obligations. I must teach them values, manners, etiquette. Above all I think I should teach them to be a good human being.*

Along with their responsibilities of teaching English they felt they had to impart moral teachings to the students as well. The role of the teacher seemed to be inextricably mixed with the role of moral preacher.

## 5.6. Summary

The analysis of the data has been presented in this chapter. The survey data has been analysed quantitatively using percentages of teachers' responses to the statements of the questionnaire. The qualitative data has been analysed through identifying

recurrent themes which emerged from classroom observations, interviews and narratives of the teachers. In order to maintain authenticity of data direct quotations from the participants' interviews and extracts from narratives have been presented. The analysis of data has made the beliefs of teachers about L2 teaching and learning evident. There were some discrepancies between teachers' beliefs expressed in the questionnaire regarding CLT practices and their actual classroom practices. This could be the result of physical constraints under which the teachers have to work because beliefs expressed in their interviews conformed more to their classroom practices. There was a consistency between professed beliefs and practices. The findings generated from the data analyses in this chapter have been discussed in detail in the next chapter.

# Chapter 6

# Understanding Higher Secondary English Teachers' Beliefs

## 6. Introduction

The focus of the study has been to identify teachers' beliefs and to examine how these beliefs impact on teachers' classroom practices. In the previous chapter, the data that this study generated through different instruments and methods have been analysed and described under a number of major themes that emerged. To facilitate a deeper understanding of teachers' beliefs and their significance to the teaching-learning situation, this chapter takes the discussion further by synchronising several sub-themes that are subsumed under the major themes and are seen as integral parts of teachers' beliefs and practices. A comparison between the beliefs of private college teachers and government college teachers has been made. It is interesting to note that the differences between the beliefs of these two groups of teachers are not significantly different, except in a few areas. Whatever differences that were detected have been made explicit. Links have been drawn between this study and previous studies conducted in the field of teacher cognition to enable a wholesome analysis.

## 6.1. Discussion of the Findings

Analysis of data from the different sources has yielded results which show that there are many corresponding themes across the different data sources. All these themes have been coordinated and the sub-themes which have been extracted from the main themes are collated and presented in Table 6.1 on the next page. Though the sub-themes have been categorized and subsumed under different themes, in several instances there are overlapping conditions and circumstances. In certain situations, the beliefs that teachers hold may also be impacted upon by circumstances beyond their control. In the following sections all the themes and sub-themes have been discussed in detail.

Table 6.1 Teachers' beliefs categorised under different themes and sub-themes

| Themes | Sub-themes |
|---|---|
| Teaching methodology | • Exam-Oriented Teaching<br>• Teaching Vocabulary<br>• Teaching Grammar<br>• Use of L1 and Translation<br>• Literature oriented teaching<br>• Prior learning experiences |
| Effectiveness of the HSC syllabus and the EFT textbook | • Difficult for students<br>• Error correction<br>• Time constraint |
| Classroom environment | • Infrastructural Problems<br>• Problems of Using CLT:<br>• Crowded and Noisy |
| Role as teachers | • Lectures on morals and behavior<br>• Administrative responsibilities<br>• Preparation for classes<br>• Teaching is a pleasure |
| Lack of skilled teachers | • Creates problems for HSC level |
| Importance of cultural knowledge | • Importance of culture<br>• Misinterpretation of 'culture' |
| Use of technology | • Positive and negative aspects |
| Motivations and expectations | • Jobs and opportunities |
| Belief in self | • Influence on students |
| Effectiveness of teacher training | • Role of Mediation |

## 6.1.1. Teaching Methodology

The first theme discussed in Table 6.1 is the methodology that teachers employ for class room instruction.

### 6.1.1.1. Exam-Oriented Teaching

Data collected from all sources has made it evident that teaching in the classroom is fully exam-oriented. While teaching the lessons in class, teachers kept telling students frequently what to expect in the exams and how to answer these questions. One teacher in two of her classes talked about examination questions and how the students have to prepare for answering these questions. Classroom practices revealed that teachers focused specifically on teaching to the tests. All lessons taught in the classroom were exam-oriented, such as emphasis on vocabulary, grammar and solving examination questions. Teacher believed it was their moral responsibility to complete the syllabus and prepare their students for examinations (Golombek, 1998). In the context of Bangladeshi culture more importance is given to test scores than language proficiency. So "Most teachers are forced to teach to the examination rather than to student needs and objectives" (Rahman, 2015, p. 96).

### 6.1.1.2. Teaching Vocabulary
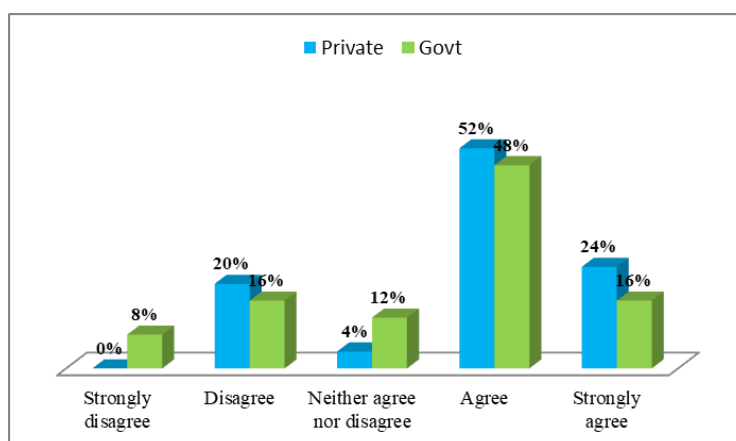


Figure 6.1 The most important part of learning English is learning vocabulary

Teaching vocabulary is a part of the syllabus. Students have multiple choice questions (MCQ) in the exams which test their vocabulary. In their classes, teachers emphasized that it is relatively easy to obtain full marks by answering the MCQ on vocabulary correctly. Figure 6.1 clearly shows that both PTCs and GTCs agree about the importance of learning vocabulary as part of learning the English language. There was no discrepancy between teachers' professed beliefs and their practices. While

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teaching the texts from EFT teachers were practicing vocabulary which is a component tested in the exams, so teachers were teaching to the tests. PCT 4 in one class told the students that if they study just to pass the exam they will not learn anything. Teachers warn their students about this effect, yet they strictly stick to the syllabus and the textbook while teaching in class. They also practice solving question papers from previous years to help the students prepare for the exams. Consequently, negative backwash effect occurs resulting in students learning only items which appear in the exams such as, vocabulary, grammar. For the most part, students resort to rote learning (Brown, 2005 cited in Khan, 2010).

### *6.1.1.3. Teaching Grammar*
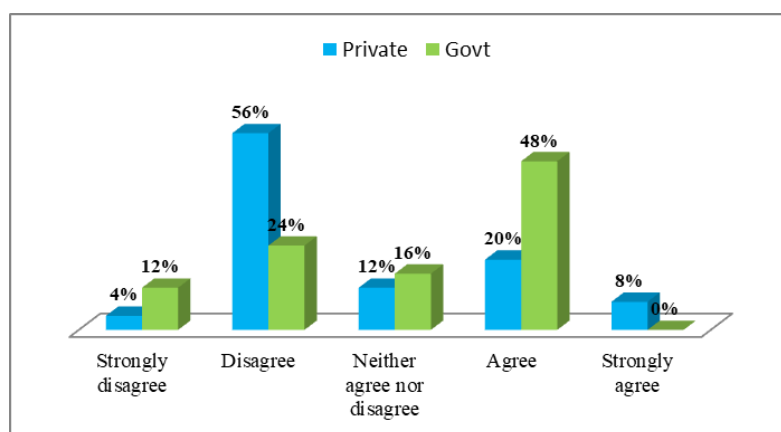


Figure 6.2 The most important part of learning English is learning the grammar

Grammar based teaching is a very prominent feature of teachers' classroom practices. In the HSC English syllabus, Paper II mostly contains grammar items. GCTs' beliefs about grammar teaching corresponded to their practices. In most of the classes observed grammar teaching took place. This also points to the fact that teachers' practices are exam oriented. However, in Figure 6.2 it is apparent that PTCs did not think learning grammar was very important for learning the language. Their change of beliefs could be because many of them had attended trainings sessions on applying CLT methods in classroom practices (see section 5. 2). In classes they taught grammar because it was prescribed in the syllabus and tested in the exams. There was a discrepancy between PCTs' practices and professed beliefs. However, GCTs had a strong belief in the importance of teaching grammar.

The introduction of the CLT approach raises questions about the effectiveness of explicit grammar instruction. Grammar was taught by the teachers in their classes as it

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is prescribed in the syllabus. Though they did not use grammar in context, sometimes they gave examples from real life situations. Research in L2 teacher cognition and teachers' beliefs about the importance of grammar instruction (see section 3.4.2.1) has shown that teachers use or avoid teaching grammar according to their own learning experiences. Teachers avoided grammar in their classes because of their own negative experiences of learning grammar or their lack of confidence about their own grammatical knowledge (Numrich, 1996; Borg, 1999a). Eisenstein-Ebsworth and Schweers (1997) in their study found teachers did not want to stop teaching grammar even if they used the communicative approach, because it was a method which had helped them learn English. Their practices were an outcome of their belief in the importance of grammar instruction which was enforced by their prior learning experiences. Practicing explicit grammar teaching in class is an outcome of teachers' prior learning experiences, their belief in the effectiveness of this grammar based instruction, the requirements of the examinations and students' preferences.

### 6.1.1.4. Use of L1 and Translation
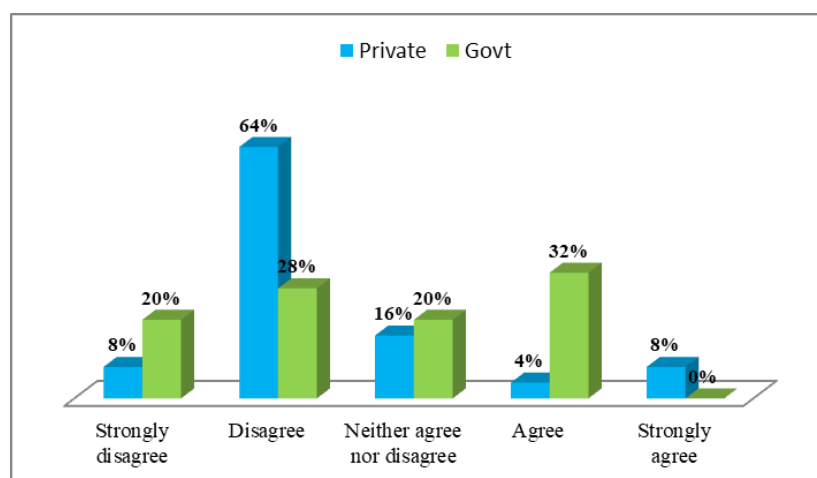


Figure 6.3: The most important part of learning English is learning how to translate from Bangla.

In the forty class observations of 10 teachers which were undertaken, only 3 teachers used English for teaching in class more than 50% of the time. The other teachers used Bangla most of the time occasionally interspersed with English. In the interviews they professed that they had to use Bangla because if they used English all the time the students would not understand them and the classes would become boring. The teachers of both groups, i.e. private and government said that they get mixed ability

students in class so they had to teach according to the level of the weaker students. The main purpose of teaching was to make students learn, but if the classes became incomprehensible and boring, students would not learn anything from their teaching. So in order to engage the students in class they had to use the L1.

Teacher cognition research has not focused much on the L2 teachers' beliefs about the use of L1 for L2 instruction. Linguists concerned with educational issues advocate the use of L1 for L2 learning (Ellis, 1985; Cook, 2001). Teachers of the present research study believed that use of L1 in their classes was essential for the students' comprehension. Their foremost concern was the cognitive abilities and affective aspects of their students. Teachers were also aware of their students' background, characteristics, expectations and preferences (Burgess and Etherington, 2002). Cook (2001) contends L1 can be used for facilitating the acquisition of an L2, making learners comfortable and the teaching of grammar more comprehensible.

The teachers also stressed the importance of teaching translation. In the present syllabus translation is not taught or tested so the teachers complained about this a lot. They said that since translation is tested in university entrance tests, at the Bangladesh Civil Service tests and at written tests for other jobs and services, it should be a component on the HSC syllabus too. Teachers believed that since they are not teaching translation at the HSC level students cannot qualify at those tests. The questionnaire survey results presented in Figure 6.3 reveals that PCTs did not believe in the necessity of teaching translation but in their interviews they stated that translation should be taught, it was an important component of second language learning. They claimed that they had learnt English well through the GTM, so teaching translation would help their students acquire English easily.

### 6.1.1.5. Literature-Oriented Teaching

Literature oriented teaching was a prominent theme which emerged from classroom practices. Teachers were very passionate about teaching literary texts. It is necessary to mention here that eight of the teachers had a B.A. and M.A. degree in English literature, only two had an M.A. in ELT. Their own experience of studying English was studying it through literature and they enjoyed teaching the literary texts. While teaching literary texts, teachers acted out the parts of the characters, e.g. of the lady and the writer from "The Luncheon" very enthusiastically and recited poetry ardently

in class. These classes were more interactive than the classes in which grammar was taught. The curriculum specialist I spoke to at NCTB said they had to incorporate literary pieces in the revised text because teachers had complained that the previous text was very boring without literature and they wanted to teach literary pieces.

### 6.1.1.6. Prior Learning Experiences

Preferred classroom practices of teaching vocabulary, grammar, literature, using L1 and translation are indicative of teachers' prior learning experiences. Teaching is the only profession in which teachers come with a firsthand knowledge of the profession. As students they have seen their teachers working in class and as mentioned in section 3.4.2 they already have an "apprentice of observation" (Lortie, 1975). So their teaching practices are strongly influenced by their prior learning experiences. The participant teachers of the study acknowledged very proudly that they teach as their teachers did, they have been inspired by their teachers to take up teaching as a profession and they were very happy about it.

Findings in the interviews revealed that both GCTs and PCTs were influenced by their prior learning experiences. They professed their admiration for their teachers who had inspired them to become good teachers themselves. Whatever they had learnt from their teachers helped them in their own classes. Their beliefs about the efficacy of grammar instruction, practicing translation, using L1 were all an outcome of their L2 learning experiences. The findings of this study are corroborated by the research findings of Johnson (1994), Bailey et al. (1996), Almarza (1996) which reveal the strong influence of prior learning experiences on shaping teachers' beliefs and practices (see section 3.4.2).

### 6.1.2. Effectiveness of the HSC Syllabus and the EFT Textbook

Teachers' opinion about the HSC syllabus and the EFT textbook was not very positive. They said that in the introduction to the EFT textbook it is written the book is designed to teach real-life English but while teaching the text they could not use real life contexts for teaching the language. The teachers complained that some of the lessons in the text were too difficult to teach, the book was too lengthy and the lessons were unsuitable for class XI- XII students. Time constraint was a major factor, since they had to complete teaching the syllabus they could

not practice teaching English for real life situations. After the secondary school syllabus, which is relatively easy, the higher secondary syllabus is too difficult for the students. Due to the pressure of exams, classroom practices showed that teachers were focused on teaching the syllabus. They confessed that even though they did not find the text very effective for language teaching they had to finish it. Teaching the syllabus and finishing the text was of prime importance. Teaching was based on the syllabus and examination requirements. Both teachers and students were very concerned about finishing the syllabus. The ultimate goal of teaching is to achieve good learning outcomes. This is made explicit by Williams and Burden (1997), who argue that if teachers teach just for students to pass exams then this will have significant implications for their teaching methods. Whereas, they will take a very different approach to teaching if they consider "learning a new language as a lifelong process with much broader social, cultural and educational implications" (p.60).

Error correction was a sub-theme which emerged from teachers' classroom practices as they were teaching the text. Teachers' attitude towards error correction was not very strict or formal (see section 3.4.2.2). Since classes were not very interactive instances of error correction were few. In these few instances when there were errors in students' answers to questions or word meanings, it was observed that teachers did not reprimand or correct students very harshly. In their interviews they stated that errors had to be corrected and if they did it for the whole class then it benefits all the students. In some classes teachers provided corrective feedback in the form of repetition and recasts (Lightbown and Spada, 2006). Their statements revealed that they were aware of the affective factors involved in error correction especially in classroom situations. Teachers were aware that negative experiences of error correction might hamper students' language learning (Golombek,1998; Schulz, 2001).
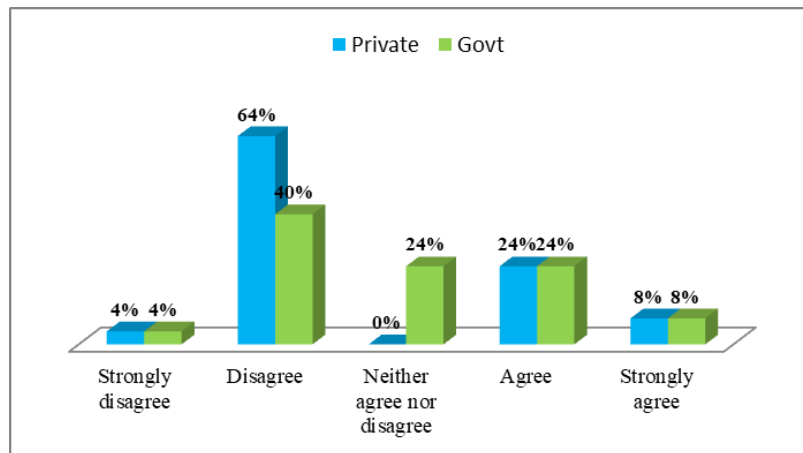
Figure 6.4 The HSC exam is a good test of students' English ability

Figure 6.4 presents the teachers opinion about the HSC exam being a good test for assessing the English ability of students. In both the groups of teachers it is seen that they do not think the HSC exam is suitable for testing students' English proficiency. As Khan (2010, p. 143) states, teachers "are aware that theoretically these tests reflect a communicative syllabus but in practical terms they are not fully communicative". Teachers of the government colleges were cautious in their responses. This could be because the HSC exam is a public examination and working at public institutions they did not want to express any opinion against the system.

Teachers were very vocal about not having been consulted when the textbook was designed and revised. They believe that the curriculum designers, textbook authors and policy makers do not have any knowledge or awareness of what is required in the class to make teaching effective. Teachers believed that they should be involved in designing the syllabus in order to make the teaching of the textbook more effective.

### 6.1.3. Classroom Environment

Classroom environment and infrastructural problems were a serious issue in 6 of the 7 colleges where observation was carried out. Despite the fact that the colleges were all in the capital city of the country there were various infrastructural problems. The situation was so dismal that it raises the question of what conditions are like in the suburbs, smaller towns and village areas of the country. The classes were packed to its fullest capacity. In seats of three there were five students seated. The smallest class size was 60 students and the largest was 600 students (registered officially but did not

attend classes). Rahman (2009) states there may have been an error in reporting when one teacher reported a class size of 500 students. But there may not have been any error in this report because I observed classes in which 200 students were seated. In government colleges especially, 500-600 students registered into one section. The teachers reported that at the beginning of the term they come to class but when they see that they cannot enter the class or get a seat they eventually stop coming to class. In 6 of the colleges, the classes were over-crowded, there was no room for the teacher to walk around the class or to make students do any group or pair work. Large, overcrowded, noisy classes were serious problems which teachers had to deal with. In a study by Rahman (2009), 43% of the respondents said they required training on how to manage large classes.

Time management and classroom management was another problematic issue. The duration of classes was 35, 40, or 45 minutes long. Teachers stated that it was very difficult for them to manage such large classes in such a short period. They could not possibly manage to have an activities based class. So classes remained teacher centred most of the time. Teachers were busy teaching all the time, not involving students too much. I got the impression that this could have been to impress me rather than teach the students like in Almarza's (1996) study where trainee teachers used components taught in the training sessions in practice teaching classes as they were being observed and assessed.
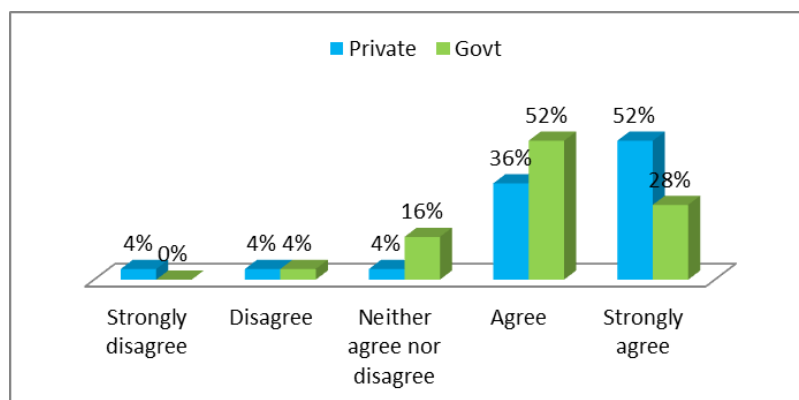


Figure 6.5 Group activities are good for teaching English

In Figure 6.5 it is evident that teachers of both groups believed in the efficacy of using group activities for teaching English. This demonstrates teachers' beliefs in the components of the CLT approach. In the interviews teachers expressed that

even if they want to practice pair and group activities in class it is impossible because of the class size and the time constraint. The teachers have knowledge of the theoretical aspects of the communicative approach and a "fairly clear knowledge about the new terminology and what it entails" (Khan, 2010, p. 143). However, at the same time they are aware of the practical impossibility of using this approach in their large classes. Creating a favourable classroom environment is necessary for implementing the communicative approach to English language teaching (Das et al., 2014). Rahman (2009) studying college teachers found that 57% of her respondents, "believed in the new approach but were hostage to contextual factors which they considered impediments" (p. 142).Classroom methodology which is supposed to be CLT based is more teacher-centred than interactive and communicative. Furthermore, as Rahman (2015, p. 96) states, in the context of Bangladeshi culture more importance is given to test scores than language proficiency so "Most teachers are forced to teach to the examination rather than to student needs and objectives".

### 6.1.4. Role as Teachers

In course of carrying out the survey through administering the questionnaires, class room observation and discussion with respondents, several aspects of the role of teachers in the practice of their profession emerged. The first of these were teachers' beliefs about imparting lessons on morals and ethics to their students. Frequently teachers lectured students on morals and behaviour. Teachers felt that simple textual instruction in the subject matter was not enough and that first of all students needed to be good human beings. They expressed concern that at present students are losing their values and morals. Therefore, they felt it their responsibility to instruct students on the necessity and standards of good morals and behaviour. They stressed that EFT text books should include material on morals and ethics.

It was also observed that teachers did not carry any instructional material to class. When interviewed they reported that since they had been teaching the same subject matter for a long period of time (in some cases over ten years), they did not need any such material or preparation for classes. They opined that they had it "all in the head" and were able to conduct classes accordingly. They felt fully confident about being able carry out teaching duties without any lesson plans or other preparation. Similar

observations have been made by other researchers that experienced teachers often do not need lesson plans and the teaching depends on interaction with the students (Clark and Peterson, 1986).

All GCTs and PCTs professed that teaching was a pleasure. They opined that they really enjoyed interacting with young people (Lortie, 1975) and that the admiration of students and the respect shown added to their self-esteem and sense of worth.

However, teachers were unhappy about one aspect of their role as teacher. It was observed during classroom sessions that teachers had to fulfill certain administrative duties like organizing extracurricular activities, sending out administrative notices etc. Interviews with the teachers revealed that they felt this aspect was an additional burden and reduced the time devoted to teaching, thus reducing the efficacy of their teaching. They felt that the college administration should employ other staff to perform these duties.

### 6.1.5. Lack of Skilled Teachers

Teachers' concern for the lack of good, proficient teachers was another major theme which emerged from the interview data. Teachers of both the groups reported that good students are not entering the teaching profession. Due to this there is a lack of good English language teachers at the HSC level and effective teaching does not occur in most institutions. Students thus are not properly prepared for the next level. They expressed reservations about the learning of students in future. The teachers talked about their own teachers at school and college, whom they still remember and admire. They also talked about the great teachers they had at Dhaka University, mentioned a few well-known names and said that the future generations will not get teachers like these. Teachers opined that the government should provide teachers with more facilities and incentives in order to attract better students to the profession who can be able and proficient teachers.

Teachers were apprehensive about the future state of education since there is a lack of good teachers in the field. A significant observation to be mentioned here is that some of the participant teachers themselves did not have the language proficiency level required of an English teacher. Classroom observations revealed that teachers use of prepositions, vocabulary and English speaking contained many errors. This problem

could be solved by introducing a language learning component in all teacher education programmes (Rahman, 1999a).

### 6.1.6. Importance of Cultural Knowledge

In the interviews some of the teachers expressed their belief that knowledge of English culture and society was helpful in learning the language. In addition, having English speaking friends and interacting in the language helped students acquire language skills fairly easily. In Rahman's (2009) study, culture emerged as an important factor of college teachers' perceptions. She advocates that teachers should be made aware of the diverse elements in the user culture in order to promote the teaching and learning of the language.

In the case of a few teachers, however, there was a slight misinterpretation of the understanding of culture. They could not comprehend the necessity of learners of knowing the English culture for learning English. Some teachers believed that being able to observe cultural practices like socializing, singing, dancing, going out together was also important in learning the language.

### 6.1.7. Use of Technology

All teachers expressed their belief that technology could be a great help for language learning. Almost all students nowadays have access to digital technologies and the internet through smartphones, computers etc. which if used properly could be a great learning aid.
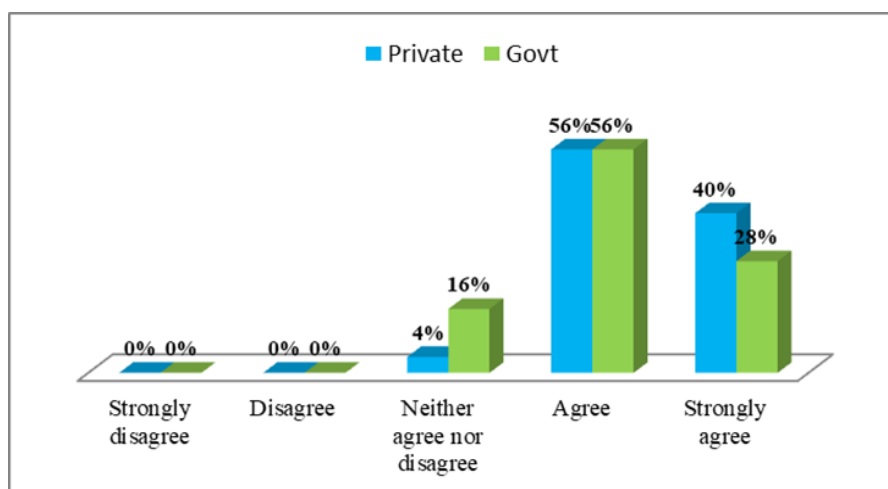


Figure 6.6 Technology helps in speaking and learning English

Teachers were of the opinion that modern digital technology was a great learning aid as it provided access to a vast wealth of instructional and learning material. If students put this to effective use, it could greatly enhance their learning of the language. Teachers reported encouraging the use of IT for learning but expressed that unfortunately due to lack of logistic support they could not implement the use of any technological device for teaching English in the classrooms. However, teachers expressed concern that a serious and undesirable aspect of the access to IT particularly social media and the internet was that it absorbed the attention and focus students and impeded creativity among students. Some teachers complained that students were so addicted and engrossed in using their mobile phones that they often unintentionally ignored their teachers.

### 6.1.8. Motivations and Expectations

Teachers' motivations and expectations of being an English teacher were very positive. They believe that being an English teacher and knowing English well enabled them to obtain a job with ease. They therefore also encourage their students to become proficient in the English language as this would help the students get good jobs and progress in their careers. They expressed repeatedly that motivation was the most important factor for learning the language and if students lack motivation they will never be able to achieve proficiency in English. They professed that they always try to motivate their students praising them and encouraging them to learn English. In classes it was observed that when students answered any questions, teachers immediately praised them.

### 6.1.9. Belief in Self

Teachers' belief in themselves was a major theme which emerged from the different sources of data. The interviewed teachers expressed a very high level of confidence in their proficiency in English and their ability to teach well. They felt that they had learnt English very well and had gained a very high degree of command over the language (Figure 6.7). They reported that they found being an English teacher a very prestigious occupation saying that wherever they went they were shown a lot of respect particularly if they spoke in English. They stated that as English teachers they enjoyed a special position in their institutions, whenever the institution head or administration required any help in English they were called to help out. All official

notices and correspondence which had to be done in English was handed over to them.

Teachers reported that students also liked their English teachers more than the teachers of other subjects. Their colleagues often passed comments about the popularity of English teachers. Teachers professed that students preferred interacting with them and enjoyed their teaching. They felt that as English teachers they could influence their students in desirable ways whether it was for learning or on other matters (Bandura, 1995; Ross, 1994).
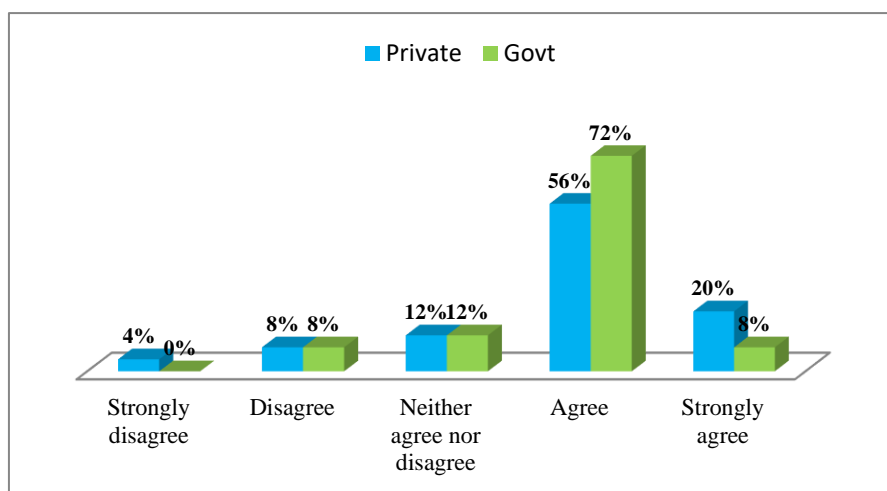


Figure 6.7: I believe I have learnt to speak English very well

## 6.1.10. Effectiveness of Teacher Training

Teachers had strong and positive beliefs about the value and effectiveness of teacher education programmes. They expressed the importance of having training for being more effective as teachers. They reported having participated in some training where they learnt a few effective methods of teaching English. However, most of them reported that the teacher training programmes they had participated in were not very effective. The trainings they had received were on pedagogy, communicative language teaching and general foundation courses. They felt that the training sessions would provide them with a platform where they could vent their grievances but they stated that the trainers were not willing to hear about any problems that they faced in their institutions. The teachers stated that the methods and approaches they were taught in the training sessions would not work in their large and over-crowded classes, where time management and classroom management were crucial problems.

Teachers stated that training was essential for professional development and that more frequent training was needed not only on the communicative aspects of language teaching but also on classroom management. Thus training and its outcome are powerful mediating factors that work to enhance learning and desirable behavioural change in teaching methods and practices.

Themes of teachers' beliefs which emerged from analysis of data generated from different sources have been discussed in detail in the sections above. Teachers' beliefs about English language teaching and learning were assessed and comparisons have been drawn between the beliefs of private college teachers and government college teachers. The purpose in drawing this comparison has been due to the fact of the huge number of private colleges in Dhaka city. According to the Banbeis Portal (2016), the number of higher secondary colleges in Dhaka is 446 of which only 66 are government colleges and the rest 380 are private colleges. The comparison revealed that there is no significant difference between the beliefs of private college teachers and government college teachers. Their beliefs have been found to be based on their educational and personal experiences with a strong orientation towards examinations, the syllabus, the school environment, contextual factors and their sense of self-efficacy. The findings further indicate that teachers have ingrained beliefs which are not open to change and these beliefs influence their classroom practices. It is these beliefs which have to be engaged with in order to develop an effective teaching and learning situation in the country.

## 6.2. Summary

In this chapter, a discussion has been presented of teachers' beliefs by categorising the beliefs into themes and sub-themes. These themes emerged through an analysis of all the different data that were collected by means of the various tools described in chapter 4. A comparison between the beliefs of private college teachers and government college teachers has shown that there is not any significant difference between the beliefs of these two groups except in a few areas. These differences have been made explicit. In the next and concluding chapter, the pedagogical implications of the study findings are explored with relevance to teacher education and training programmes which need to incorporate features of engaging with teachers' in-built belief systems. The procedure of enabling this development is presented through a conceptual framework that is formulated by drawing on different principles from a variety of theories.

# Chapter 7

# Teacher Cognition Re-visited

## 7. Introduction

This research study has been carried out on the cognitions of higher secondary level English language teachers and the impact of their beliefs on their classroom practices. As discussed in length in chapter 3, teacher cognition comprises of teachers' knowledge, assumptions, beliefs and perceptions formed through teachers' own firsthand experiences as students, their thinking and mental processes, the classroom situation, the school setting and educational environment, the syllabus and students' actions and behaviour. It may be pointed out that as research on cognitions of this particular group of English language teachers (higher secondary level) is a relatively unexplored field in Bangladesh, this study may claim to have a reasonable significance in providing some insights into this essential matter of teacher thinking and teaching behavior at this particular level.

In this chapter, the study findings are briefly reviewed in terms of the research objective and some insights are emphasised. It also suggests the necessity of undertaking further research into relevant aspects of teacher thinking and beliefs. The most significant part of this chapter is the discussion on pedagogical implications of the study findings with relevance to English teacher education and training programmes. It is argued that teacher education content and methodology need to incorporate features that engage with teachers' in-built belief systems through a reflective approach. The procedure of enabling this feature is presented through a conceptual framework which is formulated by drawing on different principles from a variety of theories taken from the fields of education and cognitive psychology.

## 7.1. Review of the Findings on Teacher Cognition

The study involved higher secondary level English language teachers from private and government colleges in Dhaka city. The study aimed at exploring the cognitions or beliefs of these teachers and at examining how these beliefs impacted on their classroom teaching. The findings of the study were to a large extent, similar to the findings of previous cognition studies which indicated that teachers have sets of

deeply ingrained beliefs, that prior learning experiences have a profound influence on shaping teachers' beliefs and beliefs are an outcome of cognitive and affective factors.

The findings further revealed that besides the strong influence of prior learning experiences on teachers' beliefs, there were several other underlying features which contributed to the formation of teachers' beliefs and also influenced these beliefs. These additional features are: an orientation to examinations and the syllabus, the prevalent teaching practice in the country, lack of infrastructural facilities, non-conducive classroom environment for teaching and the distraction and pressure of administrative responsibilities.

Comparison of the beliefs of private and government college teachers did not reveal any significant difference. In most of the thematic areas, their beliefs were similar; however in a few areas significant differences were observed and this could be due to situational and contextual factors of teachers' professional lives. For instance, government college teachers were reluctant to profess any beliefs which censored the system and government policies. The findings further suggested that L2 teachers have a shared culture of beliefs about teaching which overcome the barriers and boundaries of different countries and diverse cultures.

A significant theme which emerged from the study of teachers' beliefs was teachers' sense of self-worth and self-efficacy. All the teachers shared this conviction; they had strong confidence in their position as an English teacher inside their institutions as well as in society as a whole. They believed that their students admired and respected them and enjoyed their teaching very much.

### 7.1.2. Directions for Future Research

The findings and relevant discussions of the study indicate possibilities for future research. Teachers' belief about self-worth, as stated above, was an unexpected theme which emerged from the findings. It was significant that teachers had so much self-confidence and such strong faith in themselves. A sense of self-efficacy was found to be an important aspect for achievement as a teacher. Further research could reveal whether self-complacency and job-complacency fossilize beliefs and may possibly be detrimental to L2 teaching. The issue of teacher' beliefs offer a potential to be explored further in terms of contextual, socio-cultural and socio-economic factors as

well as from political, ethical and social justice angles. These would offer an expansion of the knowledge base on teacher cognition relevant to issues in today's multi-cultural, multi-lingual, diversified world. Such research findings might possibly forge new pathways to engage positively and critically with teacher beliefs and better understanding of teaching-learning processes.

## 7.2.    Pedagogic Implications of the Findings on Teacher Cognitions

The pedagogical implications are manifold. The findings of the study indicate that teachers have ingrained beliefs which are resistant to change and these beliefs influence their classroom practices which could be detrimental to L2 learning. Thus, teacher cognitions have relevance in the domain of teacher education and development. Teacher education programmes need to recognise and take into account the existence of teachers' prior beliefs and create opportunities for them to become aware of these beliefs. Through these programmes, teachers can be made aware of the significance of beliefs in their professional practices and how these beliefs impact their teaching.

Teacher education programmes can introduce significant components around teachers' beliefs for teachers to become more aware and conscious of their teaching techniques. This would enable them to develop as informed professionals.

## 7.3. Promoting Reflective Practices in Teacher Education Programmes

Effective teacher education programmes need to incorporate features of reflective practices and encourage teachers to engage in these types of practices. Reflection entails self-analysis and self-criticism (advocated by Richards 1990 and Wallace, 1996 among others). Self-evaluation is also a key factor in teacher development. Teachers need to be critical to be able to reflect. They have to be aware of their own beliefs, their views about learning and how these are shaped. They also have to be aware that their actions, words and interactions with the learners, construct their learners' knowledge and view of the world. But there is almost always a discrepancy between the 'espoused' theories of professionals and their 'theories in action' (Schon, 1983; cited in Williams and Burden, 1997, p. 53). Research in what teachers do is important for it raises awareness to consider 'why teachers carry out certain practices' (Brumfit & Mitchell, 1990).

Indeed Widdowson (1990) saw the classroom practitioner as a researcher in essence – a mediator of theory. "It is the teacher as an individual who has to act as the mediator between theory and practice, between the domains of disciplinary research and pedagogy" (Ibid p.132). The socio-cultural theory and the theory of constructivism view 'mediation' as central for any learning to take place (see sections 3.7.1 and 3.7.2 for a discussion on these theories). Based on these theories, teacher education programmes can incorporate reflective practices for teachers for professional development. Effective programmes need to incorporate features of engaging with teachers' in-built belief systems through adopting and encouraging reflective techniques among the teaching community

Williams and Burden (1997) have advocated that an important component of a constructivist approach to education is for teachers "to become aware of what their own beliefs and views of the world are, which leads to the notion of the reflective practitioner" (Ibid, p 53). Reflection is considered the most important activity in which teachers need to engage. The habit of reflective practice needs to be inculcated into teachers through teacher education programmes so that they become aware of the positive outcomes of these practices.

The process of reflection is not a simple, linear one. Bax and Cullen (2003) have identified four stages in a teachers' journey of reflection on the process of teaching. When a teacher adopts reflective practice at stage one only, 'noticing' takes place. At stage two, the reflective practitioner starts 'making sense'. At stage three, 'meaningful reflection' occurs and finally at stage four, 'transformation' occurs and 'restructuring of learning' takes place. Reflective practices can make teachers take their beliefs into account and review how these beliefs impact their teaching practices. Through a continuous process of reflection and awareness beliefs may be modified and help to improve teaching practices.

Teacher training can foster and engender a reflective thought process among teachers that allows them to analyse and modify beliefs and classroom practices of ELT. Trainers need to take the concept of reflection into account and advocate the use of journals, narrative and portfolios by teachers and trainees to make them aware of their practices (Lantolf, 2000; Rahman, 2009; Golembek 2015). Advocating reflective practice, Rahman (1999a) states:

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> Reflective practice offers opportunities for reciprocity between beliefs, experiential knowledge, practice and received knowledge. If practised meaningfully, it has a strong possibility to allow engaging with beliefs, promoting cognitive processes and enhancing the ability to make informed choices. Additionally, it strikes a positive chord with current appeals for teachers to develop themselves beyond the temporal bounds of a teacher education course (Rahman 1999a, pp. 264 - 65).

In this present study, narrative accounts of teachers was one of the research tools used for generating data. This was the most difficult part of the data collection procedure as teachers could not or would not make time to sit and write reflections of their experiences of learning and teaching the English language. Possibly, the respondents had never reflected on their teaching before. Training teachers to engage in reflective practices should be an essential component of any teacher education programme. Furthermore, teachers' beliefs generated through all sources of data reveal that they have a strong sense of confidence in their abilities as English teachers. Teacher education programmes could also take into account the aspect of teachers' sense of self-worth and promote this sense for professional development.

### 7.3.1. A Conceptual Framework of Teacher Education

The issue of linking teachers' implicit beliefs to teacher education is discussed now. The study findings indicate that teachers' own beliefs have a crucial function on their teaching practices and in turn influence curriculum implementation. It is therefore argued that teachers' instructional behaviour needs to be understood through their beliefs and within the specific context in which they operate. An important purpose of teacher education then has to enable teachers to clarify their prior perceptions, elaborate and develop their current schema about learning and teaching and find ways of linking them to the content of applied models of teaching currently in vogue. It is argued that programmes developed on the principles of current educational knowledge, however worthwhile, remain marginal unless teachers' beliefs and contexts are taken into account. A reflexive process between personal theory and classroom action needs to be seen as being at the heart of curriculum change.

Figure 7.1 is a conceptual representation of the type of teacher development programme that is being suggested. It explains the conceptual framework of teacher training programmes designed on the concepts of constructivism, socio-culturalism and the notion of self-efficacy. When teacher developers introduce interactive tools

(e.g. probing a school situation, problem solving) in their programmes, it provides opportunities to engage with teachers in-built systems. Teachers are encouraged to talk about their beliefs, perceptions, experiences and practices with their peers and their tutors. This promotes an environment that helps teachers to get over their personal inhibitions and uncertainties and gradually promotes a discourse of open exchange and discussion. This facilitates reflection and creates a sense of mediation with peers. Thus, it is important that teacher education programmes provide opportunities for trainee-teachers to understand the dynamics of how they think and how they act as they learn to teach.
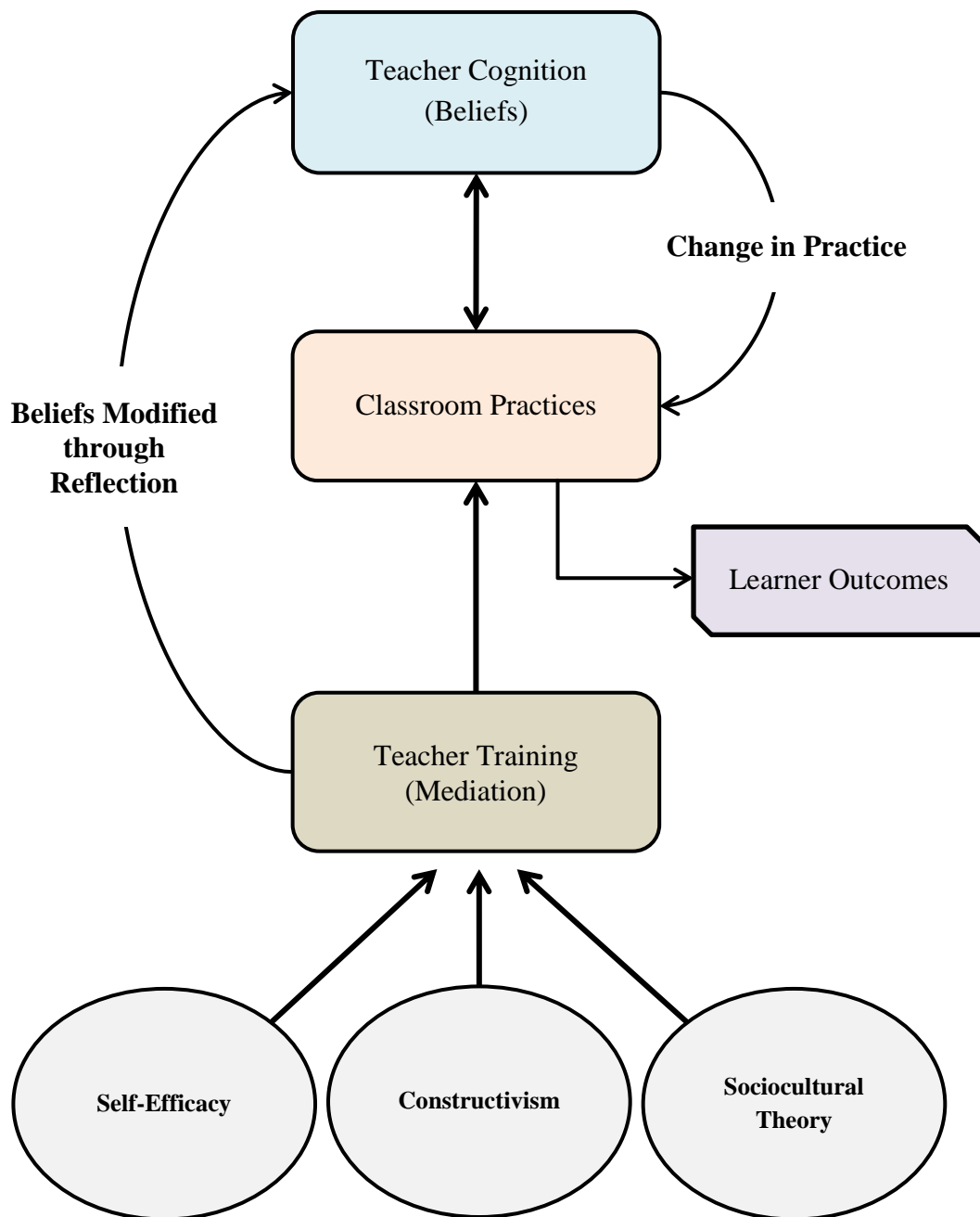
Figure 7.1: Conceptual Framework of the Proposed Teacher Education Programme

## 7.3.2. Challenges to Consider

Teacher education is considered a challenge as there are a wide range of issues that impact on the development of the teacher.

It is important to introduce both in-service and pre-service teacher education programmes at the higher secondary level. The higher secondary teacher does not have a teaching qualification unlike the secondary teacher and therefore goes into

class with no formal training. The HSC examinations are high-stake as they perform a gate-keeping function for university entrance and career paths. This public examination wields a tremendous 'washback' effect on teaching and learning (Alderson and Wall 1993). As the study findings show, teachers had to constantly teach to the exam. In that case, to what extent would teachers be able to practice the reflective approach in their classroom teaching remains a major question.

## 7.4. Concluding Remarks

The status of English in Bangladesh has changed over the forty-four years of post-independence from a language marginalized through nationalist sentiments in the seventies and early eighties to a language perceived as immensely important for economic development and mobility in the context of globalization. This has led to the English language being prominently featured in the national education policy and in the curriculum with a number of reforms being introduced from time to time. Despite this, even after twelve years of mandatory English education with an extra year at the undergraduate level, the outcomes are disheartening. There is ample documentation regarding the inadequate level of English language proficiency of the school-leaving population. A number of complex socio-economic and political factors and a range of other issues have contributed to this situation and the way forward remains murky and full of challenges.

Of the number of factors essential for satisfactory outcomes of educational input, the teacher has been identified as being at the core of learning and teaching as it is the teacher who interprets and implements the curriculum. In matters of English language education too, the teacher plays a pivotal role.

Significance of teacher beliefs in the field of education and specifically English language education cannot be understated. With the rise of the significance of English in the present world, the effective teaching and learning of this language has become imperative. The research study has shown that teacher cognition or beliefs are a prime factor which impacts personal and professional behavior and action. English language teachers in secondary schools and colleges in Bangladesh operate under a personal belief system constructed through experience, tradition and socialization. Current educational views also emphasise teachers' cognitive and contextual roles. Based on the above, it has been argued that teacher education programmes need to draw out

teachers' ingrained beliefs, interact with them and use them as an anchor to develop a teaching philosophy on which subsequent links can be made with the content and applied knowledge provided in formal teacher development courses.

To summarise, it is advocated that recognition and acceptance of teachers' beliefs and their significance in the English language classroom need to be utilised in teacher development programmes in order to promote a better teaching and learning environment not only at the higher secondary level but across all stages of education in the country.

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# Appendices

**Appendix A**

আধুনিক ভাষা ইনস্টিটিউট
ঢাকা বিশ্ববিদ্যালয়
ঢাকা-১০০০, বাংলাদেশ
টেলিফোন ঃ ৯৬৬১৯০০ (অপারেটরের সাহায্যে)
৯৬৬১৯২০-৭৩ (সরাসরি), এক্সটেনশন ঃ ৮৫২০
ফ্যাক্স ঃ ৮৮০-২-৮৬১৫৫৮৩
ই-মেইল ঃ duregstr@bangla.net

INSTITUTE OF MODERN LANGUAGES
UNIVERSITY OF DHAKA
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To:    …………………………………………………………………………
       …………………………………………………………………………
       …………………………………………………………………………

Sub: Request for consent for PhD student Zakia Ahmad to undertake research study at your Institution

Dear Sir/Madam

This is to inform you that Zakia Ahmad is currently a PhD scholar at the Institute of Modern Languages, University of Dhaka. She is undertaking doctoral studies under my supervision.

Zakia Ahmad's academic research focuses on the impact of English teachers' beliefs and attitudes on their own teaching practices. The doctoral study involves obtaining primary (first-hand) information from higher secondary school & college teachers in order to gain insight and a better understanding of their classroom practices. The researcher needs to have access to English classes at high school/college level and also needs to interview teachers and have focus group discussions with students.

In this situation, I would be obliged if you kindly allow Zakia Ahmad access into your institution to undertake the necessary research work. I assure you that this will not cause any disruption as the researcher will negotiate before-hand with the teachers regarding time and mode of interviews and observations. The data that is collected will be treated with confidentiality.

In granting this permission, you will be contributing to the development of teaching and learning at the higher secondary level as well as supporting academic practice.

Thank you.

Sincerely

Professor Arifa Rahman, *PhD*
Dept of English Language
Institute of Modern Languages
University of Dhaka

## Appendix B

**Form of Informed Consent**

**Date:**

**Institute of Modern Languages, University of Dhaka**

**Sub: Request to obtain consent for participation in the research study**

Dear Teacher

I am a PhD research scholar at the Institute of Modern Languages, University of Dhaka.
I am conducting research on English teachers at the higher secondary level in Dhaka city. I would like to request you to kindly participate in the research study that I am conducting. This study seeks to obtain information from higher secondary college teachers about their beliefs and knowledge about English language teaching and learning. The purpose of obtaining this information is to help us gain an insight and a better understanding of how teachers' beliefs and knowledge affects their classroom practices.

Your participation in this research will require you to complete a questionnaire in two parts. The first part of the questionnaire will be about your beliefs about language learning and teaching and the second part will be questions seeking your background information.

After the questionnaire survey is completed you will be requested to allow the researcher to observe some of your classes and then to participate in an interview after your class. The researcher will also need to sit with a group of students from your class for a discussion.

Your participation in this study will be completely voluntary. You can decline to participate at any time.If you are not comfortable with the work you may also withdraw from the study. Your responses to the questionnaire, observation of your class teaching and your students' responses will have no bearing on your job and career. All your responses and records will remain strictly confidential and you will not be identified in any of the findings recorded. However, it is extremely necessary to have your consistent participation throughout the whole study for the validity of the data and research.

I sincerely request you to respond to all the surveys frankly and honestly. If you want to ask any questions about this study, you can do so. I would like to inform you that your cooperation and contribution to this study will benefit teachers and teacher educators to improve the teaching learning situation of English in our country.

Thank you for your cooperation.

Please sign this form below if you are willing to take part in the study.

I have read the form above and agree to participate in this study voluntarily.

Name of Participant:

………………………………………………………………………….

Mobile No………………..…………………..…………………..

Signature: …………………………………………       Date:

…………………………………

**The Beliefs About Language Learning Inventory (BALLI) ESL Version 2.0**

**Part 1.**

*Directions: For each item, indicate whether you (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, or (5) strongly agree. For questions 11 and 12, select the number that most closely corresponds to your opinion.*

1.  It is easier for children than adults to learn a foreign language.                              1  2  3  4  5

2.  Some people are born with a special ability which helps them learn a foreign language.          1  2  3  4  5

3.  Women are better than men at learning foreign languages.                                        1  2  3  4  5

4.  People who are good at math and science are not good at learning foreign languages.             1  2  3  4  5

5.  People who speak more than one language well are very intelligent.                              1  2  3  4  5

6.  People in my country are good at learning foreign languages.                                    1  2  3  4  5

7.  Everyone can learn to speak a foreign language.                                                 1  2  3  4  5

8.  It is easier for someone who already speaks a foreign language to learn another one.            1  2  3  4  5

9.  I have a special ability of learning foreign languages.                                         1  2  3  4  5

10. Some languages are easier to learn than others.                                                 1  2  3  4  5

11. English is :

> I.   a very difficult language.
> II.  a difficult language.
> III. a language of  medium difficulty.
> IV.  an easy language.

       V.    a very easy language.

12. If someone spent one hour a day learning a language how long would it take for them to learn that language well:

       I.    less than a .year

      II.    1 – 2 years.

     III.    3 – 5 years.

     IV.    6 – 10 years.

      V.    You can't learn a language in one hour a day.

13. I believe I have learnt to speak English very well.    1  2  3  4  5

14. It is easier to speak than understand English.    1  2  3  4  5

15. It is easier to read and write English than to speak and understand it.    1  2  3  4  5

16. It possible to learn English on your own without a teacher or a class    1  2  3  4  5

17. It is necessary to know about English speaking cultures in order to speak English.    1  2  3  4  5

18. The most important part of learning English is learning vocabulary words.    1  2  3  4  5

19. The most important part of learning English is learning the grammar.    1  2  3  4  5

20. Learning English is different from learning other academic subjects.    1  2  3  4  5

21. The most important part of learning English is learning how to translate from Bangla.    1  2  3  4  5

22. It is best to learn English in an English-speaking country.    1  2  3  4  5

23. It is a good idea to practice speaking with other people who are learning English.    1  2  3  4  5

24. The H.S.C. examination is a good test of students' English ability.     1   2   3   4   5

25. Technology helps in teaching and learning English.     1   2   3   4   5

26. Students and teachers should only speak English during English classes.     1   2   3   4   5

27. Native-speakers of English are better English teachers.     1   2   3   4   5

28. It is important to speak English with a good accent.     1   2   3   4   5

29. You should not say anything in English until you can say it correctly.     1   2   3   4   5

30. It is alright to guess if you don't know a word in English.     1   2   3   4   5

31. If students are allowed to make errors in English, at the beginning, it will be difficult for them to learn correct English later on.     1   2   3   4   5

32. In order to speak English, you have to think in English.     1   2   3   4   5

33. I feel afraid of speaking English with other people.     1   2   3   4   5

34. I enjoy practicing English with friends and family.     1   2   3   4   5

35. Group activities are good for teaching English.     1   2   3   4   5

36. Students have to spend so much time preparing for big English tests, that they don't have time to actually learn English.     1   2   3   4   5

37. If I learn English very well, I will have better opportunities for a good job.     1   2   3   4   5

38. I would like to learn English so that I can get to know English speakers.     1   2   3   4   5

39. People in my country feel that it is important to know English.     1   2   3   4   5

40. I would like to have English-speaking friends.     1   2   3   4   5

41.  I want to learn English well.                    1   2   3   4   5

**Part 2. Demographic /Personal Questions**

1. Name:_____

2. Gender:    Male    /    Female    (Tick).

3. Institution:_____

4. Position:_____

5. Age:    25 – 35,  36 – 45,  46 – 55,  56 – 65   (Please circle the appropriate answer)

6. State your Academic qualifications:_____

7. How long have you been teaching English at HSC level? _____

8.  How many classes do you teach each week? _____

9. Mention the number of students in your class. _____

10. Please give details of any teacher training programmes in which you have taken part.

## Appendix D

**Sample of Semi-structured Interview Questions:**

R: Do you think language learning is easy?

R: Is it easy for your students to learn English? Why?

R: How long do you think it takes to learn a language well?

R: Has learning English benefitted you? How?

R: What do you think is good teaching?

R: How effective do you think you are as a teacher?

R: Does student behaviour affect your teaching? How?

R: Are there any outside influences that affect your teaching?

R: Do you think cultural knowledge is necessary to learn a language?

R: Could you tell me something about the HSC syllabus?

R: Do you plan your lesson before going to class? How?

R: What is your opinion of **English for Today** textbook / materials?

R: How do you feel about teaching it?

R: How important is learning / teaching grammar / vocabulary / pronunciation?

R: Do you think it is important to use L1 for L2 learning?

R: When do you use L1 in the class? Why?

R: Is there any specific method you use to teach grammar?

R: Do you ever have to make any departures from your lessons? Why?

R: Do you think it is important to correct students when they make errors? How? Does it affect their confidence?

R: Are your students actually learning English?

R: Which skill do you think is most important to acquire?

R: How do you feel about being an English teacher?

R: How easy is it for you to use the CLT approach?

**Appendix E**

**Sample: Class Observation Field-notes**
**Date: Saturday, March 4, 2017    Teacher: PCT 1.**
**Site: 01**
**Time: 10:35 pm. Duration: 45 mins.Class: XI Sec. H (Hum). Students Present:**
**96 out of 120**

Teacher enters class with me and introduces me. He starts teaching Narration. He speaks in Bangla most of the time, uses a little in English. He explains direct and indirect speech, giving some examples.

Reporting verb and Reported Speech – Teacher explains these parts. He asks students some questions. Teacher talks about 2 rules of Narration and writes the following on the board:

Rule 1 – Reported speech is changed according to the reported verb. Teacher explains subject and object of the reporting verb. Subject of the reported speech is person, this is changed. Students are very well behaved, quiet and attentive. Teacher explains the rule very clearly. T talks about connectors/ linkers, this is also changed. He tells students that change takes place in: Change of person, Change of verb, Change of expression....

T always says 'good', always writing at the board and at the front of class. He draws a chart on board:

| Direct | Indirect | Example |
|---|---|---|
| 1st person singular (I) | Change occurs according to Reporting verb's subject | The T said to Ripa, 'I am busy now'.<br><br>The T told Ripa that he was busy then. |
| 1st person plural (we) | If reported speech is plural then for speaker and listener it will be 'they' but when all human race is implied 'we' is same | The T said to Ripa, 'We are busy now'.<br><br>The T told Ripa that they were busy then.<br><br>We are mortal. |

If it is second person then it will be 'you are busy now'. In both singular and plural the subject will be 'you'. The change will be according to reporting verb object. 'You' can be 'he' or 'we'

The girl said to Bipul, 'You are busy now'- The girl said to Bipul he was busy then.

The girl said to the students, 'You are busy now'- The girl said to the students they were busy then.

Students at the back start talking. Teacher calls their attention. It seems that some students cannot understand but they do not tell the teacher.

The classroom arrangement is not good. There are benches in the class with 2 – 4 girls sitting in each bench, three benches in a row. There were 13 rows in the class, after the 5th row students are not very attentive. **(But still sitting arrangement is much better than govt. colleges).**

Most of the time Teacher is talking, a few times he takes some feedback from the students, getting some response. Teacher revises what has been done in class. Bell rings. Teacher tells students they will continue this lesson in the next class again. Class ends, we leave the class.

-------------------------------------------------------------------------------------------------

**Sample: Class Observation Field-notes**
**Date:Sunday, March 5, 2017                 Teacher: PCT 2.**
**Site: 02**
**Time: 11:40am,Duration: 35 mins Class: XI Sec. H (Bus. Studies) Ss Present: 150 out of 180**

Teacher goes to class 10 minutes late. Teacher does not introduce me. (I walk to the back of the class and take a seat). Teacher uses a mike to teach the class. No attendance or roll is called in class. T talks about Exam. Explains the structure of questions for exam as follows:

EFT Bk. Unit 1-15. A seen comprehension is given in the exam.

Question 1-  MCQ – based on vocabulary – meaning / synonym / antonym

Question 2- Short questions

Teacher asks students – 'What class do you **read** in? Teacher explains that two sentences mean two full stops. So students have to answer in two or three sentences. Sentences have to be relevant. Next Teacher talks about next question:

Information transfer table. Using prepositions. T keeps explaining marks distribution of questions.

Flow chart: Teacher tells students they have 4 marks for Flow chart: 1 mark for the Topic Sentence and 5 marks for writing the sentences inside the boxes. If everything is answered then marks will be given for the drawing. Empty boxes will not be given marks.

Question 3- Another passage / lesson will be given from the book. Summary of this passage has to be written. 1/3 of the original passage. T speaks in English all the time. T tells them 1/3 means 1/3 of the number of sentences, 9 sentences if the passage is 27 sentences.

Question 4- Clues: Fill in the blanks, the words have to change grammatically.

Question 5: another textual passage will be given without clues. Only words from the text will be considered correct. (this seemed more like a memory test rather than a vocab test )

Question 6- Rearranging sentences. Ss have to draw a box, write numerical nos. and match with a,b,c, or d. Without box only half marks will be given. Both box and sentences are necessary for full marks.

Question 7- Letter / Email / Story to complete

Question 8- Pie Chart or Graph

Teacher goes on to talk about critical appreciation of a poem. T talks all the time. At the end she questions a student about a poem- If she has read any poems? Teacher then talks in Bangla as she is talking about Bangla poems. Students seemed to be attentive in class not very talkative but they were not involved in any way. T asked students if they have understood the marks division and whether they have any problems, whether there is anything they cannot write /answer from these. Students answered that they can't do critical appreciation of poems. Bell rings and teacher leaves class.

Teacher talked very clearly of marks distribution but this did not express in any way her teaching methods or beliefs about language teaching and learning.

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**Sample: Class Observation Field-notes**
**Date:Thursday, March 9, 2017          Teacher: PCT 3.**
**Site: 02**
**Time: 12:15pm, Duration: 35 mins Class: XI Sec. A (Hum) Students Present: 86 out of 120**


Teacher enters class and introduces me. And I take a seat at one side of the class.  She asks students which units they have done and which ones they need to do. They say they have to finish lesson 2 and 3.Teacher starts Unit 9 lesson 3. Before starting the lesson she talks about the words they need to know like, 'myth', 'legend' – she explains these two words. The lesson is about a legend. The Teacher tells the story of the lesson to the students before starting the lesson. She says they will read the lesson first and then do the vocabs and ques / ans. Teacher calls a student to the front and tells her to read the lesson aloud.

After the student has read Teacher explains the passage. Then she says they can discuss the word meanings and ques / ans from this passage. Students gives wrong answer to 'credited', she says 'blessed' and Teacher says'yes'. Then she gives the following word meanings from the text:

 docile is to make obedient; depicted – described or portrayed; apparent – clearly visible (a student gives the answer; threatened – endangered; creeks – streams; vigilant – alert, aware;
predatory animals – hunting animals; indigenous – native.

Teacher gives students two minutes to read the full passage. After 2 mins she asks them if they have finished? If they have done summary writing ? They say they have, so Teacher moves on to Q / A. she tells students they can use the book while they answer.

Q: What is Gazi Pir famous for? Or What do you know about Gazi Pir?

T points to a student and tells her to answer. The student can't. T calls two very talkative students to the front and keeps them standing. Then she asks another student to answer. The student answers Teacher corrects her. She goes on to the next student but that student cannot answer. She moves on to another student who gives an incomplete answer. So Teacher gives the correct answer. T mispronounces 'fierce'.

T moves on to next question and elicits answers in Bangla. She tells students the answer is in the last part of the passage. Teacher tells students never to start an answer with – because or words like this.

A student uses new information which is not given in the passage to answer a question. Teacher tells them that other sources cannot be used for comprehension. She asks the student where she got the information from? The student says she actually misunderstood the question so her answer was wrong. Then she gives the correct answer.

 T says some more things could be discussed from the passage but class is over. T gives students homework for next class. Class ends.

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**Sample: Class Observation Field-notes**
**Date:Monday, May 8, 2017               Teacher: PCT 4.**
**Site: 03**
**Time: 1o:15 am, Duration: 30 mins.   Class: XII Sec. Humanities Ss Present: 43out of 80**


Teacher enters class, does not introduce me, I quietly take a seat. Students have just got promoted to class XII, this is the first class with Class XII, so attendance is low.

He starts EFT Unit 12: Peace and Conflict. He asks students the meaning of peace and conflict, if they are synonyms. He explains the meaning, talks about conflict and peace in different countries. Uses L1 and L2.

Lesson 1: Definition, causes, types of conflict. He asks a student the meaning of these words. He says he is not happy with the title of the lesson because the text / poems inside do not match the title. The lesson has a poem by Auden and one by W. B. Yeats: Lake Isle of Innisfere. T starts explaining the poem. He says Yeats is unhappy, perturbed by his surroundings so he wants to go back to Nature. The Teacher goes on to talk about "Pantheism". Talks about Wordsworth and Coleridge. He explains what is peace in Nature.

Teacher starts Yeats' Lake Isle of Innesfere, he reads out the text and explains a bit in L1. Keeps on reading from the text. Asks students when the WW II started. Yeats started writing his poem at the same time. He says it is an excellent poem. He asks students where does the poet want to go and why?- T says this in L1. He explains the poem and its scene in L1 very eloquently. Asks the students where the poet does not find peace - in the city. So he wants to find peace in Nature.

T says he himself went to a village a few days back and how wonderful it was. He reads out the poem very dramatically and emotionally. Uses the Bangla word "Chalat, chalat" to describe the sound of waves. T asks why the poet wants to go to Nature? He says when we open the newspapers we see so much conflict. The poet wants to go back to Nature to escape from all this conflict.

T talks about topics in the syllabus: theme and summary writing. He tells students to write the theme of the poem for homework. Class ends.

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**Sample: Class Observation Field-notes**
Date: Monday, March 20, 2017            Teacher: PCT 5.
Site: 04
Time: 10:40 am, Duration: 40 mins Class: XI Sec. L (Science) Students Present: 61 out of 70

Teacher enters class and shows me where to take my seat. It is an all boys' class. The boys and girls sections are separate at this college. There is warning to the students on the loud speaker from the College office about not leaving the premises.

Teacher starts class. He talks about what he did in the last class. Takes feedback from a student. The student wants to speak in Bangla. Teacher explains the definition of Modifiers. He questions students about pre and post modifier. One student answers in Bangla.

Teacher asks what is the 3$^{rd}$ modifier: dangling modifier, not used very much He explain adjectives are used as modifiers. He questions students and a student answers. At this point Teacher does not use the board much. He then talks about Intensifiers. Explains the meaning giving examples.

Teacher says he has taught 16 rules of modifiers. He talks about possessive modifiers. What is possessive modifier? –He explains: my, our, your , their, his, her.

Teacher talks about article as modifier. He does not give too many examples. He elicits answers from students. Next he asks students meaning of Demonstrative Pronoun – students give answer in Bangla. Teacher uses mixture of L1 and L2. Says 'very bad' when a student cannot answer.

Feedback session is over. T now starts class. Today's topic is Completing Sentences, i.e. using appropriate words to complete sentences. T explains in

Bangla how to use words for completing sentences. Says in the last class he had taught 6 Rules of completing sentences. He starts using board:

Rule 1: Too……………… to……………………. (uses L1: eto je or etoi je).

Says this sentence is positive in structure but negative in meaning and so we cannot use any negative words. Teacher asks students what is a simple sentence? Student answers: "A sentence which has one subject and one finite verb". So T explains too…………..to……………. is a simple sentence structure. He writes an example on board: *The old man is too weak to walk.*

(Correlative conjunction- this is also a term used for this type of structure: to + v + extension)

Teacher gives many examples in L1 to complete the sentence depending on meaning and structure.

Rule 2 In too…..to…. sentence if subject is different then the structure will also be different – in the blank we will have : for + obj + to + v (i). Teacher gives another example: The load is too heavy…………………. Tells students to complete this sentence using the above rules. Two students give answers.

Teacher deviates from lesson. He tells students that they must question him.

Rule 3. So …………….that….. ( In L1 eto je / etoi je). T says this is a complex sentence, he asks students what is a complex sentence. Students answer, T also explains in Bangla, he says: "in the blank we have to put a negative clause" Teacher tells students to write down this rule.

T often walks to the back of the class. This is a boys' class, class size is also good. T is male. He does not need to use mike so he can walk around the class.

T gives example: *The poem is so difficult that I can't memorize it.* Teacher gives another example with past tense: *The boy is so dull that he could not memorize even a single sentence.*

33minute 55 secs: Teacher gives some more rules. He tells students that all these are mostly related to 3 tasks:

i)      Right form of verbs
ii)     Completing sentences, and
iii)    Transformation of sentences.
        Bell rings, class is over. Boys were very quiet and attentive in class. Teacher told me after class that this was the weakest section of Science group. There are 26 sections of 3 groups.

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**Sample: Class Observation Field-notes**
**Date: Saturday, May 27, 2017          Teacher:          GCT          6.**
**Site: 05**
**Time: 12:35 pm, Duration: 50 mins.     Class: XII Hum.    Students Present: 76 out of 230**

Teacher enters class and introduces me. She calls the roll numbers and tells students to 'response' quickly so that too much time is not taken up. Teacher talks in L1. Students keep entering. There is a lot of noise in the corridor. Another teacher comes to take the class but she is sent off. Two of the sections are not this teachers' so she tells students to give her their roll nos. on a sheet of paper. Outside there is a lot of noise, environment not conducive to teaching or learning. Teacher finishes roll call in 6 minutes.

T starts lesson. She says in the last class she did prepositions and paragraph writing so in this class she will do the rules of completing sentences. T wants to write an example on the board but she cannot find a marker pen in her bag, keeps looking for some time and finally finds it inside a packet. She says she will give the easy rules first and she writes down the following on the board:

Rule # 1. Unreal past: wish, as if, as though, would that – after this if there is a blank verb plural will be past tense, and past perfect if it is past indefinite tense in the first part.

She tells students to open their copies and to remember the rules through the examples. Teacher keeps telling them that they are learning two grammar lessons, prepositions and tense. She writes the following example on the board:

*The man speaks (as if) …………… he were a mad.*

*The man spoke (as if) ……………………… he had been a mad.*

Rule # 2. Prevent, prohibit refrain, abstain – after this the prep. is always 'from'. Example: *The boy refrains from doing evil.*

Rule # 3. Prefer, preferable, inferior, superior, junior, senior, insist, persist – after these the prep is always 'on' and verb will be 'ing'. Example – *He insisted on my going the party.* (Teacher writes this sentence)

Rule # 4. It is time / high time, after these verb will always be past indefinite. Example: *It is high time we changed our food habit.* Teacher tells students to pay attention; she is giving them some very simple rules, they have  to remember these

 Rule # 5. Let alone, Teacher gives rule 5, asks students the meaning of 'let alone'. Teacher uses L1 all the time. She gives an example: *He cannot walk let alone run.*

She tells students to have a look at the rules and she will give them some exercises to do in class. She leaves the class, probably to get a book. She returns with a book and tells students she will write some sentences on the board and asks them to solve these. Teacher asks them if it is very difficult, students reply that it is, because they do not understand the sentences. (40 mins).

Outside there is a lot of commotion. The college bus is getting ready to leave so some students also want to leave the class. Teacher gives students who live far, permission to leave.

Teacher looks through her book but she cannot find the Dhaka board questions, so she tells them she will give them some other sentences. Electricity goes off, students get impatient. T tells them there will be problems in life but there will also be solutions. T cannot find sentences in the book according to the rules she has just taught. Finally she dictates to them the following sentences:

1. I wish I **were** a bird.
2. He talked as if he **knew** everything.
3. It is high time he **changed** his bad habit.
4. She proceeded as though I (not speak) **had not spoken**.
5. I wish I **could sing** a song.
6. He cannot pass the exam, let alone **get** GPA 5.
7. My father prevents me **from** smoking.
   Teacher gives students these sentences and tells them to solve them. She tells them to come to class regularly during Ramadan. Gives them homework, to study 3 of the 6 paragraph topics she has given them so they can write in their next class.

Bell rings, class is over. Teacher ends class telling students they should read the rules. She tells them to wait for us to leave before they start leaving.

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### Sample: Class Observation Field-notes
Date: Monday, June 5, 2017          Teacher: GCT 7.
Site: 05
Time: 10:40 am, Duration: 50 mins Class: XII Sec. B (Science)  Ss Present: 27 out of 250


Teacher enters class, he does not introduce me, just tells me to sit, he calls the students' roll nos. and students respond. There are 250 students registered in the class, only 27 are present. There are 27 benches and each bench can seat 3 students.

T starts class, he says in the last class he did Pre-modifiers today he will do post-modifiers. There are 8 rules of post-mods. He says students have to take part actively in the class. He starts writing on the board:

Post – Modifier:

1. Infinitive as post-mod. He asks students what is infinitive, and students reply: to + V. He tells them in the exam they will see it in brackets (inf.as post-mod) e.g. I went to Cox's Bazar to… (inf as post.mod) the scenic beauty. To enjoy / to see / to observe. He tells students the word has to be in context, asks a student what infinitive is and explains a bit himself. He goes on to rule 2.
2. Present participle as post-mod. T explains you have to understand present participle, i.e. V + ing - present form of verb + ing. e.g. He saw me playing / reading. He tells students "You cannot use flying because this will not be in context as humans cannot fly".

3. Past-participle as post mod. T gives examples directly- The College (established) in 1940 is performing well. The book (published) in 2004 should be revised.

Teacher asks students if it is OK, whether they have understood or not. One student gives a different answer. The class room environment is very noisy, outside construction work is going on but neither the teacher nor students seem to be bothered. It is as though they are very much used to the noise. Teacher then reviews these 3 rules with the ss. He tells them they have to learn the different forms of the verbs to be able to do this. He says these are some of the rules and regulations of post –mod. If they remember these they can answer the exam well.

Teacher takes a book from a student and says they will do the question from Chittagong Board 2016 . He writes the following passage on the board:

Once there lived a (a) …………(clever, pre-mod noun) fox in the jungle. One day while he was walking (b) ……………. (quickly, alone , post-mod verb) through the jungle he fell into a trap and lost his tail. He felt (c)…………………….. (very, pre-mod as intensifier) sad and unhappy.

T's writing was very light and small. Since the class was less than half full it was alright, but if the class was full students at the back would find it difficult to see or understand anything. Teacher gives the students a few minutes to complete the work then he gives the answer. The bell rings and class is over. Teacher thanks thee students and takes leave. This was the last class before summer vacation.

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### Sample: Class Observation Field-notes
**Date: Thursday, July 27, 2017          Teacher: GCT 8.     Site: 06**
**Time: 8:30 am, Duration: 45 mins        Class: XI  (Science)   Students Present: 105 out of 600**

Teacher enters, says 'good morning' and makes room for me to sit. He asks students what they did in the last class. They say "Voice" so today Teacher decides to do the text. He tells SS to give their roll numbers on a sheet of paper.

Teacher takes a book from a student and says they will do Bangabandhu's Speech today. ( Looks at his mobile phone for some time). He says he will need some students to do the parts and he needs a 'cutie boy' to do a part too. He makes five boys and two girls come on the dais and stand around him. He also calls a boy to be a video man and record with his talk with his mobile phone. He tells other students they can video record too but not to leave their seats if they want to record or take photos. He instructs students on the dais what slogans to say. He leaves the class with the students and enters saying slogans of "Joy Bangla". He enters the class, stands at the lectern and starts saying Bangabandhu's speech reading from his mobile (He had actually used his mobile to open the speech in Bangla. Here it was more dramatics than English teaching).

Teacher goes on reading the speech for more than 25 minutes. He does not mention any lesson or unit number to make clear which unit he is teaching. He encourages students to shout and cheer in class not at all conscious of the fact that he might be disturbing other classes.

He finishes the speech and leaves the class with his troupe then enters the class again. Some late students enter and take their seats. Teacher tells the class they have to read this chapter very carefully because it is an important chapter. They will have some questions from here in their exam for sure. Then he says since there is time they will read some of the English text. He says he has become President of his District Samity and he had to give some speeches, he tells students how he used some bits and parts of this speech. He tells students they should read speeches then it will help them to give speeches and speak. Lincoln's Gettysburg Address was the No 1 speech but after a recent survey it was revealed that Bangabandhu's speech became No.1 in world ranking. He gives a sample speech. He tells students he will give a speech on August 15th. He tells students to attend his programme. Teacher's lecture is more about the speech- he emphasises the political aspect of the speech more than language learning aspects. He says how Bangabandhu tried to motivate and inspire the people. The class is more about political aspect of the speech. He says he has written some poems about Bangabandhu.

 Class ends on this note.

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### Sample: Class Observation Field-notes
**Date: Thursday, July 20, 2017          Teacher: GCT 9.     Site: 06**
**Time: 11:30 am, Duration: 45 mins Class: XI Sec. (Science) Students Present: 61 out of 235**


Teacher enters class. No roll is called. She finds me a good place to sit. The roof is leaking, Students find it difficult to sit, they are all crammed up. Teacher tells them to be positive. She starts Unit 1 lesson 1 but students say they have done it so she moves on to the next lesson "The Unforgettable History". T asks students if they know of any history events. One student says 1952 and 1971. Then Teacher goes to the back and asks students if they can say anything about the picture in the book. It is about 1971 Liberation War. She tells students to say it silently in their minds. Then she goes through the questions given in the book asking students and eliciting answers from them. Students answer in L1, T tells them to think about the answer in English, she asks a girl a question. She tells students to think about the Liberation War. She asks them if they have seen any movies about the war. Students cannot say too many names of movies.

Teacher starts reading from the book and explaining in L1. She asks students the meaning of 'to cope with the situation'. A student answers, Teacher tells him he has to be careful about his gestures and expressions. Three students sitting near the door just stand up and leave the classroom. (Teacher does not pay any attention to it).

The teacher goes on reading, her accent and intonation very local, she speaks in her dialect too. Outside the classroom students are standing and talking very loudly, Teacher goes out to send them away. She enters her class and tells her students they should be very careful and behave well, so that others are not disturbed by them.

She continues reading, talks in L1, says that the history is being given from 1952. Explains in L1 and goes on reading, asks a question, students answer and she continues reading. As she reads she asks a few questions now and then she also sometimes gives the answer. She gives the meaning of the word- 'negotiation'.

Teacher talks about behaving properly, not to be too aggressive, if they want to leave to leave quietly and not run. She tells the female students not to dress too much. The boys laugh and pass some remarks. Teacher talks about gender equity and harassment. She tells them that harassment can be in many forms and it is her duty to make students aware of this.

Teacher resumes reading. Talks in L1 in her dialect, she calls the boys 'amar shona chele', pats them on the head with her book. She tells students how they have to be religious and proactive. Most of the students enjoy her class, only a few at the back keep talking.

Teacher starts reading again. One student leaves the class, some busy talking. Teacher does not pay any attention to these. She reads and asks a question students answer. She then explains in L1. She ends class at p.8 line 69.

Class is over, students get impatient to leave. Teacher stops them and lets me leave first.

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## Sample: Class Observation Field-notes

Date:Tuesday, April 4, 2017        **Teacher: GCT 10**     **Site: 07**
**Time: 7:40 am, Duration: 40 mins**    **Class: XI Hums.**     **Students Present: 58 out of 80**

Teacher enters class and makes students clean and tidy up class room. She starts to call the roll numbers of students. Then she becomes busy with other things: makes the students write on board the number of students present in class.

Teacher says she will teach how to change form of speech, from direct to indirect speech today, also punctuation and capitalization. She asks students if they have their books with them. Students do not have their books so Teacher calls a student to come and write on the board. She gives the student a book and tells the other students to copy since they do not have their books. Teacher walks to the back of the class and stands there, she tells the student who is writing not to read and write one word at a time but to read the full sentence and then write it on the board. The student writes one whole passage on the board and goes back to her seat (12 mins. 44 seconds). Teacher walks to the other side of the class to see whether students are writing or not. One student copying from the board does not understand the word 'least' so Teacher spells it for her and pronounces it too. Teacher tells students they have to change the form of speech, use proper punctuation and capitals. She tells students to ask her if there is any problem. Students work silently while T walks around the class seeing their work. No time is allocated for the work.

T looks at the work of a few students. Walks to the back of the class and talks to some students very softly, I cannot hear what she is saying. She asks

students loudly if they can go for correction. She tells students not to be shy of making mistakes. Teacher reads out the correct form, asks students the tense of the sentence, says it is past indefinite so it will become present indefinite. T moves on to the next sentence, she pronounces 'ate' as 'at'. The passage was from 'The Luncheon'. T tells them they can use exclamatory marks if necessary.

The passage written on the board is:

*"The lady told the writer that she never ate anything for luncheon. He wondered and requested the lady not to say that then. She said she never ate more than one thing. He asked her what she was going to take then. She replied him that she was not in the least hungry but if he insisted, she would not mind having more asparagus".*

A clerk comes into the class for a signature from the Teacher. After a minutes, another female clerk enters the class room for another signature (this takes up approximately 5 minutes). The Teacher takes a copy from a girl and reads out some correct sentences, says punctuation is not correct. Calls another student to the board, cleans the board and tells the girl to write the correct form of the passage on the board. Most of the time the teacher is standing at the back of the class. Student goes on writing the answer on the board, Teacher tells her to use punctuation marks correctly.

Bell rings, class is over. The student continues writing. Teacher tells the student it is better to use contractions like /don't/ in direct speech. All the time the Teacher talks in Bangla. She keeps telling the student who is writing the correct form of the sentences. She tells students they will have to complete the items given for the exams and to look up some parts for the next class. Class ends 5 minutes late.

**Sample of Transcripts from Interviews**
**Researcher = R        Teacher = T**
**PCT:  1, Site: 1,  Date: 25. 3 .2017**

R: Is it easy for your students to learn English?

T: For the students, gaining knowledge of different issues is a bit different from learning a language because if we want to learn a language we will have to have the knowledge of the specific culture. To learn a language, knowledge of the culture of the specific language is very important and the proximity of the people, the native people is also very important. And if I am learning English, if I get the exposure of meeting with native people then it will be very easy for me to learn the specific language. But if we are away from the language.. uuu from the native people then it is very difficult to learn the language.

 R: Can your students get this exposure in any way?

T: No, there is no way. We the teachers are not native speakers, we are not taking our classes in English.

R: So why are you not doing that?

T: Because the level of the students are not satisfactory, if we use English they hardly can understand us. So sometimes we are using English sometimes we are using Bengali.

R: Has learning English benefitted you? How?

T: Definitely learning English has benefitted me in many ways because of being an International language whenever I try to expose myself anywhere, in seminars, symposiums; in social gatherings whenever I speak in English I am given a due benefit. I am given aaaa …. What should I say ? I receive extra prestige from them.

if I would learn Mandarin, if I would learn some other languages it would not be so prestigious. As I am learning English, as I have learnt English, as I am a teacher of English it has benefitted me in many ways.

R: How effective do you think you are as a teacher?

T: I think I am very influential and I can influence my students with my techniques and my way of talking. I think, it is only my belief.

R: Does student behaviour affect your teaching? How?

T: Definitely their behaviour affects my teaching. Whenever I find that they are not reacting properly, they are not cooperating, they are making chaos in class, they are not feeling interested learning the language, then it effects my teaching approach I lose my encouragement, I lose my confidence that's how it affects me.

R: Are there any outside influences that affect your teaching?

T: Definitely. Outside influences, that are the familial crises of the teachers, the institutional effect everything affects the teacher's teaching style. If the environment, the atmosphere is not sound, is not satisfactory the teaching of the teacher is affected much.

R: Could you tell me something about the HSC syllabus?

T: The HSC syllabus is specifically planned or designed keeping in mind the communicative language teaching method. To me it is very difficult to apply

or implement in our country. To implement CLT in class more than 20 students are not allowed in a class as far as I know. In my class I have almost 100 students. Keeping in mind the communicative method we cannot do it with our students.

R: Do you use any method specific method in class?

T: We combine both CLT and GTM.

R: How do you apply the CLT method?

T: Whenever we are given a specific scenario from our textbook, suppose there is a passage on Nelson Mandela whenever we are asked to discuss somebody else who are fighting for racial discrimination, gender discrimination then we give the students that example and ask them to express their opinion in respect to that specific scenario. In most of the time students fail to express their opinion, they remain silent and this dis-encourages us.

R: Then how do you fix which chapters to teach?

T: Whenever we go our classes we ask our students what has been already taught and when the students inform us we start from the next topic.

R: Why don't you organize and divide the syllabus between all the teachers?

T: aaaa we actually there is a problem in the total setup ,we .. from the higher authority we are not insisted to do this , this is the fact this is … We could do it in the department but all the teachers do not cooperate in this regard.

R: Don't you think it would make teaching and learning better?

T: Yes it would.

R: Is this a problem only in your institution or in all the colleges?

T: As far as I can say except for a few colleges none of the colleges of our country follow any lesson plan for classes. They just follow the syllabus, the greater context but none of the colleges follow lesson plans in every class.

R: How important do you think it is to teach grammar?

T: As I told you earlier it is very important in the perspective of our country teaching grammar is very important. At the moment in our country the students are very much panicked about passing examination about passing this is a focusing factor for them.

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**Sample of Transcripts from Interviews**
**Researcher = R        Teacher = T**
**PCT: 2, Site: 2 ,  Date: 10.4.17**

R: Do you think language learning is easy ?

T: Aaaa..... I think language learning is not an easy thing. That's for sure. You have to learn so many things when you are learning. If you are learning it, it is always difficult. But language learning is something that you have to practice.

R: Could you talk about your students? Is it easy or difficult for them to learn English?

T: As I am at higher secondary level I can't exactly explain the base level where the students started learning it. When I see them..... fortunately we teach in a very good school so at the base level they have learnt English well. They are not afraid of learning it. But if I think about the whole country which we can see through our humanities students who have come from other schools and colleges and mostly from the villages. We can see that they have understanding problem in all the four skills. The admission process is online registration with Dhaka Board and Dhaka Board is suggesting which college

they go to. They have the grade and the grade for humanities is not that high. So almost everybody can come here. In our school we have seen that the number of humanities student is decreasing, fearfully decreasing because government has made it a law - students will get GPA-5 at JSC level they will read science and among 1800 students who have given JSC from our school only around 100 did not get GPA-5. So 1700 directly go to science group, the rest of them mostly go to business studies, business studies is also flourishing group.

R: Do the colleges have the infrastructure to accommodate so many students?

T: This is the problem with the colleges not the governments. We are facing that accommodation problem. We have to start classrooms in our auditorium, in our library everywhere because the students that not coming from our schools according to the government rule we are bound to take them. Our school students will come to our college and the students who are getting GPA-5 will read science. These two rules exactly have created most of the accommodation problem.

R: How convenient is that for the students to learn English in such a situation?

T: Obviously not convenient at all and the thing is we are having a communicative syllabus in which lecture based teaching is prohibited. But in a classroom where you have 200 students and you don't have space to move around you have to stick at one place you are bound to be in lecture based system. So we can't however we try we can't implement the communicative system in this kind of large classroom. And the other things are making groups and all these things for students you must need some space which we don't have.

R: How has learning English benefitted you?

T: Learning English has benefitted me a lot I must say. I have an upper hand. We all the English teachers have an upper hand over all the other teachers because we know English. We get special privileges. All the correspondence that have to be done in English are sent to the English department to do and the principal requests us to do them because that is an added duty to do which her office cannot do properly.

R: How many sections/classes do you teach?

T: Only 18 in 1st year. If we have two years we have 36 sections. But when we have 2nd year we don't have 36 classes, we have to teach 20 to 22 classes. So I have 21 classes with 21 sections. But the thing is if I am lagging behind for any holiday it will be difficult to finish the syllabus.

R: So when students meet one teacher just once a week do you think they can actually get anything from that teacher?

T: ….and in 30 minutes time. It is a very eye wash type of thing. English classes should be one hour long. To go inside the class, to call the roll of 160/ 70 students it takes you ten minutes time and then you have to start teaching you have to warm up you have to gear up your students from the Physics classes that they are still writing you have to take them back to English. It takes 5 minutes to warm up, you have 40 minutes time for your class 15 minutes have already gone the rest of the 25 minutes you have to teach.

R: Do you think it is important to use L1 for L2 learning?

T: It is not important, in some of the classrooms it is essential, it is necessary when your students have not come with the comprehending power of English you cannot make them understand anything in English. We use Bangla when

the students are giving us a very blank stare. After the feedback session I understand they have not understood what I have delivered till now so what I have delivered in English I have to translate everything in Bangla to them.

R: If you directly point out mistakes what happens?

T: They become very shy to speak up. They will not speak the second sentence if you directly point them out. They are teenagers; they are at a very vulnerable age they don't like being pointed out that in way.

R: So the whole aspect of teaching and learning English, do you think it is to teach and learn the language or just to pass the exam?

T: They refuse to come here to learn the language they just want to get A+ in English so that they can submit their form in BUET or other universities.

R: When teachers teach do you think the purpose is to make the students pass rather than teach the language?

T: Yes, it has become contradictory. It is… what is your responsibility? Is it to teach students well or enable them to get good grades? If you start teaching them good English they will not get good grades, if you start making them get good grades you are not teaching them good English. So we have decided to go for good grades.

R: Do you want to say anything else about how you feel about teaching English?

T: I feel excellent, we have limitations, we are saying about so many disadvantages and all the bad side but even though in an English class the students are still excited. They love their English teachers so that we can say in some way we are successful. When a student likes a teacher she starts liking that subject and working on it. So we are successful in that way.

R: Thank you very much for your time. This is the end of the interview.

T: You are welcome. Thank you.

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**Sample of Transcripts from Interviews**
**Researcher = R        Teacher = T**
**PCT: 3,  Site: 2,  Date: 1.4.17**

R: Could you please tell me what has been the most satisfying aspect of teaching English and what is the hardest part of your job?

T: The satisfying part is getting the result, the outcome of our teaching. When I started my journey as a teacher I started in a school. So when I started classes with them I tried to introduce myself as a friendly teacher so that they can overcome their fear and they can talk to me freely. So after a few days I found it easier to communicate though their pronunciation was not good. In that short time it was also not possible but they talked. They talked freely and also tried to express their feeling in English with me. And that was the most satisfying aspect of my teaching.

R: And what is the hardest part of your job?

T: And the hardest part was when the students are eager to learn something but they are not getting the proper atmosphere to learn that. At my present job this is happening because of the large classes. Another thing is as the students are large in number all of them have different views and opinions. So if I want to interact with them some of them do not cooperate properly. And task management is quite difficult for me. The hardest thing is class management. I

have 160 to 170 students in my class. In those class rooms we find it very hard to teach something.

R: What are your weaknesses as a teacher?

T: There are so many weaknesses I have. The first thing is sometimes I feel less confident. Not actually in front of the students but sometimes it is very difficult for me to express every feeling to others. Because as a person I am introvert in nature so every time I do not express my feelings to others freely and openly. Teachers should be very outspoken I think but I am not that much outspoken.

R: Do you think this is your weakness because you don't have enough knowledge about the things that you teach?

T: No, I have the knowledge but I can't express everything because of the lack of proper atmosphere. Sometimes I feel like this.

R: What do you mean by proper atmosphere?

T: Proper atmosphere means I need a calm and quiet atmosphere to talk about a certain topic. And I found sometimes whatever I decide to tell the students sometimes I feel difficult to express those because of proper class management, because of class atmosphere. Another thing that is most irritating every day we have to do so many official works besides the academic things I think it should be avoided, It should not be done by the teachers.

R: Do you have lesson plan for your classes?

T: Yes, sometimes not always. Now a day we are not doing it in our college but many years ago the teachers would do this type of things. Even then we have a lesson plan in our minds and we try to implement them in our class room. But sometimes we cannot implement them. Sometimes it is not possible many times it is not possible.

R: Do you think language learning is easy?

T: Not that much, if the learner is not interested. Interest and motivation is very important.

R: Has learning English benefited you?

T: Yes, of course. Because of this I am now teaching in a college. I have become an English teacher because I learnt English well.

R: What do you think is good teaching?

T: Good teaching is not only aaaa........ giving lectures in class, good teaching is to understand the students what they want to know from you and to know some moral lessons from the teacher also. That is also a part of good teaching. Because the good teachers are not only giving you the lectures provided in the book, textual knowledge is important but the other lessons also related to your life are important to know and teachers only can teach students about these things. So it is important.

R: Do you think moral lessons are necessary to teach English well?

T: No. But as a teacher you have to.

R: How interactive are your classes?

T: It varies. Some classes are very interactive, some classes are not. I try to interact with students but sometimes it is not possible. Because many classes don't want to respond. Sometimes we feel this. Sometimes we teachers also feel very boring when we read the book. If the teachers feel bored then how will they be able to make those things interesting in the class? So the gist, the topics are not very interesting. Some lessons are not relevant to the students of Class XI and XII.

R: Is it a good syllabus for learning English?

T: If I have to tell you the truth then it is not.

R: Why not?

T: Because we have to think about the whole country, not only about the urban people, the city dwellers. The students who have a very good knowledge of English, who get a good basic knowledge of grammar or whatever they only will be able to understand it properly.

R: How important is learning / teaching vocabulary?

T: Learning vocabulary is important but not in the way they are learning in the EFT textbook.

R: Do you think it is important to use L1 for teaching L2?

T: Sometimes it is important because if the students are a little bit weak, they can't understand anything from your lecture even the instruction also then how will they learn something from you?

R: Do you often have to use L1 in the class?

T: We often have to use it, especially in the humanities class because they.... most of the students come from outside our school and from the remote areas of the country.

R: Do you ever have to make any departures from your lesson? Why?

T: Yes we have to because sometimes the students feel bored. When the teacher is talking about the textbook totally they become tired. So we talk about something related to the topic but something different, not from the book. Something from our personal experience.

R: How do you make groups or pairs?

T: Just the way the students sit we group them together. We cannot do it in any other way because of the class size.

R: Now I'd like to talk about some of the things I have seen in your classes that I observed. In most of your classes I saw you talked about some vocabs before you started the lesson. Why do you do that?

T: This is related with our exam for doing the multiple choice questions which is always vocabulary based. Because of the questions we have to give them the meanings and the students also want to know the meanings.

R: Do you think teaching vocabulary is important just for the exam questions?

T: No it is important for everything but we are giving emphasis on this because of the exam and students also want to know those things because of the exam.

R: Why do you make students read aloud?

T: Because of their…sometimes I feel the class is a bit noisy and they don't have their books. I call students to come to the dais and read aloud so everyone can hear and we can continue the other things.

R: Would you say your teaching is actually exam based?

T: Actually it is, in the college level it is and in the school level also exam is the only thing the students always think of.

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**Sample of Transcripts from Interviews**
**Researcher = R        Teacher = T**
**PCT:  4 , Site:  3,  Date: 9.5. 2017**

R: Did you enjoy learning English when you were young?

T: Actually we were brought up in rural areas, most of the students didn't get the chance to learn English but I was fortunate enough to study in a good school. Teachers were good and they taught us grammatical rules and regulations and other things. We used to memorize many, many translations.

R: A lot of translation was also taught?

T: Yes, yes and it was a matter of pride for us to know many translations. So we just memorized. A lot of memorization. The teacher usually gave us some homework- from this page memorize all the translations, tomorrow I will ask you. He would ask us we would give the answer and this was the method of learning.

R: Do you think you learnt English through memorization?

T: Till class 10 and even in intermediate level. And whenever I got admitted in honors I faced huge problems.

R: What problems?

T: In Bangladesh the problem is that most of the students don't understand whenever they were at school or college that learning grammar and learning literature is totally different. And when I got admitted it was purely literature. I got admitted there with a hope to learn English. But the situation was totally different. First I should learn English and then I should start reading literature but I started to learn English reading literature it was a huge gap.

R: Why do think this gap is created?

T: We memorized, we just did all the things for passing exams, not for learning English, it was the system.

R: And what about now? Is the situation the same now?

T: The situation has not changed a lot. New systems have been introduced in the course by the concern authority but the standard has not yet developed because the main problem of the country- everything is exam based.

R: Do you think you teach just for exams?

T: Not that - I try to teach them- you should learn English not for only your exam for yourself it's a language and for this purpose you should learn English. But all the time I can't do it. Because their concentration is in their exams. The parents are motivated, they always think how their kids will be better in the exams.

R: Do you remember what kinds of teaching methods and materials you used when you started teaching?

T: Yes, that was traditional method. The way I learnt in my school and college I also did the same in my teaching career. It was the system then. The students were not interested to learn English. They were only interested to get good marks in exams.

R: Can you tell me what has been the greatest influence on your development as a teacher?

T: To be very honest it is my self- motivation.

R: What motivates you?

T: Very often I think about the system. I mean the system was, the system in which I teach I couldn't like anyone. The recent system is not so good for the students and I think in this way the students will not learn English properly. The system is faulty. And that's why I think and whenever I think of my students I think in both systems the students will not be able to learn English properly.

R:  What are your strength as an English teacher?

T: My strength is that I can motivate my students about the importance of English. Accordingly I try to make them prepared, I try to give a message to my students that is you shouldn't read just for getting good marks in the exam they should learn English for your personal life.

R: How many of your students do you think actually learn the language?

T: Not so many. About 20% really learn the language.

R: Are those physical limitations or your quality as a teacher?

T: Teacher quality maybe aaaaa… I have some faults.

R:Do you think you have any faults as an English teacher, any weakness, any short comings that you would like to change in anyways?

T: The weakness or frustration sometimes I think I should speak in English all the time but I can't. The students wouldn't receive me in that way. Is it my fault or the student's fault I don't know. But ultimately when I am doing 20% of the students learning English properly but the others I can't teach them. It's my weakness.

R: What is your idea of a successfully lesson?

T: Suppose I am teaching a topic and then I think I give students some task on the topic when they can do the thing properly I think it's a successful class.

R: And your students do they have any preference about the kind of work they would like to do in their class?

T: I have told you repeatedly they are fully concentrated on the exam. Exam based education they prefer.

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**Sample of Transcripts from Interviews**
**Researcher = R      Teacher = T**
**PCT: 5 , Site: 4 ,  Date: 29.3.2017**

R: Do you feel that your own education as a student has had any influence on the way you teach today?

T: Of course, I have been influenced by the teachers of my school and college. The way my teachers taught us I try to deliver my lectures in that way. The teachers gave us a passage and understood it both in English and Bengali and they understood us and in this way I learnt. In that way I teach my students giving the English and Bengali, making them understand. I also tried to follow a way like speaking in English and then making the topic clear. Some questions, antonyms, synonyms and I try to solve the grammar questions. But as a teacher I just try to motivate my students and give some ways how can a student develop his speaking, writing capacity.

R: Can you tell me how and why did you become an EFL teacher?

T: At the very beginning of my student life I dreamed of becoming an English teacher… not being an English teacher but learning English. I dreamed I would be a student of the Dept. of English at Dhaka University. I did not get chance in Dhaka University so I admitted myself in Islamic University Kushtia because I had the knack and passion to learn English.

R: What about your experience of teaching English at the HSC level?

T: I have been teaching here for 12 years. Teaching at Intermediate level I feel better because I can learn many things from the books I study for the HSC

level but my experience of teaching is not very good. The students are not interested to learn English. They don't prepare the lesson for the next day. In my whole teaching life I have noticed the students are negative towards learning.

R: Why do you think this is happening?

T: I don't know but I think Internet, mobile phone and all these devices. The students are engaged doing these types of jobs that's why they are aloof from, they are not in touch with their studies or education – study not only English but all subjects, most of the subjects. In English we feel very bitter. The students are not a bit interested to learn English but why I don't know. One answer may be they don't understand English or they can't speak English – that is why they do not want to study English.

R: Do you have any positive experience?

T: Of course in some cases some of the students in all these years I got they were really interested but only 1 or 2 %. These students were very much interested in learning, they were very much sincere and responsible and they were doing well. They are now students of different universities in Bangladesh. This is my good experience. I suggested to my students that if they are able to speak English, if they have the know ledge of English to communicate with the modern world, to compete with the modern world, if they can do so they will be successful in life I think. Some of the students followed me and they are in a very good position and this is my good experience. Most of the students are not interested but those who are interested they have done well.

R: What kinds of teaching materials and methods did you use?

T: I use specially grammar books. I use some devices, computer slides, different types of instruments like spoken English….

R: Do you find it to teach using these?

T: No, this is not easy because it is not available in our country. I have taken classes using multi-media but here students are not interested. I use multi-media projector.

R: Do you think training is necessary?

T: Yes of course. A teacher must have training. I think the authority should give the chance to all teachers to get training. Without training a teacher cannot be good or effective. Teacher training makes a teacher more experienced and proficient in teaching English.

R: What are your strengths as a teacher?

T: As an English teacher I must say I am not boring to the students. I am very witty in the class, I am not nervous. So far I know I deliver easily. I am very friendly and I don't feel any hesitation in teaching.

R: What do you think about your knowledge of English?

T: I think I have the knowledge, the efficiency, I have the competency to teach the students.

R: What types of lessons do the students like e.g. grammar, vocab or anything else?

T: They like … I think (teacher laughs) in the context of Bangladesh the students just like to pass the examination. They just want suggestion, they only ask for suggestions without doing effort, without giving much effort they want to pass the exam. Their main motto is to pass the exam. That type of situation is very awkward and embarrassing for the teachers. I think the students want

to learn the Bangla meaning of the English topic and they are interested to learn MCQ, question answers, summary.

R: Thank you very much.

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**Sample of Transcripts from Interviews**
**Researcher = R        Teacher = T**
**GCT: 6, Site: 5,  Date: 31.7.17**

R: Could you tell me something about your students?

T: Actually as a teacher I try to practice all four skills but we can't apply listening because at HSC level also we speak in Bengali. Sometimes we speak in English but HSC level students can't listen so much aaa….there is no audio system that can be implemented in our class. Because the class size is large and there are too many students. They will not listen properly. In our present syllabus there is not any system for this. So normally we give lecture and ask them to write something. In this way we can check only reading and writing. And speaking sometimes…..two or three times in a year I ask my students to come to the front and tell something. And I think, I have noticed that the students are very much interested, they like it but we can't do it all the time because there is pressure to complete the syllabus and there is always, what will I say? There is always pressure for tutorial exam, half yearly exam and we have to finish our syllabus.

R: Could you tell me something about the HSC syllabus?

T: In the present syllabus there is a mixture of grammar and textbook and the textbook-lessons are not very much student friendly. There are some topics in the book which are very difficult to explain, like adolescent, sexuality etc. these could have been given in a different way.  I am not shy to teach these but I am teaching girls if I were teaching boys then how would I teach these topics? It becomes difficult. I had to teach previously in a remote area I feel now it is good that I am here now.

R: Do you make lesson plans for your class?

T:  I don't make any lesson plans.

R: Do you think it is important to correct students when they make errors? How?

T: No, no. I tell them to practice more. I correct them in class otherwise they do not understand their problems. You have seen how impatient they are they want to leave the class as soon as possible. They are only interested in passing the exams …at every level, HSC, Honours, Masters they want suggestions so before exams the classroom is full. They don't have any intention to learn, to know.

R: Do you think cultural knowledge is necessary to learn a language?

T: Not British culture, Bangladeshi culture is reflected in this present syllabus to some extent. This is good. Students must know about our heritage, our culture not British culture, British culture is not important.

R: How effective do you think you are as a teacher?

T: One thing I tell my students to be honest to be sincere. I can only try to teach my students the lesson. I want  to teach them to be a good human being. This is what I believe. In all my classes I tell them they have to be a good human being, whenever they promise they must keep their word. This is very

important and I think as a teacher I should teach it because teacher should teach students this. I feel lucky because I can motivate my students, I can tell something, teach something. This is my motto. So if I do not do this it will not be complete, if I only go to class.

R: So when you teach what do you think of your own teaching? Do you use any method?

T: I use primitive method, giving lecture but whenever I teach grammar in first paper I use grammar translation method, there are the boring rules but I tell them I want to make it interesting.

R: Do you try to do anything to overcome the problems you face?

T: There are many things related to the problems of students' failure and not understanding. This is a government college, there is no compulsion to admit one thousand students. We can choose at least some students who are attentive but that does not happen. Always there is compulsion of exams.

R: Do you think you could teach English without focusing on completing the syllabus?

T: Actually there would be problem then, tutorial will come and students raise the problem of … this is very much… they just want suggestions.

R: In one of your classes you gave them topics for paragraphs. Why do you do this, do they have to learn these from the book?

T: Yes the paragraphs which come are text related. Students don't know it is necessary to write the title, they forget to do it so I have to tell them to write the title.

R: Does that mean students memorize the paragraphs?

T: Yes memorizing. Sometimes I do it, whenever I tell them to write some of them can write. I enjoy it, I encourage them to write, and I correct it. I tell them always not to memorize, just to understand and remember some key points so that they can write the next time.

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**Sample of Transcripts from Interviews**
**Researcher = R        Teacher = T**
**GCT: 7, Site: 6, Date: 30.5.17**

R: What do you recall about your experiences of learning English at school?

T: At that time PKS was a very popular teacher I liked, he taught us English and today also I remember him and I… I …..His system was to teach the students sin a…a…. actually grammar based at that time not depending on the communicative system grammar based but though that was grammar based I learned a lot from my illustrious teacher. He has taught us grammar and that is why if I at present if I write something I try to write correctly. The base of English I got from my honourable teacher.

R: So do you think that teaching English through grammar makes a student learn well?

T I…aa…aa…. Actually I think both the systems are essential if I only know grammar but if I have shyness I won't be able to communicate in English so in that case when we are teaching in the class room that time we should use English but if you use fully English in your classroom then the students you know, the students of this college are not that way aaaa… skillful in English. Sometimes they fail to understand the words of the teacher if I deliver the lecture in English, that time  sometimes I use Bangla. In my previous class that

is that you have joined that was the class of the students of science group and to some extent they are better so they can understand the delivery of the teacher.

R: Can you tell me how and why you became an English teacher?

T: Actually aaa…aaa.. when I was student of class six and in my school life I got such teacher PKS he was a very nice teacher and he was very, very popular among the students and from him I got the inspiration. At that time I thought that in future I will try to be a teacher.

R: Can you tell me something about your earliest experiences of learning English at school?

T: In the school actually at present the communicative system is going on, the teachers are delivering their lectures in the classroom. But at that time the teacher were all very qualified ones but their lecture based on actually grammatical items. They taught the students grammatical items so nicely and I think that was the foundation actually but the class was not like as present.

R: Why did you study English?

T: Actually I am from middle class, lower middle class and at that time I thought that if I could study English then it will be easier for me to get a job. Job was in my mind at the time. And you know that people think that studying in English is prestigious. In social perspective it is prestigious so I studied English

R: Do you feel that your own education as a student influences you as a teacher today?

T: Yes. Actually, when the teachers are teaching in the classroom they are teaching the educated I think, I am a teaching students at present from HSC to Masters I am mixing with the learned and they are young blood and I will be always jolly because I am mixing with the young blood. At that time the teachers were also teaching the students so it is a better fit to flourish a person to be effective because he can motivate a student and if he can be successful to motivate a single student then this single student is able to enlighten the society and in the society the role of the teacher is very important so all these things motivated me to be a teacher.

R: What you learnt as a student do you use that as a teacher?

T: Yes. The grammatical items the way my teacher has taught me I use that way to some extent and modify a bit also. My teacher taught me in that time in Bangla but when I am delivering my lecture in the classroom that time I am not using Bangla if it is difficult for the students to understand at that time I use Bangla. Actually from my student life I have taught in different coaching centres and when I am taking the classes I always become confident and I never feel aa…aaa… cowardice or shivering or trembling. When a person is delivering a lecture if anybody new in the classroom that time he is shivering but I never feel like this.

R: What kinds of teaching materials and methods did you use?

T: In classroom I use I mean duster, whiteboard, marker and other instruments also. For Intermediate level it is to some extent a difficult one, it is a noisy class, a crowdy class, there are 250 students, 400 or 300. So it is very difficult for a teacher to teach.

R: Can you tell me something about your formal teacher training experiences.

T: Formal teacher training in NAEM, I had the training but I think this is not related to classroom teaching i.e. you have to confirm your job, this is

confirmation training and the way I can teach a classroom and how can I make a classroom more fruitful. I have taken training for English teaching that is from National University that is for the higher classes actually and literature based that was for one month so that is actually insufficient. This was two or three year ago. I have not received any training on CLT.

R: What have been the greatest influences on your development as a teacher?

T: Actually the students always encourage me when I am taking a class the students are enjoying the class that time I get the inspiration I have to do more better as a teacher a…..a…… I have some duties to the society to the country to the students so I always try to make a class fruitful if my class is a fruitful one I can understand looking at the faces of students.

R: What do you feel has been the most satisfying aspect of teaching EFL?

T: Actually the students are most respectful this is the most fascinating matter. When I am teaching in the classroom the students are enjoying the class, when I am going outside they are saluting me, giving me salaam so at that time I become very jubilant so I feel this is the proper profession.

R: What do you feel your strengths and weaknesses as an EFL teacher are?

T: A… strength that is my individual motivation towards my teaching this is my strength and I always want to be honest. I think the weakness is lack of training that is if I get more training I will be more effective as a teacher. So lack of training is a weakness.

R: Do you face any other problems in teaching?

 T: Yes, actually the number of students is the main barrier and the curriculum to some extent I think is not a satisfactory one actually it should be a more effective one. Actually the lessons in EFT I think this is not up to the mark because we should teach the students morality, so morality related lessons should be included because nowadays the students are, I am hearing this from the other teachers that there is lack of quality, there is a lack commitment among the students so lesson on morality should be included and in the classroom no way more than fifty students if it is fifty it will be easy for the teacher to teach if it is 200 it will be difficult to control the class because you have to use your voice so if you are a …… one it's a problem for the teacher.

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**Sample of Transcripts from Interviews**
**Researcher = R        Teacher = T**
**GCT: 8, Site: 7,  Date: 12.8.2017**

R: Can you tell me something very positive about your teaching experience and also something negative about your teaching experience?

T: Yes positive is, thing is that in a non-native country English is taught actually this subject is very demandable. In my classroom in my country it is very difficult to teach English because in a classroom sometimes it is found that we have to teach 200 or 400 students in a class and that is why it is a very bad experience because we cannot answer all the questions of the students.

R: What kinds of methods do you use for teaching English?

T: Yes, that is a difficult question, most of the students have the background of grammar translation method, though internationally recognised method nowadays is communicative language teaching though I think in the perspective of our country we can't teach or execute communicative language teaching system here because we meet many problems here and that is why I

think that grammar translation method is the best method even today in our country that is why I use grammar translation method.

R: Could you say what problems you have for CLT?

T: Yes, the first problem is that as a teacher I have only 45 minutes to talk with them in CLT that is in the direct language that means in English language but it is found that if I talk with them 45 minutes in English language this whole 45 minutes will be spoiled because within this 45 minutes I can't teach them for example, ten % but if I use grammar translation method I can teach them 80 % of a lesson, that is a great problem.

R: What is most satisfying aspect of your job?

T: The most satisfying thing is that when a student says : 'This sir , he teaches well' that is the most satisfying part of my job.

R: You were teaching narration in one of your classes, you did it in a formulaic method, do you think you can actually learn narration or the language by putting it into formulas?

T: Yes, I can say this because though in communicative language system direct formula is not used but in grammar translation method it is used and I think there are some hidden or critical rules which are not taught or cannot be taught indirectly in grammar or in communicative language teaching. But if we put it into formula we can teach all of the hidden rules of any grammatical item.

R: Is that easier?

T: Of course it is easy, because if we use grammar uuu… communicative language teaching it needs a long time. But in grammar translation method it is easy to learn within a short period of time.

R: Has learning English benefitted you? How?

T: Benefitted me in many ways, for example now I can move in the whole world by using international language English and another thing is that in the perspective of my country, Bangladesh as it is a demandable subject, yes I can put it everywhere and I can know much more about many things of literature from other countries also.

R: How do you feel about being an English teacher?

T: Yes, I now feel proud of it.

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**Sample of Transcripts from Interviews**
**Researcher = R        Teacher = T**
**GCT: 9, Site: 7,  Date: 20.7.2017**

R: Let's talk about your education first. Do you remember anything about your experiences of learning English at school?

T: The teachers teach English, they read loudly and we hear that. They also tell us the bangla meaning of the English. You can say it was grammar translation method.

R: Did they teach a lot of grammar also?

T: Grammar taught they use bangla meaning. They always want to make us understand. Maximum they use Bangla.

R: Did you enjoy those lessons?

T: Aaa..... though that is my learning system I must enjoy. Because at that time I was not acquainted with any other method. So this method was the best. Because that was my learning method.

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R: Do you think that has influenced you as a teacher today?

T: Aaaa.... of course. In our country most of the students can not understand English. For this I think that every teacher should first say English then translate it into Bengali.

R: How do you think a teacher can become a good teacher?

T: I think a teacher can be a good teacher, they should follow the ....., they should study about the teaching, learning and they should think about the output. He can use several methods and which method can be more fruitful result he can apply in his classroom. Fruitful result is students learning outcomes.

R: How can teachers ensure students fruitful outcomes?

T: The teacher besides his input he should evaluate his students regarding the result. Though it is continuous will be conscious about their learning evaluation can make students conscious, otherwise it would not be possible.

R: What has influenced you as a teacher?

T: In this regard aaa…yes I think. Several of my teachers are best teachers who influenced me to be a good teacher. When I was an honours student my favourite teacher I. S. sir he was very devoted for every student. He taught literature and he discussed everything so easily that I thought this drama, poem or story is written by him.

R: What is the hardest part of your job?

T: In every aspect there are difficulties. The environment, the situation. There are 200 students in class but we cannot give them seats. Once I saw only a few students in class, there are no material what can I say there are problems every where being a govt. college teacher I should not say this but problem is every where but I always think positively and I am not very interested about problems.

R: What has been the most satisfying aspect of teaching EFL?

T: When I can do my job properly I feel very satisfied. That is teaching classes properly, giving them directions in class according to our NCTB instructions. Here we teach them according to the syllabus, we cannot teach them different something. So I try my best to complete the syllabus.

R: What do you feel your strengths are as an EFL teacher?

T: As a teacher I think my strength is very weak but I try my best but still now I can say I am not a good teacher, not yet.

R: What do you feel are your weaknesses?

T: Weaknesses are I think a teacher should have vast knowledge about his/her subject. Just going to class and teaching the book or syllabus is not sufficient. I think one should have more knowledge than just the syllabus.

R: Do you think you can do anything outside the syllabus?

R: Can you describe one particularly good experience you have had as an EFL teacher?

T: As a teacher I have many good experiences. Our syllabus is very good but difficult to complete. The grammar items are all done in previous classes

R: Can you say what a successful lesson is?

T: I think for a successful lesson teacher should prepare his lesson plan or before going to class he should prepare himself and that can be made a successful lesson. First of all you should identify what lesson you will teach, what the output should be what method to use then the lesson can be made successful.

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R: Thank you very much.

T: Thank you.

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**Sample of Transcripts from Interviews**

**Researcher = R      Teacher = T**

**GCT: 10 , Site: 6 ,  Date: 3.4.17**

R: Could you tell me something about your experiences of learning English at school?

T: English was more fearful than other subjects. It seemed very difficult. The teachers aa….. the classrooms were aaaa… not very friendly. We were fearful to ask any questions to the teacher. They liked the classrooms to be peace and quiet. They asked us to do something and they would be happy if we could but they would be angry if we couldn't. We copied what the teacher taught. We didn't have to sit idle because the teacher is not teaching anything.

R: Did your teachers teach grammar?

T: In grammar classes we used to memorise grammar definitions. There was a lot of emphasis on memorisation. I now think that aaa….aaaa…. parts of speech we started learning at the primary level and at that time it was just memorisation all  we did was memorise. We memorised words, parts of speech sentence patterns, writing sentences, etc. we could not answer anything other than what we had memorised.

R: What about your school teachers? How did they teach English?

T: I had a teacher whom I remember very well. As he was teaching he would draw on the board. His drawings, diagrams and charts were very interesting. We would all enjoy his class. He was remarkable. All other teachers were just ordinary.

R: Has learning grammar like this helped you in any way?

T: Most certainly! The way I learned has the most influence on my teaching. But I have observed many different teachers, gone to different workshops and come up with my own method of teaching. I try to figure out what the students are interested in and teach accordingly using different examples. I try to make the students like me so they get interested in learning.

R: Why did you become an English teacher?

T: Firstly it was my father's influence and then I took a test, had an interview and got the job. Actually because there is a shortage of good English teachers I got the job.

R: Can you tell me something about your earliest teaching experiences?

T: I started working in a small private school which included high school and college level classes. In the beginning I taught the way I was taught. I made the students memorize the rules of grammar, rule after rule, page after  page from the book. Now I don't do that, I don't make my students memorize rules.

R: Do students actually learn the language like this or just a set of rules for passing the exam?

T: Our target is to pass the exam. I try to complete the syllabus. Teaching is always exam based and grade based. We don't think of teaching them the English language.

R: Do you make lesson plans for your classes?

T: A teacher of course never plans like that. Most certainly not. For example as a teacher if I plan out the lesson then definitely I will get better results. We used to do that when we were student teaching, but now in real life we don't

spend that time. We don't spend that 10, 15 or 30 minutes to prepare a lesson plan. I think that I am quite capable, I don't need time to prepare. There is no monitoring, no one is watching me, no one is forcing me, my students are not complaining, the administrators are not watching, so why should I spend 40 minutes for this.

R: What methods do you use?

T: I surely have a method of teaching grammar. If I find the comprehension text language very easy, I tell the students to read silently and ask me questions if they have any difficulty with the passage. Sometimes I read and then summarize the passage in Bangla, sometimes I try to do it in English using easy words.

R: What trainings have you received?

T: I have taken 21 days CPD training at TTC. That was just for English. Yes, yes it was a good training, but the teachers use some teaching methods that are only possible over there. Not here in our classes. The games that we participated and the techniques that we learned would be almost impossible to apply in our overcrowded classes. For example, we were about 25-30 participants, but our class sizes are 60-80 students which can go up to 100 in the commerce sections. In this situation it is not possible to move students around to participate in those activities. In some cases I can have the students work in pairs and groups. Like today I had the class do sentence completions and it would have been quite difficult for me to grade it, so we graded it as a class.

**Appendix G**

**Sample Narratives: Excerpts from Narratives**

**PCT 1: Experiences of teaching and learning English**

Communicative Language Teaching cannot be a suitable method of teaching English in our country as the class size is unusually large here. But combination of both the Grammar Translation Method and Communicative Language Teaching Method can facilitate teaching and learning environment.

The students of mixed cognitive level hamper the teaching environment. Examination system is not entirely suitable to judge language competence. Again, frequent change in syllabus also affects the learning of the students. They lose their motivation. Lack of language lab and trained teachers both in secondary and higher secondary level also hinder the pace of the learning of the students.

As a language teacher I believe that it would certainly be possible to teach our students English, if the class size were not unusually large. Again easy access of the students to English language from a very early age could diminish the panic of the students of learning it. Teaching English through co-curricular activities like English debate, language competition etc. would also encourage the students to learn through entertainment.

As an ELT student I have learned the approaches and methods of first language, second language and foreign language acquisition and teaching. The prior knowledge about the methods and approaches always helps me teach my students the easiest ways of adopting a language. I also can help them adopt the language focusing on the obstacles I faced during my learning of the language. Again, because of being a language learner, I have gotten acquaintance with the factors that accelerate the pace of learning a language. If I were not a language learner I would not be able to teach my students from my personal experiences.

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**PCT 5: Experiences of teaching and learning English**

I have been teaching in different colleges for 15 years. Through this long time of teaching I have experienced a lot. According to my opinion English teaching in Bangladesh is not up to the mark. To gain certificate is much more important than being really educated.

As an English teacher I can say that teaching English is passing a very bad time. The students are afraid of learning English. They think that learning English as a foreign language is very hard. So the students don't give full attention in learning the language.

The text books and syllabus of English do not match with the age of the students. That is why students only want to cross the stairs of examination. Their main motto is to pass in the examination.

Spoken equipments are not available in all institutions of Bangladesh. For that reason the motto of teaching and learning English is hampered. Even the students cannot read the text. Student involvement is a must. The environment of teaching in Bangladesh is not fit for the students.

On the contrary the teachers in our country are not well efficient and well trained to teach the students. There remain a wide gap between the teachers and the students.

Our class room teaching does not follow the modern method. The number of students are too many in a classroom. Teachers can not apply all the technique in the classroom like group work, pair work, taking feedback and to make all the students involved in learning become quite tough. Four skills of learning English are not completely applied. Specially listening and spoken equipment are not available in all the institutions of Bangladesh.

Student basic learning in English is very poor. In primary and secondary level, the students do not get proper treatment in English.

As an English teacher I have some observations to improve this condition. They are as follows:

1.    The present curriculum of text book should be reformed.
2.    Some items of first paper and second paper should be brought under reformation like flow chart, re-arrangement, pronoun reference, special use of words and phrase etc.
3.    Items of student involvement must be applied.
4.    Grammar translation method must be involved in the second paper.
5.    Workshop of spoken English for the students must be held in every institution regularly.
6.    Marks should be introduced for both listening and spoken English.
7.    Number of students in a classroom must not be more than 30.

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**GCT 6: Experiences of teaching and learning English**

I am a govt. college teacher. I have been working in this profession for 13 years. As a teacher sometimes I feel pleasure when I can teach something effectively to my students. I am supposed to teach my students a definite subject but I think as a teacher my duty is not only to teach the subject I teach them, but also I have some other moral obligations. I must teach them values, manners, etiquette. Above all I think I should teach them how to be a good human being. But now a days I become frustrated when I find my students are unwilling to learn all this. Now a days students don't want to learn anything either it is related to their study or anything. I find a huge gap between my student life and my student's student life. I was very much obedient, enthusiast to learn anything. I know time has changed. Now it is the age or time of advanced technology. May be there is problem in my teaching method! My students are more advanced than me! I always try to take preparation before taking any class. Sometimes I try to teach them in an interesting way but I failed because there is always some technical problem if I want to use multimedia class or if I want to practice my students listening skill in my classroom. I don't get the logistic support that I need in my classroom. It's a matter of surprise that I work in a college of Dhaka city.

I find delight when any of my students come to me and say that "Madam, I was your student. You told me to be sincere in my work." I think it is my success as a teacher and I am hopeful for the future.

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**GCT 7: Experiences of teaching and learning English**

From my primary school life I was not sound in English. After completing primary school, I got admitted at School, Gopalpur, Tangail in Class VI. I got a teacher named PKS at that school. He was a teacher of English. He was skillful in other subjects too. His teaching style and personality fascinated me tremendously. In his class all the students remained vibrant and paid full

attention towards his teaching. I was spellbound. After attending all the classes getting his advice, I spent more time in English and gradually started to do better. Due to my reverend teacher I got admitted in Dhaka University in English Department. I completed my Hons. & Masters successfully. Later I took teaching as my professional career. Now I am getting pleasure in teaching. I advise the students like my favourite teacher PKS. There are many challenges in teaching profession. A teacher is an innovator.

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**GCT 9: Experiences of teaching and learning English**
Though I am new as a teacher so I have a very short experience. I feel that students have fear in learning English. Most of the students think that it is very hard. Once in class I told them that if they think it is easy, it would be easy for them. They are also feeing shy to tell any word in English. When I help them to tell as well as I also tell with them and they can say simple sentences. They also can describe simple events or happenings that they see. They can use simple sentences in pair work and group work. I believe that like first language every language is easy to learn but need sufficient help from teacher and teaching environment as well.

# Appendix H
# Data Sheet

| Res | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 |
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