EXAMINING THE IMPACT OF EIA TRAINING PROGRAM ON SECONDARY-SCHOOL ENGLISH TEACHERS' CLASSROOM PRACTICE IN BANGLADESH

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by

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LIST OF DIAGRAMS

LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
CPD	Continuous Professional Development
NAEM	National Academy for Educational Management
DfID	Department for International Development
EFL	English as a Foreign Language
EGP	English for General Purposes
EIA	English in Action
ELT	English Language Teaching
ELTIP	English Language Teaching Improvement Project
ETTE	English for Teaching, Teaching for English
GTM	Grammar Translation Method
NCTB	National Curriculum and Textbook Board
PTIs	Primary Training Institute
SEQAEP	Secondary Education Quality and Access Enhancement Project
TD	Teacher Development
TPD	Teachers' Professional Development
TQI-SEP	Teaching Quality Improvement in Secondary Education Project
TTCs	Teacher Training Colleges

KAJIAN KESAN PROGRAM LATIHAN EIA DALAM KALANGAN GURU BAHASA INGGERIS SEKOLAH MENENGAH DI BANGLADESH

ABSTRAK

Guru Bahasa Inggeris di Bangladesh menjalani pelbagai program latihan. Terdapat program latihan tajaan kerajaan dan tajaan penderma beroperasi di Bangladesh. Institusi latihan guru kerajaan adalah *Primary Training Institute (PTIs)* dan *Teacher Training Colleges (TTCs)*. Namun, para penyelidik melabel latihan yang dijalankan oleh PTI dan TTC tidak mencukupi. Justeru, untuk merapatkan jurang perbezaan maka kerajaan Bangladesh merangka program latihan daripada penderma meliputi *English Language Teaching Improvement Project (ELTIP)*, *English for Teaching, Teaching for English (ETTE)*, *Secondary Education Quality and Access Enhancement Project*, dan *Teaching Quality Improvement in Secondary Education Project (TQI-SEP)*. Kajian melaporkan tentang potensi kegagalan usaha ini untuk membawa perubahan dalam amalan bilik darjah guru bahasa Inggeris. *English in Action (EIA)* adalah projek pembiayaan penderma yang terakhir membabitkan program latihan berasaskan sekolah. Tujuan kajian ini adalah untuk mengkaji kesan program latihan *EIA* terhadap amalan bilik darjah guru bahasa Inggeris di sekolah menengah Bangladesh, persoalan berkaitan elemen yang dipelajari dalam program latihan, unsur-unsur yang diamalkan dalam program latihan dan cabaran guru semasa mengamalkan unsur-unsur tersebut di dalam bilik darjah. Kajian ini pendekatan bersepadu *Teacher Development (TD)* yang dicadangkan oleh Hargreaves dan Fullan (1992) dan model reflektif yang dibangunkan oleh Wallace (1991). Soalan kajian pertama melibatkan pendekatan bersepadu kepada *TD*. Soalan kajian kedua dan ketiga tertakluk kepada kitaran reflektif. Kajian ini menggunakan pendekatan fenomenologi

kerana ia merangkumi pengalaman aktiviti atau konsep daripada perspektif peserta. Lapan peserta dipilih terdiri daripada yang telah dilatih dalam program *EIA* dan berpengalaman terlibatdalam program penderma, untuk menghasilkan keunikan *EIA* serta menjamin kelestarian program ini. Kajian ini menggunakan tiga prosedur pengumpulan data misalnya temubual separa berstruktur dengan guru, pemerhatian bilik darjah dan analisis dokumen. Data temubual disusun mengikut tema. Pemerhatian separa berstruktur menggunakan pro forma dengan lima lajur untuk menulis nota lapangan. Berdasarkan tema yang selari dengansoalan kajian, hasil kajian dibentangkan. Analisis dokumen pula menunjukkan program latihan *EIA* komited untuk melatih guru menggunakan aktiviti yang berbeza di dalam bilik darjah, dan meneroka prinsip-prinsip yang menyokong aktiviti tersebut. Maka dapat diperkatakan bahawa guru telah banya belajar tentang aktiviti yang berkaitan dengan pengajaran bahasa Inggeris. Guru menyatakan banyak aktiviti telah dimasukkan dalam amalan bilik darjah mereka. Walau bagaimanapun, data pemerhatian mendapati ketiadaan penggunaan teknologi dalam bilik darjah. Selain itu, keengganan pelajar, saiz kelas yang besar, suasana tidak menentu, keterbatasan masa dan kekurangan kemahiran pengurusan bilik darjah adalah cabaran utama guru bahasa Inggeris untuk mengamalkan aktiviti interaktif

EXAMINING THE IMPACT OF EIA TRAINING PROGRAM ON SECONDARY-SCHOOL ENGLISH TEACHERS' CLASSROOM PRACTICE IN BANGLADESH

ABSTRACT

English teachers in Bangladesh have undergone numerous training programs. Both government-initiated and donor-sponsored training programs have been in operation in Bangladesh. Government initiated institutions to train teachers are PTIs and TTCs. However, researchers seemed to label training provided by Primary Training Institutes (PTIs) and Teacher Training Colleges (TTCs) as inadequate. Bridging the gaps intrigued government of Bangladesh to devise donor-aided training programs, including English Language Teaching Improvement Project (ELTIP), English for Teaching, Teaching for English (ETTE), Secondary Education Quality and Access Enhancement Project (SEQAEP) and Teaching Quality Improvement in Secondary Education Project (TQI-SEP). Studies reported their potential failure to bring changes in English teachers' classroom practices. English in Action (EIA) was the last donor-funded project that incorporated school- based training program. The aim of the study was to examine the impact of EIA training program on secondary-school English teachers' classroom practice in Bangladesh, drawing the questions in relation to the elements learned in the training program, elements practiced in the training program and the challenges teachers faced when practicing these elements in the classroom. The present study undertook the integrated approaches to Teacher Development (TD) suggested by Hargreaves and Fullan (1992) and reflective model developed by Wallace (1991). The first research question concerned the first approach of the integrated approaches to TD. The second and third research questions were

subject to the reflective cycle. This study adopted phenomenological approach since it subsumed the experience of an activity or concept from the participants' perspective. Eight Participants were selected who had been trained from EIA training program and who had experience of participating in ther donor-aided program, in order to yield the uniqueness of EIA which informed the sustainability of this program. To conduct this study, three types of data collection procedures were chosen e.g. semi-structured interview with the teachers, classroom observation and document analysis. The interview data were organized thematically. The semi-structured observation used a pro forma with five columns to write field notes. Following the themes linear to the research questions, the findings of the study were presented. It had been divulged that teachers learned a lot activity that were related to English language teaching. However, the activities were improperly practiced in English classes. Yet teachers reported some issues that potentially precluded them to employ different activities in the classroom. The current study disclosed multi-layered hypocrisy spelled by EIA training program. Consequently, its sustainability was questioned. This study was acted as an eye opener for the policy makers. The findings also preceded a scaffold to prepare questionnaire and conduct nationwide survey to check whether or not the phenomenon is the same as the current study uncovered.

CHAPTER 1

INTRODUCTION

1.0   Introduction

This was a very important section of the thesis as it set further the rudiments of the proposed study. This is where I needed to unfold the basic issues that were surrounding the current study. Pertinently, this chapter concerned the background of the study, statement of the problem, objectives of the study, research questions, rational of the study, significance of the study and definition of terms.

1.1   Background of the Study

The essence of developing teachers' repertoires is training (Karim, Mohamed, Ismail & Rahman, 2018). Given its pivotal role in the development of both the teacher quality and students' learning (Karim, Mohamed & Rahman, 2017), teacher training, in most of the countries, is identified central to the national education policies (Shohel & Banks, 2012). According to Morris and J (2000), training incorporates the issues and trends that are pertaining to the implementation of theory into the practice. They reckon that school is the most suitable place for Teachers' Professional Development (TPD) to take place. However, TPD in Bangladesh concerns removing teachers from their workplace, i.e., school (Shohel & Kirkwood, 2012). As such, the goal of the training program – integrating communicative activities into the English teachers' classroom practice – is yet to achieve, which ostensibly results in students' poor communicative ability since hardly do the teachers involve them in communicative activities in the classroom (Chowdhury and Ha 2008; Hamid and Baldauf 2008; Hamid, Sussex & Khan 2009).   It is worth mentioning that Communicative Language Teaching (CLT) had been undertaken by National Curriculum and Textbook Board

(NCTB) as the method to follow in teaching English in primary and secondary school (Rahman & Pandian, 2018). However, as mentioned, teachers fail to integrate communicative activities that are suggested by CLT. Consequently, the status of students' communicative ability is depressing. As a result, training programs have been arranged by government of Bangladesh to train English teachers so that they can employ communicative activities in the classroom. Teacher training programs in Bangladesh have been operated by both the government and donors. Among the government initiated institutions to train teachers are Primary Training Institutes (PTIs) and Teacher Training Colleges (TTCs) in which PTIs are responsible for offering one year in-service teacher training program known as Certificate-in-Education (C-in-Ed) for primary-school teachers and TTCs are responsible to impart one-year Bachelor of Education (B.Ed) program for secondary-school teachers (Hamid, 2010). However, study seemed to label training provided by PTIs and TTCs as inadequate (e.g., Ali & Walker, 2014). Teachers also argue that these programs cannot serve the purpose at all (Chowdhry & Kabir, 2014). Malek et al., (2009) show that only 6.3% of the component in C-in-Ed is related to English. Likewise, only 5% of the component is related to English in B.Ed. In addition, Hamid (2010) reports that the inadequacy prevailed in C-in-Ed and B.Ed led Bangladesh to rely on different donor-funded projects to train English teachers. Basically, donor-funded projects refer to the projects that carried out their operation in Bangladesh to flourish English language teaching and learning. Even some of the projects contributed to revise the curriculum and textbooks related to English teaching and learning in Bangladesh. Additionally, they sponsored training for English teachers in primary and secondary schools. Typically, British council and Department for International Development (DfID) donated money to train English teachers in Bangladesh.

The Government of Bangladesh (GoB) has also introduced a number of donor-aided projects with a view to bridge the gap yielded from PTIs and TTCs (Chowdhury & Ha, 2008). Given below are such projects:

(1)   English Language Teaching Improvement Project (ELTIP)

(2)   English for Teaching, Teaching for English (ETTE)

(3)   Secondary Education Quality and Access Enhancement Project (SEQAEP)

(4)   Teaching Quality Improvement in Secondary Education Project (TQI-SEP)

(5)   English in Action (EIA).

Of particular concern of these programs is the concentration on English teachers who are yet to achieve the ability to conduct English classes following Communicative Language Teaching (CLT) method (Hamid, 2010), given they tend to conduct English classes adopting Grammar Translation Method (GTM) which was effective since the independence of Bangladesh in 1971. In a word, improving English language teaching quality in Bangladeshi schools is prior to these projects. All the programs tend to remove teachers from their workplace. Study shows that the training projects devised so far in Bangladesh potentially failed to equip English teachers to spell communicative class (Islam, 2015).

Bridging the gap, according to Shohel and Power (2010), requires school-based professional support for Bangladeshi teachers to develop their teaching skill. Therefore, English in Action (EIA) training program has been devised, which incorporates mobile phone as the core tool to instil training. Currently, EIA provides training for English teachers in primary and secondary schools. The failure of the previous donor-funded projects and governmental ones to orient English teachers to CLT intrigued their Continuous Professional Development (CPD) in Bangladesh

(Walsh et al., 2013). English in Action's (EIA) innovative teacher CPD approach provides English teachers with professional development by deploying audio and visual resources related to classroom practice, preloaded in 4 GB micro SD cards of the mobile phones (Walsh et al., 2013). In this CPD, primary and secondary teachers are also supplied with supplementary teacher guides containing twelve Communicative Language Teaching (CLT) modules.

1.2   English in Action

EIA is devised in Bangladesh to develop the English language proficiency of the people of Bangladesh. The project is financed by UKaid from the Department for International Development (DfID) and implemented by the Government of Bangladesh (Rahman & Rahman, 2012; Seargeant & Erling, 2011). A consortium of partners such as, Cambridge Education (Lead), BBC Media Action, The Open University, UK and two national NGOs – Underprivileged Children's Educational Program (UCEP) and Friends in Village Development Bangladesh (FIVDB) – are maneuvering unitedly to achieve the maximum communicative competence in English language for 25 million citizens (English in Action). The project costs £50 million (Shrestha, 2012).

a. Aim and Objectives of EIA

EIA aims at improving the English language proficiency of 25 million citizens in Bangladesh (Islam, 2015; English in Action). The project has developed materials and designed teacher professional development activities for English teachers in both primary and secondary schools (Shrestha, 2012). It was expected that these teachers would support millions of school children in developing their English language

proficiency, she elaborates.

EIA website does not contain specific information about the objectives of the training program. Therefore, to identify the objectives of the project, scholarly articles are explored where the objectives have been defined. The generated objectives from available documents related to EIA training program are as follows:

1. To introduce English teachers to the communicative activities through training (Chowdhury and Kabir, 2014);

2. To bring change in English teachers' classroom practice in the secondary schools (Shohel & Banks, 2010);

3. To disseminate classroom materials through mobile phones so that communicative activities in the classrooms get flourished, and thereby, develop the communicative competence of the students (Rahman & Rahman, 2012); and

4. To enhance English teachers' ability to use technologies and materials so that they can conduct a more participatory and communicative class.

1.3   The problem

This section highlights the problems pertaining to the components of the training programs and impact of the training programs on English teachers' classroom practices. Additionally, it also sheds light on the challenges teachers usually face when they try to incorporate the elements learned in the training programs into their classroom practices. The following first paragraph yielded insight in relation to the problem associated with learning components in the training programs. The following paragraph undertook a brief documentation regarding the practice of the teachers after completing training programs. Additionally, the final paragraph accounted the

challenges experienced by the secondary-school teachers in the classroom.

The existing teacher training programs have not been able to train English teachers effectively. The limitation, most often than not, concerns the components of the training programs, designed for English teachers. For instance, according to Malek, Begum, Islam and Ryad (2009), PTIs and TTCs responsible to train primary and secondary teachers follow the curriculum which is obsolete, and it concentrates on theoretical knowledge and does not address the practical needs of the English teachers. It is surprising that only 6.3% component is related to English teaching in PTIs whereas, only 5% of the curriculum is related to English in TTCs (Hamid, 2010) (see 22-26 for detail). The training provided by TTCs is unique in that they offer an additional English subject for teachers who pursue their specialization in English teaching. Yet it cannot serve the purpose of equipping teachers with expected teaching ability (Hamid, 2010). To sum up, no separate program like, TESOL or TESL, is provided for Bangladeshi English teachers, and they are being trained following a general teacher training curriculum Islam (2003, as cited in Ali & Walker 2014). They, therefore, identify the training arranged for primary and secondary teachers as inadequate. As regards donor-funded project, the components of ELTIP are also inadequate to equip the teachers with the ability to operate communicative activities in the classroom (Hassan, 2013). In addition, subject to TQI-SEP, Raihan (2011) explicates that it is not adequate to equip teachers so that they can employ communicative classroom.

Several project-based training programs have been arranged hitherto for English teachers in both primary and secondary schools with a view to train them to conduct classes using the communicative approach. But the outcome of those projects was not satisfactory (Hamid, 2010), indicating that no change concerning English

teachers' classroom practice takes place. Hardly does the training program yield any impact on English teachers' classroom practice (Raihan, 2011). Furthermore, Shrestha (2012) also divulges, the achievement is below the level of expectation. The pressing reason behind such low achievement is the dissatisfactory adaptation of the methodology − CLT − in the classroom. It has been reported that teachers tend to follow the traditional grammar-translation method (TQI-SEP, 2007). For elaboration, Hassan's (2013) investigation reveals that teachers, received training from ELTIP, are not equipped with ability to involve students in communicative activities in the classroom since the ELTIP does not address such components during the training session. The participant teachers in his study claim that the training does not suffice. Consequently, they experience various problems when they try to engage students in the classroom. In addition, they argue that without proper training on communicative approach, it becomes challenging for them to activate communication in the classroom. It is mention worthy that ELTIP's commitment was to equip teachers so that they can employ communicative activities in the classroom. Raihan's (2011) exploration with regard to TQI-SEP training figures out similar kind of shortcoming associated the training programs in Bangladesh. He founds that the duration concerning the training is not enough; moreover, this is not adequate to address teachers' need pertaining to communicative activities. Additionally, teachers view the implementation of what they have learned in the training program challenging. He reports that hardly does the training program yield any impact on English teachers' classroom practice. The study conducted by EIA (2009b) reveals that classrooms are mostly Bengali dominated; seldom do the teachers facilitate students' talk using the target language, as a result of inadequate training, in addition, pertinent to the incorporation of communicative activities. It also gets concluded stating that teachers

volitionally follow the conventional grammar-translation method, and they are found reluctant to adopt communicative approach. Such findings are commensurate with those uncovered previously by the other native researchers (e.g., Chowdhury & Ha, 2008; Hamid & Baldauf, 2008).

EIA is the last project set out to provide teachers with training (Shohel & Banks, 2012). EIA targets to train 51,000 teachers (EIA Website) to bring change in their classroom practice by introducing communicative activities purported by CLT. The impact of EIA on teachers' classroom practice is yet to examine. Teachers trained so far from EIA also seem to conduct classes following grammar-translation method. Instead of introducing communicative activities, Rahman and Akter (2015) reveal that EIA trained teachers are teaching grammar in their classes. They conduct the study after the completion of the third cohort (2013-2014) of English in Action training program. With regard to the challenges, their study also shows that for the majority, EIA trained teachers experience difficulties in practicing communicative activities in the third quarter. Since there are three quarters in a year and Bangladeshi school syllabus is compartmentalized depending on this, in the first two quarters, teachers use the audio resources in the classroom. However, the teachers experience difficulties in practicing communicative activities in the third quarter, and are reluctant use these in that quarter. The reason behind this, as the study discloses, is the necessity of the completion of the contents within short period of time during that quarter. This time is the preparation for the yearly final exam, and hence, teachers want to revise previously taught topics. Because the examination includes reading and writing skills, the execution of accumulated focus on the four language skills is expectedly failed. Unfortunately, their study also divulges that in most of the classes, grammar is taught. Moreover, as regards challenges, Walsh et al. (2013) identify teachers experiencing

problem with charging the mobile phone and speaker due to resistance in electricity supply since UNESCO (2008) reports that 30% of the population is yet to get electricity. In conjunction with this, teachers face difficulty in carrying the devices from home to the school because of their heavy weight. The aforementioned discussion sheds light on three dimensions of problem concerning the training program in Bangladesh. For instance, the exploitation of inadequate components in the training programs, they fail to bring changes in English teachers' classroom practice and teachers experience difficulty in implementing what they have learned attending the training programs. Given below is the diagram that is indicating the problem at a glance, and acts as the point of departure for the current study.

| ELTIP(1997-2012) | TQISEP (2005-2011) | SEQAEP(2008-2014) | ETTE (2008-2010) | EIA (2008-2017) |

Failed to make any impact on English Teachers' Classroom Practice

Will this program suffer the same fate?
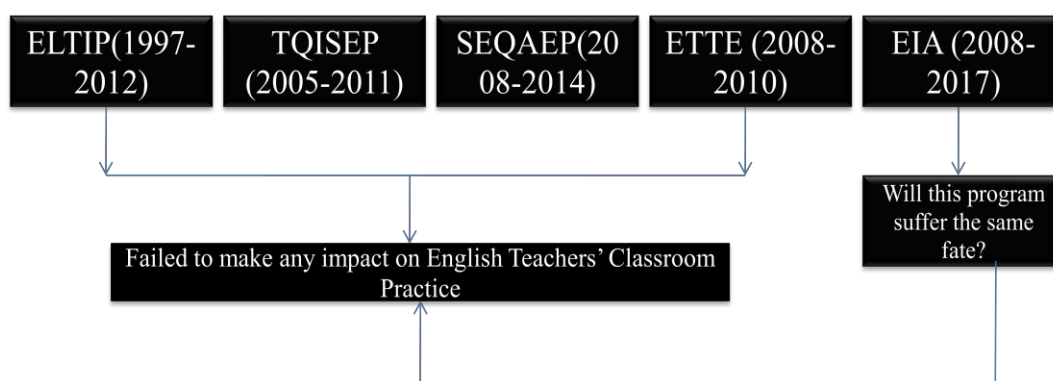
Diagram 1.1: The donor-funded projects in Bangladesh and their outcome

1.4   Aim and objectives of the study

The aim of the study was to examine the impact of EIA training program on secondary-school English teachers' classroom practice in Bangladesh. The specific objectives of the study are:

1.   To identify the elements learned by the secondary-school English language teachers in EIA program,

2.   To identify the elements practiced by the English language teachers in the

secondary classroom in Bangladesh,

3. To identify the challenges faced by the secondary-school English language teachers in incorporating the elements learned in EIA training into their classroom practice.

1.5   Research Questions

This study will be guided by the following research questions (see page 64-69 for more details):

1. What are the elements learned by the secondary-school English language teachers in EIA training program?

2. What are the elements practiced by the English language teachers in the secondary classroom in Bangladesh?

3. What are the challenges faced by the secondary-school English language teachers in incorporating the elements learned in EIA training program into their classroom practice?

1.6   Rationale of the study

Studies carried out hitherto on the impact of the donor-funded training programs integrated quantitative method (see Hamid & Honan, 2012; EIA, 2012). Therefore, it is important to carry out a study to understand the impact of EIA's teacher training program on English teachers' classroom practice by adopting a qualitative method. Besides, the previous studies administered English language proficiency assessment questionnaire survey, classroom observations and semi-structured interviews with School Administrators (SAs), teachers and students (see Shohel & Kirkwood, 2012; Shaheen, Walsh, Power & Burton, 2013; Li, McCormick, Power, Burton, Siddique & Rahman, 2015). Moreover, studies mostly highlighted tool,

knowledge and skills that were transmitted to the teachers through EIA training program (Anwaruddin, 2016), with little focus on the implementation of knowledge and skills in English teachers' classroom practice. Unlike previous ones, the current study adopts the phenomenological approach under qualitative research method considering Bryman's (2012) elaboration that postmodernists have been found influential in qualitative research which entails individual account of a phenomenon. Additionally, it will exhibit the EIA trained teachers' classroom practices.

The conventional scenario of evaluating the impact of donor-funded projects is that the evaluation is carried out by experts from donor countries Brumfit (1983; as cited in Hamid, 2010). Such evaluation has also been prevailed in Bangladesh. Generally, when experts from donor countries evaluate the impact of their projects, it is evident that, they tend to blame local stakeholders for any failure, and rarely do they hold themselves responsible for any inconvenience (Hamid, 2010; Anwaruddin, 2016). Hamid, therefore, suggests that critical inquiries into the program impact should be carried out by local researchers. Besides, he also states that there is dearth of research on Bangladeshi ELT. Researchers typically explore the critical and pedagogical aspects of English teachers' professional practice (Farooqui, 2008; Hamid, 2007; Rahman, 2007); however, they have less contribution to the investigation of English teacher training programs. The examination on EIA's impact is of particular importance as it is in progress (Ali & Walker, 2014), and 2017 is the last year for EIA.

1.7   Significance of the study

The study will delineate the extent to which EIA is implemented in the classroom practice. Because of the classroom observation, the study will gather information about whether the teachers keep practicing what they have learned in the training program. In particular, the study will show the communicative activities incorporated by the teachers in their classroom practice. In addition, it will substantially reflect on the strength and weakness of the training program, and thereby, inform the sustainability of the program, since the study is conducted by adopting a systematic process. According to Tarrou et al. (1999) systematic investigation generates new insights that result in revisions, improvements and quality assurance. Furthermore, the study will identify the challenges faced by the English teachers attended the training program in commencing communicative activities in the classroom. Policy makers being informed with these will design or plan a new training program which does not let the teachers experience such challenges.

1.8   Limitation of the study

This study substantially focuses on teachers' learning in EIA training program and their practice in the classroom. Additionally, it encompasses the difficulties experienced by the teachers when practicing EIA trained elements in the classroom. However, this study has no coverage subjected to the impact of the training program on changing teachers' beliefs. Nor does it investigate on the resources exploited in the training program or the trainers' expertise, which can be the point of departure for further studies. Additionally, the present study yields qualitative elicitations from eight teachers. Moreover, it only encompasses the scenario of four schools from two areas. However, EIA is a nationwide training program. Therefore, to draw the vignette of the

whole nation, a nationwide survey can be carried out based on the qualitative findings of the current study.

1.9   Conclusion of the chapter

Secondary-school English teachers in Bangladesh have undergone both governmental and donor-aided training programs. EIA is the last donor-funded training program. The current study intended to examine the impact of EIA training program on secondary-school English teachers' classroom practice, with the questions ahead – what are the elements learned by the English teachers, what are the elements practiced by the English teachers and what are the challenges teachers face when they try to incorporate the activities into their classroom practice.

1.10   Definition of terms

This is the section where the definitions of different terms and abbreviations are illustrated. Below are the terms and abbreviations used frequently in this study.

Primary Training Institutes (PTIs): PTIs are responsible to train primary-school teachers after being employed in teaching. Since there is no provision of pre-service training for the teachers, after joining in teaching, teachers participate in PTIs for one-year training program.

Certificate in Education (C-in-Ed): C-in Ed is a one-year program containing fifteen courses. Teachers enrol in PTIs are awarded with C-in-Ed after the program.

Teacher Training Colleges (TTCs): TTCs, aiming primarily at providing pre-service and in-service training for secondary-school teachers. The secondary mandate of these is to facilitate B.Ed, M.Ed and Continuous Professional Development for the teachers working in governmental and no-governmental

secondary schools, and thereby, flourish their teaching skills.

Bachelor of Education (B.Ed): B.Ed is a year-long program comprising twenty courses. Participant teachers in TTCs are awarded with B.Ed after the program.

Secondary School Certificate (SSC): SSC, a public examination conducted as the completion examination of secondary education in Bangladesh. Students of grade/class 10 appear in this examination.

Higher Secondary Certificate (HSC): HSC, a public examination takes place after higher secondary education. Students of 12th grade/class appear in this examination.

Teacher development (TD): Teacher development in this study refers to the development of new knowledge and skills for the teachers. In EIA training program, teachers have learned a lot of activities to be employed in the classroom. Additionally, teachers have learned the use of technology and teacher guide in the classroom. These are considered new as new knowledge and skills because previous training programs did not address these. Moreover, these precede new knowledge and skills for the teachers.

Reflective theory: Reflective theory developed by Wallace (1991) fundamentally concerns two stages- pre-training and professional education/development. Professional education/development subsumes reflective cycle that concerns the continuous process of reflection on received knowledge while performing professional action (practice). The present study undertook reflective cycle since it yields information about whether teachers are practicing what they learned in the training program. Reflective cycle also exhibits the challenges teachers face when they try to incorporate different activities in the classroom.

CHAPTER 2

REVIEW OF LITERATURE

2.1   Introduction

This chapter was developed to draw an overview of Bangladeshi Education system, including primary and secondary schooling. Moreover, it briefly portrayed various English teacher training programs operated in different polities. On top of that, the conceptual framework was drawn based on the theoretical ground. The purpose of conducting these was to further the discussion of the findings of the study.

2.2   Education system in Bangladesh

The education system in Bangladesh is categorized into three parts- mainstream or the secular state education, Madrasha education (religious education) and English- medium education (Ali & Walker, 2014). According to Bangladesh Bureau of Educational Information and Statistics (BANBEIS), the mainstream education system in Bangladesh is consisted of Primary level, secondary level and higher secondary level. Primary level is comprised of formal schooling with 5 year duration. It starts from grade 1 to grade 5. Usually, learners begin their education in this level at the age of 6 and continue up to the age of 11. Primary schools are responsible for imparting primary education. Secondary education is comprised of 7 (3+2+2) years of formal schooling. The first three years (from class 6 to 8) is considered as junior secondary and next two years (class 9 & 10) is referred to as secondary schooling. Class 11 and 12 constitute two years of higher secondary education.

2.3   Schooling – Primary level

The primary education in Bangladesh is run by the Directorate of Primary Education (DPE). BANBEIS confirms that the number of students in the primary level is 1,43,12,281, continuing their education in 72,155 schools. The number of teachers appointed to teach them is 3,37,531. They do not have specialization based on subject knowledge, and therefore, they are legitimated to conduct class from Grade1 (Selim & Mahboob, 2001; English in Action, 2010). Training in English and other subjects is required for them (Hamid, 2010). Therefore, they have to enrol Certificate in Education (C-in-Ed) program for one year in Primary Training Institutes (PTIs). There are currently 54 PTIs functioning in Bangladesh. Ministry of Education and Mass Education arrange training for primary-school teachers in the PTIs (Ali & Walker, 2014).

2.4   Schooling - Secondary level

Secondary level of education in Bangladesh is controlled by the seven General Education Boards – Barishal, Comilla, Chittagong, Dhaka, Dinajpur, Jessore, Rajshahi and Sylhet - each of which covers a region. According to BANBEIS, the number of students in secondary level is 97,43,072, continuing their studies in 20,297 schools. The number of teachers appointed is 2,43,117 to educate them. Secondary teachers have to be qualified with a Bachelor degree. However, after joining in a school, they are required to complete Bachelor of Education (B.Ed), one year program (Hamid, 2010), offered by Teacher Training Colleges (TTCs). Generally, TTCs and National Academy for Educational Management (NAEM) provide training for them (Ali & Walker, 2014). Numbering around 82 (14 public, 64 private), TTCs provide teachers with B.Ed under the aegis of national universities.

2.5   ELT in Bangladesh

English, being a global language, is taught every corner in the world. That English has an essential role in developing human capital globally drives both individual and society of Bangladesh to get immersed in this language learning process (Chowdhury & Kabir, 2014). According to them, Bangladesh, being part of south Asian region, perceived English as a Foreign Language (EFL) over decades and contrived its education policy by adapting teaching and learning of English to address the partial requirement of being globally connected. Moreover, reviewing World Bank's (2016) report, Rahman and Pandian (2018) underscore the inevitability of improving English teaching and learning for Bangladesh to communicate effectively in the globally expanded market. Ali and Walker (2014) identify Bangladesh as commensurate with the characteristics of EFL contexts. Nunan and Carter (2001) defined that a context is considered as EFL one, if the foreign language gets exposed only to the classroom. Ali and Walker (2014) delineate that English is an academic subject in Bangladesh and English language teaching (ELT) here is based on English for General Purposes (EGP). Therefore, hardly do the people in Bangladesh use English for interpersonal communication. They seem to use it for international communication. However, it is worth mentioning that in the field of internal and international business, technology, education and research, and international communication, English has a substantial usage (Chowdhury and Farooqui, 2011; Rahman, 2009; Chowdhury & Ha, 2008). As such, for the citizens of this country, English becomes an indispensable part of life as it has influence on the social, cultural, educational, political and commercial activities (Ahmed, 2012). Therefore, as he elaborates, every government in Bangladesh concerns the development of ELT in Bangladesh, especially at the secondary level because this is the level considered as

the point of departure for higher studies, he added.

In Bangladesh, students generally start to learn English at an early age (Ali & Walker, 2014). They get initial supports from their parents, who introduce them with the alphabets. This period is identified as pre-school one. Once the children have got admitted to school, they start learning English from primary level which continues up to their higher secondary level. It is worth mentioning that students learn English as a mandatory subject from grade 1-12 (Chowdhury & Ha, 2008). In addition, English is taught as an academic subject in all three streams of education, i.e. mainstream, Madrasha and English-medium education.

According to Roy (2016), after getting the independence in 1971, the government of Bangladesh adopted Grammar Translation Method (GTM) for teaching and learning English. GTM was followed traditionally for English language teaching in Bangladesh, and materials used for English teaching include prescriptive grammar rules and literature, such as, poems and short stories (Ali & Walker, 2014). Teacher-centeredness and students' passive role were identified as the downsides of GTM. It was a deductive method and the goal was to boost students' performance in the examination. Realizing the poor achievement of the learners regarding the communicative competence, the Government of Bangladesh intended to bring major changes in English language teaching and learning in the secondary level (Chowdhury & Ha, 2008). National Curriculum and Textbook Board (NCTB) revised the English curriculum in 1995 (Haider & Chowdhury, 2012) and introduced Communicative Language Teaching (CLT) method in 1996 for teaching English at the secondary level (Chowdhury & Ha, 2008; Podder 2013; Mazumder 2013; Rahman & Karim, 2015). It was expected that CLT would be conducive to the development for human capital to be equipped with communicative competence in English. English Language Teaching

Improvement Project (ELTIP), funded by Department for International Development (DfID) and implemented by Ministry of Education (MoE), was assigned to implement CLT by developing textbooks and providing teachers with training (Hamid, 2010). The project aims at the successful implementation of CLT and thereby, developing students' communicative ability using English language NCTB (2003: 3, as cited in Islam, 2016). Unfortunately, CLT fails to bring any effective result (Chowdhry & Kabir, 2014). Studies, e.g. Haider and Chowdhury (2012); Afroze and Rahman (2008); Rahman (2011) and Ahmed (2012), additionally, maintain that after more than a decade of the implementation of CLT, the English language proficiency of the students remains poor.

For such outcome, as they mention, policy makers tend to blame the teachers solely. Chowdhury & Ha (2008) identified, teachers prone to follow GTM. English lessons are taught using Bengali language. "Chalk-and-talk drill method" Pandian (2004, as cited in Littlewood, 2007, p. 246) is prevailing in Bangladesh, although CLT is the selected method for English teaching in Bangladesh. Studies carried out by TQI-SEP (2007) and Hamid and Baldauf (2008) also endorse that English teachers conduct classes adopting GTM. In addition, the problem that drastically affects ELT in Bangladesh is the English language teachers' qualification. Teachers, for the most, do not have English teaching qualifications. Ali and Walker (2014) illustrate that English teachers in Bangladesh typically hold an MA concentrating particularly on American, British, Contemporary and Continental literature, which ostensibly have no practical orientation to English language teaching. Eventually, they struggle to exploit CLT-based and functional textbooks in the classrooms. Although universities in Bangladesh offer MA in language teaching, i.e. TESOL or TEFL, they are few in number. Nevertheless, such programs fail to equip the teachers with knowledge necessitated

for incorporating theories into classroom practice (Ali & Walker, 2014).

Policy makers claim that a lot of training and professional developmental programs have been arranged for the English teachers to increase their teaching ability (Chowdhry & Kabir, 2014). For instance, as they explicate, to equip teacher with CLT method, both government and donor funded organizations operate training programs to train the English Language Teachers. The aim is to enrich teachers' ability to implement CLT. Among the government initiated institutions to train teachers are PTIs and TTCs in which PTIs are responsible for offering one year in- service teacher training program known as C-in-Ed for primary teachers and TTCs are responsible to impart one-year BEd program for secondary teachers (Hamid, 2010). In conjunction with these, the Government of Bangladesh (GoB) introduce a number of donor-aided projects that aim at bringing changes in English language teaching at the secondary school (Chowdhury & Ha, 2008). Of particular initiative is the concentration on English teachers who are yet to achieve the ability to conduct English classes following CLT method (Hamid, 2010).

2.6   English teachers training

To equip teacher with CLT method, both government and donor funded organizations initiate training program to train the English Language Teachers. The aim is to enrich the expertise required for CLT implementation. Among the government initiated institutions to train teachers are PTIs and TTCs. As mentioned above, Primary-school teacher education program in Bangladesh known as C-in-Ed is run by the PTIs. At secondary level, the TTCs offer one-year B.Ed and some universities offer four-year B.Ed degree.

2.6.1 Primary level teachers and Primary Training Institutes (PTIs)

Hamid (2010) identifies that most of the teachers in the primary level are secondary school graduate. Eventually, they are not subject specialists. In addition, Hamid expresses question concerning the English language proficiency of the teachers of that level, let alone teaching. It is expected that completing the school graduation cannot produce a competent user of English language. However, they are assigned to teach English from grade 1. To be well-equipped in English teaching, all the primary teachers have to participate in the 1-year training program known as Certificate-in-Education (C-in-Ed) (Hamid, 2010). This program includes training in teaching both English and other subjects in the primary level, he added. Although they have been providing 1-year in-service training (C-in-Ed) for the primary teachers, studies show a lot of shortcomings associated with this program.

C-in-ED program is designed integrating the obsolete curriculum, which is basically the amalgamation of subject and theoretical knowledge (Hamid, 2010, Quddus, 2009). As a result, it fails to address the need of the teachers and to equip them with teaching methods, techniques and strategies required in the classroom (Malek et al., 2009). 54 Primary Training Institutes (PTI) and the National Academy for Primary Education (NAPE) fail to prepare participating teachers to teach English is the primary level (English in Action, 2010; Selim & Mahboob, 2001) due to the generalized curriculum, with little relevance to classroom practice (Malek et al., 2009) They report that only 6.3% of the components is related to English teaching. In addition to the downside of the C-in-Ed, according to Mohiuddin, (2007), typical pen and paper tests are conducted to assess the performance of the trainee teachers. Moreover, there is a challenge experienced related to meeting the demands for enrolling in C-in-Ed program (Hamid, 2010). In recent years, a growing number of

teachers are applying to enrol in the course. The critical problem the training providers face is accommodating a large number of teachers in a given year since they have limited capacity. Hence, teachers have to wait to participate in the program. CAMPE (2006, as cited in Hamid, 2010) reports that 66% of the primary teachers received C-in-Ed training. 27% teachers remained untrained. To sum up, neither the training provided by PTIs equips teachers with subject-based teaching skills nor does it accommodate the teachers waiting for enrolling in the program.

Aiming at increasing the concentration on subject-based training, under the aegis of Primary Education Development Project, 5-day subject-based training had been introduced in 2002 (English in Action, 2010). Purportedly, this training is for all primary teachers, however, a survey conducted in 2005 illustrated that only 28.5% of the teachers were facilitated with the training (DPE, 2007). Furthermore, this training intended to enhance teachers' skills and knowledge about the subject and classroom practice fails to bring any changes in teachers' classroom practice. Besides, the program also fails to improve teachers' English language skills. Nevertheless, it causes the wastage of money and resources. As Hoque (2009, as cited in Hamid, 2010) states, "the currently run [. . .] subject-based training at URCs, for all teachers of all subjects, will not make any change in English teacher development, and hence, cannot prevent (but rather will continue multiplying) the wastage we are presently incurring in the name of teaching English (n.p.)." To determine the success of subject-based training in the classroom implementation and student attainment, a study is conducted (NAPE, 2009). However, the study demonstrates the potential effect on the quality classroom teaching and teachers' professional development, 'none of the teaching learning activities has significant effects on the achievement' in English (NAPE, 2009, p. 206). Government has recently introduced professional development opportunities for

primary teachers at the sub-district level known as 'sub-cluster' training (Malek et al., 2009). This 1-day workshop is held every two months. It is a deplorable fact that instead of raising points regarding the classroom practice, administrative and institutional discussions get prioritized during this session (Hamid, 2010). Therefore, no apparent development takes place in terms of teachers' classroom practice. The conclusion drawn by CAMPE (2006, as cited in Hoque et al., 2010) corroborates this by stating, "however, considering the qualification and other in-service training, it would be wrong to conclude that the quality of the primary school teachers is simply satisfactory and their performance in the classroom and behaviour with the students reflect any expected quality" (p. 30).

2.6.2 Secondary level teachers and Teacher Training Colleges (TTCs)

To teach in the secondary level, teachers have to complete their graduation with major in the related fields of teaching. For instance, teachers who had major in English in their graduation are eligible for teaching English in the secondary level. However, in reality, teachers completing their graduation in English are not solely teaching English (Hamid, 2010). Teachers from other background, for example, history, mathematics and so on, have also been found teaching English in Bangladesh. This is a big issue associated with Bangladeshi ELT since teachers with specific degree in English are supposed to conduct those classes. Furthermore, the English language skill of the teachers has been found to be alarming (Hamid, 2010). Teachers themselves have problems related to the four skills of English language.

Once they have been employed as teachers, they are required to participate in 1-year Bachelor of Education (B.Ed) degree offered by 82 teaching training colleges (TTCs) among which 14 are public and 68 are private, as explained earlier. Nowadays,

this program seems to be offered by Bangladesh Open University but in a distant mode. It follows the general curriculum like C-in-Ed. Only 5% of the curriculum is related to the English. Here, unlike C-in-Ed, teachers pursuing area of specialization in teaching English are offered with additional English subject.

Unfortunately, the additional English subject fails to equip teachers with the English teaching skills. Another problem identified in relation to TTCs is lack of seats for secondary teachers who are about to pursue training. Hamid (2010) uncovers that TTCs lack the capability to facilitate enrolment for secondary teachers looking for getting admitted into B.Ed program. Malek et al. (2009) illustrate that majority of the secondary teachers cannot enrol in the program due to limited capacity of TTCs. Hamid, (2010) found this scenario more unsatisfactory than that of the primary level.

2.6.3   Project-based English teacher training

Because of the aforementioned problems, such as, limited seats and obsolete curriculum associated with PTIs and TTCs, they fail to equip English teachers with necessary teaching skill. As such, English teacher training has become a part of donor-aided projects. To compensate the lacking derived from PTIs and TTCs, some donor-funded programs were devised to train teachers belong to different level. Of particular initiative is the concentration on English teachers who are yet to achieve the mastery on CLT, to conduct English classes (Obaidul Hamid, 2010). It has been believed that the donor-funded projects introduced in Bangladesh would stimulate to bridge the gaps yielded from inadequate training provided by PTIs and TTCs. Given below are the names and description of the English teacher training project introduced in Bangladesh.