Secondary English teachers' implementation of the principles of the pedagogical recommendations of the National Curriculum 2012 in Bangladesh a qualitative investigation

Basu, Bijoy Lal

Awarding institution:
King's College London

Secondary English teachers' implementation of the principles of the pedagogical recommendations of the National Curriculum 2012 in Bangladesh: A qualitative investigation

Bijoy Lal Basu

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

King's College LONDON

July 2019

ABSTRACT

This thesis investigates the classroom implementation of the principles underlying the pedagogical recommendations of the recently introduced National Curriculum in Bangladesh. It examines the recommendations presented in the curriculum documents and the ways in which pedagogic practices align with those recommendations. It also explores the ways in which the prescribed textbooks, examinations, teachers' beliefs and other contextual factors interact with the enactment of the curriculum.

The study used multiple case studies within the qualitative interpretive paradigm. Data were collected from multiple sources and using various methods: from four teachers of two secondary schools through lesson observation, pre- and post-lesson interviews, and stimulated recall; from a group of teachers teaching in a third school through group interviews; and from documents related to the curriculum. Multiple data sources were used to explore teachers' understandings, beliefs and classroom practices in relation to the learner-centred and interactive pedagogy promoted in the National Curriculum and to allow for triangulation of the findings. Data analysis was guided by the themes/categories derived from the analysis of the National Curriculum policy document 2012 as well as by the themes that emerged in each individual case study. The teachers' beliefs and practices were contrasted and compared through a cross-case analysis.

The findings revealed alignments as well as divergences between teaching practices and curricular recommendations. Data suggests that instructional practices were shaped to a large extent by learners' perceived proficiency levels, class size and examination formats and to a small extent by teachers' beliefs and their knowledge and understanding of the recommendations. There were similarities as well as differences among the participants in their classroom practices in terms of the degree of learner participation and interaction in the classroom, the relative attention paid to learner differences, the contextualization of grammar, the quality of L2 input, formative assessment and feedback, all of which are recommended in the curriculum. Overall, a strong correspondence was found between teaching practices and examination requirements across the participants. There was evidence of the acceptance and gradual incorporation of the relatively new learner-centred and communicative

approaches to teaching alongside the long and deeply entrenched teacher-centred approaches. However, poor dissemination of the pedagogical proposals, lack of clarity in the reform message, teachers' limited understandings of pedagogical recommendations combined with contextual constraints such as large class size and teachers' heavy workload meant that gaps remained between instructional practices and policy recommendations.

The study provides insights into the classroom implementation of curriculum reform and contributes to research in the fields of teacher education and language pedagogy. It brings to light the partial and piecemeal fashion in which the reform initiatives have been introduced in Bangladesh. The results highlight the need for 'joined-up thinking' and providing teachers support in enhancing their classroom interactional competence and in adopting a wider range of grammar teaching approaches and techniques. The findings also underscore the need to address contextual constraints such as large class size, poor pay and heavy workload of teachers so that teachers get more time to devote to professional development.

DECLARATION

I declare that the present thesis represents my own work, except where due acknowledgement is made, and that it has not been previously included in a thesis, dissertation, assignment, or report submitted to King's College London or to any other institution for a degree, diploma, or any other qualification.

Bijoy Lal Basu

ACKNOWLEDGEMENTS

This research project would not have been possible without the support of a good many people, and most especially that of each of the participants in the research, to whom I am particularly thankful. Many others have contributed in important ways to this thesis.

First and foremost, I am deeply indebted to my two supervisors, Dr Nick Andon and Dr Martin Dewey, for their guidance throughout my PhD journey. They have been extremely kind, considerate and generous with their time and feedback. I also owe a debt of thanks to other members of the teaching staff who conducted the many research training workshops which I attended. I learned a great deal interacting with the staff and fellow research students on numerous occasions, particularly at weekly RWLL (now 'Doctoral Lab') at King's College London. The conversations I had with Danny Norrington-Davis, mostly about grammar teaching, were illuminating. I must thank Dr. Chris Tang for telling me, the day before the viva, to "try to enjoy it!" I was fortunate to have Jane Jenvey and Qumrul Hasan Chowdhury, fellow PhD researchers, as companions to discuss and share our experiences throughout all stages of this project.

I would like to express special thanks to Prof. Rubina Khan for helping me during my fieldwork by putting me in touch with key people in the ELT field in Bangladesh. I am grateful to three young scholars, Adilur Rahaman, Shuvo Saha and Hillol Sarker, for their help with collecting research materials and transcribing parts of the data. The discussions I had with Adil and Shuvo were illuminating – their critical comments on my draft chapters were immensely helpful in improving my analysis. They listened to me with patience and were not shy to point out any inconsistencies in my analysis. Words of encouragement and advice from my DU colleagues, particularly from Prof. Tahmina Ahmed, Prof. Zerin Alam, Prof. Begum Shahnaz Sinha, and Neelima Akhter, who urged me to complete the study quickly so that I could go back and join them in the Department of English, served as an additional impetus for the study.

I would also like to thank all my teachers who taught, inspired and supported me over the years in Bangladesh and the UK. Prof. Fakrul Alam and Prof. Syed Manzoorul Islam taught me, through advice as well as by their own examples, how to lead life as an academic. At the start of my career as a teacher, I received a lot of support from Dr

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS

The following abbreviations are used in the thesis:

BANBEIS: Bangladesh Bureau of Educational Information and Statistics

B.Ed.: Bachelor of Education

BOU: Bangladesh Open University

CA: Continuous Assessment

CGC: Core General Curriculum

CLT: Communicative Language Teaching

CPD: Continuous Professional Development

DfID: Department for International Development

EFT: English for Today

EGC: English Grammar and Composition

EIA: English in Action

ELC-LS: English curriculums for lower secondary grades 6-8

ELC-S: English curriculums for secondary grades 9-10

ELE: English language education

ELT: English Language Teaching

ELTIP: English Language Teaching Improvement Project

GTM: Grammar Translation Method

IRE/F: Initiation-Response-Evaluation/Feedback

L1: First Language

L2: Second Language

MoE: The Ministry of Education in Bangladesh

NAEM: National Academy for Educational Management

NCPD2012: The National Curriculum Policy Document 2012

NC2012: The National Curriculum 2012

NC1995: National Curriculum 1995

NCTB: National Curriculum and Textbook Board

NEP2010: The National Education Policy 2010

PCA: Principled Communicative Approach

PPP: Presentation-Practice-Production

RD&D: Research, Development and Diffusion

SLA: Second Language Acquisition

TCG: Teachers' Curriculum Guide

TPP: Traditional pedagogic practices

TTC: Teachers' Training College

TQI: Teaching Quality Improvement

TQI-SEP: Teaching Quality Improvement in Secondary Education Project

CHAPTER 1: INTRODUCTION AND OVERVIEW

1.0   Chapter introduction

The current study set out to examine secondary English teachers' understandings and enactment of the pedagogical recommendations made in the revised National Curriculum Policy Document 2012 (NCPD2012) and the way secondary English teachers in Bangladesh enacted them. This introductory chapter sets the scene for the study. Section 1.1 provides background information for this study, highlighting the recent curriculum reform efforts in English language teaching in mainstream Bangladeshi schools and the gaps in the existing research literature on the implementation of curriculum reform. Section 1.2 outlines the rationale for the study, and is followed by Section 1.3 which discusses the significance of the research. Section 1.4 presents the research questions that guide the current study. The final section (1.5) outlines the organization of the thesis.

1.1   Background to the study

The Ministry of Education in Bangladesh (MoE) introduced the National Curriculum 2012 (NC2012) for secondary education (Grades 6-12) in mainstream Bangladeshi schools with the aim of bringing about "qualitative changes in education" (Ministry of Education, 2012, p. iii). The development of the NC2012 followed the publication of two important policy documents: the NCPD2012, which is mentioned above, and the National Education Policy 2010 (NEP2010), which emphasizes developing learners' intellectual abilities, and competencies for the job market by imparting 'quality education' (Ministry of Education, 2010, p. 21). Although the meaning of 'quality education' is not made clear in any of the documents, 'quality education' is described as the key to achieving progress and development. Both the NEP2010 and the NCPD2012 repeatedly mention the teacher and 'appropriate' teaching methods as crucial factors in ensuring the successful delivery of the new curriculum. The aim of this thesis is to examine teaching suggestions provided in the NCPD2012 in relation to English language education, and how these relate to secondary English teachers' beliefs and actual teaching practices in Bangladesh.

The formulation of the new curriculum (i.e. NC2012) was preceded by an evaluation study of the existing National Curriculum which had been introduced in 1995 (NC1995). According to the evaluation report, the NC1995 had "many weaknesses, incongruities and problems" (Ministry of Education, 2012, p. 1). The report described the previous curriculum in these terms "…excessively theoretical and informative, and leads learners to rote learning. Scopes for investigation, acquiring problem-solving skills, learning by doing and developing creativity and innovation are limited …" (ibid., p. 1). The report also highlighted the failure of the NC1995 with regard to English and mother tongue education: "…it heavily emphasizes content memorization instead of acquiring listening, speaking, reading, and writing skills…" (ibid., pp. 1-2). The weaknesses mentioned here such as 'content memorisation', 'rote learning' and the lack of emphasis on the development of skills have been widely reported in published articles in the context of English language teaching in Bangladesh (e.g. Ahmed, 2006; Chowdhury & Farooqui, 2011; Hamid, 2010; Rahman, 2015). The NCPD2012 explains that the new curriculum has been put in place in order to address these limitations.

One of the stated objectives pertaining to English language education is to help learners to acquire the basic skills in English "for effective communications at different spheres including contemporary work places, and higher education" (Ministry of Education, 2012, p. 11). In order to achieve this objective and overcome the stated weaknesses, the NCPD2012 stresses the proper implementation of the curriculum. It identifies two main factors as vital in the process: first, "the application of appropriate teaching-learning methodology" and second, "the appropriate use of quality textbooks and other teaching aids" (ibid., p. 17). The onus is clearly placed on the teacher:

> …the role of teachers is very important. …there is nothing better than a teacher to ensure learning. In fact, many difficult and complex works exacting labour and time can be performed properly with ease and less effort by applying appropriate method and technique. The same applies to teaching-learning. Having preparation beforehand and applying appropriate method and technique, a teacher can achieve learning outcomes with less efforts and time. (ibid., p. 17)

Throughout the National Curriculum, the focus is put on teaching and teachers. The success of a lesson is seen to depend on "teacher's intelligence, subject knowledge,

and proper application of teaching learning activities" (ibid., p. 25). The NCPD2012 provides a number of teaching ideas or suggestions, which I prefer to call 'pedagogical proposals' or 'pedagogical recommendations' in this thesis. The recommendations are presented throughout the curriculum document but not in a clear or organized manner. These proposals are discussed in brief in the context chapter (section 2.4) and in detail in Chapter 5.

The constraints teachers work under have been acknowledged in the NCPD2012, and teachers have been promised necessary support. Teachers are provided with textbooks published by the National Curriculum and Textbook Board (NCTB), an autonomous organisation under the Ministry of Education and an authority on curriculum, materials and tests. Teacher training is stressed as being crucial for successful curriculum implementation. There is a promise that teachers will be provided with teachers' guides to help them with teaching, although teachers' guides were not published until 2017 and were not made available to all teachers. None of my participants had received a copy when I started my fieldwork. Against the backdrop of such policy directives, many teachers might feel left high and dry in school contexts where teaching aids such as multimedia are not available and where facilities are scarce. One of the objectives of this thesis was therefore to evaluate the policy guidelines from the perspective of teachers.

1.2   Rationale for the study

The aim of this thesis was to examine the implementation of the new curriculum by looking at teachers' instructional practices and by examining the extent to which classroom practices align with curriculum aims and goals. A good number of recent studies that explore curriculum innovation and reform have been conducted in other contexts, e.g. in Hong Kong (Carless, 2004), in Turkey (Woods & Çakır, 2011), in China (Zheng, 2015), in Oman (Borg & Al-Busaidi, 2012), in South Korea (Kim, 2011), but very few studies have been done in the Bangladeshi context. Existing research on educational reform in the field of English language teaching in Bangladesh have mostly focused on contextual constraints that impeded the implementation of Communicative Language Teaching. The studies point out a number of factors for the lack of success with the adoption of change initiatives. Some put the blame on the teachers, for their reluctance to move away from transmission-based pedagogies (Dutta, 2006) or on their

low proficiency (Siddique, 2004). Some studies attribute lack of innovation to limited teacher training opportunities and limited infrastructure (Hamid, 2010; Siddique, 2004). Still others point out a lack of alignment between curriculum objectives and assessment practices as a major shortcoming of curriculum implementation (Rahman, 2015; Siddique, 2004). This point is corroborated by Bolitho (2012) who reveals that "powerful, conservative influences in the areas of textbooks and examinations'' held innovations back in the case of the English Language Teaching Improvement Project (ELTIP) in Bangladesh (p. 38). The training courses that teachers attend are reported to be of short duration (Hamid & Baldauf, 2008). The content and methodology of such courses are criticized for a top down transmission of the principles of Communicative Language Teaching (CLT) and for a lack of engagement with teachers' knowledge, beliefs, and current practices (Rahman et al., 2006). Using lesson observation and follow up interviews, Farooqui (2009) evaluated the use of prescribed communicative textbooks. The study reports a significant gap between educational policy and classroom realities resulting from a number of factors such as traditional assessment, teachers' limited proficiency, workload, lack of resources. However, little or no attempt was made to investigate classroom practices in relation to the principles of the revised communicative curriculum. Also, very few studies in Bangladesh have investigated teachers' understandings and beliefs in relation to how they use the coursebook and the activities therein. The recent study by Roshid et al. (2018) evaluates the *English for Today for Classes IX-X* (NCTB, 2012a) textbooks via a questionnaire given to school teachers but there is no scope to examine teachers' use of the books or their rationale for using them in certain ways. A study by Chowdhury & Farooqui (2011) used interviews to report on teacher's perceptions and practices of CLT implementation and included teachers' voices on the innovation and their teaching contexts but they made no attempt to investigate teachers' understanding and interpretation of communicative activities provided in the textbooks. No studies I know of provide classroom data in the secondary school context to show what kind of interaction takes place between teacher and pupils and between pupils, or to reflect on the relationship between classroom interaction and learning (Mann & Walsh, 2016; Walsh, 2011). It is within this research space that the present study is located.

1.3   Significance of the study

This study makes empirical and practical contributions to understanding curriculum policy and implementation of pedagogical reform. Firstly, the study is innovative in that it brings together curriculum policy analysis, research into Second Language Acquisition (SLA) and English Language Teaching (ELT) pedagogy, the analysis of lesson transcripts and interview data to evaluate the pedagogical recommendations of NCPD2012 as well as to examine the ways teachers interpret and implement these recommendations. Secondly, the study contributes to the development of situated understandings of teaching and assessment practices. It is hoped that these findings will be of use to policy makers, curriculum developers and teacher educators and contribute to the possible revision of curriculum, teaching materials, tests and the renewal of teacher education programmes in Bangladesh.

1.4   Research Questions

The study aimed to address the following research questions:

i.   What are the secondary English teachers' understandings of, and attitudes towards the aims, objectives and pedagogical recommendations of the revised national curriculum in Bangladesh?

ii.   To what extent are English language teaching and assessment practices in alignment with the recommendations?

iii. What role do contextual factors play in shaping teaching and assessment practices?

1.5   Outline of the thesis

This thesis is organized into ten chapters, including this introductory chapter, which provides a brief background to this study and an overview of the thesis as a whole.

Chapter 2 presents the context of English language education (ELE) in Bangladesh. First, a short historical background of the role and status of the English language in Bangladesh is provided (2.1), which is followed by an overview of recent policy changes in relation to ELE pedagogy and assessment that have led to the introduction of the current National Curriculum 2012 (2.2), education and schooling in Bangladesh (2.3), and a brief overview of the NCPD2012 (2.4).

Chapter 3 reviews the literature on curriculum implementation with special focus on change rationales (3.1), models and change strategies (3.2), challenges to educational change (3.3), major dimensions of change (3.4), and ELE reform initiatives in Bangladesh (3.5).

Chapter 4 discusses the methodological rationale for this study including the research paradigm, the use of case study design, sampling, procedures for data collection and analysis, quality criteria, and research ethics.

Chapter 5 provides a detailed analysis of the NCPD2012. First, the methodology for the analysis is presented (5.1), which is followed by the findings (5.2 and 5.3). An analytical framework, developed from a synthesis of SLA research-derived principles and the findings in 5.2 and 5.3 for data analysis purposes, is presented in 5.4.

Chapter 6 to **Chapter 9** are the case study chapters. Each case study chapter is organized in the same way. First, the teacher's background and current teaching context are briefly described. Then, the lessons observed are outlined along with an analysis of the materials. Next, the teacher's key practices and beliefs are discussed, and mapped onto the recommendations of the NCPD2012.

Chapter 10 presents a cross-case analysis of the findings of the individual case study chapters. The findings are compared and cross-checked with data derived from a group interview held with teachers from a third school.

Chapter 11, the concluding chapter, answers the research questions, discusses the implications of the findings as well as the limitations of the study, offers suggestions for further research, and ends with my personal reflections on the PhD.

CHAPTER 2: THE EDUCATIONAL CONTEXT OF BANGLADESH

2.0   Chapter Introduction

This chapter presents the social, cultural and historical contexts of English language education in Bangladesh. It also provides an overview of the recent changes in ELE policy and pedagogy including the introduction of the current National Curriculum 2012.

2.1   English in Bangladesh: From a colonial legacy to an essential international language

The spread of English in Bangladesh has its roots in British colonialism. During the British rule in undivided India (from 1757 to 1947), English was confined to local elites and the middle classes (Islam & Miah, 2012). Colonial administrators such as William Bentinck and Thomas Macaulay were instrumental in developing and implementing the *English Education Act* of 1835, the first language in education policy in the subcontinent, which aimed to "form a class who may be interpreters between us and the millions whom we govern…" (Macaulay, 1995, p. 430). Subsequently, when the English Departments were set up in Indian universities, the aim was, as Viswanathan (1995) argues, to facilitate the study of British literature which was to further consolidate British influence on the minds of the 'natives'. The idea was to teach English "*classically* in much the same way that Latin and Greek were taught in England" (original emphasis, Viswanathan, 1995, p. 433). It has been argued that the seeds of the Grammar Translation method were sown in the subcontinent then (Rahman, 1999b).

After the partition of India in 1947, Bangladesh (then East Pakistan) and West Pakistan found themselves without a common language. Bangladesh was predominantly Bangla-speaking while Pakistan had several regional languages with Urdu serving as a lingua franca within the country. English assumed second language status and served as a link language between the two wings of Pakistan (Kachru, 2005; Zaman, 2003). During the Pakistan period, Bangla was the medium of instruction at mainstream primary and secondary schools while English was the language of higher education in Bangladesh (Islam & Miah, 2012). Students attending English medium schools were

reported to grow up as effective bilinguals in Bangla and English through constant exposure to English while those attending Bangla-medium schools would also attain adequate functional competence in English (Alam, 2007).

However, after the independence of Bangladesh in 1971, Bangla was established as the sole official language of Bangladesh and the state adopted a policy of promoting Bangla in all spheres of life including education, administration, government and the media. The first Education Commission Report of 1974 recommended Bangla as the medium of instruction at all levels. At about the same time, English was dropped from BA programmes, a compulsory subject until then. One result of these policies was that students obtaining Bachelor's degrees were reported to have limited proficiency in English overall, and the required qualifications for teachers' recruitment had to be lowered (Rahman, 1999a). After independence from Pakistan, English was no longer needed for internal communications, as nearly 90% of the population spoke Bangla as mother tongue and the non-Bangla speech communities spoke Bangla as a second language (Hamid, 2008; Hossain & Tollefson, 2007; Rahman et al., 2006). The *Bangla Procholon Ain* (Bangla Implementation Act) was passed in 1987 with the aim of replacing English in government sectors, although "the entrenched nature of English within bureaucratic functions has made the complete elimination of English both impossible and undesirable" (Banu & Sussex, 2001, p. 128-9). Many researchers associate these successive attempts to relegate English with the perceived poor standard of English in the country (Alam, 2007; Imam, 2005; Shahidullah, 2002).

Despite these macro-level initiatives throughout the 1970s and early 1980s that aimed to curtail the use of the language in education and the broader society, English was retained in mainstream Bangla-medium schools as a compulsory subject from Grade 3 to Grade 12 [1]until 1986. The standard of English teaching and learning in these schools was reported to be poor and the social elites and mainly wealthier families would send their children to English medium schools where they could learn English through

---

[1] In Bangladesh, school Grades are known as 'Classes'. Grade 3 is roughly equivalent to Year 4 in England. Pupils in Grade 3 are usually aged 7 in Bangladesh.

'immersion' (Alam, 2007; Rahman, 2008). The English curriculum in mainstream Bangla-medium schools did not receive much policy attention during this period.

In the late 1980s and early 1990s, there was a realization among policy-makers as well as members of the public that Bangladesh needed English to move forward as part of the international community, which led to the promotion of English by the state as well as the private sector (Rahman 1999a). The government introduced a series of policies that reflect a change of attitude to English (Rahman, 2015). The first was the government's decision to introduce English in Grade 1 (rather than in Grade 3 as previously) in 1987. English was re-introduced as a compulsory subject across all disciplines at the tertiary level in 1994. The Private University Act of 1992 played a key role in consolidating the presence of English in higher education since nearly all private universities adopted English as the medium of instruction. Following the private universities, the University of Dhaka introduced a Foundation Course in English in 1998. This was followed by all other public universities and colleges offering mandatory English language courses to students at the tertiary level regardless of their choice of major. These initiatives were intended to raise learners' proficiency in English through the provision of greater curricular space for English in the education system. However, learners' proficiency levels in English were still thought to be very low at all levels (Rahman, 2015) prompting educational planners to introduce further innovation and reform of ELE. The promotion of CLT as an approach to teaching English was a major change initiative associated with the NC1995. Further pedagogical reform was suggested in the NC2012, which was the focus of the current study.

To sum up, the role of English changed from being a colonial language serving the interests of the rulers and social elites during the British Raj to a link language in the Pakistan period to a language of international communication and economic and social development in present-day Bangladesh. Thus, following a period of reluctant acceptance of the language in the curriculum post-independence, English is now perceived as a tool to be harnessed for achieving developmental goals such as poverty alleviation, quality education, and human resource development (Erling et al., 2012; Hamid, 2010; Planning Commission, 2012). Although there have been voices that question the validity of such perceptions (Hamid, 2010; Phillipson, 1992/2009, Rahaman, 2015), there can be no doubt that proficiency in English is a must for jobs in

many sectors such as the Readymade Garments Industry (RMG), private hospitals, banks and businesses, higher education in general, as well as for migration, and overseas jobs that depend on migrant labour (Erling et al., 2015; Erling et al., 2012; Hamid & Baldauf, 2008; Roshid, 2014). Changes in the actual or perceived role of English in Bangladesh have prompted a series of macro-level initiatives for innovation and reform of ELE which are discussed in the next section.

2.2 From GTM to CLT and the English Curriculum 2012

Beginning in 1995, the Ministry of Education in Bangladesh has made several attempts at reforming ELE pedagogy by aiming to move away from what is variously described as 'traditional pedagogic practices' (TPP) (Haider & Chowdhury, 2012) and the Grammar Translation Method (GTM) to communicative approaches. Policy documents and research publications in Bangladesh tend to use these two terms loosely to refer to teacher-fronted and transmission-oriented pedagogical approaches that prioritize the teaching of grammar and the extensive use of pupils' L1. Researchers such as Chowdhury & Farooqui (2011) and Hasan (2004) use both terms in the same sense and associate them with both content and classroom techniques such as the deductive teaching of grammar, pattern practice, reading comprehension, rote learning and memorization of word lists, translation, writing paragraphs, essays, letters, and the absence of any focus on speaking and listening skills. Training programmes and published reports in the Bangladeshi contexts frequently present the existing or traditional pedagogies (e.g. GTM) and innovative approaches (e.g. CLT) as a dichotomy, although actual teaching practices cannot be neatly categorized as either CLT or GTM. As scholars such as Harmer (2015) and Kumaravadivelu (2003) point out, teachers tend to draw on multiple sources of knowledge and multiple methods while teaching. Nevertheless, for the sake of understanding the change initiatives, a few points of contrast between the two approaches can be identified. Firstly, CLT is described as prioritizing meaning-focused activities in order to develop learners' skills in using the target language appropriately in various situations (Richards & Rodgers, 2014). The primary goal of language teaching in CLT is the development of communicative competence rather than linguistic competence alone (Brown, 2002). In TPP ('traditional pedagogic practices'), in contrast, the focus is mostly on linguistic competence, so form-focused language practice is common. Secondly, developing

fluency and appropriacy in terms of social, cultural and pragmatic aspects of language use is given emphasis in CLT, not just the accuracy of language structures. In TPP, the main focus is on the accuracy of the target language. Thirdly, grammar is taught at the level of discourse in CLT, while grammar is taught at the level of sentence in TPP. Fourthly, within a communicative paradigm, teachers are encouraged to take on new roles such as that of a needs analyst, counselor, group process manager to facilitate communicative activities in the classroom which contrast with teachers' traditional role as knowledge-givers (Larsen-Freeman, 2000). Fifthly, unlike TPP, CLT requires learners to be active participants in the classroom. In CLT, learners are given opportunities to engage in collaborative learning through group and pair work.

The dichotomy between CLT and TPP/GTM is a convenient way of characterizing shifts in pedagogical approaches in the context of curricular innovation and reform. Teacher-centred and transmission-based pedagogies are deep-rooted in the Bangladeshi educational culture (Chowdhury, 2004; Chowdhury & Le Ha, 2008). Commenting on ELE pedagogy, Solly and Woodward (2012) note that "Bangladesh has had a very traditional approach to English language teaching, focusing on teaching about the language rather than how to use it effectively" (p. 166). Educational policymakers have attributed perceived poor English skills of Bangladeshi learners to GTM (Hamid, 2010) and have attempted to replace it with CLT through a series of reform initiatives beginning with the English Language Teaching Improvement Project (ELTIP) project in 1995 (the project ended in 2012). It was believed that the new curriculum would help revitalize English teaching and learning, raise the levels of English proficiency and develop learners' communicative competence, seen as essential for developing human capital (Hamid & Baldauf, 2008).

ELTIP, which was co-funded by the Government of Bangladesh and the Department for International Development (DfID) in the UK, promoted a communicative curriculum through changes in three main components of the curriculum: textbooks, assessment and in-service teacher education. Textbooks were produced following the principles of the new curriculum and included many communicative activities (Chowdhury & Farooqui, 2011). Short in-service training programmes were also arranged to orient teachers to CLT (Hamid & Baldauf, 2008). However, examinations remained largely unchanged except for the introduction of a few new test techniques such as cloze test

with or without clues, or rearranging sentences in a jumbled paragraph (Farooqui, 2008). ELTIP was supported by several 'secondary innovations' (Markee, 1997, p. 53) such as the English in Action (EIA) project and 'Teaching Quality Improvement in Secondary Education Project' (TQI-SEP). EIA, funded by DfID UK, was launched in 2008 with the aim of developing the communicative competence of Bangladeshi learners of English through the introduction of technology, supplementary materials and teacher training (Hamid, 2010; Walsh et al., 2012). Another objective of the project was to provide English learning opportunities to the masses through the Internet and radio broadcasts (Hamid, 2010; Walsh et al., 2012). Before the project ended in 2017, it had trained over 30,000 English teachers from primary and secondary schools in Bangladesh (English in Action, 2016). This was a substantial number, but many teachers still remained outside the purview of the project. TQI-SEP was funded by the Asian Development Bank, the Canadian International Development Agency and the Government of Bangladesh, and operated from 2005 to 2011. It complemented ELTIP by providing teacher training to English teachers who had not received such training under ELTIP (Hamid, 2010). Under the project, English teachers received a three-week training on CLT that demonstrated the teaching of the four skills of reading, writing, listening, and speaking.

Teacher training under ELTIP, EIA and TQI-SEP all aimed to orient teachers to the principles of CLT, encourage them to adopt those and move away from TPP/GTM. However, the dichotomy between GTM (or, traditional approaches) and CLT masks the realities of curriculum implementation and of actual teaching practices. Research on curriculum enactment involving CLT does not always reflect the ideals of CLT the way they appear in methodology books. For example, Nunan (2003) analysed policy statements, curriculum documents, and programmes related to ELE innovation and reform in several countries in the Asia-Pacific region and found significant levels of confusion and inconsistency at the level of policy. In practice too, teachers are reported to interpret the principles of CLT differently and marked differences have been reported in the classroom behaviour of teachers claiming to be using CLT in several contexts including Bangladesh (Butler, 2011; Carless, 2007; Littlewood, 2007; Nunan, 2003; Sinha & Idris, 2013).

In Bangladesh, within a few years of the introduction of CLT in secondary schools, it was reported that the learners were not developing communication skills in English. In fact, it was said that many learners were reportedly leaving school with much lower abilities in English than previously (Alam, 2007; Hamid & Baldauf, 2008; Rahman et al., 2006). Thus, the shift from traditional to communicative approaches was perceived as ineffective or unsuccessful. A number of studies have examined the implementation of CLT in schools and reported several problems (Ahmed, 2006; Chowdhury, 2004; Dutta, 2006; Hamid & Baldauf, 2008; Siddique, 2004; Sinha, 2006). It was argued that CLT was not appropriate for the Bangladeshi context for several reasons, including large class size, poor English skills of teachers, limited resources, and the fact that transmission-based pedagogy was culturally valued. The national examinations, which did not test listening and speaking skills, were also blamed. Teacher training programmes were found to be too short, lecture-based and ineffective. There were widespread misunderstandings in relation to the principles of CLT among teachers who were reported to be reluctant to move away from traditional pedagogy (Chowdhury & Farooqui, 2011). As an example of this, Sinha & Idris (2013) report that teachers had divergent beliefs concerning the role of pupils' L1, the medium of instruction, and whether or not to teach grammar and translation.

While some studies reported above indicate that CLT was not implemented effectively, others reveal the perception that CLT may not be appropriate in the Bangladeshi school context. While the proponents of CLT continued to argue that GTM was unsuitable for the development of communicative competence of learners (Dutta, 2006; Farooqui, 2009), some leading academics based in English Departments of Bangladeshi universities argued that the GTM with its emphasis on literature, grammar, translation and literacy skills had a role to play in ELE in Bangladesh (Alam, 2007; Choudhury, 2001; Siddique, 2004). There was also a reported gulf between policy makers and administrators on the one hand and policy implementers such as teachers on the other hand which was attributed to an authoritarian approach to policy formation and implementation (Abedin, 2013; Bolitho, 2012). An environment of mutual distrust between administrators and teachers, a concern over poor quality of education and declining standards, and debates over an appropriate pedagogy came to characterize ELE in Bangladesh (Abedin, 2013; Basu, 2013). The NCTB responded by conducting an evaluation of the existing curriculum and drawing up the NCPD2012, which was to

serve as the blueprint for the textbooks, tests and teacher training programmes. The current study aims to analyze the new curriculum and explore its classroom implementation.

2.3   Education and schooling in Bangladesh

The education system in Bangladesh has three 'streams' or three kinds of schools: mainstream Bangla-medium schools, technical and vocational education schools and Madrasahs (schools for Islamic education). Bangla-medium schools, by far the largest section, is divided into primary education (from Grade 1 to Grade 5), and secondary education, which is further divided into junior secondary (Grade 6 to 8), secondary (Grade 9 & 10) and higher secondary (Grade 11 & 12) levels[2]. Primary and secondary schools in the mainstream Bangla-medium offer education in the Bangla medium with English being a subject like mathematics and science. The secondary levels have been the focus of recent ELE innovation and reform (discussed in 2.2). NC2012 is also introduced at the secondary level.

English is an integral part of the curriculum in Bangladesh where Bangla is the native language for over 90% of the population (Banu & Sussex, 2001; Hossain & Tollefson, 2007). Bangla is the medium of instruction from primary through tertiary levels. At higher levels of education though, English is increasingly adopted as the medium of instruction since books and references are mostly in English. Students' proficiency in English in general is considered to be much lower than the expected level for any grade even though there are no set achievement targets. Graduates are reported to be unable to use English well for professional needs. The rural schools, in particular, are reportedly struggling to teach English well since they typically lack resources, and qualified teachers are hard to find (Hamid & Honan, 2012). Due to the limited exposure to English in Bangladesh, students mainly rely on textbooks as well as school teachers for language input, guidance for learning and exam preparation (Bashir, 2013). Passing English with a good grade is cited as the main motivation for learning English

---

[2] The Education Policy 2010 aims to move grades 6-8 to primary education but it has not materialized as yet.

(Farooqui, 2008). The dominant approach to teaching English in schools is discussed in 2.2. Many students receive private tuition in small groups from their school teachers or private teachers to pass or get good grades in English (Hamid, Sussex, & Khan, 2009). Private tuition is generally regarded as very useful in improving exam grades.

Secondary education in Bangladesh is centrally managed and administered by a number of Departments and Directorates within the Ministry of Education (MoE). The National Curriculum and Textbook Board (NCTB) of the MoE is responsible for the development of the curriculum, and the production and distribution of textbooks at primary and secondary levels. However, the fact that very few teachers received the Teachers' Guides after the NC1995 was introduced (Farooqui, 2008) is an indicator of the shortcomings in its operations and the constraints the MoE is faced with. The situation had not changed much over a decade later, as TCGs were published in 2017, five years after the NC2012 had been introduced, and none of my participants in the three schools had any copies. There are, at present, eight Boards of Intermediate and Secondary Education that oversee the conduct of the high-stakes public examinations at the end of Grade 5 (PSC/PECE), Grade 8 (JSC), Grade 10 (SSC), and Grade 12 (HSC). All exam boards follow the same content and question format to ensure uniformity. Rahman (2015) notes that these high-stakes national tests exert a strong influence on how English is learned and taught in Bangladesh. According to Hasan (2004): "…the prime concern of most students is scoring good marks in examinations. Teachers' main duty is to prepare them so that they can do well in exams" (p. 126). In other words, classroom instruction is heavily influenced by examinations and what is on the test is usually what teachers and learners are interested in teaching and learning in the classroom.

In the high-stakes national examinations, assessment of English is exclusively through written examinations that test students' reading and writing skills and grammar knowledge. Research has identified this 'paper and pencil' mode of assessment as an impediment to the implementation of pedagogical changes in Bangladesh (Farooqui, 2008; Siddique, 2004). In 2007, school-based assessment was introduced in grades 6 to 9 but pen-and-paper exams still remain the dominant format (Begum & Farooqui, 2008). The revised NC2012 views assessment as an important area of change and

allocates 20 marks (15% of total weight) for classroom-based assessment of learners' language skills and overall progress.

For pre-service and in-service training of teachers, there are several providers in Bangladesh. Secondary teachers are mostly trained in the Teacher Training Colleges (TTCs). According to Bangladesh Bureau of Educational Information and Statistics (BANBEIS), there were 14 TTCs in the public sector and 104 in the private sector in 2014 (BANBEIS, 2014). TTCs in the public sector are usually situated in cities, and possess better-qualified trainers and greater resources than the private-sector TTCs. All TTCs offer Bachelor of Education (B.Ed.) courses to practicing or aspiring teachers. In addition, Bangladesh Open University (BOU) offers distance BEd courses. The National Academy for Educational Management (NAEM) also runs short training programmes on their premises. Many of the training institutes outside the capital are short on staff and resources. Training tends to be short and their success is frequently reported to be modest (Hamid, 2010; Rahman, 2015). There are makeshift training centres set up by ELTIP and EIA but many of these centres were shut down after the projects ended (Hamid, 2010), and therefore had little long-term impact.

Secondary teachers vary in qualifications and levels of training. Some have master's degrees in a relevant discipline from a university while many others may only have a bachelor's without any specialization. Teachers are paid low or modest salaries at primary and secondary levels resulting in low motivation and low job satisfaction, which discourages the brightest graduates from joining the profession (Haq & Islam, 2005). Many teachers resort to private tuition to supplement their income, a practice that has become established across the country (Hamid, Sussex & Khan, 2009). Private tutoring is often blamed for the poor quality of teaching in the classroom, because teachers engaged in providing private tuition reportedly do not find the time and energy to teach well in the regular classroom (Mahmud & Bray, 2017; Siddique, 2004).

2.4 The NC2012 and pedagogical reform

The NC2012 was introduced in Bangladesh to replace the 1995 National Curriculum (NC1995). The introduction of the new curriculum was preceded by the publication of NCPD2012 by the NCTB. According to Lavrenteva & Orland-Barak (2015), a curriculum document is "a policy statement about the approach, goals, objectives and desired

pedagogies of language teaching and learning for a particular country or region" (p. 653). In the centralized education system of Bangladesh, the curriculum document can exert a great deal of power and control working as "the base of developing textbooks and other teaching materials as well as conducting teaching-learning activities" (Ministry of Education, 2012, p. 1). The aim of the study is to examine the reform messages that the NCPD2012 contains, and how teachers interpret and implement them.

The NCPD2012 is 93 pages long and is divided into two main parts: the first part comprises sixteen sections and relates to all subjects which I refer to as the Core General Curriculum (CGC), while the second part presents the English curriculums for lower secondary grades 6-8 [3] (ELC-LS) and secondary grades 9-10 (ELC-S). The CGC presents the rationale for the new curriculum, discusses the processes and the model of curriculum development, suggests many teaching techniques and strategies, and gives advice on assessment procedure (the content and structure of the curriculum document is shown in Appendix 1). ELC-LS and ELC-S are both divided into the following sections: introduction, objectives, terminal learning outcomes, "classwise" (=class-specific) learning outcomes, curriculum matrix, and guidelines for textbook writers. It is noteworthy that there is a lot of repetition from Grade to Grade: for example, the details of learning outcomes and the curriculum matrix for each grade build on those of the previous grade with only a few additions. The curriculum for each level is further divided into two parts called English Paper 1 and English Paper 2. The use of the word 'paper' to describe a subject is perhaps indicative of the influence of exams in the Bangladeshi education system.

In the 'Foreword' to the NCPD2012, Kamaluddin, the Chair of NCTB, points out that "there are changes in teaching-learning activities, and ways of assessment" (ibid., 2012, p.iii). However, the change messages are not presented in a systematic way. The suggestions and recommendations for teachers (as well as authors of textbooks) are presented in piecemeal fashion in different sections of the document. Then, there is

---

[3] Grades 6-8 are to be incorporated in primary education according to Education Policy 2010 as well as NC2012 but initiatives in that regard have not been successful as yet.

no clear set of principles or guidelines that teachers could draw on. Moreover, on the issue of pedagogy, the NCPD2012 seems to be ambivalent: it suggests the continuation with Communicative Language Teaching (CLT) but acknowledges the value of other teaching approaches: "there are positive sides as well as limitations in all teaching learning methods" (Ministry of Education, 2012, p. 25). It acknowledges the existence of a variety of methods – some of which are learner-centred and others teacher-centred – and leaves open the possibility that teachers might select appropriate techniques and methods according to the demands of the particular lesson. However, the suggested activities such as discussions, group work, debates, story writing, role play, question-answer and demonstrations along with a number of pedagogical recommendations (discussed in Chapter 2) clearly point to the importance attached to learner-participation and a move towards a more learner-centred pedagogy. Also, with reference to the objectives of learning English, it highlights the "need for learning English for communication" because "being able to use the language for effective communication in real life situations locally and globally has become the prime purpose for learning English" (p. 35). The prescribed *English for Today* textbooks (first published in 2000 and revised in 2012) state in their Preface that their aim was integrating an "effective communicative approach" with "existing traditional methods" as well as emphasizing "practicing language skills through a variety of meaningful activities" (NCTB, 2012b).

Since the present research explores the ways teachers experience and respond to the changes in pedagogy and assessment in NC2012, it is crucial first of all to identify the pedagogical proposals through a systematic analysis of the NCPD2012. Chapter 5 of the thesis presents the findings of curriculum document.

CHAPTER 3: LITERATURE REVIEW

3.0   Introduction

This section reviews the literature on curriculum innovation/reform in education which serves as the theoretical background for the analysis of ELE reform in Bangladesh. Markee (1997) defines curriculum innovation as "a managed process of development whose principal products are teaching (and/or testing) materials, methodological skills, and pedagogical values that are perceived as new by potential adopters" (p. 46). This definition captures several key areas and dimensions of change that this thesis aims to investigate in relation to ELE in Bangladesh. Innovation scholars such as Fullan (2015) and Rogers (2010) identify various models and strategies of change, as well as discuss the challenges and key factors for change implementation. This chapter will first examine rationales for change. It will then discuss the models and change strategies put forward by innovation scholars (3.2), challenges to educational change (3.3), major dimensions of change (3.4), teacher cognition and curriculum reform (3.5), and ELE reform initiatives in Bangladesh (3.6).

3.1   The rationales for change

A common motivation for curricular innovation is a sense of dissatisfaction with the status quo (Kennedy, 1988; Waters, 2009). Indeed, many ELT reform initiatives have been driven by the perceived limitations of existing pedagogy in developing proficiency in English, seen as crucial in the context of globalization (Ahn, 2011; Hu, 2002; Kirkgöz, 2008; Seargeant, 2009). However, stakeholders often have varying levels of dissatisfaction with existing practices arising from different sources, and therefore they may not fully agree on any ideal solution to the problems they perceive (Kennedy, 1988). This calls for compromise and negotiation among all participants in the system "so that all participants are satisfied with the outcome" (ibid., p. 336).

Recognition of the need for change and the proposal for solutions may come from sources internal or external to the system. Rogers & Shoemaker (1971) categorize innovations into four types: immanent change (internal self-motivated change), selective contact change (internal recognition of need, external solutions), induced immanent change (external recognition of need, internal solutions), and directed

contact change (external recognition of need, external solutions). Markee (1997) views these four types as forming a cline from the 'deepest' level to the 'shallowest' level of change in terms of the level of responsibility and ownership end-users have for identifying problems and finding solutions. 'Immanent change' represents the deepest level of development since teachers act as change agents and therefore take ownership of the change. At the other end of the cline is 'directed contact change' which "typically results in low levels of ownership and shallow development" (ibid., p. 49). The two other types – 'induced immanent change' and 'selective contact change' -- represent intermediary levels of development. In practice, 'directed contact change' has been the type most frequently adopted in ELE aid projects (ibid., 1997, p. 49) as in the case of Bangladesh (discussed in 2.2). In this type of change, the change rationale must be clear and convincing to the stakeholders, because "If an innovation's goal is to improve education, arguments need to be made for why and how the innovation will lead to an improvement" (Todd, Darasawang & Reinders, 2015, p. 160).

3.2 Models and strategies of change

Several different models and strategies are found in the curriculum innovation literature. Many change initiatives in ELT have followed what Markee (1997) calls a centre-periphery model of change. In this model, developed countries and senior ministry level officials representing the 'Centre' have the power and authority to promote educational change while teachers representing the 'Periphery' are supposed to implement the policy in the classroom (ibid.). Policy makers commonly use a 'power-coercive' strategy of change and use rewards and penalties to ensure that individuals at the lower level of the hierarchy comply with the dictates of the policy (ibid.). An advantage of this model of innovation is that, when coupled with the strategy of rewards and sanctions, it can bring about large-scale changes in a short time (ibid.). However, the same strategy may backfire in the long term since implementers, once the sanctions and rewards are removed, usually revert to what they were doing before the change was imposed (Smith and Lovat, 2003). Despite its potential to effect rapid change initially, over time it may be hard to sustain the change. Another problem is that this model of change may be seen as an imposition and in cases where change is perceived as incompatible with beliefs, values, status, and so on of stakeholders, the innovation is likely to meet with resistance and rejection (Bolitho, 2012). Bailey (2000) points out that in such a top-

down approach to change, teachers are considered as the "rank and file implementers of change", while bureaucrats are "designers and advocates of change" (p. 112). Such changes rarely take teachers' perspectives or expertise into consideration: they are asked to implement change that has already been set in motion. Despite the stated shortcomings of top-down impositions, most reform initiatives taken by governments, other large, centralized organizations and aid agencies in developing countries such as Bangladesh have adopted this approach to innovation in ELT (Bolitho, 2012; Canh & Barnard, 2009; Waters, 2009).

This model of change may be contrasted with the Research, Development and Diffusion (RD&D) model, which usually adopts empirical-rational change strategies on the premise that if high quality products are made available to users and the rationale explained to them, the product will be adopted (Markee, 1997). This model has been frequently adopted in developed nations such as the Unites States, Canada, the UK, and Australia -- countries that have a tradition of decentralized educational management (ibid.). Rational empirical strategies may also fail due to situational constraints. Markee (1997) notes that the biggest disadvantage of this approach is that it "mistakenly assumes rational argument to be sufficient to persuade potential users to accept change" (p. 65) and that it loses sight of sociocultural constraints, systemic and personal factors, and the attributes of innovations, which are no less important than rational argument in determining an innovation's success or failure.

Another prominent model of innovation is the problem-solving model in which change is initiated bottom-up, that is, by the people who work at the grass-roots level as opposed to the other two models of change which represent top-down change. In this model, teachers are seen as powerful change agents and their personal beliefs and values are acknowledged as central to their actions. This model typically uses a "normative-reeducative strategy" of change (Markee, 1997, p. 67) meaning that any change in teachers' classroom behaviors and values is seen to require deep ideological change. The bottom-up nature of this model is ideal for promoting a sense of ownership among practitioners (ibid.). In ELT, action research has emerged as an approach to solving problems that teachers face in day-to-day teaching. This "places the development of theory in the hands of the practitioner" (Crookes, 1997, p. 73). Despite this obvious benefit, the approach may be inadequate on its own. As Schwartz (2002) argues,

although a problem-solving approach to innovation includes the essential component of teacher involvement, its effectiveness is often limited by a lack of resources and external support.

The discussion so far has separately considered the major models of innovation and associated change strategies but there may be overlaps between these change models and associated strategies (Waters, 2009). For example, the Centre-Periphery model may be promoted through a rational-empirical strategy while the RD&D model can also be paired with power-coercive change strategies in centralized education systems. Again, given the complex nature of change processes, a combination of several models, known as the "linkage" model, is also possible (Markee, 1997). The benefits of a combined approach for the diffusion of curricular innovation are recognized by scholars such as Crookes (2003) and Schwartz (2002) who call for collaboration between interested teachers and funded researchers by using RD&D and problem-solving models in combination. However, in practice the Centre-Periphery model of change has been favoured in most cases in combination with a power-coercive strategy, particularly in contexts with centralized educational systems (Canh & Barnard, 2009; Kennedy, 1999). Kennedy (1999) provides a reason for this tendency:

> …there seems little alternative to a top-down approach when changing national systems of education if there is to be an attempt at some form of uniformity and standardization in teaching and assessment across schools. (p. 1)

Indeed, an emphasis on uniformity and standardization can limit the choice of models and strategies of change, particularly in the context of centralized educational systems such as the one in Bangladesh. There are various other factors that facilitate or impede change implementation which will be considered in the next section.

3.3   Challenges to educational change

Implementing educational change is no easy task because, as Fullan (2015) argues, it requires dealing with "difficulties related to planning and coordinating a multilevel social process involving thousands of people" (p. 69). Fullan describes three broad phases to the change process: initiation, implementation, and institutionalization. Phase I (initiation) is when a decision is adopted for change. Phase II (implementation) refers to the first experiences of putting the change in practice. Phase III (institutionalization)

36

refers to "whether the change gets built in as an ongoing part of the system or disappears by way of a decision to discard or through attrition" (p. 50). He argues that the challenges involved in the process of educational change vary from phase to phase (ibid., 2001), and that what is needed at the outset is the formulation and adoption of a policy outlining the objectives and rationales for change, and planning for implementation. This often involves "top-heavy strategic planning" (Bolitho, 2012) such as dialogues, product development and legislation leaving little time to get to know grass-roots views on the planned changes, or as Fullan (2015) notes, to take due notice of the issues that come into play during the implementation of the policy.

Figure 1.1: Three phases of the change process (Fullan, 2015, p. 56)
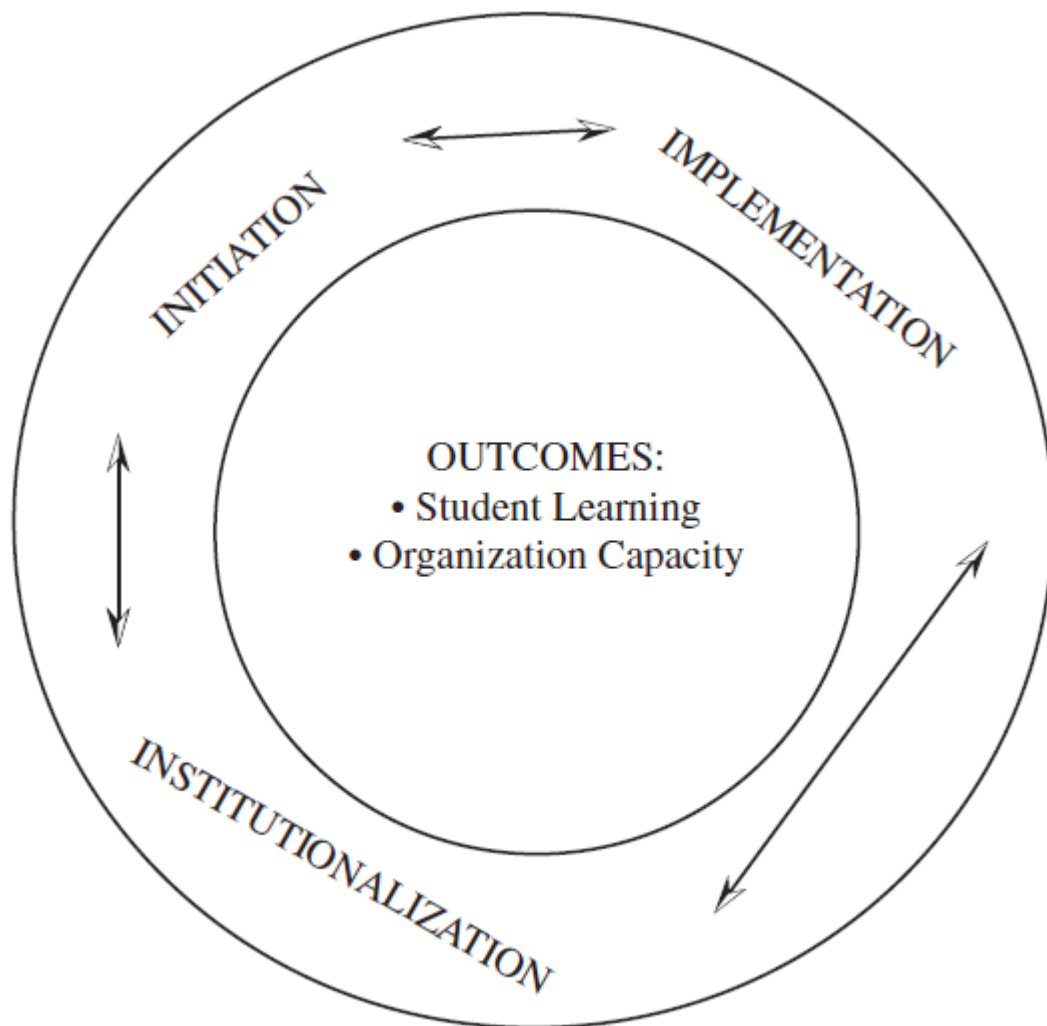
Many attempts at policy and program change have concentrated on product development, legislation, and other on-paper changes in a way that ignored the fact that what people did or did not do was the crucial variable (p. 70). These distinctions are particularly relevant to the present study, for as I discuss in 3.6, it has been common in Bangladesh for innovations to be initiated but not fully implemented. Often, change initiatives are not persisted with, and therefore these do not have a chance to become institutionalized (Rahman, 1999b). This thesis examines the products (e.g. curriculum documents, textbooks) as well as the practices in the latter two stages of the change process concerning the NC2012. A focus on practices is necessary because curriculum implementation ultimately boils down to how teachers and learners behave vis-à-vis the new curriculum.

Many different factors can have an impact on the extent to which teachers adopt and implement change in their classes. Fullan (2015) identifies several factors which he puts into three main categories: characteristics of the innovation or change project, local factors, and external factors. He mentions four factors related to the characteristics of change: need, clarity, complexity and quality or practicality. First, institutions tend to face a range of improvement agendas at any point in time. Teachers will have little motivation to effect a particular change if they believe that there are other more pressing needs. Second, clarity regarding the objectives and means of innovation is crucial for its successful implementation because, in some cases, teachers may have the desire to improve teaching and learning, but they may not know what they need to do differently in order to bring about the desired outcome. Third, complexity refers to the difficulty and extent of change required of the individuals responsible for implementations in terms of the skills required and the degree of alterations needed in beliefs of implementers, and in the use of materials, for example. Fullan argues that large scale changes may create problems for implementation, but they tend to achieve more than the simpler change initiatives because the stakes are higher and more effort is demanded from everyone concerned. Finally, high quality teaching and training materials, along with a deeper understanding of the required change in teaching behavior, are critical to the substantial and sustained implementation of innovation.

Similar points have been made by Rogers (2010) in relation to change characteristics. She mentions five key attributes of innovations: relative advantage, compatibility,

complexity, trialability and observability. 'Relative advantage' is the degree to which an innovation is perceived to be better than the one it replaces in terms of efficiency, prestige, convenience or satisfaction. If teachers perceive that the innovation is more advantageous compared with existing practices, they are likely to quickly accept it. It appears that 'relative advantage' relates to 'need' in Fullan's change characteristics, since the attempted change is likely to be perceived as necessary or unnecessary in terms of its relative advantage. 'Compatibility' is the degree to which an innovation is perceived as being compatible with the existing values, beliefs and attitudes of the adopters. The more compatible with beliefs and values an innovation is, the higher its likelihood of being incorporated. Scholars such as Holliday (2005) and Bax (2003) point out that an innovation will be more or less compatible depending on the context and culture in which the change is implemented. As for 'complexity', Rogers uses the term to refer to the lack of clarity and to argue that innovations that are simpler to understand are adopted more readily than those that require teachers to develop new understandings. In this sense, her idea of 'complexity' differs from Fullan's, who views complexity positively in terms of the degree of challenge involved and the extra effort required, which drives the innovation forward. 'Trialability' is the degree to which an innovation may be broken down for trial. An innovation that is trialable represents less uncertainty or anxiety to individuals because they are able to learn through the initial experimentation. Finally, 'observability' is the degree to which the results of an innovation are visible to others. If the results of the innovation can be easily observed and communicated to others, the rate of adoption will be higher. To sum up Rogers' (2003) points, curriculum innovations that are perceived by implementers as having higher relative advantage, compatibility, trialability and observability and less complexity will be accepted more rapidly than other innovations or existing practices.

The innovation characteristics described by Fullan (2015) and Rogers (2010) are relevant to my research on ELE curriculum reform in that teachers' attitudes, understandings and teaching practices will interact with the characteristics of the reform. While all of these characteristics deserve attention in planning, implementing, and evaluating curriculum change, I consider three of them to be of utmost importance in my context. The first one is the perceived or actual 'need' for the reform. In the context of ELT reform initiatives in Bangladesh, for example, it has been reported that teachers and students did not feel the need for a change of pedagogy as examinations

did not assess students' communication skills (Rahman, 2009). The second characteristic is 'clarity': many studies have found curriculum texts to be vague and ambiguous which affected the implementation of reform (e.g. Bergqvist & Bergqvist, 2017; Graybeal, 2010). Clarity may also be affected if teachers receive conflicting and contradictory change messages. Bergqvist & Bergqvist (2017) stress the point that the reform message has to be communicated clearly and different sources of the message have to be aligned. The third characteristic is compatibility: many CLT-oriented reform initiatives suffered because of incompatibility between the principles of CLT and local teaching learning cultures. For example, the teacher's and learners' roles in CLT were seen to be incompatible with the traditional roles of teachers and learners in contexts such as Turkey (Kırkgöz, 2008) and Bangladesh (Chowdhury & Le Ha, 2008; Siddique, 2004).

According to Fullan (2015), the factors discussed above cannot be resolved during the initiation stage since they only reveal themselves clearly once the implementation is in progress. The present study set out to examine these factors in relation to the implementation of the NC2012. In addition to the characteristics of the innovation, there are 'local factors' related to the organization or setting in which people work that may represent situational constraints or opportunities for effective change. Focusing on the North American contexts, Fullan (2015) identifies the following as local factors: the school district, board and community characteristics, the principal, and the role of teachers. First, the support of central administrators is essential for district-wide change implementation. Individual change initiatives without a central support system cannot lead to major change. Second, communities and school boards might work in cooperation with the school district and central administrators or they might show reluctance to change initiatives; in other words, they might facilitate or block change. Third, the principal or school head strongly influences change processes even though many do not play instructional roles. Finally, individual teacher characteristics as well as collective and collegial factors determine how successful change implementation will be. Some teachers by virtue of their previous experience, personality and stage of career will be more change-oriented than others. The roles of many of these local factors deserve critical scrutiny in the context of ELE reform in Bangladesh and are investigated in this thesis.

The support teachers receive is widely regarded as the most crucial factor for educational change implementation. Focusing on the TESOL aid projects of the 1980-1990s, Wedell (2003) attributes their limited success to "change planners' failure to adequately consider what support classroom teachers will need, when, and for how long" (p. 439) in trying to implement new classroom practices. Government and other agencies which influence and support schools with the implementation of educational change are categorized as 'external factors' by Fullan (2015). The school is situated in the broader society and is supported and influenced by the offices of the Ministry of Education and in some cases by outside agencies such as the British Council. However, there are no school boards in Bangladesh – there are education boards which are responsible for conducting the public examinations. Also, as Rahman (2008) notes, there is hardly any involvement of communities in curriculum implementation in Bangladesh. The role of teachers and the school head, and support of central administrators for teachers are therefore even more critical to the success of change implementation in a context like Bangladesh. Innovation scholars argue that workshop training sessions may be arranged to help the school heads to gain some understanding of the change processes and thus enable them to provide the necessary support to teachers as facilitators of change (Fullan, 2015; Wedell, 2012). Apart from the heads, English teachers will also need cooperation from other teachers, particularly those teaching other subjects. Wedell (2012) points out that pedagogical changes are more effective when introduced across all subjects, not just to English.

3.4   Dimensions of change: methods, materials, assessment, and teacher education

Educational change often involves the promotion of new teaching & learning approaches and is usually implemented via the following media: the provision of new or revised materials; the publication of teachers' guides and the provision of teacher education/training programmes; and examinations reform (Bolitho, 2012; Fullan, 2015; Mathew, 2012).

In curriculum innovation literature, teachers are recognized as key change agents (Borg & Al-Busaidi, 2012; Wedell, 2003). For successful implementation of a new curriculum,

teachers must play a major role since they work at the grassroots level by engaging with the students on a daily basis. As Hyland & Wong (2013) clarify:

> …it is the EFL teacher who decides what innovations find their way into the classroom: how new methods are implemented, new technologies deployed and new textbooks used. Innovation can, and should be supported from above and forced through by clear policies, adequate funding and professional development initiatives, but if teachers have not fully embraced the concepts, then the innovation will die. (p. 2)

Innovation moves through several 'messy' stages during which change messages get diluted with "reinterpretations and additions made along the way" (Hyland & Wong, 2013, p. 2). Teachers get different versions of the same policy and will be motivated to varying degrees. Faced with such complexity and multiplicity of change interpretation, how teachers act vis-à-vis the curriculum will be determined by their beliefs and understanding mediated by various contextual factors (Borg, 2006).

This thesis evaluates the implementation of the NC2012, which aims to promote a learner-centered and communicative pedagogy in teaching English at the secondary level in Bangladesh. The curriculum makes a number of recommendations for change (discussed in Chapter 5) that address the materials, assessment, teachers' knowledge and skills, teaching methods, and the provision of teacher training. This section will focus specifically on these dimensions of change that together constitute curriculum renewal in language education.

3.4.1 Textbooks

Textbooks play a pivotal role in organizing teaching and learning activities in many foreign language classrooms around the world (Akbari, 2008; Farooqui, 2009; Forman, 2014; Guerrettaz & Johnston, 2013). Wada (2002) conducted a survey with 1200 secondary school English teachers in Japan that reveals that teachers' top-ranked goal was to teach the contents provided in the coursebook. In many contexts, as Harwood (2014) observes, "textbooks constitute the syllabus, teachers being expected to follow them more or less faithfully, with end-of-course exams being based exclusively on textbook content" (pp. 1-2). Harwood's observation appears to apply to the Bangladeshi context as well, where parents and children expect teachers to complete the textbook

and work on activities which are important for the exams (Farooqui, 2011). The role of the textbook has been central to ELE reform in Bangladesh, and like the previous curriculum produced under ELTIP, NCPD2012 too lays out detailed guidelines for the publication of new textbook materials.

In the context of diffusion of innovation, textbooks serve many useful purposes. Firstly, they can help teachers align their teaching with curriculum principles. As Richards (1998) notes, a textbook provides a map that lays out the content of the lesson and provides a structure for the entire course. For this reason, the textbook is considered to be necessary for teachers to understand and routinize change. Second, textbooks, through their provision of language samples as well as activities for language use, can motivate as well as support teachers to implement a new curriculum (Hutchinson and Torres, 1994). The introduction of a new textbook relieves teachers of the sole responsibility for designing materials and tasks, saves them work and frees up time that they can devote to understanding and implementing the curriculum. In the view of teachers, as reported in Hutchinson and Torres (1994), the textbook "saves time, gives direction to lessons, guides discussion, facilitates setting of homework, making teaching easier, better organized, more convenient" (p. 318). Third, textbooks can contribute to teacher development through directions and guidelines for teachers (Hutchinson and Torres, 1994). One of the aims of this thesis is to examine the role of prescribed textbooks in implementing the NC2012.

Given the potential usefulness of textbooks in the context of curriculum reform, the content and activities in them deserve critical scrutiny. Appropriate textbooks can without doubt be a key factor in successful change implementation. As McGrath (2013) notes, "the more engaging the content, the more likely it is to stimulate communicative interaction" (p. 4). However, poorly written and inappropriate textbooks will defeat the purpose of reform. For example, when textbooks are dull, students may respond playfully with side topics that stray from the main order of business (Van Lier, 1988). Andon & Wingate (2013) argue that the lack of what they call situational, interactional, and personal authenticity and of an appropriate level of challenge in modern foreign language textbooks in the UK contributes to learners' lack of motivation to continue

foreign language study after key stage 3[4]. In the present study, the content and activities of textbooks that the teachers use are analyzed in the light of curriculum guidelines.

Since there might be a gap between curriculum guidelines and the prescribed materials or texts, it is important to examine the extent to which official textbooks align with the curriculum. Macalister (2016) points out that there are contexts in which "the coursebook is accepted as the curriculum, [but] remains largely unexamined" (p. 42). Also, teachers may not use the materials in ways that correspond to the intentions of the materials designer (McGrath, 2002). One reason is, as Ball & Cohen (1995) explain, "Teachers necessarily select from and adapt materials to suit their own students" (p. 6). This may result in "varying patterns of textbook usage" (Harwood, 2014, p. 11) as well as in gaps between curriculum developers' intentions for learners and what actually happens in lessons. In curriculum innovation, textbooks can be seen as representing the "proposed curriculum", i.e. the official curriculum, as opposed to the "enacted curriculum", i.e. the curriculum in practice (Harwood, 2014). This study examined what happens when teachers and students engage with the textbooks in specific school contexts, why and how they adapt or omit the activities in them and what implication such practices may have for student learning.

Materials use is shaped by both cognitive and contextual factors (Tomlinson & Masuhara, 2004). Tomlinson & Masuhara (2004) have cited teaching style and teachers' beliefs about learning and teaching as reasons for materials adaptation. Humphries (2014) observes that some of the Japanese teachers of English in his study perceived their own English skills to be inadequate to implement communicative activities in the classroom. They also reported their fear of losing face in front of their students if they made mistakes. This led to their avoidance of communicative tasks while using the coursebook. There might be variations in the way textbooks are used by experienced and inexperienced teachers, too. Tsui (2004) finds that less experienced teachers tend to depend more heavily on a core textbook in their day-to-day teaching

---

[4] Key stage 3 refers to the three years of schooling in England and Wales normally known as Year 7, Year 8, and Year 9 when pupils are aged between 11 and 14

while their more experienced colleagues differentiate between materials, the curriculum, and instruction, drawing upon a wider variety of materials resources. McDonough, Shaw & Masuhara (2013) point out feelings of incongruence among teachers involving the materials, teaching contexts, course requirements, learners, and teachers' teaching styles and beliefs about learning and teaching. In such cases, teachers may respond by using a range of techniques of materials adaptation: adding, deleting, modifying, simplifying and reordering. Wette (2010) reports on lesson alterations by teachers in response to "learners' developmental and affective needs" (p. 570). One purpose of the present study was to explore how teachers interpret and implement textbook activities and the factors that may possibly lead them to adapt materials.

3.4.2 Teachers' guides and teacher training in the diffusion of innovation

In the context of educational reform and innovation, publication of textbooks is often accompanied by the production of teachers' guides. Richards (1998) argues that teachers' guides can function as teacher training manuals by giving detailed advice on how to use a particular approach. It helps teachers in conducting classroom activities such as doing pair work and group work and by providing them with advice on how to do error correction and alternative ways of teaching grammar, for example (Richards, 1998). Hutchinson and Torres (1994) claim that teachers' guides can support teacher learning by making explicit what the lesson could be like. This is particularly the case in the context of training inexperienced teachers to develop teaching skills (Richards, 1998, p. 130).

Using teachers' guides as part of teacher training and diffusion of change has its limitations too, however. Harwood (2014) says that "poorly written guides will lead to poor textbook use" (p. 9). On the basis of an evaluation of a selection of teachers' guides, Coleman (1986, p. 31, cited in Harwood, 2014, p. 9) concludes that "many [guides] appear to be little more than incidental afterthoughts [. . .], that far less care seems to have gone into their creation than into the materials for learners". In the case of the ELTIP project in Bangladesh, teachers' guides were available only to those teachers who participated in training programmes and a large number of teachers did

not get a copy (Adil, 2016, personal communication). Again, as part of the introduction of the NC2012, new textbooks were produced but the teachers' guides were published years later. Where teachers' guides are a part of the package, Coleman (1986) stresses the need for an evaluation of them to find out the extent to which the guides help teachers in implementing the textbook and the curriculum. In this regard, Cunningsworth & Kusel (1991) suggest a list of criteria that teachers can use to evaluate teachers' guides. Their list includes criteria for both global appraisal of the general principles which the materials are based on and for detailed evaluation of the way the teachers' guides deal with different aspects of the course (e.g. objectives, content, cultural loading) and with how each unit should be taught (i.e. procedural guidance). They also argue that teachers could establish their own evaluation criteria and the findings could be used for improving upon the teachers' guides. Gearing (1999) puts forward what she claims to be a 'teacher-friendly' evaluation checklist for teachers' guides developed mainly for teachers with limited teaching experience and low proficiency in English. Her list consists of 25 closed questions related to the author's assumptions about the teachers' knowledge and experience, about lesson planning, implementation and evaluation, about teacher development, and about technical points about the teachers' guides. According to her, the strength of the list is that teachers can weight the questions according to their priorities and teaching situations. The present study considers the role of teachers' guides in the implementation of the new curriculum and examines whether and to what extent the English teachers use them in planning and delivering their lessons.

Teacher training programmes are also seen as vital for curriculum renewal (Kumaravadivelu, 2012). The goals of training programmes include orienting teachers to the principles of the new curriculum, developing their skills and thus equipping them to implement the curriculum. Changes in materials and methods usually affect the roles of teachers and learners and might clash with how they believe teaching and learning should be conducted. Any conflict with teachers' existing beliefs can reduce the possibility that the innovation will be successful. Teacher training programmes therefore need to engage with teachers' beliefs and help them adapt and accommodate new ideas into their teaching (Borg, 2011; Kırkgöz, 2008) as well as design new ideas and training materials to fit in with existing beliefs. An investigation of curriculum

implementation should therefore involve an evaluation of the teacher training programmes from the perspective of the teachers.

Training programmes may vary in their aims, scope, methodologies and relevance. Short and intensive courses are reported to have little impact in promoting lasting change (Hasan, 2004; Lamb, 1995; Mathew, 2012; Nunan, 2003). This has led teacher educators and researchers to call for continuous support and opportunities for professional development (Lamb, 1995; Richards & Farrell, 2005). Short training programmes are common where often a transmission model of training is adopted, as seen in ELTIP in Bangladesh (Hamid, 2010). This fails to promote reflective practices or inquiry-based learning, often resulting in shallow understanding of innovation rationales and little skill-development (Carless, 1998; Johnson, 2015; Kırkgöz, 2007). There is also a potential for mismatch between teachers' needs and training provisions. Differences between the training context and the teaching context can make training less effective for teachers (Harwood, 2014). Johnson (2013) argues that the activities in teacher education programmes need to be scrutinized in terms of what type of support is provided to teachers and how teachers are expected to engage in such programmes. She suggests that teacher education programmes will be relevant and effective in mediating teachers' beliefs and practices only when there is scope for prolonged and sustained dialogic interactions between teacher educators and teachers (Johnson, 2015). This study aims to explore teachers' perceptions of their own teaching, of their training experiences and their current or future needs in the context of curriculum implementation.

3.4.3 Assessment

Assessment, identified as one of the main points of entry for educational change, is an area that proves to be the most conservative as well as the most powerful in the context of change implementation (Bolitho, 2012). The power of tests is evident in research studies that find strong correspondence between what is tested and classroom teaching and learning practices (Hu, 2002; Rahman, 2015). It has been reported that the introduction of CLT has failed to bring about desired changes in teaching and learning practices in several contexts including Bangladesh, because of a

mismatch between the principles of the innovation and existing assessment practices (Hu, 2002; Siddique, 2004). Hayes (2012) makes the point emphatically:

> Given that the importance of success in these examinations for students – and for teachers, who are judged by their students' success – is widely acknowledged in society, one wonders why educational administrators, who have themselves been through this very system, fail to see that reform of classroom pedagogy will not happen unless changes are made so that the examinations test students in a manner consistent with the way innovators propose that they should be taught. (p. 53)

There have been attempts in recent years to overcome the harmful washback effect of traditional modes of assessment and feedback. In many contexts, outcome-based assessment and 'alternative assessment' such as portfolio-based assessment, collaborative project work, harnessed with formative feedback have been introduced along with the revision of textbooks, approaches to teaching and teacher training and evaluation (Darasawang & Reinders, 2015; Richards & Renandya, 2002). However, assessment reform at the policy level does not guarantee its effective implementation. Brindley (2008) discusses the problems involved in relying exclusively on tests for educational reform. He argues that "The imposition of high-stakes tests without adequate accompanying professional development resources is likely to engender the narrowing of the curriculum" (p. 369). What he means is that, in contexts where test results are used by the authorities for evaluation purposes to reward or blame teachers, teachers tend to use more test-like activities in class, and in the process the desired outcome of the innovation/reform is not achieved. Xu & Liu (2009) point out that the effectiveness of the reform rests on three structural conditions of teacher knowledge: teachers' prior assessment experience, power relationships in teachers' workplace, and the specific contexts in which assessment takes place. It is believed that teachers need sustained professional development support before they can successfully embed formative assessment in their teaching (Bennett, 2011; Leung, 2004) and they also need time to put their knowledge into practice (Bennett, 2011). Recent assessment reform initiatives in Bangladesh mainly involved the introduction of school-based assessment of listening and speaking skills, alternative assessment such as the use of collaborative projects, and formative feedback. One of the aims of the present study

was to examine teachers' knowledge and experiences of these relatively new modes of assessment which form a critical component of the NC2012.

3.5 Reviewing ELE reform initiatives in Bangladesh

In the centralized education system of Bangladesh, the introduction of a communicative curriculum in 1995 is described as a top-down imposition on English language teachers and learners (Rahman, 1999a). The donor-funded change initiatives discussed in 2.2 have typically used a 'centre-periphery model' of change (Markee, 1997; Rahman, 1999a). Rahman (1999a) argues that 'power-coercive' change strategies have been dominant in early innovation as schools are obligated to implement the curriculum in line with the government's mandate. In addition, the use of a 'rational empirical' strategy is also evident in the way the need for CLT has been explained in textbook prefaces. Teachers have also attended lectures briefing them on the principles of CLT in short in-service teacher training programmes (Hasan, 2004). The need and rationale for change came from the policy makers and foreign donors rather than the teachers or learners. In this sense, the innovation can be termed as a 'directed contact change'. In terms of the rationale for change, the latest reform of 2012 in Bangladesh appears to be a case of 'selective contact change' as it claims to be a response to teachers' preferences and learners' needs. It adopts a predominantly Centre Periphery model of change as it is handed down by the MoE to teachers and learners below. Nevertheless, teachers are supposed to play an active role in the implementation of reform as the curriculum encourages teachers' problem-solving and, if deemed necessary, change of methods: "While teaching if she or he understands that learners are not learning in a certain method, she or he instantly can change it for a different one" (Ministry of Education, 2012, p. 25). The NC2012 is the focus of the current study and the details of this new curriculum are presented as data in Chapter 5.

The past ELE reform initiatives in Bangladesh exhibit a number of characteristics. Firstly, they tend to justify reform by means of a critique of existing practices in schools. Terms such as 'teacher-centred', 'traditional', 'grammar translation pedagogy', and 'passive learning' are often used in a negative sense, which might marginalize previous good practices in schools. Indeed, several studies point out the relevance and benefits of commonly used techniques such as grammar instruction, translation and the occasional use of learners' L1 in the Bangladesh context (Ahmed, 2006; Alam, 2007).

Secondly, as Hamid (2010) observes, there has been a lack of continuity from one reform to another. For example, EIA which followed ELTIP did not build on existing teacher training facilities and resources but instead put in place new materials, and new training programmes. Thirdly, reform initiatives in Bangladesh have been dominated by the rhetoric of change rather than any concrete operational details. The setting of new aims and objectives are rarely backed up by the allotment of adequate resources and the development of adequate infrastructure (Hamid, 2010). Finally, assessment has largely remained immune to change until the NC2012 which aims to promote formative assessment.

The impact of the past reform initiatives is yet to be studied on a large scale. Preliminary studies and publications based on the innovation efforts point to mixed results. Some studies suggest significant improvement in teaching while others reveal limited success in changing pedagogy. Khan (2002), for example, conducted research with 40 English teachers in an urban context through interviews and focus group discussions. She found that teachers had developed a positive attitude to CLT and had reported to be using communicative activities in their classrooms. However, Khan's (2002) findings do not derive from classroom observations. When compared with findings from other studies, a different picture emerges. Sinha's (2006) survey on the attitudes of English language teachers to CLT and the EFT textbook revealed that teachers were facing significant challenges in using the textbook communicatively. Similarly, Farooqui's (2009) case study research on English language teachers from both urban and rural areas demonstrated mixed responses to the suitability of the *EFT* textbook and CLT. Hamid and Baldauf (2008) depict a dismal picture of ELT in the context of rural Bangladesh as students fail to demonstrate expected levels of proficiency for their age and grade. The introduction of a new national curriculum in 2012 acknowledges the weaknesses of previous curricula and recommends periodic evaluation of its implementation. It is in this spirit of evaluation that the current study is undertaken. The next chapter presents the research methodology of the study.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.0   Introduction

This chapter discusses the methodological approach adopted for the study. More specifically, it discusses the research paradigm (4.1), the choice of an approach (4.2), the research tradition (4.3), sampling procedures (4.4), means of data collection (4.5), and data analysis techniques (4.6) for the present research. It also considers quality criteria (4.7) as well as ethical issues (4.8). It provides rationales for the particular choices made and explains the role of the researcher throughout the research process.

4.1   The research paradigm

The present study explores Bangladeshi EFL teachers' use of prescribed materials and tests associated with the revised national curriculum 2012. This entails a non-experimental, non-manipulative set of research procedures carried out in naturalistic settings. The research also attempts to uncover teachers' beliefs and understandings in relation to the aims, objectives and pedagogical recommendations of the curriculum document and the textbooks. These objectives and the adopted research procedures situate the study within the paradigm of interpretivism or constructivism. Constructivism is a research philosophy that believes that there is no universally agreed upon reality or universal truth; rather, there are multiple realities or versions of truth arising out of the multiple subjective realities that individuals experience in dealing with their contexts (Paltridge & Phakiti, 2015). For teachers confronted with pedagogical reform, the everyday realities of teaching are likely to be varied depending on their perceptions and subjective understandings of their teaching contexts. My role as a researcher within the paradigm has been to present the subjective realities of teaching as teachers experience them without allowing my personal preferences or biases to come in the way. Nevertheless, my analysis of curriculum documents and textbooks, and my interpretations of participants' interpretations of their classroom practices, have inevitably been influenced by my own understandings and meanings. According to Brogden (2010), the context of that which is being researched and the context of the researcher "interact dialogically and co-inform one another within the research process"

(p. 322). She points out that "The presence of the double hermeneutic creates an additional space of interpretation that is neither that which is being researched nor the researcher…" (p. 323). I therefore have tried to provide enough contextual details so that readers can reconstruct the meanings and interpretations for themselves. In section 4.7, I discuss my role as a researcher along with quality criteria in greater detail.

4.2   The research approach: A qualitative inquiry

Within social science research, two broad paradigms are often contrasted. Quantitative approaches adopt an objective, inferential, deductive approach which deals with hard numerical data along with standardized assessment techniques (Creswell, 2014). In contrast, the qualitative tradition underlines an open-ended, subjective, exploratory and inductive line of inquiry (ibid.). Qualitative data reflects the complexity of the phenomenon under study, and therefore qualitative studies are considered effective when exploring new and uncharted areas (Croker, 2009). This study adopted a broadly qualitative approach because the aim was to explore teachers' knowledge and understandings of the approaches and methodologies promoted in the curriculum documents and teaching materials, as well as their classroom practices in relation to the curricular recommendations. Such investigations require interpretive analysis for which qualitative research procedures in general are considered suitable (ibid.).

Researchers such as Creswell (2014), Denzin and Lincoln (2015), Heigham & Croker (2009), Merriam (2009), and Richards (2003), have pointed out different features of qualitative research. Foremost among them are the following: an exploration of phenomena in natural settings, construction of realities as the participants live them and the meanings they assign to their experiences, the researcher as a key instrument for data collection and analysis, and the flexible and emergent nature of the research process. The methodological stances which I adopted in this study are broadly in line with qualitative inquiries.

- Naturalistic settings: Qualitative approaches enable the researcher to explore phenomena in real-life contexts, rather than in controlled settings. For the purposes of this study, data were collected about teachers' classroom practices and their interpretations of such practices through lesson observations and interviews. There was no manipulation of the conditions during data collection, although my presence

as a researcher during observations must have had some influence on teachers' classroom behavior. Sections 4.5.1 and 4.8 below provide further detail on the strategies I adopted to keep such disruptive influences to a minimum.

- Participants' meanings: Qualitative researchers are interested in how people create their own meanings in interaction with the world around them. Since the aim of my study was to understand teachers' classroom practices, in-depth interviews were conducted to get an insider perspective on their rationale for such practices.

- Researcher a key instrument: In qualitative research, the researcher is the primary instrument for data collection as well as for data analysis. According to Merriam (2009), the human instrument has shortcomings and biases that might have an impact on the study. Since the researchers themselves collect the data and they have to interpret them, there is a concern that they can "take their own intellectual baggage and life experiences with them" (Croker, 2009, p. 11). While doing the study, I was constantly aware of my role as a key instrument and I reflected on my own identity, and on the way my own subjectivities were shaping the collection and interpretation of data. I acknowledge this procedure of 'researcher reflexivity' in Appendix 5 as well as in section 4.7 along with other quality criteria.

- Multiple sources of data: Qualitative researchers typically gather multiple forms of data, rather than rely on a single data source. As this study examined the connections between teachers' classroom practices, their interpretations of such practices and their teaching contexts, data were collected from several sources, such as lesson transcripts, curriculum documents, materials and teachers' interviews.

- Emergent design: The qualitative research process is emergent in nature and offers flexibility in research design, fieldwork and data analysis. As Saldaña (2011) puts it, "…you reflect on and analyse the data *as* you gather them and proceed through the project. If preplanned methods are not working, you change them to secure the data you need" (p. 90). The present research adopted the emergent design in several respects. As I began my fieldwork, I was not sure how much data I would need and how many participants would be involved. During the interviews with the participants, I modified my interview questions based on the responses I got and

added new questions. Although I had a priori categories for organizing and analyzing my data before my fieldwork began, I refined the analytical framework in the light of my data and the findings. Thus, I had to adapt my plans a few times during the research.

4.3   The research design: A qualitative case study

The study was designed as a qualitative case study. According to Merriam (2009), a qualitative case study is "an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit" (p. X). In this study, each of the four secondary English teachers is a case who were selected to explore the implementation of the current National Curriculum 2012.

One main reason for adopting case studies in this research was its focus on understanding the influence of teaching contexts on teaching practices. Many researchers have found case studies to be very useful for examining the macro and micro contexts which interact with teachers' decision-making and teaching practices. Sanchez & Borg (2014), for example, used case studies for "understanding the nature of contextual influences which shaped the teachers' decisions in how to make grammar information meaningful to students" (p. 52). They point out that teachers may interpret the different elements of context (e.g. pupils, school, educational system) differently and, therefore, emphasize the need to distinguish between 'any objective description of an instructional context' and what they call the 'teacher constructed context' (ibid., p. 52). Farrell & Ives (2015) give the following rationale for their choice of a case study:

> The use of case study methodology was chosen because it best facilitates the construction of detailed, in-depth understanding of what is to be studied, and because case study research can engage with the complexity of real-life events. (p. 596)

Another reason, somewhat related to the first one, is the wide use of case studies in understanding teachers' beliefs and practices. Farrell & Lim (2005) used case studies to examine the beliefs of two experienced primary school teachers and their actual instructional practices in grammar teaching. Their sources of data included interviews, lesson observations, lesson plans, instructional materials, and a collection of samples of their students' written work over a period of two months. Li & Walsh (2011) explored

the pedagogical beliefs and classroom interactions of two secondary state school teachers of English in China by using case studies. They used lesson observation and interviews and found that while beliefs influence teaching, differences in teaching experience can also strongly determine beliefs. Farrell & Ives (2015) carried out a qualitative investigation of the relationship between teacher beliefs and observed classroom practices with regard to second language reading. Using interviews, classroom observations, and journal writings as sources of data collection, they found that the teacher's beliefs provided a strong basis for his classroom actions even as some of his beliefs were still developing and forming in the first year of teaching. The rationales for case study research as discussed above hold true for my research since I aimed to explore the complexities of teachers' work and to provide a detailed account of teachers' beliefs and classroom practices within the micro context of their EFL classrooms as well as the larger institutional and national educational contexts.

Interpretive case studies such as the ones discussed above tend to use multiple sources of data in exploring teachers' beliefs and practices. Li & Walsh (2011) point out that the benefits of collecting data from multiple sources in such studies lie "not in the extent to which the two datasets converge or diverge, but in the ways in which they highlight the complexity of the relationship between stated beliefs and classroom practices" (p. 53). The advantages of using multiple sources of data and of various instruments for data collection for the present study are discussed in this section below as well as in sections 4.4 and 4.5 below.

In qualitative case studies, as Stake (2005) explains, a case may be chosen because it is interesting (called an "intrinsic case study") or because it sheds light on an issue or phenomenon we are interested in (called an "instrumental case study"). For the latter purpose, multiple cases may also be involved. The present study is a "multi-sited" (Creswell, 2007) and "collective case study" (Stake, 2005) since data were collected from several teachers working in three different secondary school contexts in Bangladesh (There is a discussion on these contexts in Section 4.4). According to Compton-Lilly (2012), collective case studies are useful in connecting "local actors and practices to general policies and the ways those policies act on people and influence communities" (p. 56). I included teachers with diverse training experiences and teaching contexts (see 4.4 below) that may have a bearing on the way they interpret

and enact textbook activities and/or curriculum objectives. While qualitative research may not lead to generalizations of findings in a straightforward way, having multiple cases allow for greater face validity "because of their comparative nature" (Dörnyei, 2007, p. 153). The evidence collected from multiple cases is often considered stronger and more convincing (Yin, 2009). This study involved both 'within-case' and 'cross-case analysis' (Creswell, 2007) in that it entailed an in-depth description and interpretation of themes within each case as well as a thematic analysis across the four cases. The institutional settings in which teachers operate and teachers' educational and professional backgrounds have been described in detail (see Chapters 6, 7, 8 & 9) in order to arrive at a situated understanding of teacher cognition and teaching practices. Another potential benefit of multiple-case studies is that even if there is attrition among the participants, there will likely be a few cases left for the investigation to continue (Duff, 2008). During my fieldwork, I could not collect enough data from a school located in a small town, about 50 miles from the capital. The two participants did not have the time (or perhaps the motivation) to allow me to complete the lesson observation and the interviews. The reluctance of the two said teachers did not prove too much of problem, as I had four other cases (as well as a group) and I had enough data from them.

4.4 Sampling

The current study adopted 'purposive' or 'purposeful' sampling because the main goal was to "find individuals who can provide rich and varied insights into the phenomenon under investigation so as to maximize what we can learn" (Dörnyei, 2007, p. 127). Since collective case studies are useful in understanding "how different people experience particular situations and how issues might affect practices across sites" (Compton-Lilly, 2012, p. 56), the participants for the study were selected from a range of contexts: urban, suburban and rural, high-performing as well as average-performing schools. As discussed in section 2.3, a number of studies have reported a gap between urban and rural schools in terms of educational performance in Bangladesh (Farooqui, 2008; Hamid, 2016). Schools situated in urban areas typically, though not always, have subject-specialist teachers, greater access to resources and, as a result, often perform better in national examinations compared with rural institutions (Farooqui, 2008; Siddique, 2004). In determining high-performing and average-performing schools,

student performance in national examinations was used, since there are no official measures in Bangladesh and school inspections are rare. Of the four case study teachers of English, two were from an urban school and two from a rural school; all of them were currently teaching lower secondary grades of 6, 7 & 8. The four participants in the group interviews were from a third school situated on the outskirt of the capital. The rural school can be described as an average-performing school (the pass rate of 70% and 5% of pupils among top GPA scorers in JSC examination in 2016 makes this school slightly higher than national average) while the urban school was a high-performing school (pass rate of 99.7% and 78% of pupils among top GPA scorers in JSC examination, 2016). The suburban school was an average- performing school, like the rural school. In addition to differences in school contexts, I also aimed for variation in the selection of case study teachers. Since both the schools had a number of English teachers and I received positive responses from a few of them, my choice of two teachers from each school was based on variation in terms of gender and teaching experience. I wanted to ensure the inclusion of two male and two female teachers and two early- or mid-career teachers along with two senior teachers. Many studies use what is known as "maximum variation sampling" (Lodico, Spaulding & Voegtle, 2006, p. 141) -- a type of purposeful sampling strategy where the participants represent different demographic variables -- to explore how differences in opinions and behavior may be related to the variables. This research being a qualitative case study with a small number of participants, it was not possible to adopt maximum variation sampling. Instead, I aimed for some degree of variation in participants' profiles and teaching contexts. The idea was not to find correlation between the variables and the data, but to collect rich sources of data by having a broad spectrum of school contexts and participants.

The choice of schools and cases also depended on the approval of relevant authorities and the availability of willing participants, an ethical issue discussed in section 4.8. As Duff (2008) points out, negotiating and gaining entry to the research contexts and access to the cases can be quite a challenge (Duff, 2008). To gain entry, I first contacted a number of school heads and teachers through my personal and professional networks. Upon receiving positive responses from some of them, I met the head teachers and English teachers in person, either at the school or outside at a time and place to suit the participants. While explaining the research objectives and

procedures with the participants, I took a cue from Sanchez & Borg (2014) and decided not to give away too much detail. Thus, I aimed to minimize any possible influence on the participants' responses and classroom behaviour. It had been planned that school heads would be given a letter of invitation to participate in this study along with a copy of the formal permission from the Assistant Director of Directorate of Secondary and Higher Education (DSHE) in Bangladesh. One school asked for the letter of invitation but no letter from DSHE was needed. Although I repeated that I was seeking the participation of teachers for my research which would potentially benefit the ELT community in Bangladesh including the participating teachers, some of the participants kept reiterating to me that they would 'help' me, giving me the impression that they thought they had a low stake in the research. Having discussed the research in general terms, I gave them the "participant information statement" (Appendix 9, 10, 11) and later the "consent forms" (Appendix 12, 13, 14) to sign, after they had agreed to participate. This caused some uneasy moments, as the participants looked concerned. As they hesitated, I experienced some anxiety over the 'paperwork' we had to complete. My fieldnotes captured this and some other anxious moments (Appendix 21). I had to reassure them that there were no possibilities of any harm to their job or reputation since their names would be anonymized in the thesis and also they could withdraw without giving any reasons. This issue of participant nervousness is discussed again in section 4.8.

The background details of the participants are presented in the tables below (4.1 & 4.2):

Table 4.1: Case study participants' backgrounds

Pseudonym	Institution and teaching context	Years of teaching	Gender	Qualification
Mufakkhirul	DHS -- rural	28+	Male	BA in Humanities; B.Ed.
Borhan	DHS – rural	5+	Male	BA in Humanities
Shuvra	NVSC – urban	20+	Female	BA and MA in English Literature; B.Ed.
Nora	NVSC – urban	9+	Female	BA and MA in English Literature; B.Ed.

Table 4.2: Group interview participants' backgrounds

Pseudonym	Institution and teaching context	Years of teaching	Gender	Qualification
Mahmud	KIHS – Suburban	25+	Male	BA in English; B.Ed.; MA in ELT (in progress)
Akram	KIHS – Suburban	12+	Male	BA in English Literature; MA in ELT; B.Ed.
Farhan	KIHS – Suburban	10+	Male	BA in English; MA in ELT; B.Ed.
Kaiser	KIHS – Suburban	5+	Male	BA in English; MA in English Literature
Arhan	KIHS – Suburban	2+	Male	BA in English; MA in English Literature

In addition, two head teachers from the schools that the case study teachers were from, were interviewed for information on the schools, the pupils, the teachers, and facilities and constraints for teaching and learning at their schools. Mashfiq was the head teacher at the rural school where Mufakkhirul and Borhan taught. Zohra was the assistant head teacher at the urban school, and was in charge of the English classes I observed with Shuvra and Nora.

4.5 Data collection

The current study aimed to explore teachers' classroom practices as well as their beliefs and understandings in relation to the learner-centred and interactive pedagogy promoted in the current National Curriculum. To achieve this aim, it was deemed necessary to draw on multiple sources of data (i.e. lesson observations, interviews, curriculum documents). According to Barnard & Burns (2012), explorations of teachers' beliefs and classroom practices should adopt "a judicious blend of methods of data collection" (p. 4) because "the information that emerges can be compared, contrasted, and triangulated to provide thick description of the context, which in turn can lead to rich interpretations […]" (ibid., p. 4). Another reason for combining methods of data collection is that the use of interviews or observation alone cannot give us insights into

both what teachers do and why they do what they do, as Breen et al. (2001, p. 458) explains:

> We cannot infer the intention of teacher action or the reasons why teachers work in the ways they do in particular lessons only from observed practices….We cannot assume or predict the actual classroom behaviour of teachers only from the rationale they provide for the ways they prefer to work through interview or questionnaire data. We cannot deduce language pedagogies on the basis of teachers' accounts of how they work without reflecting with them upon actual instances of practice.

The data collection procedure for the research is discussed in detail below (from 4.5.1 to 4.5.3).

4.5.1 Lesson Observation

Observations enable researchers to provide a rich account of teachers' instructional practices in their actual classrooms (Cohen, Manion & Morrison, 2017) and are often recommended in language education research (Nunan & Bailey, 2009). Data collected through self-report instruments such as questionnaires and interviews may not truly reflect what actually goes on between people in the classroom because, as Kennedy & Kennedy (1996, p. 354) note, "what people say and what they do may be different things". In the case of curriculum renewal centred on the promotion of CLT, there have been reports of discrepancy between reported behavior and actual practices, as in the contexts of Greece (Karavas-Doukas, 1996), Japan (Sakui, 2004), and Korea (Choi, 2000). Borg (2006) has argued that observation has a central role to play in the study of language teacher cognition by "providing a concrete descriptive basis in relation to what teachers know, think and believe" (p. 231). The concrete examples can also be used as prompts during the post-interviews with teachers. In the present study, I observed the participating teachers' lessons to see how they taught and to explore the ways in which instructional practices converged with or diverged from the recommendations of the present curriculum. I then used the findings of lesson observation to get teachers to talk about and reflect on in the post-lesson interviews.

I audio-recorded most of the lessons. At DHS, the rural school, the participants agreed to audio-recording of their lessons after the first observation had been completed.

During observation, I placed the audio recorder at the front of the classroom on the table or teacher's desk in order to capture the teachers' voice in as much detail as possible. When the teacher moved to the middle or back of the classroom, as I found out later, the recording was less clear, but teacher talk was clear for the most part. Pupil talk, while interacting with the teacher and addressing the whole class, was mostly clear, although some speech in whole class activities was predictably too messy to decode. My initial plan was to video-record all the lessons, but I dropped the plan later, as I sensed that the participants would have found this stressful. Video-recording may also have led to greater self-awareness among the teachers and the pupils and an increase in artificial behaviours. Richards (2003) points out that recording lessons brings some difficulties, as participants may find recording devices too intrusive and may feel uneasy being on record. He further notes that even when no recording is used, the very presence of the researcher is likely to affect the class, the teacher and the pupils. These issues are discussed further in section 4.8. My role as a researcher was that of "a non-participant observer" (Dörnyei, 2007). The advantage of non-participant observation, as Harbon & Shen (2015) argue, is that researchers are "free to take notes and work with any devices they need to help them record what is happening in the classroom" (p. 460). Recordings were also useful to facilitate "stimulated recall" during the subsequent interviews with teachers.

As I was concerned about the quality of audio recording and feared that something might go wrong, I decided to record my observations on paper as well. I developed an observational protocol (see Appendix 4) for the purposes of recording the activities and noting down any comments I wanted to make on them. Unlike in experimental research, observation categories are not determined in advance in interpretive research as the aim is to remain open to unforeseen events that may be of interest and relevance to the research (Cowie, 2009; Harbon & Shen, 2015). Interpretive observation pays attention to details in capturing the key events and activities in the setting. Rather than checklists of predetermined behaviours such as teacher questions, praise, reprimand, student "on-task" and "off-task" behaviour, wait times (Erickson, 1986), interpretive observers tend to take extensive field notes. Although I took field notes in the tradition of interpretive case studies, some observation categories seemed necessary because one purpose of my observation was to evaluate teachers' interpretations of the objectives and recommendations of the English curriculum by

matching them with classroom practice. My aim was to structure my observation in line with curriculum objectives and recommendations so that any convergences or divergences could be easily noted. There was no attempt to quantify or generalize findings as I was interested in teachers' subjective meanings of teaching and interpretations of textbook activities which could be shaped by teachers' beliefs and understandings and contextual factors. I decided to take observation notes as well as audio-record the lessons, because in case the audio recording did not work, I thought that I would still have the notes to fall back on.

4.5.2 Interviews

Interviews can provide useful insights into people's experiences, beliefs, perceptions, and motivations and "hold out the possibility of understanding the lived world from the perspective of the participants involved" (Richards, 2009, p. 187, original emphasis). Borg (2015) notes that the interview is the most widely used research instrument in the study of L2 teachers' knowledge and beliefs because these are often inferred from their verbal comments. In the current study, I conducted individual interviews with the four case study participants as well as with the two head-teachers of the two schools in which the case study teachers worked, and group interviews with five other teachers from a third school. Most of my interview data came from the case study participants: I conducted one initial, three post-lesson and several follow up interviews with each of them (see Table 4.3 at the end of the section for a summary of the data collected from the participants). I conducted the initial interview prior to the commencement of classroom observation with the aim of collecting relevant background information about the school (pupils, teachers, parents, results), teachers' academic and professional qualifications, work experiences, perceptions of the curriculum and textbooks, assessment procedures, their views of the pupils, colleagues and the institution. During this interview, I devised a schedule of observation, discussed and noted the teachers' preferred time for the pre-lesson and follow up interviews. This interview was an opportunity for me to build rapport with them and create an environment of trust. I prepared myself by purchasing clothes and shoes that would make me appear one of them. During observation and interviews, I spoke Bangla for the most part and switched to English when the participants did. The initial interviews with the four case study participants each lasted 40 minutes to an hour. Before fieldwork began, I had planned

to include pre-lesson interviews to prepare myself better for the observation and collect any lesson plans and supplementary materials teachers might use but the plan did not materialize. Since the teachers taught four to five periods a day, often running from class to class, it was not possible to conduct any pre-lesson interviews. On some occasions, I was only able to obtain the topic for the lesson before going into the classroom. Farooqui (2008) notes that English teachers in Bangladesh rarely have lesson plans; instead they use the textbook for lesson content and organization. I found that her observation held true for my participants as well, since none of them had any written lesson plans prior to conducting a class.

Borg (2015) points out a limitation of interviews that elicit teachers' beliefs in an abstract context saying that they are more likely to reflect what he calls 'ideals' or professed beliefs rather than beliefs that reflect reality (p. 493). He suggests the use of "stimulated recall" and "photo-based interviewing" among other means to counter this problem. To gain access to information about the participants' classroom decision-making and thoughts while teaching, I used "stimulated recall protocols" during the post-lesson interviews. I read out brief written descriptions of selected activities and events from the lessons I had observed and invited them to comment on them. I had considered playing back the recordings to aid their recall, but it was not required as the participants said that they could recall the events in the lessons from the verbal descriptions. I sought the participants' views of the lesson, of the activities they undertook during the lessons and the rationale for their in-class decisions. Rose (2015) observes that stimulated recall interviews work best when applied immediately after the event being researched. However, often it takes time for the observer to prepare for the interviews, so a few days between the lesson and the interview is ideal (Paltridge and Phakiti, 2010). In the current study, the timing of the interviews depended mainly on the convenience and availability of the participants. Some of the post-lesson interviews were held on the same day a few hours after the lesson, as teachers told me they would not be available the next few days after the lesson. Others were held a few days after the lesson. Post-lesson interviews lasted 20 to 30 minutes. In some cases, follow up interviews were necessary because all the topics and issues could not be fitted into a single session. On a few occasions, meetings had to be postponed and rescheduled later over the phone. All the participants gave me their phone numbers and I found it a big help in dealing with emergencies and rescheduling. I initially considered the option

of online interviewing in addition to face-to-face interviews, particularly for participants based in urban areas and with strong Internet connectivity. An advantage of online interviewing is that they give researchers the opportunity to access participants across distance and time barriers (Mann, 2016). But the participants did not show any interest in the idea. Nevertheless, I was able to conduct some brief follow up interviews over the phone.

The semi-structured interview was considered appropriate for the present research because the format allowed for the use of an interview guide while providing "room for negotiation, discussion and expansion of the interviewee's responses" (Mann, 2016, p. 91). The interview guide (see Appendix 3) consisted of prompts from background studies, policy document analysis, literature reviews, and in the case of post-lesson interviews, prompts from recordings, transcripts and fieldnotes. I had piloted the guide with a secondary English teacher I had personally known for years and then refined it for use with my participants. Still, during the interviews, I had to modify the questions according to the participants' contexts, the key points noted during observation and their responses. As I began to gather data from the participants, their responses provided me with clues for further questions. For example, I asked them to give examples, explain what they meant or add more details on issues which I felt needed more elaboration.

All the interviews were audio recorded with permission and transcribed. Since the teachers used code-mixing during the interviews, the transcripts had both English and Bangla. I only translated selected parts of the data for inclusion in my thesis. I decided that I would read and analyse the original words of the teachers, not the translated versions, because I did not want their meanings and interpretations to get lost in my translation. During follow up interviews, I read out sections of the transcripts to the participants for verification and further comments. Their comments during 'participant checks' provided me with additional data. The extracts that I translated and which I had some doubts about were shown to two junior colleagues of mine in Dhaka, both of whom are young lecturers in English with an interest in research. I asked them to translate the translated extracts back into Bangla to see if their translation matched the original extracts. We agreed that there was a high correspondence between the translated extracts and the teachers' original words. This procedure, as discussed in

Lincoln & Guba (1985), was adopted to ensure that the participants' views were not misunderstood or misinterpreted.

Table 4.3: Summary of data collected from the participants

	Number of observations	Number and type of Interviews		
		Initial interview	Post-lesson interviews and stimulated recall	Participant check and follow up interviews
Case 1 (Mufakkhirul)	3 lessons	1	3	2
Case 2 (Borhan)	3 lessons	1	3	1
Case 3 (Shuvra)	3 lessons	1	3	2
Case 4 (Nora)	3 lessons	1	3	2
The group interview with 5 teachers	X	2 group interviews		
The headteacher of School 1	X	2 interviews		
The Assistant head teacher of School 2	X	2 interviews		

4.5.3 Policy documents and coursebooks

Since the present research investigated the extent to which the objectives of the recently introduced English curriculum are in alignment with teachers' classroom practices, it was necessary to examine a number of documents related to the present

curriculum. The national curriculum document 2012, the educational policy 2010 and the coursebooks were downloaded from the NCTB website: http://nctb.gov.bd/. I analyzed the policy documents before beginning my fieldwork (see Chapter 5) in order to identify the aims and objectives, the syllabus content with regard to the four skills and grammar, the suggested methodology, recommended roles for teachers and learners, and suggested assessment procedures. Apart from repeated close reading of the curriculum document, I also searched in the PDF document using keywords, key phrases and their synonyms. I also found the software AntConc 3.5.2 (Windows 2018) useful for finding concordance of the key words in the NCPD2012.

The analysis of the curriculum document provided initial categories for the analysis of interviews and observed lessons, and the findings are presented in the case study chapters. Since the prescribed textbooks were supposed to be written following the curriculum guidelines, the extent to which the textbooks truly embody those guidelines and facilitate their implementation was also investigated. For this purpose, selected parts of English textbooks for Grade 6, 7 and 8 (for students aged 11 to 13 years), especially those used in the observed lesson, were analysed and included in the case study chapters. Another reason for analyzing the materials was to examine teachers' understandings and use of the texts and activities. There are well-documented cases of policy-practice gaps in applied linguistics and TESOL (Hamid, 2010; Hu, 2005; Nunan, 2003). There is research evidence that the materials prescribed by educational authorities may not be used at all by the teachers or may not be used the way they were intended by the materials writers (Harwood, 2014; McGrath, 2013). Teachers tend to adapt and supplement textbooks based on their perception of learners' needs and their own beliefs (Humphries, 2014). Keeping this point in mind, I compared what the materials offered and what emerged during the lessons.

4.6   Data analysis

In the current study, data analysis was conducted in two phases. In the first phase, policy documents were analyzed, which is discussed in the section above (4.5). The second phase of analysis coincided with my fieldwork; that is, data collection and analysis proceeded at about the same time rather than each stage following the other neatly. Commenting on qualitative research, Dörnyei (2007) clarifies that data collection and analysis involves "a cyclical process" (Dörnyei, 2007) since "we move back and

forth between data collection, data analysis and data interpretation depending on the emergent results" (p. 243). This was true for this study as I began transcribing and analyzing the data while I was still collecting data in School 1. As discussed in section 4.5.2 above, the preliminary analysis of initial interviews and teaching practices provided insights into teachers' beliefs and their approaches to teaching, which prompted me to devise further interview questions. Farrell & Lim (2005) point out that the analysis of data already collected can aid in the successive stages of data collection. My experiences of fieldwork in School 1 helped me to come up with better plans for observation and interviews in the next school.

During the second phase of data analysis, I followed the "framework approach" (Ritchie & Spencer, 2002) which involved identifying 'a thematic framework' followed by indexing, charting, mapping and interpretation of data. Dörnyei (2007) argues that qualitative categories used in content analysis "are not predetermined but are derived inductively from the data analysed" (p. 245). However, I found a deductive approach to data analysis to be more appropriate for this study since I had a priori categories and codes derived from the analysis of the NCPD2012 (see section 5.4 in Chapter 5). The analysis of the NCPD2012 which I had carried out before embarking on my fieldwork yielded a number of categories. These categories were grouped under six themes: classroom environment and learners as individuals, target language input, opportunities for output, classroom interaction, teaching grammar in context, and continuous assessment and feedback. An analytical framework was developed based on these themes and applied for the analysis of data. The justification for the framework and the problems in using such a framework are presented in Section 5.4 in the next chapter.

The first step in the analysis of data was the transcription of the lessons and the interviews. During transcription, I left out repetitions, false starts and any irrelevant data (e.g. teachers' talk to pupils and colleagues as they occasionally interrupted participants during the interviews). The lesson transcripts were mostly in English with very little Bangla for three of the case study teachers; with the other teacher (from the rural school) there was roughly 40% Bangla. The interview transcripts were mostly in Bangla with some English (my rough count is 10% English) for the teachers at the rural school. At the urban school, teachers used more English during the interviews (my rough count is 25% English). Listening to the audio recordings and transcribing the data

took much longer than I had anticipated, but one positive was that the process helped me familiarize myself with the data. The second step was indexing and coding the transcripts. Between the first and the second steps, there was "a pre-coding stage" (Dörnyei, 2007) when I read and re-read the transcripts, reflected on them, and noted down my thoughts on the margins of the printed copies. During coding and indexing of data, I chose to use the original transcripts without any translations. The reason for this decision is discussed in the previous section. I only translated sections that I would include in my thesis as direct quotations. At this stage, I used the N-Vivo software to save my data files and code the interview data. However, I found it easier to work with the printed copies than with the software. I continued to use the N-Vivo, more for the purpose of saving my transcripts and memos than for coding purposes. While coding the transcripts, I used a set of predetermined codes (see Table 5.2) but I was open to the possibility of new codes emerging from the data, for which I used keywords from the actual passage (i.e. 'in vivo' coding). Thus, an inductive approach to analysis was also adopted to complement and refine the deductive categories mentioned above. Besides the codes, on the margins of the transcripts, I wrote the names of the categories/themes the codes could be grouped under. As I was reading the transcripts for the purposes of coding, I had to frequently go back to the recordings to be sure of the accuracy of the transcriptions. During this process, the initial codes were renamed, combined, complemented by new codes or discarded. Thus, the categories in the thematic framework were revised in the light of the data. During coding, I noted down my thoughts and ideas, hunches and intuitions which formed the basis of 'analytic memos' (Holliday, 2015). In addition, I also wrote short narratives or 'vignettes', to provide focused descriptions of events or participant experiences. Writing the memos and vignettes contributed immensely towards achieving clarity of thought and writing the analysis and discussion sections of the case study chapters.

Data for each case was analysed and presented separately in chapters 6, 7, 8 and 9. Then, the findings from the four cases were contrasted and compared through a cross-case analysis (Merriam, 2009; Yin, 2009) in Chapter 10. In addition, the beliefs and practices of case participants were subjected to a further evaluation in the light of findings of a group interview with teachers from a third institution (see Chapter 10). Data obtained through the use of multiple instruments and from multiple sources were collated to provide a "thick description" (Holliday, 2015, p. 51) and arrive at a situated

understanding of individual teachers' beliefs and teaching practices. It was hoped that the comparisons would lead to the emergence of a rich and complex picture and reveal points of convergence and divergence in teachers' beliefs and practices as well as the influence of contextual factors on teaching practices.

4.7   Quality criteria

Qualitative case studies are often criticized for the lack of standardized procedures and the influence of the researchers' own beliefs, views and prejudices, i.e. "researcher's bias" on data collection and interpretation (Duff, 2008). Two well-known criteria for ensuring research quality -- validity and reliability -- originated in the quantitative tradition and many qualitative researchers find them inappropriate for their studies (Holiday, 2015; Richards, 2003). To address the problems of subjectivity or researcher's bias, qualitative researchers have come up with different strategies such as maintaining transparency, contextualization and thick description, using respondent feedback (member checking) and peer checking, and data triangulation. To enhance the quality of the study, I adopted all of these strategies.

To begin with 'peer checking', I gave printouts of one lesson transcript and one interview transcript to two colleagues of mine who were familiar with my research objectives and my analytical framework to code the data together. We then met at the office room of one of them to see if my coding and indexing of data matched theirs. There were roughly 75% similarities between their joint codes and mine. We were able to discuss the differences and raise our agreement to 100%. I also checked aspects of my coding with my supervisors. Another strategy was 'member checking', I read out excerpts of lesson transcripts and relevant analysis to the teachers at various stages of the research in order to elicit their views and comments on them. This process is also called 'respondent validation' (Barbour, 2014) Moreover, I used triangulation which involves "using multiple methods, sources or perspectives in a research project" (Dörnyei, 2007, p. 61) with the aim of revealing points of convergence and divergence between beliefs and practices as well as conflicts within the belief systems. I collected data from a third school through two group interviews to cross-check and corroborate the findings from the case studies. Borg (2012) argues that strategies such as triangulation and respondent validation may enhance, but not ensure, validity or trustworthiness. In order to increase trustworthiness, I aimed for contextual details and

thick description of key events and activities. Finally, I also made explicit my own background, standpoints and preconceptions for reflexivity (see Appendix 5). I believe all these strategies have helped in ensuring the quality and rigour of data analysis in this study.

4.8   Research ethics

Holliday (2015) observes that there are "considerable ethical issues in qualitative research" (p. 56). For the present study, I sought ethical approval from King's College London (KCL). I informed all the participants of the objectives and purposes of my research in a way that their original views, opinions or practices would not be changed. I sought the participants' permission prior to lesson observation and interviews, and protected their privacy through the use of pseudonyms. I made attempts to build a rapport with them based on mutual respect and trust. Any data I collected were treated with confidentiality and participants had the choice not to participate or to withdraw from the study at any time.

I sought the opinions of the head teacher, the English teacher, and students regarding audio recording lessons. Although I was interested in video recording the lessons initially, I learned from the teachers that their classes had large female student percentages that wore the 'hijab', so I scrapped my plan to video record the lessons. Instead, I requested the school heads and the individual teachers for permission to audio record the lessons. Another reason for this decision was that video devices are relatively obtrusive and their use can affect the behaviour of the people under investigation (Richards, 2003). Thus, I adopted the second-best alternative (i.e audio recording) along with fieldnotes. After having obtained permission, I continually negotiated the matter of privacy with the participants because, as Richards (2003) points out, some actions may "count as prying" and so there should be agreed "limits on what we might legitimately do there in terms of observation and recording" (p. 140). My presence as a researcher and the act of taking fieldnotes during a lesson could be potentially disruptive to classroom proceedings, so I took utmost care to keep a low profile for as long as I was there on the premises of the school. I also negotiated with the participants the ownership and use of data. All the devices where I stored the data were secured with passwords and the files were given pseudonyms for the sake of identity protection.

CHAPTER 5: CURRICULUM DOCUMENT ANALYSIS

5.0 Introduction

This chapter provides data from the analysis of the NCPD2012. As noted in section 2.4, the NCPD2012 presents a number of teaching ideas or pedagogical recommendations underpinning the revised national curriculum. In order to examine teachers' understandings of the recommendations and how teaching practices relate to them, I conducted a systematic and detailed analysis of the teaching ideas presented in the document. The methodology for the analysis is discussed in 5.1. The findings of the analysis are presented in sections 5.2 and 5.3. These are then synthesized with principles and pedagogic procedures proposed by SLA researchers and ELT scholars to form an analytical framework in section 5.4.

5.1 Methodology

In analyzing the NCPD2012, I adopted both bottom up and top-down approaches. For the bottom up analysis, I used a "responsive categorization" approach (Cohen, Manion, & Morrison, 2017, p. 668) which involved reading the curriculum document thoroughly and analyzing the content in terms of the concepts and categories presented in the document. The advantage of using such an approach is that codes and categories that emerge from the textual data can be used to analyse lesson transcripts and interview data. The lower-secondary English Curriculum (ELC-LS) was the focus of my analysis but I referred to the Core General Curriculum (CGC) as well for additional information and explanations pertaining to pedagogy and assessment. Since the pedagogical recommendations of NCPD2012 are found in several places both in ELC-LS and in CGC, I first identified and organized them under the following themes: objectives and intended outcomes, syllabus content, suggested pedagogical approach, and assessment procedure. Similar themes and categories are used by Tong and Adamson (2013) in their analysis of the English language curriculum of Hong Kong secondary schools. For the top down analysis, I adopted "pre-ordinate categorization" (Cohen, Manion & Morrison, 2017, p. 668) approach which involved using SLA principles as external categories. A number of published frameworks based on principles derived from SLA theory and research are now available (e.g. Brown & Lee (2015), Dörnyei

(2013), Ellis & Shintani (2013), Jacobs & Renandya (2016), Kumaravadivelu (2003), Long (2014), and Macaro, Graham & Woore (2015)). The frameworks represent the current state of knowledge and were considered useful in examining the extent to which NCPD2012 reflects up-to-date ideas on what SLA in classrooms requires. The rationale for adopting such an approach, as Ellis & Shintani (2013) argue, was that SLA theory and research can be used "as a resource to investigate the kinds of claims that characterize pedagogical accounts of how to teach a language" (p. 1). Indeed, as Macaro, Graham & Woore (2015) point out, there is now an "enormous body of opinions, statements and research claims" (p. 2) regarding the teaching and learning of a second language. They argue that it would be useful to "extract a rational and coherent body of knowledge that can inform what we do in the L2 classroom or in a programme of professional education for L2 teachers" (ibid., p. 3).

Before choosing a framework, I considered all of the above-mentioned frameworks and evaluated their strengths and weaknesses. I made a short list of three frameworks based on how comprehensive they were and the reputation of the researchers. To begin with Macaro et al.'s (2015) framework, the eight principles that occur in it are formulated through two-way knowledge exchange between researchers and teachers during the PDCinMFL project which focused on professional development of language teachers and teacher educators. The principles they offer address oral interaction (Principles 1, 2, 3, 4), the receptive skills of reading and listening (Principle 5), self-efficacy and motivation (Principle 6), writing (Principle 7), and the emphasis on developing language skills (Principle 8). Taken together, the principles cover a wide range of concepts: the importance of learners' use of questions and clarification requests for the comprehension of L2 input, L2 comprehension strategies, production or output in L2 speech and writing, controlled as well as spontaneous oral interaction, L2 fluency and compensation strategies, engaging with learners' self-efficacy beliefs, and developing language knowledge and skills. Macaro et al. (2015) provide detailed discussion of the principles along with pedagogical procedures to implement them. One strength of the framework is that it is partly developed bottom up with practitioners with secondary school contexts in mind. Another strength is its focus on the development of the four language skills. A limitation may be the omission of "explicit grammar teaching" which they justified though on the ground that "language learning should be about *language in use*, not about language as an object of study" (p. 8, original emphasis).

The second framework in my short list, termed the 'Principled Communicative Approach' (PCA) by Dörnyei (2013), comprises seven principles. The PCA is the outcome of his attempt to "revitalize Communicative Language Teaching (CLT) in the light of contemporary scholarly advances" (p. 161). The principles address issues such as the need for 'personal significance', and 'declarative or explicit input', the role of 'controlled practice', and of 'focus on form', the need to provide learners with 'formulaic language', and 'language exposure', the role of 'focused interaction'. Overall, the principles demonstrate Dörnyei's attempt to integrate direct, knowledge-oriented and indirect, skill-oriented teaching approaches. However, classroom practitioners might find it challenging to devise skill-specific strategies to implement the principles. For example, it is not clear how to draw on the framework in teaching the writing skill. The framework does not distinguish between monologic L2 output from output produced in the context of classroom interaction. Also, the principles do not address issues such as classroom learning environment and formative assessment. The third framework in my short list is the one by Ellis and Shintani (2013) which includes eleven general principles about instructed second language learning derived from SLA theory and research. Ellis & Shintani (2013) add one more principle to the existing ten in the original framework (see Ellis, 2005). Their aim is to explore the extent to which "various pedagogical practices are supported by what is currently known about how learners acquire another language" (Ellis & Shintani, p. 1). The principles address a range of issues: the nature of L2 competence (Principle 1), the role of focus on meaning (Principle 2) and on form (Principle 3), the importance of implicit and explicit L2 knowledge (Principle 4), implications of the order and sequence of acquisition (Principle 5), the need for extensive L2 input (Principle 6), and opportunities for output (Principle 7), the role of interaction in developing L2 knowledge and skills (Principle 8), the need to cater to individual differences (Principle 9) and learners' developing identities (Principle 10), and the need to assess learners' progress in terms of both free and controlled production (Principle 11). A strength of the framework is that it is comprehensive, and it strikes a balance between explicit form-focused instruction and communicative approaches to language teaching. Ellis and Shintani (2013) point out that detailed pedagogic procedures are required for implementing the principles in the classroom. The principles are not meant to be seen as prescriptions and proscriptions (Ellis, 2005), but rather to "serve as a point of reference" (Ellis and Shintani, 2013, p. 3)

for the evaluation of teaching and teacher education. Another strength of the framework is that the principles are derived from a meta-analysis of research.

There is a great deal of overlap among the frameworks as they share many principles. Some of the principles (e.g. extensive L2 input, explicit and implicit focus on form, opportunities for output and classroom interaction, controlled as well as free production) occur in most of the frameworks. I chose Ellis and Shintani's (2013) framework for the top-down analysis of the NCPD2012 not because it is necessarily better than the other frameworks but because its principles seem to cover both structural and communicative approaches to teaching, something the NC2012 aims to do in Bangladesh. Other reasons for choosing the framework are Ellis' reputation in SLA research and the fact that it was adopted in NZ for teaching modern foreign languages in schools. The findings of bottom-up and top-down approaches to analysis are presented separately in 5.2 and 5.3 respectively and then pulled together to develop a framework for the analysis of my field data.

5.2 The bottom-up analysis

Objectives and terminal learning outcomes

Five objectives have been mentioned in section 2 of ELC-LS (p. 37):

   i.   to help pupils develop competence in the four language skills

   ii. to help them use this competence for effective communication in real life situations and for the next level of education

   iii. to support them to gain accuracy

   iv. to facilitate pupils to be skilled human resources by using English language appropriately.

The emphasis on the development of the four skills is a major feature of the communicative reform that started with the introduction of NC1995 in Bangladesh. The specified needs of English for workplaces and higher education conceptualise English as a language serving instrumental purposes which is a relatively new emphasis in the Bangladeshi education context. The emphasis on 'accuracy' has been a common

feature of English language teaching practices in Bangladesh but the stress on 'appropriacy' of language use is a relatively new focus. However, there is no mention of 'fluency', which is seen as an essential feature of communication (Hunter, 2012) and is referred to as the fifth component of communicative competence by Hedge (2000). The fifth objective links English to one of the major objectives of the Education Policy 2010, which is to develop human resources through education. Taken together, these objectives reflect a shift in educational values from 'classical humanist' tradition of the pre-communicative era to a 'social and economic efficiency' model allied to a social reconstructionist philosophy as well as 'progressivism' (Clark, 1987; Skilbeck, 1982).

These objectives have been reinforced under 'terminal learning outcomes' in section 3, and reproduced in the Teachers' Curriculum Guides for grades 6-8. The 9 learning outcomes mentioned in section 3 of ELC-LS (see Appendix 6) emphasize the comprehension and production of language relating to the four macro-skills. The outcomes that relate to reading are mentioned as reading aloud texts with "proper pronunciation, stress and intonation" (p. 37), and understanding written instructions and texts through silent reading. The two outcomes concerning the writing skill are writing answers to questions, writing short paragraphs, essays, letters and CVs and using proper punctuation marks. The two outcomes related to the speaking skill are to recognize English sounds, stress and intonation appropriately, and to be able to interact through short talks, conversations and discussions. The outcomes related to the listening skill are to recognize English sounds, stress and intonation appropriately (shared with speaking), to understand and enjoy stories, poems and other texts, and to follow instructions, commands, requests, announcements and act accordingly. One outcome (using dictionaries and understanding the table of contents of a book) is related to study skills. The specified outcomes are consistent with the main aim of ELC which is to develop learners' competence in the four skills. However, the idea that the final outcome of teaching and learning can be predicted and listed has been challenged in recent SLA research. Scholars such as Larsen-Freeman & Cameron (2008) point out the non-telic nature of language learning. Also, the outcomes conceptualize the four skills narrowly and without reference to the processes involved in achieving the outcomes. For example, reading is conceptualized as reading aloud and understanding but there is no mention of the micro skills of reading such as decoding, utilizing schema and knowledge of text structure (Paran, 1996). The outcomes related to writing do not

specify the stages in the writing process (Raimes, 1991; Matsuda, 2003) or the text types and genres (Hedge, 2000). Moreover, this section makes no mention of strategy instruction in relation to the four skills. The cognitive, metacognitive, social, memory and compensatory strategies that learners employ to accelerate learning (Oxford, 1990) are not included either. Thus, the section on terminal learning outcomes reflect an emphasis on the 'product' rather than the 'process' of learning. Another point is that there is vagueness regarding what it means by proper pronunciation, stress and intonation. It is not clear if the curriculum suggests any particular native speaker variety as the norm for Bangladeshi learners of English. The adoption of a native-speaker variety in the Bangladeshi context would be unrealistic and inappropriate, as research in the area of global Englishes and ELF reveals (Jenkins & Leung, 2014).

Syllabus content

Sections 5, 6 & 7 of ELC-LS present detailed curriculum matrices for English 1 for grades 6, 7 & 8. Each matrix includes learning contents along with learning outcomes, pedagogic activities and means of evaluation. In this section I focus on the learning contents and provide brief discussions. The pedagogic activities and evaluation techniques are discussed separately under 'Suggested pedagogical approach' and 'Assessment procedures' below.

The content for English 1 is presented under the four language skills, organized in two categories: 'themes' and 'language points'. Themes include speech acts or communicative functions (e.g. requests, giving directions), text types (e.g. airport announcements, dialogues, advertisements, biographies, poems, reports), text topics (e.g. families, famous people, national holidays, personal experiences, career). Language points include structures (e.g. Wh-questions), grammar points (e.g. tenses, the passive voice, modals), and vocabulary related to the speech acts, text types and topics (e.g. linking words, comparative and superlative forms). The themes and language points are presented beside the learning outcomes linked to the four language skills of reading, writing, listening and speaking. Thus, a link has been made between the language skills, learning outcomes, and language points.

The content for English 2 includes discrete point grammar items such as the verb tenses, the passive voice, direct and indirect speech, the modals, the infinitives,

gerunds and participles as well as short compositions and letters. The writing skill is included in both papers, but no explanation is provided for the greater curricular space that the skill receives. Also, no mention is made of the four skills and how the grammar points can be linked to the skills.

The contents for English 1 and 2 can be seen as a compromise between a focus on language forms and a focus on language functions. For English 1, the focus on language points (i.e. vocabulary, structures and grammar) appears to be a secondary focus serving the needs of language skills development, which is the primary focus. For English 2, however, the focus appears to be solely on grammar.

Suggested pedagogical approach

The introduction section of ELC-LS mentions CLT as the suggested approach for teaching English: "The curriculum, like the earlier one, suggests Communicative Language Teaching (CLT) approach that emphasizes learning all the four language skills in an integrated way" (p. 35). Apart from the integration of language skills, two other characteristics of CLT have been mentioned, which are learner participation and teaching grammar in context: "CLT approach advocates "learning by doing" and proposes that grammar is not to be taught explicitly" (p. 35). There is also a suggestion that "the structural and functional aspects should be presented in a systematic and graded way within contexts" (p. 35). Although CLT is generally emphasized for English language teaching, there are pedagogical proposals elsewhere for teachers to use their discretion in matters of pedagogy. Section 12.2 in CGC, for example, points out that

> There is no particular method which can be applicable to all for every situation. … It's the teacher's role to select an activity or activities/techniques according to the need of the lesson to make it fruitful…. The more a teacher knows about methods and techniques, higher are his or her opportunities to apply or make a blend of them to conduct a lesson. (p 25)

The activities suggested for English 1 and English 2 reflect the influence of communicative and form-focused approaches to pedagogy respectively. Suggested activities for English 1 include discussions, group/pair work, debates, collaborative writing tasks and peer checking, role plays, conversations, games, puzzles, mini dialogues, question-answer and demonstrations, presentations. Many of these activities

are mentioned in discussions of CLT in methodology textbooks (e.g. Richards & Rodgers, 2014). In contrast, no communicative activities are suggested for teaching grammar points in English 2; instead, test items such as gap-filling, error correction and sentence transformation are suggested. It thus appears that the curriculum has attempted an integration of traditional grammar exercises and interactive classroom activities. Similar attempts at synthesis of form-focused and communicative approaches are noticed in practice in contexts such as China (Liu & Xu, 2011), Japan (Sakui, 2004), and Turkey (Phipps & Borg, 2009). The use of such blended forms of pedagogy is supported by Waters (2017), who argues that, for an innovation to be successful, "new ideas must be satisfactorily 'keyed' into the foundation of existing pedagogical practice" (p. 53). However, there is potential for confusion too, as it might give teachers the impression that "anything goes" in matters of pedagogy and lead some to make less use of communicative activities in the classroom.

ELC-LS does not provide any clear principles or framework for teachers to draw on in making pedagogical decisions and the suggested activities do not include the teacher's or learners' roles. However, the curriculum identifies teachers as an instrument for change implementation along with textbooks and teacher guides. ELC does not have a section specifically addressed to the teacher but the introduction section lists a number of guidelines which appear to be relevant to teachers' practices. The use of words such as 'suggest', 'propose', and 'recommend' in the guidelines (examples below) suggests that teachers are encouraged rather than obligated to adopt certain measures:

> …suggests CLT approach

> …suggests presentation of grammar points and vocabulary within real life contexts

> …learning outcomes have been proposed

> …language content should be presented in varied contexts covering a wide range of situations

> …making audio-visual materials available in the classroom is strongly recommended

> (Ministry of Education, 2012, p. 35)

As well as giving advice on the use of various teaching strategies and techniques, section 12 of NC2012 encourages teachers to enjoy a degree of freedom in their choice of approaches and methods and teaching materials: "While teaching if she or he understands that learners are not learning in a certain method, she or he instantly can change it for a different one" (ibid, p. 25). Thus, the teachers' role is not represented as that of "mere technician" (Canagarajah, 1999) in the teaching-learning process. To borrow Shawer's (2010) terms, teachers are positioned as both "curriculum-transmitters" and "curriculum-developers" but not as "curriculum-makers". As Shaw explains, curriculum transmitters are those who follow the curriculum as it is; curriculum developers extend the curriculum while following it; curriculum makers construct their own curriculum. This study conducted an investigation of teachers' classroom practices with the aim of revealing how teachers perceive their roles and how they acted in implementing the curriculum.

Assessment procedures

Section 6 of ELC-LS mentions classroom assessment of individual as well as group performance and presents test item types (e.g. MCQ, True/False, reading texts aloud, oral responses, role plays, cloze test, writing individually as well as in pairs/groups) as well as feedback options (e.g. teacher and peer checking). As part of continuous assessment, giving feedback to learners is emphasized: "learner writes and teacher checks answer sheets and gives feedback" (p. 55). More details about assessment appear in section 13 of the CGC which states the provision of continuous assessment and marks allocation: 20% for each subject consisting of class work, homework and investigation work, and class tests in addition to the established practice of pen-and-paper terminal examinations. Assessment is categorized as 'formative' and 'summative' (p. 25) and both types are described as 'necessary' (p. 25). The positive aspects of continuous assessment are also described: it helps to identify learners' weaknesses and deal with those in class more effectively.

The Teachers' Curriculum Guide for grade 7 (as well as those for grades 6 & 8) emphasizes that "equal emphasis has been [placed] on four language skills – listening, speaking, reading, and writing" (NCTB, 2017; p. xxvii) in the new curriculum, and provides detailed guidelines for the assessment of the four skills. It suggests test items for assessing the skills, rubrics for the assessment of speaking as well as practical

strategies for the Bangladeshi contexts. For example, it states that if the audio cannot be played, teachers can read aloud the listening texts. As regards speaking, it explains how teachers can arrange individual or group oral exams. For writing, it prohibits the memorization of essays, and instead suggests the use of topics that will allow learners to express their own feelings and experiences. It states that teachers do not need to identify all errors while giving feedback.

To sum up this section, the curriculum document presents in explicit terms the objectives and learning outcomes, syllabus content, suggested pedagogical approaches, and assessment procedures for the revised English curriculum. The generally simple language, the absence of technical terms and the details provided with regard to syllabus content and assessment procedures might suggest that planners have made an attempt to prepare what Macdonald (2003) calls a 'teacher-proof curriculum'. The recommendations are intended to serve textbook authors in designing appropriate teaching and learning materials as well as teachers in implementing the new curriculum. However, there is a lack of clarity regarding how teachers will be supported to successfully implement the curriculum. There is no mention whether schools will be provided with audio-visual materials or teachers will be responsible for arranging them. Teacher-student ratio is acknowledged to be a crucial factor in ensuring an interactive classroom but there is no suggestion on how class size can be reduced. Teacher training and teachers' guide have also been mentioned and promised for teachers. But, as I found during the fieldwork for this research, none of teachers had received copies of the teachers' guides.

5.3   The top-down analysis

This section presents an analysis of the NCPD2012 using the eleven principles that occur in Ellis & Shintani's (2013) framework (discussed in section 5.1 above). The main challenge I faced while using the framework was the difficulty finding the underlying principles in the policy document. The policy is a type of 'pedagogic discourse' that rarely uses concepts and technical terms found in 'research-based discourse' (Ellis & Shintani, 2013, p. 2). The principles in Ellis & Shintani's (2013) framework are derived from SLA research discourse which do not occur in the pedagogic discourse of the NCPD2012. The ELC-S explicitly mentions four principles (e.g. practicing the four basic language skills, skills integration, skills practice in real-life situations and, classroom

interaction between teacher and pupils as well as between pupils) but these are not the same research-derived principles as found in Ellis & Shintani (2013). Nevertheless, many pedagogical recommendations and discussions of teaching techniques occur in several places in the NCPD2012 that can be related to Ellis & Shintani's (2013) principles. Repeated close reading, searching in the PDF document with keywords, key phrases and their synonyms, and the use of the software AntConc 3.5.2 (Windows 2018) for finding concordance of the key words in NCPD2012 saved me time in locating data that matched the principles.

Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence

There is no mention of formulaic expressions, but section 8.1.7 of CGC makes the case for repeated practice which facilitates chunk learning: "Practice makes learning long lasting. When practiced repeatedly, learning is not only permanent but also transformed from theory to application" (p. 18). Ellis & Shintani (2013) cites research that claim that "…classroom learners learn ready-made chunks as a result of engaging in controlled practice activities…" (p. 40).

The syllabus content for English 2 contains many discrete grammar points. Suggested grammar test items include changing sentences and uses of suffixes and prefixes. Authors have been instructed to produce "workbooks with appropriate exercises …along with textbooks in order to give students further opportunities for language practice" (p. 71). Teachers have been advised that "structural and functional aspects [of the target language] should be presented in a systematic and graded way within context" (p. 35). These guidelines have implications for the development of a rule-based competence.

Instruction needs to ensure that learners focus on meaning

There is support for 'focus on meaning' in the introduction to ELC-S which states that "the curriculum focuses on teaching-learning English as a skill-based subject so that learners can use English in their real-life situations by acquiring necessary knowledge and skills…" (p. 73). One of the principles mentioned in ELC-S is that "[s]kills practice should be done "in meaningful contexts" (p. 73). Section 8.1.5 of the CGC states that

learners should have "a clear understanding of what they are learning" (p. 17). The promotion of CLT and the suggestion that grammar and vocabulary should be taught "within real life contexts" (p. 35) are also in line with a 'focus on meaning'.

Instruction needs to ensure that learners also focus on form

The syllabus content for English 2 of both ELC-LS and ELC-S include discrete point grammar items (discussed in 5.2 above). Also, the syllabus content for English 2 mentions language points alongside themes. Test items for English 2 such as 'changing sentences', 'correcting mistakes' imply a focus on linguistic form. However, the NCPD2012 does not make it clear whether teachers should include a 'preemptive' or a 'reactive' focus on form.

Instruction needs to be predominantly directed at developing implicit knowledge of the L2 while not neglecting explicit knowledge

There is no mention of 'implicit knowledge' in the curriculum but suggested activities such as 'extensive reading', and 'participation in discussions and debates' lend support for the development of implicit knowledge. Nevertheless, the inclusion of language points and grammar items in both English 1 and English 2 imply a clear and strong emphasis on 'explicit knowledge'.

Instruction needs to take into account the order and sequence of acquisition

There is no mention of the importance of taking account of the order and sequence of acquisition in the curriculum. However, this principle may not apply to contexts such as Bangladesh where there is a heavy emphasis on explicit learning, since explicit learning is, as Ellis & Shintani (2013) argue, not subject to the same developmental constraints.

The introduction to ELC-LS makes the point that the level of difficulty in language content should vary from grade to grade. Also, the instruction for authors that topics and themes should be "suitable for learners' age and cognitive level" (p. 71) suggest the need for gradual progression of learning.

Successful instructed language learning requires extensive input

NCPD2012 recommends "using supplementary reading materials to develop learners' reading skills" (p. 73) alongside textbooks. Also, suggested listening activities for English 1 in ELC-LS such as 'students listening to commands and instructions given by teachers and acting accordingly', and 'listening to stories and answering questions' imply teachers' role in providing language input in the classroom.

However, there is a potential confusion regarding the use of supplementary materials, as the NCPD2012 does not make clear where these materials will come from. Although the NEP2010 states that the NCTB of the MoE will prepare supplementary materials along with the textbooks, exercise books and teaching aids, no supplementary materials had been published by the NCTB when this analysis was being conducted.

Successful instructed language learning also requires opportunities for output

The curriculum aims to promote the development of both the receptive and productive language skills. The syllabus is organized around the skills: the writing skill is included in both English 1 and 2 while the speaking skill is included in English 1. Suggested teaching and learning activities include speaking and writing tasks such as dialogues, debates, oral presentations, pair/group work, and writing short paragraphs, essays, letters and stories. Assessment of the speaking skill is recommended for formative assessment. Test items for speaking in ELC-LS mention 'describing' routines, family, home town/village, games and sport and 'narrating' recent events and incidents, for example.

Some of the suggestions in section 10 of the CGC aim to improve the quality and type of learner output. Teachers are advised to avoid "yes/no" and "memory test questions" (p. 21) and, instead ask questions that are "thought-provoking and inspiring" (p. 21) and questions that require "clear conceptions […] about the subject matter to answer" (p. 21). Moreover, teachers are advised to encourage learners not just to answer but also to ask questions. Opportunities for free production are also needed for the development of learners' "creativity and critical thinking through [the] English language" (p. 74), which is one of the stated objectives of the English curriculum for grades 9 and 10.

The opportunity to interact in the L2 is central to developing L2 proficiency

The NCPD2012 presents practical recommendations as well as theoretical discussions which point to the significance of learner participation, collaboration and classroom interaction. In section 8.1 it is stated that learner participation, both physical and mental, is a key aspect of pedagogy. Physical participation is defined as "learning by doing" (p. 17), and mental participation is seen as "doing such work or assignment that needs thinking" (p. 17). NCPD2012 also recommends cooperation and collaboration among learners: "Learners will learn from each other in a group through cooperation" (p. 19) and that they should have "opportunities to analyse or reflect collaboratively in groups" (p. 19). Collaborative group work is seen as useful in "helping learners develop their leadership, cooperation and communication skills" (p. 12). The authors of textbooks are advised to "provide opportunities for learners to learn and practice social interactions through dialogues" (p. 71). Teaching learning activities under the speaking skill include dialogues, discussions, role play, and specifically mention teacher-student as well as student-student interactions.

Section 10 of CGC offers some teaching techniques that aim to facilitate interaction (e.g. teachers should ask probing questions based on the given answer; allow students time for thinking; clues can be given for learners to answer). An example interaction between the teacher and a student is also given for guidance that shows how to extend the Initiation-Response-Feedback/Evaluation (IRF/E) exchange structure through teachers' use of probing questions. Some of these techniques occur in Walsh (2011) as well as Macaro et al.'s (2015) characterization of high-quality oral interaction in the class, and also in Hardman's (2016) descriptions of ways of enhancing learners' contribution to classroom discourse.

Instruction needs to take account of individual differences in learners

Section 8 of the CGC includes a number of suggestions and strategies that highlight the importance of addressing individual differences. Some examples are given below:

- …the duration of concentration for children …is 8 to 10 minutes. And that also depends on how much the work is attractive and pleasurable. So class activities should be varied.

- Every learner has her/his own learning style. So learning becomes easy for learners if necessary cooperation is provided.

- [New knowledge and skills] should be presented in a way so that learners can relate their new learning to their own life by comparisons/contrasts, and examples.

- Teacher's positive attitude to learners is very important in education.

- A teacher has to believe that all students have the ability to learn. (pp. 17-18)

These suggestions emphasize the importance of the pupils' affective engagement, their learning style preferences, and motivation for successful language acquisition.

Instruction needs to take account of the fact that there is a subjective aspect to learning a new language

This principle does not feature strongly in the curriculum. Still, there are occasional references to the need to engage with learners' affect and feelings. Along with activities under the writing skill there is a suggestion that learners should be encouraged to express their thoughts and emotions. Another suggestion is that literature can be used for pleasure. However, the statement in section 13 of CGC that "[T]he affective aspects of learners especially their individual and social behavior, values etc can be done* [=evaluated] in formative assessment for further corrections" (p. 26) suggests that learners' subjective selves need to be constructed along lines prescribed by authorities.

In assessing learners' L2 proficiency it is important to examine free as well as controlled production

The curriculum states that all four language skills will be assessed along with grammar. Test items for assessing speaking and writing skills are included in the English curriculums. There is no specific mention of free and controlled production but the test items for speaking and writing skills (e.g. 'describing' and 'narrating' for speaking, and writing paragraphs, letters, and stories for writing) have the potential to examine free production. Other test items (e.g. gap filling, closed questions, guided story writing) might be useful for examining controlled production.

As I read the curriculum document using bottom-up and top-down approaches, I noticed a number of flaws of the curriculum document. Firstly, the curriculum is rather long (93 pages) and contains many repetitions. As mentioned before, the list of terminal learning outcomes in section 3 is repeated in the following section under the title of class-specific learning outcomes. Second, there is a lack of clarity in the way the reform message is worded in some places. Some of the sentences such as "…teachers' language skill development should be given priority over training them in teaching methodology or any such other areas" (p. 35) and "Test items must be developed by question setters" (p. 69) are vague and confusing. There is vagueness regarding what the curriculum means by the objective of proper pronunciation, stress and intonation (section 2.9.2). Third, although the curriculum draws on contemporary understandings of SLA processes and ELT pedagogy, the treatment is not clear nor comprehensive. There is a lack of clear guidelines on the role and use of learners' mother tongue in ELE (Hall & Cook, 2012), on strategy training (Oxford, 1990), on the development of learner autonomy (Benson, 2007), on the implications of the development of English as a Lingua Franca (ELF) (Jenkins, Cogo & Dewey, 2011), or on issues to do with inter-cultural communication (Baker, 2016; Byram, 1997).

5.4   Discussion and development of an analytical framework

In this section, I review the teaching ideas or pedagogical recommendations of the NCPD2012 in the light of concepts and principles that occur in the principled frameworks (discussed in 5.1). The purpose of the review is to highlight aspects of pedagogy that I would look for in my data in the case study chapters. Based on the discussion, I will develop and justify an 'analytical framework' required for the analysis of English language teachers' beliefs and practices as well as mention the problems inherent in adopting such an approach. For the review, the pedagogical recommendations were grouped together into eleven categories, and six broad themes: classroom environment and learners as individuals, target language input, opportunities for output, classroom interaction, grammar instruction, and continuous assessment and feedback. Table 5.1 illustrates the themes on the left side and the corresponding recommendations on the right. The recommendations are rewritten for the sake of uniformity and clarity. The 'analytical framework' that is presented at the end of this

section (see Table 5.2) is comprised of the six themes, eleven categories and over thirty 'codes' that emerged during the whole process of analysis and review. I slightly revised the framework following data collection: I scrutinised the curriculum document several times, re-read the principles included in the pedagogical frameworks, and revised my initial list of categories and codes. A few categories (e.g. intercultural communicative competence; English as a Lingua Franca) did not feature prominently either in the NCPD2012 or the data, so I left them out of the framework.

Table 5.1: The major recommendations of NCPD2012 linked to the broad themes

Themes	Pedagogical recommendations of the NCPD2012
Classroom environment and learners as individuals	Create an enjoyable and unthreatening learning climate Teacher-student ratio of 1:30 is a very important factor to ensure students' interaction as well as successful monitoring and evaluation of students' progress. Students should sit around a table in circles. If there is no arrangement like this, they will turn around to sit face to face during group work. Motivate pupils so that they believe in their abilities Praise and appreciate – Do not use punishment or abusive language Use teaching aids and multimedia
Target language input	Make sure pupils understand the content of the materials Supplement the materials
Opportunities for output	Provide opportunities for guided L2 production (controlled language practice) as well as free communication (expression of meanings) Ask referential questions
Classroom interaction	Increase wait time and allow pupils to have longer turns Ask probing questions (extend IRE/F exchange structure) Use pair/group work Promote learning by doing

Grammar instruction	Teach grammar in context (i.e. in text and extended discourse)
	Include grammar practice
Continuous assessment and feedback	Develop and assess all four language skills
	Provide formative feedback
	Correct mistakes
	Identify errors or mistakes in pupils' performance and suggest ways to overcome them

5.4.1 (Theme 1) Classroom environment and learners as individuals

This theme is comprised of two categories: classroom environment and learners as individuals. The two categories have been merged because there is a good deal of overlap among the pedagogic suggestions that relate to the two categories. A conducive or congenial classroom environment is seen as necessary for effective language teaching. Two of the frameworks (e.g. Brown & Lee, 2015; Jacobs & Renandya, 2016) include the classroom environment as a principle and discuss its many features such as the physical environment of the classroom, teachers' roles and styles, and a positive affective climate. The other category termed 'learners as individuals' refers to individual differences among learners in learning styles, strategy use, proficiency levels, interests and motivation. A number of frameworks that I consulted (e.g. Brown, 2002; Ellis & Shintani, 2013; Jacobs & Renandya, 2016; Long, 2014) include the principle that teaching should take account of individual differences.

To begin with the physical environment, an ideal classroom is described as one which is clean, free from external noises, and equipped with chalkboards/ whiteboards and multimedia. In the context of communicative and task-based language teaching, optimal seating arrangements are reported to be another crucial feature: patterns of semi-circles, U-shapes, and any other "configurations that make interaction among students feasible" (Brown & Lee, 2015, p. 292) are recommended. The NCPD2012 makes several recommendations that point to the importance of a congenial learning environment. It stresses the need for a small class by maintaining a teacher-student ratio of 1:30, as recommended in the education policy (2010), the use of audio-visual

materials, and seating arrangements where students can "turn to sit face to face with [other] students" (p. 22).

With regard to teachers' characteristics, Brown & Lee (2015) maintain that teachers need to be prepared to play many different roles: authority figure, director, manager, counsellor, guide, as well as roles as friend and confidante. Teaching styles can range on a continuum, from formal to informal, serious to humorous, and restrictive to permissive. Brown & Lee (2015) argue that there are successful teachers on both ends of the continuum, and teachers do not need to force themselves into "a stereotype that doesn't jibe with your most effective self in the classroom" (p. 305, original emphasis). Still, teachers' roles and styles are closely linked to the kind of classroom climate that is created. According to Jacobs and Renandya (2016), students need to feel safe to communicate in the second language, to feel accepted in the learning community in which everyone is supported and respected by others, and to have opportunities to develop their unique selves. Brown & Lee (2015), in the same vein, describe a positive classroom climate as one that is "positive, stimulating, and energizing" (p. 306) and suggest establishing rapport with students, balancing praise and criticism, and creating and nurturing students' energies for the creation of a positive classroom climate. The other category 'learners as individuals' relates to the importance of "tailoring instruction to cater to individual differences in goals, interests, motivation, cognitive style, and learning strategies" (Long, 2014, p. 325). Ellis & Shintani (2013) point out that teachers can cater to individual variation "by adopting a flexible teaching approach involving a range of different instructional activities" (p. 26). They also suggest the use of learner training and fostering motivation in their learners. Long (2014) emphasizes modifying the pace and manner of delivery as a way of individualizing instruction. Many of these principles and teaching strategies occur in the NCPD2012. Teachers are advised to have a "positive attitude to learners" (p. 18), to "carry high opinions about the learners" (p. 18), and avoid "using canes or giving any kinds of mental or physical punishment" (p. 18) such as using abusive language and corporal punishment. These suggestions are relevant to the Bangladeshi school contexts because stories of abuse and physical punishment by teachers are regularly reported in the newspapers. It is suggested that teachers should rather give inspiration to provoke learning desire among the learners. It points out that every learner is unique with their own learning style, and that necessary cooperation should address their individual needs. An ideal teacher-student relation is

conceptualised as one "based on affection, respect, and cordiality" (p. 18) in which students can discuss any personal or classroom-related issues without any hesitation. It is also suggested that the textbooks should use a variety of activities (p. 71), provide guidance and inspiration (p. 21) and "teach through fun and entertainment" (p. 71). Thus, the recommendations and guidelines in the NCPD2012 relating to the classroom environment and learners as individuals to a large extent align with the procedures mentioned in the principled frameworks.

5.4.2 (Theme 2) Target language input

This theme is comprised of two related categories: providing adequate input and ensuring that learners can access the input. SLA researchers including Dörnyei (2013) and Ellis & Shintani (2013) emphasise the point that learners need extensive exposure to target language input for the development of target language proficiency. They point out various sources of target language input such as the course books, supplementary reading and listening materials, teacher talk, and language used during negotiated interaction. Traditionally, the textbook has been the main source of language input for learners of English in Bangladesh (Farooqui, 2008). In addition, as discussed above (see section 5.3), the NCPD2012 recommends using supplementary reading materials and suggests listening materials and activities: "Learners will listen to the stories told by teachers or will listen to audio tapes to answer relevant questions" (p. 50).

While providing input, two key issues for teachers seem to be providing adequate and appropriate input and making sure the input is accessible to the learners. Ellis & Shintani (2013) point out that graded readers have been widely used for extensive reading programmes as they provide useful and accessible input particularly for low-proficiency learners. Long (2014), however, observes that dialogues and reading passages in published materials including graded readers often contain "linguistically impoverished input" (p. 307) due to attempts at simplification at lexical and structural levels, and makes the case for providing 'rich input'. He adds that teacher speech in grammar drills and exercises as well as pedagogic tasks can similarly provide "limited data from which to learn a new language" (p. 307). He argues that learners should receive 'rich' input in terms of quality, quantity, genuineness, relevance, and linguistic complexity (p. 307). Andon and Wingate's (2013) emphasis that texts and tasks should

be motivating, authentic and challenging for language learners has implications for providing 'rich' input. The other issue is the 'accessibility' of the input because exposure to target language input does not automatically lead to attainment (Arnold, Dörnyei, & Pugliese, 2015). SLA researchers suggest various strategies to make input accessible and useful for learners. For example, Loewen (2015) mentions 'input flooding' (examples of the target structure are artificially increased) and 'enhanced input' (the target feature is made salient by means of highlighting, for example). Ellis & Shintani (2013) argue that input modification activities such as the ones suggested by Loewen, are needed to help learners pay attention to linguistic forms as well as to construct form-meaning mapping. Long (2014) also suggests 'input elaboration' rather than 'simplification' in order to improve the comprehensibility of spoken and written texts. He suggests the use of such devices as repetition, paraphrase, synonyms, overt marking of grammatical and semantic relations, and the addition of linking words. As Long rightly notes, some of these devices can be used by classroom teachers. Contextualisation of input is another strategy that makes input accessible. According to Kumaravadivelu (1994), linguistic input should be presented and practiced in meaningful contexts rather than taught as isolated discrete items, because the latter approach "will result in pragmatic dissonance, depriving the learner of necessary pragmatic cues and rendering the process of meaning making harder" (p.38).

While the NCPD2012 recommends the use of supplementary reading materials and stresses the importance of learners' comprehension of the texts, it does not mention the strategies that teachers can use to make input comprehensible: "Learners should learn through understanding. They should have a clear understanding of what they are learning. Mere memorization without understanding is not any learning" (Ministry of Education, 2012, p. 17). It argues that understanding helps learners develop problem-solving skills but provides no clear instructions on ways of facilitating understanding. For example, one way of dealing with learners' understanding problems may be to use their L1, but L1 use finds no mention in the document. Hall & Cook (2012), based on their survey on English language classrooms around the world, reported widespread use of L1 use, particularly with lower level students. Teachers in their study reported using L1 for clarification, confirmation of understanding, reduction of anxiety, developing rapport and a good classroom atmosphere, and the explanation of difficult vocabulary and grammar. In the Bangladeshi contexts, the use of L1 in teaching

English has a long history. One of the aims of this study was to explore if the teachers used L1, and if they did, why they did so.

5.4.3 (Theme 3) Opportunities for output

This theme relates to opportunities for learners to produce output in speaking as well as writing. As discussed in 5.3 above, the NCPD2012 stresses the development of learners' productive skills of speaking and writing, and suggests a number of activities to develop the skills. Activities that require learners to produce output can range from 'controlled/guided' to 'free production'. Learners produce output during interaction with their teacher and peers as well as alone when they complete an incomplete sentence or write a short composition, for example. Output learners produce in the context of classroom interaction is dealt with under a separate theme (5.4.4). Theme 3 covers activities and exercises that require learners to produce output alone.

Both 'controlled' and 'free' production activities have their place in language teaching (Dörnyei, 2013; Littlewood, 2014). Dörnyei (2013) points out that 'controlled practice activities' are useful because they "promote the automatization of L2 skills" (p. 169). The focus here, however, is on the opportunity learners have for the expression of their own meanings or 'free production'. NCPD2012 recognises that memorisation of set answers has been a long-standing problem among Bangladeshi learners. The curriculum document aims to develop learners' creativity and critical thinking skills which is linked to opportunities for free production. One of the principles in Macaro et al.'s (2015) framework emphasizes opportunities for free production: "Learners need to be encouraged to speak spontaneously and to say things that they are not sure are correct" (p. 5).

Comprehension questions that seek learners' opinions or evaluations rather than knowledge of facts are likely to promote free production. Teachers can encourage learners to speak and write freely and express their own meaning by asking more 'referential questions' and fewer 'display questions' (Walsh, 2013). Excessive error correction and focus on 'accuracy', in contrast, will impede the development of 'fluency' in writing and speech. As discussed in section 5.3, the NCPD2012 mentions activities and assessment types for both 'controlled' and 'free' production. It provides guidelines for teachers' questioning behaviour to encourage greater learner contribution. With

regard to error correction, there is a suggestion that teachers should identify and address errors retrospectively, thus prioritising 'fluency' ahead of 'accuracy': "…monitor each group's work and provide necessary guidance and assistance. Later teacher identifies errors or mistakes …and suggest ways to overcome them" (p. 24). At the same time, 'correcting mistakes' has been mentioned as a grammar test item for English 2 suggesting a focus on 'accuracy' of output.

5.4.4 (Theme 4) Classroom interaction

This theme subsumes pedagogical recommendations that relate to classroom interaction and opportunities for learner participation, as shown in Table 5.1. Dörnyei (2013), Ellis and Shintani (2013) and Macaro et al. (2015) all emphasize the importance of opportunities for learners to interact in the classroom. Classroom interaction -- both learner-learner and learner-teacher – provides opportunities for learners to produce output and develop fluency. Engaging in interaction allows learners to 'focus on meaning' (Ellis & Shintani, 2013) and acquire linguistic and pragmatic resources required for repairs, comprehension checks, clarification requests, and turn taking (Kumaravadivelu, 1994; Walsh, 2011). Brown & Lee (2015) argue that interaction is the key to developing automatic production and comprehension of L2. Long (2014) points out that pair work and small group work offers learners opportunities to try out what they know without worrying about the glare and scrutiny of a large class, and is therefore good for the shy students. The NCPD2012 too places emphasis on classroom interaction: it stresses 'learning by doing' (p. 35) and states that interactive activities should be carried out between the teacher and students, as well as between students.

Walsh (2011) stresses the teachers' role in ensuring successful classroom interaction since "interaction …is both instigated and sustained by the teacher" (p. 53). He argues that teachers should develop what he calls 'classroom interactional competence (CIC)' so that they can "enhance learning and learning opportunity" (p. 180). He points out that CIC, although context-specific, has certain features which are common to all contexts. The features of CIC he mentions include alignment between language and pedagogic goals; creating space for learning through increased wait-time, by promoting extended learner turns, by allowing planning time; and 'shaping' learner responses in feedback by seeking clarifications, scaffolding, paraphrasing, recasting, summarising

and extending the responses. Similarly, Li (2017) argues that teachers can enhance learning opportunities by asking more open (as opposed to display) questions, by breaking the 'rigid' Initiation-Response-Feedback (IRF) exchange structure, and by allowing learners to produce longer turns. Hardman (2016) suggests that teachers use 'higher order questions' and 'formative feedback strategies' as a way of opening-up classroom discourse and ensuring 'high quality oral interaction' (p. 9). She provides examples of feedback techniques for teachers to use to probe and build on students' contributions.

As the analysis in 5.3 shows, the NCPD2012 suggests a few of these strategies. It suggests questioning strategies for teachers, recommends allowing thinking time for learners, and offers advice on seating arrangement for pair/group work among others. The data in the case study chapters will reveal how teachers evaluated these strategies and the extent to which they incorporated them in their classrooms.

5.4.5 (Theme 5) Grammar teaching

All the pedagogical recommendations made in the NC2012 that relate to teaching grammar, structure and attention to language form are subsumed under this theme. Traditionally, grammar has been an integral part of language teaching in Bangladeshi classrooms (Farooqui, 2009). Dörnyei (2013) argues that attention to the formal/structural aspects of the L2 is useful in developing "accuracy and appropriateness at the sentence, discourse and pragmatic levels" (p.169). The NCPD2012 stresses 'accuracy' and 'using English language appropriately' as learning objectives (p. 36).

With regard to grammar teaching, Long (1991) makes a distinction between 'focus on forms' and 'focus on form' approaches. According to him, 'focus on forms' refers to "explicit types of L2 instruction in which language and language rules are the overt objects of instruction" (cited in Loewen, 2015, p. 58). Traditionally, language instruction has been focused on developing rule-based competence through the teaching of pre-selected structures or grammar points (Ellis & Shintani, 2013), an approach widely practiced in Bangladeshi schools (Rahman, 2015). According to Long (2014) 'focus on form' is when learners' attention is briefly attracted to language form and form-meaning

connections reactively within the context of a communicative task. The rationale for 'focus on form' is that, as Loewen (2015) argues, "interaction without any attention to linguistic accuracy does not necessarily improve linguistic accuracy" (p. 56).

Ellis (2005) points out that classroom instruction can facilitate focus on language form through deductive (using metalinguistic description) as well as inductive (indirect learner discovery) grammar teaching approaches. A popular deductive approach to teaching grammar is known as Presentation-Practice-Production (PPP) where a new grammatical structure is first explained, then practiced through focused exercises and finally produced by students (Ur, 2018). PPP is often considered ineffective by proponents of task-based language teaching (Ur, 2016) who tend to prefer a retrospective focus on form through 'focused' or 'unfocused' tasks. Another approach to grammar teaching is developing language awareness through implicit 'consciousness-raising' tasks (Ellis, 2016).

The NCPD2012 suggests the teaching of grammar in context but does not suggest how this can be done. The Teachers' Curriculum Guides (TCGs) that were published only recently reproduce the aims, objectives and pedagogical recommendations found in the NCPD2012 as well as include a number of sample lesson plans, mostly for teaching of the four language skills, but they do not offer any guidance on grammar teaching. However, the syllabus for English 2 in NCPD2012 sends a contradictory message, since it mentions discrete-point grammar items (e.g. tenses, active and passive voice, modals, sentence types and transformation of sentences, prepositions and articles) for teaching and assessment purposes, but no guidance is provided regarding how to contextualise these items.

5.4.6 (Theme 6) Formative Assessment

NCPD2012 categorizes assessment into two types 'formative' and 'summative' (Ministry of Education, 2012, p. 25) and describes both types as necessary. It points out that there are many positive aspects of formative or continuous assessment such as helping teachers to identify learners' weaknesses and dealing with those in class more effectively. This is in line with Bloom's (1969) conceptualization of the purpose of formative evaluation: "to provide feedback and correctives at each stage in the teaching-learning process" (p. 48, cited in Bennet, 2011, p. 6). Compared with

summative assessment, formative or continuous assessment is a relatively new concept in ELE in Bangladesh. The previous curriculum was reported to have a negative washback effect as it did not test listening and speaking skills and had no provision for formative feedback (Hamid & Baldauf, 2008). Identifying and correcting errors and mistakes in learners' writing has been a common classroom activity in Bangladeshi schools (Farooqui, 2009). NCPD2012 suggests correction of errors and mistakes in oral presentations and group discussions too:

> The teacher moves around the class to monitor each group's work and provide necessary guidance and assistance. Later teacher identifies errors or mistakes in the group presentations (if any), and suggest ways to overcome them. (Ministry of Education, 2012, p. 24)

Providing feedback is a feature of formative assessment. NCPD2012 mentions 'feedback' several times. It points out various types of feedback: 'individual feedback' as well as 'whole class checking' (p. 62), and suggests both teacher feedback as well as 'peer checking' (p. 64), but it does not provide any detail on ways of doing that. For example, the suggestion for the evaluation of writing for grade 7 is that "learner writes and teacher checks answer sheets and gives feedback" (p. 55).

Corrective feedback is widely used in language classrooms to promote the development of accuracy and appropriate use of language. Common corrective feedback strategies include explicit correction, recasts, clarification requests, metalinguistic clues, elicitation, and repetition (Hardman, 2016; Lyster & Ranta, 1997, cited in Ellis, 2012). This study involved the analysis of lesson observation data and of classroom discourse; therefore, there was a focus on pupils' participation as well as teachers' strategies for providing feedback.

Leung & Mohan (2004) agree with the many advantages of classroom-based assessment but caution us of the danger of taking the paradigm of standardized testing for classroom formative assessment. Another practical challenge is that implementing formative assessment requires teachers' knowledge and understanding as well as time, as noted by Bennet (2011, p. 19):

> Even if we can find a practical way to help teachers build pedagogical skill, deep domain understanding, and a sense of the measurement fundamentals,

teachers need significant time…to put that knowledge, skill, and understanding to practice….

These comments by Bennet are relevant to the Bangladeshi contexts, because teachers might lack the understanding of the purposes and procedures for classroom-based assessment and be under pressure of time and therefore may be unable to implement formative assessment.

Table 5.2: The Analytical Framework

Themes	Categories	Codes
Classroom environment and learners as individuals	Creating a conducive environment	seating arrangement, availability and use of ICT/multimedia, affective climate, TL relationship, praising/motivating pupils, corporal punishment
	Catering for learner differences	using a variety of activity, learners' needs, learning styles and strategies
TL input	Providing adequate input	using varied and challenging texts, using the textbooks, using supplementary materials (e.g. graded readers), extensive reading/listening, text extension
	Ensuring that learners can access the input or understand the materials	bottom up and top down processing strategies, focus on linguistic forms and meaning, L1 use
Opportunities for output	Providing opportunities for guided as well as free production in writing and speaking	display questions (guided production) vs referential questions (free production); short utterances vs extended production; fluency vs accuracy; creativity, error correction
Classroom interaction	Ensuring TL interaction	IRF/E, extending IRF/E, probing Qs, teacher talk time vs learner talk time, teacher wait time, learner initiation
	Ensuring LL interaction	group work, pair work
Grammar teaching	Teaching grammar in context	Focus on form vs focus on forms, explicit vs implicit teaching,

		deductive vs inductive approach, language awareness
Continuous Assessment and feedback	Teaching and assessing the four language skills	class test, homework, class work
	Giving feedback	Feedback
	Correcting errors	Teacher/peer/self-correction

To sum up the discussion so far, there is evidence in the NCPD2012 that the NC2012 promotes an interactive and communicative approach to teaching with emphasis on learner participation in classroom interaction and discourse. At the same time, there is a recognition and acceptance of transmission-based pedagogies such as the explicit teaching of grammar. Thus, it appears that the curriculum intends a dual focus of communication skill development and grammar knowledge. In the context of this dual emphasis, it is crucial to examine how teachers experience the new curriculum and the extent to which teachers draw on the suggested pedagogical strategies in a principled manner. Based on the findings of my bottom up (section 5.2) and top down analysis (section 5.3) and the follow-up discussion (section 5.4), I developed a thematic framework (Table 5.1) for the analysis of lesson transcripts and my interview data.

The thematic framework was then used for the organization and presentation of findings in the data analysis chapters (Chapters 6, 7. 8. 9 & 10). The themes were derived from the specific recommendations in NCPD2012 by grouping them into categories and broader themes. However, the use of a framework derived from one set of data to analyse a different set of data (e.g. lessons and interviews) is not without its problems. Firstly, the framework is not prescribed by the Ministry of Education, so teachers are not expected to plan and organize their teaching around the principles in the framework. Secondly, the principles that occur in the framework are selected by the researcher. These are by no means representative of all the research findings in the field of SLA and ELT pedagogy. The framework does not cover all the principles that are deemed important by researchers or language teachers. Nevertheless, the use of the framework can be justified on two grounds. First, and as mentioned before, the principles included in the framework are either directly stated or implied in the curriculum document, which is the blue-print for syllabus design, materials development

and assessment in Bangladesh. Secondly, for an exploratory study like this, it was not necessary to develop a comprehensive framework. Still, decisions regarding what to include and what to leave out were informed by their salience in the curriculum document as well as my initial findings during my fieldwork. Despite its limitations, therefore, the framework was deemed useful to serve the purposes of data analysis and was adopted in the study.

CHAPTER 6: CASE 1 (MUFAKKHIRUL)

6.0   Chapter introduction

In this chapter, I present one of four case studies that investigate mainstream secondary English teachers' beliefs and instructional practices in relation to the pedagogical recommendations of the NCPD2012 in Bangladesh. The findings from each study are based on one initial interview, non-participant observation of three lessons, stimulated recall and post-lesson interviews usually held on the same day or within a week of the observation, field notes and one final interview held a few weeks after lesson observation was completed. Each of the four case study chapters is organized in the same way. First the teacher's background, career history and current teaching context are briefly described. Then, the lessons observed are outlined along with an analysis of the materials where the teacher used them, and based on field notes from these observations and subsequent discussion of these in interviews, the teacher's key practices and beliefs are described. These are then mapped onto the recommendations of the NCPD2012. The case analyses in this and the next three chapters are related to the three research questions in my study: What are the secondary teachers' understandings of, and attitudes towards, the aims, objectives, and pedagogical recommendations of the revised national curriculum and associated materials; To what extent are English language teaching and assessment practices in alignment with the recommendations; and, What role do cognitive and contextual factors play in shaping the teaching and assessment practices? Following the presentation of all four case studies, the teachers' beliefs and practices are contrasted and compared through a cross-case analysis (Yin, 2009) in Chapter 10. The discussion is guided by the framework developed in Chapter 5 based on the analysis of the NCPD2012 as well as by the themes that emerge in each individual case study.

6.1   Mufakkhirul: background and experiences

Mufakkhirul, with over 28 years' experience teaching English at the secondary level, was the most experienced participant in my research. The table below (6.1) gives an overview of his biography and teaching context, which is discussed in more detail in the following sections.

Table 6.1: Mufakkhirul's background and context

The Teacher

- BA in Humanities (Bengali, Islamic History, and Social Work)
- No pre-service training, but later completed B.Ed. with specialization in English and Geography. Also attended short training on CLT and CPD training
- 28+ years' experience overall; 23+ years at his current school

The Institution

- Large rural school with nearly 2000 students and 22 teachers (teacher-student ratio is 1:90 approximately)
- There is one multimedia room with a laptop, a TV with projector, and sound systems; regular classrooms have a blackboard and/or a whiteboard, benches with desks for students, a chair and a table.
- The school has electricity, but power outage was frequent during observation period

The Learners

- All students are following the Bengali version of the National Curriculum
- Most students are reported to be weak in English

Mufakkhirul's professional background

Mufakkhirul began his career as a teacher in 1989 and moved to his current school (DHRHS) in 1994. He mainly teaches English, but like his colleagues, he also teaches other subjects (e.g. Islamic religion and ICT) as there is a shortage of subject teachers at the school. He has a graduate degree in Humanities as well as a one-year Bachelor of Education (B.Ed.) degree. During the B.Ed. programme, his subjects were English and Geography. He attended a three-week training workshop on Communicative Language Teaching which was offered to secondary English teachers after the introduction of the Communicative Curriculum in 1996-7. A few years later, he attended another 3-week CPD programme under the Teaching Quality Improvement (TQI) project, but has not received any training since curriculum revision in 2012-3. With a total of 28 years' experience of teaching, he is easily the most experienced of the five English teachers at the school. He has travelled to local towns for training and other personal reasons but has lived all his life in his village and usually walks to the school six days a week.

The institution

The institution Mufakkhirul works for is a large rural school with nearly 2000 students and 22 teachers. Although the National Educational Policy 2010 stipulates a teacher-student ratio of 1:30 (Ministry of Education, 2010), the school has over 90 students per teacher. The main academic building is an L-shaped two-storied building which houses most of the classrooms, the science laboratory, the teachers' room, the head teacher's office, and a multi-media room. In addition, there are two one-storied buildings which are used as classrooms only. There is a large playground in front of the school. The school buildings and the playground are surrounded by boundary walls separating them from the small village market. Rickshaws and auto-rickshaws are the most commonly used vehicles on the country road connecting the school to the nearest town. The school has electricity but during the period of lesson observation, there were frequent power failures and teachers and students struggled in the heat and humidity.

His evaluation of the pupils

Mufakkhirul says that he had a lot of enthusiasm for the profession at the outset but now feels disappointed, at times demoralised even, because of the "poor quality" of the pupils he teaches at the school. He cannot enjoy teaching anymore, as 95% of students, in his opinion, cannot follow the lessons:

> …student quality is really poor: 40% cannot write the alphabet properly at age 11 [grade 6]. Not even 10% are good enough to be in grade 6 (MK_int1: 29-30)

His evaluation of pupils' proficiency levels is echoed by the head teacher:

> Speaking of the English subject at my school, we do not find many students who are good in English. There are some, but their number is low in comparison with those who are weak (Mashfiq: int1: 33-4)

Their evaluations are consistent with reports of poor English skills not only among Bangladeshi pupils but also among the teachers (e.g. Hamid & Baldauf, 2008).

Mufakkhirul believes that the quality of primary education is very poor, and that has knock-on effects on secondary education. Students who are weak in English cannot cope with the demands of secondary English and, as a result, lose their motivation to study the subject:

> …they come to us with a poor base, so they understand the language very little. They have very poor vocabulary knowledge. Many cannot even read out a passage or text in English. Those who do not understand, naturally cannot enjoy it, and lose motivation to study. (MK_int2: 9-13)

He has also noticed that sometimes, during an English lesson, students remain busy working on other subjects. He believes that pupils do not take the English subject very seriously. For most of them, the aim is to pass the exams. At the early stage of his career, he had a passion for teaching, but he does not enjoy teaching as much now. Apart from low proficiency of pupils and their lack of interest in studies, large class size poses a serious challenge for language teaching. Mufakkhirul feels that he cannot carry out his "teaching responsibility" properly due to these constraints.

How he became a teacher

According to Mufakkhirul, he used to stand in for his elder brother who was a teacher at a rural school. He immediately hit it off with the students and enjoyed the experience. It was then that he developed an interest in and curiosity for teaching English. Once he completed his graduation, he had no hesitation in choosing teaching as his career. Although he had no subject-specific training then, he was recruited to teach English because there were no English graduates among the candidates, and he performed well in English in the recruitment examination. This practice is not uncommon in Bangladesh, where subject-based teachers are hard to find, particularly in rural areas (Rahman, 2009) and is also reported in the context of Thailand, where individuals may choose to become members of their teaching systems first and their choice of subject to teach arises from "their own school performance in and aptitude for that particular subject" (Hayes, 2008).

His love for English

During the interviews, he expressed his love for English, which he expects from the pupils too. His use of English is limited to classroom teaching as there are few opportunities for interaction in English in rural Bangladesh. However, whenever he gets an opportunity to speak in English, he is delighted to use English. He reveals:

> Once I caught sight of a group of foreigners at a picnic spot. I went up to them to talk to them. I had interesting conversations with them and I relished the chance to speak in English with them. It was really a memorable experience. I wish I had more opportunities like that (MK_int3: 355-358)

On another occasion, he narrates his experience of speaking in English with fellow trainees during a short training programme for school teachers:

> Whenever we were together, be it in the classroom or the kitchen, or on the way to class, we would only speak English. Teachers of other subjects would look at us with envy and admiration, and sometimes point to us saying 'Look. There goes the English Department'. We would overhear them speak highly about us and we were filled with pride. (MK_int2: 106-109)

Mufakkhirul's excitement at the opportunities to use English in real life contexts is palpable in the above quotes. This also reveals how rare these opportunities are, particularly in rural areas, which pose a challenge for English language teachers' continuous professional development in Bangladesh (Rahman, 2015).

Mufakkhirul prefers to use English as the medium of instruction in his English classes:

> We should use English as much as possible. During CPD training, I had a wonderful trainer. She used to tell us that the English lesson should be such that people passing by can tell from the outside that it is an English class going on (MK_int4: 77-79)

Mufakkhirul, however, says that he resorts to code-mixing when he perceives that pupils have problems understanding him.

Attitude to the prescribed materials

Mufakkhirul thinks that the prescribed textbooks are 'good enough' for the classes that he teaches. He points out that the current *English for Today* books include many activities for the development of the four language skills and were produced after substantial research and training of authors. He believes that the books can be great resources if they are utilized properly but the low proficiency level of the students, seen as "an additional burden" to teachers, makes it hard for him to make very good use of the *EFT*. He reveals that he prioritizes texts and exercises that are 'important' for the

exams and, because of that, many activities in the textbook which are provided for the development of language skills remain unused. Apart from the communicative activities, the poems are also not taught in class, because, as he has experienced, pupils do not show any interest in them.

> In the current exam format, poems are not included. If the students were tested on the poems, that would have added importance to them. Poems do have value and usefulness for learning. In our childhood, we learned so many things through poems. If they recite them, their pronunciation would improve. The rhymes help learning and remembering new words. But we have to focus on the exams and on how we can help them score big in the exams. Since poems are not in the tests, they are rarely given importance" (MK_int4: 41-47)

Attitude to training

Mufakkhirul strongly believes in the role of training in developing as a teacher. He cites his own experience of training as a positive factor in improving his teaching skills. He has incorporated many ideas and techniques from his training to make his lessons more effective. During the interviews, he mentioned his training experiences, his admiration for one particular trainer and pointed out techniques and strategies that he learned during training. For example, he has learned to use pair/group work, debates, games and the importance of having a smiling face in the classroom. He says that he would love to see greater training opportunities for English language teachers. He also expressed doubts that English teachers at his school and in other similar schools who have not received training are able to teach the books well to the students.

Mufakkhirul's approach to teaching and assessment and his understanding and use of curriculum recommendations will be discussed in the next section along with a discussion of the observed lessons.

6.2   Outlines of the lessons observed

6.2.1 Observation 1

Date: 21/05/17

Grade: Eight (C)

Attendance: 98 present out of 107 (all girls)

Subject: English 2nd Part

The first lesson was with students of Grade 8 (section 3). All students were female and 98 students were present out of a total of 107. The classroom had 4 fans, a whiteboard, a blackboard and chalks. There were two doors – but the backdoor was blocked to make way for an extra bench to accommodate the pupils. The classroom was well-ventilated with windows on two sides. There were sketches hung on the walls, drawn and signed at the bottom by students. Nobel-prize winning Bengali poet Rabindranath Tagore, the Taj Mahal, the Shahid Minar (Monument for language martyrs), and the structure of the human brain were among the sketches decorating the classroom walls.

It was a bright and sunny day. The lights in the classroom were switched off as there was ample daylight inside the room. However, it was hot and humid and during the observation period, there was no power supply. The teacher was sweating and seemed to be in discomfort, as were the pupils, most of whom were wearing the hijab as part of school uniform.

The lesson focused on English grammar and consisted of a number of activities (see Table 6.2). Mufakkhirul did not use any books or notes for the lesson. He used the blackboard to write and explain what he discussed. The lesson lasted around 35 minutes.

Table 6.2: Outline of lesson -- Mufakkhirul 1

Activity No.	Description of the Activity	Lessons aims and brief comments
1	T announces to the class that the topic for the lesson is going to be 'Degrees of Comparison'. He writes on board 'Degrees of comparison'. Ss take out their exercise copies and copy the words from the black board.	Explicit teaching of discrete points of grammar

2	T asks two students, Jasmine and Marufa, to go to the front of the class and stand facing the other students. T writes 'tall', 'taller', 'tallest' on board and asks the whole class, "Look at the two girls. Who is taller?" Ss answer 'Marufa' in chorus. T: Jasmin is tall, but Marufa is (pauses)? Ss: taller T: taller	Focus on form Elicitation of target form Demonstration
3	T asks another student to stand up. T says "Ashika is the tallest girl in class eight. Who is the tallest girl in class eight?" Ss answer 'Ashika'. T: Yes, Ashika is the tallest in the class. He writes "Ashika is the tallest girl in class eight" on board, reads it out and asks, "which degree is it?" SS reply in chorus: "superlative degree" T asks Ss what degree 'tall' and 'taller' are; Ss answer 'positive' and 'comparative' respectively.	Display question – repetition of correct form Declarative knowledge of grammar
4	T asks the whole class to transform the sentence into i) positive and ii) comparative degrees After some time (around 30 seconds) T selects Ss for reading out their answers. A few Ss volunteer the answers. The answers are correct (as follows). Ashika is taller than any other girl in class eight. No other girl in class eight is as tall as Ashika. T asks a few more Ss to read out their answers. They repeat the sentences.	Sentence transformation / Controlled grammar practice (focus on form/accuracy)
5	T asks Ss to look at the three sentences and say if they understand the rule (for transforming sentences to show 'positive', 'comparative', and 'superlative' degrees) -- Many Ss answer 'yes' in chorus. T invites students to say the rule aloud. A student explains the rule (in Bengali) "for comparative degree, we use *any other* but for positive we use *no other* …" T asks the class if they agree with the explanation; Ss nod.	declarative knowledge / understanding the rule
6	T writes another sentence on the board which students copy in their exercise book:	Sentence transformation – whole class activity

	"Nazrul is one of the greatest poets of Bangladesh"	
	T asks students to change the sentence to show 'positive' and 'comparative' degrees. Ss write answers in their notebook. T moves around, checks a few scripts, then invites a girl to the board who correctly writes positive and comparative forms:	
	i) Very few poets of Bangladesh are as great as Nazrul.	
	ii) Nazrul is greater than many other poets of Bangladesh.	
	T asks other students to check their answers by matching with hers.	
7	T asks students if anyone would like to sing a song. A student stands up and sings a song in Bengali. Ss listen to the song with admiration and enjoyment on their faces. They clap for the singer.	Singing – listening to a song

The lesson was tightly controlled by the teacher. The topic of the lesson was selected by him: there was no discussion with students regarding the choice of topic for the lesson. He picked out students to come to the front of the classroom, demonstrated the use of comparative forms of adjectives, gave them sentences to manipulate, provided quick feedback on the answers, and elicited the rule for the use of 'positive', 'comparative', and 'superlative' degrees. Students appeared to be energetic and promptly carried out the teacher's instructions and commands. Mufakkhirul mostly used English during the lesson, initially in particular, but moved to code-mixing of Bengali and English. The atmosphere was relaxed. The teacher had a smiling face throughout and an encouraging tone for students to carry out the tasks he was assigning them. He did not shout at or rebuke anyone. Students occasionally smiled as the teacher smiled.

The lesson illustrates explicit teaching of grammar in the context of isolated sentences. The pupils' attention was drawn to the target form, i.e. the positive, comparative and superlative degrees of adjectives. Pupils were then led to practice the forms in a controlled manner in different sentences. The NCPD2012 discourages explicit teaching of grammar and recommends teaching grammar in context. During the activities in the lesson, pupils were not required to express their own meanings, nor make any decision about the context of their use. The focus was mostly on form and to a lesser extent on

meaning (when learners describe the girls using 'tall', 'taller', and 'tallest'). Thus, there was a lack of alignment between the lesson and NCPD2012's "teaching grammar in context" principle.

Mufakkhirul usually takes a deductive approach to teaching grammar. After the lesson, he explains that he brings a poster to his grammar class with the rules and structures written on it, or he just writes the target structures on the blackboard. Then he explains the structure with an explanation and examples. He believes that this approach helps pupils understand and remember the rule.

Some of the activities in this grammar lesson (e.g. 4 & 6) can be termed as "text manipulation activities" (Ellis, 2016) where pupils were required to use their knowledge of rules to transform sentences. There was no communicative purpose to the activities – the purpose seemed to be the correct use of the target forms in isolated and decontextualized sentences. The emphasis was on 'accuracy' of form and the outcome of the activity is predetermined linguistic display. Such 'text manipulation' activities are reported to be very common in grammar books (Ellis, 2002; Fortune, 1998). Their use has been justified on the basis that they provide useful practice that learners need to proceduralize the forms and related structures (DeKeyser, 2010) and help pupils to "leap from form-focused accuracy work to fluent and acceptable production" (Ur, 1996, p. 83). However, Ellis (2016) is not convinced that such controlled activities can aid in the productive use of grammar in real life situation. He points out that such activities engage learners only in "controlled, conscious processing" (p. 141) but are unlikely to prepare learners for participation in spontaneous face-to-face communication. The purpose of grammar teaching, according to the NCPD2012, is to help learners use grammatical rules/knowledge in real life contexts. The activities used by Mufakkhirul seemed unlikely to serve this purpose.

Mufakkhirul is not aware what the NCPD2012 suggestions are regarding grammar teaching, but when prompted, during the post-lesson interview, he explained that he perceived 'teaching grammar in context' as the teaching of grammar using texts and stories. He reported that he would sometimes draw pupils' attention to structures while teaching *EFT,* but generally he prefers to teach grammar deductively using the commercial textbook which contains many exercises, rather than the prescribed *English Grammar & Composition* (NCTB, 2012c) textbook which has fewer of them.

109

6.2.1 Observation 2

Date: 25/05/2017

Grade: Six

Attendance: 82 present out of 100 (all girls)

Subject: English 1st Part

The second scheduled lesson was four days after the first lesson with a different group of pupils. I had been waiting in the head teacher's office when Mufakkhirul came for me, and I followed him out of the office into the classroom. At the start of the lesson, Mufakkhirul stood in the front of the class and students sat in two rows facing him. The room was fairly spacious; still, students had to huddle together on benches due to the large class size. The classroom had a blackboard, chalks and a duster for the teacher. Room temperature was around 35 degrees Celsius: there were five fans running overhead. Mufakkhirul did not sit on the chair reserved for him, but kept moving around in the room giving instructions and feedback on pupils' responses.

At the outset, Mufakkhirul greeted pupils, asked them to open their copies of *English for Today*, and mentioned the lesson title: 'Thanks for your work'. Most of the pupils had a copy of *EFT*. Mufakkhirul did not explain the purpose of the lesson but moved straight into the activities. He had probably primed the pupils for the lesson before calling me in. Since Mufakkhirul closely followed the content and activities provided in Lesson 5 of *EFT* (Grade 6) during the lesson, an analysis of the materials is needed before examining the extent to which the actual lesson aligns with the intentions of the materials writers and the principles/recommendations of NCPD2012.

Figure 6.1: Lesson 5 of *EFT*, Grade 6

1

2

3

4

5

6

A1 Choose appropriate words from the box to complete the dialogue below. Then act out the dialogue in pairs.

letters	restaurant	streets	place	morning

A : What does a cleaner do?

B : A cleaner cleans our houses, office and .... etc.

A : What does a newspaper hawker do?

B : A hawker gives us newspapers every ....

A : What does a postman do?

B : A postman delivers .... and other items to us.

A : What does a rickshaw puller do?

B : A rickshaw puller takes us from one .... to another.

A : What does a waiter do?

B : A waiter serves food at the ....

B Read the text about Bulbul and answer the questions below.

Bulbul collects rubbish from the Sankar area in Dhaka. Every morning, he wakes up at 5 o'clock and walks along the streets of Sankar to collect rubbish. People of Sankar put their rubbish in plastic bins and leave them in front of their houses. Bulbul walks from door to door to collect them. Sometimes the bins are very dirty and they smell bad. But Bulbul does not mind. He takes out everything from the bins and puts them in a large plastic bag. He believes that all jobs are important. He works hard every day to keep this area clean.

Last month Bulbul was sick for two days. So, he could not come to collect the rubbish. The people of Sankar were in great trouble. They got piles of rubbish waiting in front of their houses. The whole area became dirty and unhygienic. When Bulbul got well, he came back to Sanker. He collected everything from all the bins. Bulbul does not want to fall sick again. He realises, if he stops working even for a few days only, the whole area will turn into a big dustbin.

B1   Now, ask and answer the questions in pairs.

a)   What time does Bulbul wake up?

b)   Where do the people of Sankar put their rubbish?

c)   Why does Bulbul think that all jobs are important?

d)   What happened when Bulbul became sick?

e)   What will happen if Bulbul falls sick again?

f)   What will you say to Bulbul, if you meet him?

B2   Think of a person who works in your area to help you live well. Write a composition on this person by answering the following questions.

a)   What does he/she do?

b)   What time does he/she start his/her work?

c)   How does he/she do the work?

d)   Does he/she like the job? Why/why not?

e)   What will happen if he/she stops working?

f)   What do you think about his/her job?

Language Focus:

Notice the verbs in the italics in the following sentences.

a)   Bulbul *collects* rubbish from the Sankar area in Dhaka

b)   Every day he *wakes* up at 5 o'clock and *walks* along the streets of Sankar.

The activities in the textbook are prefaced by a number of learning outcomes which emphasize the skills of speaking, reading and writing. For speaking, pupils are supposed to talk about people, places and familiar objects in short and simple sentences, ask and answer questions, and participate in short dialogues and

conversations on familiar topics. The two other learning outcomes are 'reading and understanding texts', and 'writing short paragraphs'. The following activities are consistent with these aims. The first activity (A) presents pictures of a newspaper hawker, a nurse, a cleaner, a rickshaw-puller, a postman, a waiter. Pupils are asked to describe the occupation of each person. The next one (A1) is a gap-fill activity in the context of very short dialogues each containing a question and an answer. Pupils are required to act out the dialogues in pairs. These two activities are followed by a reading text about a rubbish collector consisting of two paragraphs. There are three activities based on the text. B1 requires pupils to answer comprehension questions, B2 asks them to write a composition about "a person who helps you live well" by answering some questions about the person, while B3 is a language focus activity requiring pupils to identify the 'verbs' in the text and write down their present or past tense forms. The activities are in line with the general objectives of learning English mentioned in the NCPD2012 (e.g. help learners develop competence in the four language skills for effective communication in real life situations) as well as specific recommendations of NCPD2012 such as learners' participation, learning by doing, and language practice. Table 6.3 below summarises the way Mufakkhirul enacted the activities and how this relates to the recommendations/principles of the NCPD2012:

Table 6.3: Outline of lesson -- Mufakkhirul 2

Classroom implementation	Lesson aims and brief comments
1. Activity A in *EFT*. T asks Ss in English to match the pictures with description words. A girl says she does not understand when T repeats the instruction in Bangla. T moves around as students work individually. After some time, T asks Ss to volunteer the answers. A few hands go up. T selects a girl. She reads out the answers. T corrects one wrong answer and echoes the correct ones. T is pleased and asks Ss to clap hands. Two other students read out their answers. T is pleased and asks Ss to clap hands.	A picture-description activity is turned into a picture recognition activity

Medium of instruction is English. L1 is used to aid comprehension.

Teacher feedback is through silence or echo. |
| 2. Activity A1 in *EFT*. T asks Ss to work in pairs and write the answers in their workbooks. Again, a student asks for clarification in Bangla and T repeats the instructions in Bangla. T moves around and monitors Ss at work. A few students say 'sir, *likhchi'* (sir, I have finished writing). T goes to them, checks their answers, provides feedback and correction and says, 'Ok, | Pair work – gap filling with clues

The mechanical dialogue practice activity turned into |

thanks'. T waits for others to finish. T reads out the questions and 5 different students volunteer to read out the five sentences. Teacher echoes the answers and thanks students. The whole class claps at the end of every answer.	Q/A between T and S Teacher feedback is through echo and correction – focus on form and accuracy
3. T asks a pupil to read out the passage, and instructs others to listen. The reason for reading is not discussed. After the students finish reading, T tells the class to work in groups and write answers to the questions in B1. T repeats instructions in Bangla. T asks Ss if they need to listen again to be able to write the answers. Ss answer 'yes' in chorus. T asks the same girl to read out the whole passage again. After the second reading, T asks Ss to discuss with their neighbours and write the answers. Ss immediately get down to work. T monitors pupils' work and checks the answers when any group finishes work. After some time, T asks Ss to read out their answers. T reads out the questions (Except Question F) one at a time, students raise their hands, and he selects some to answer. Some questions are repeated. T listens to the answers silently, but, on one occasion, he asks Ss if a given answer is 'suitable' to which students do not say anything. T asks Ss to clap.	Reading aloud (and listening?) Re-reading Group work – discussing comprehension questions Reading comprehension through Q/A Q. F (open-ended question) not asked
4. Activity B2. T reads out the questions and instructs students that they will have to do the activity as homework.	Homework (writing)
5. Language Focus and B3. T asks Ss to look at the two sets of sentences in the book and tell what tense the verbs are. Ss reply in chorus. T asks if they can explain why they think the verbs are in the present or past tense. A student attempts an explanation in English, struggles and switches to Bengali. T helps her complete the explanation. T explains the next activity (B3) and sets it as homework	Elicitation of declarative knowledge of verb tenses – focus on form Scaffolding Homework (grammar)

Mufakkhirul mostly used English as the medium of instruction but used Bangla when the pupils asked for clarification. The atmosphere was relaxed and the pupils carried out the activities that Mufakkhirul asked them to do with enthusiasm, although some pupils, sitting at the back close to where I was sitting, seemed to struggle to keep pace with the rest of the class.

The lesson was tightly controlled around the materials. All the activities from 1-5 as discussed above were based on the *EFT.* There was no extension to, or

personalization of the input provided in the book. Of the "input elaboration" activities that Long (2009/ 2014) points out, only repetition was noticed, as pupils were asked to read a second time. Mufakkhirul explained that 'repeated reading helps pupils comprehend the passage better, and helps them answer the comprehension questions better" (MK_int4: 27-29). He explains that he usually paraphrases the reading text in English but sometimes uses Bangla if pupils do not understand him.

The lesson focused mainly on speaking and reading skills, but there was very little opportunity for pupils to produce output, as they did not have to express their own meanings. For example, the picture description activity (Activity A) had the potential to engage pupils in the expression of meaning, but, as we see in Extract 1, Mufakkhirul implemented it as a picture recognition activity, with the result that pupils only had to match the given words with the pictures without contributing any words of their own. Mufakkhirul did not ask probing questions, and did not create greater opportunities for pupils' cognitive engagement, output and interaction. The extract reveals teacher's control throughout the activity. The feedback Mufakkhirul provided on pupils' responses reveal a very limited range of vocabulary. In line 10 of the extract, he said 'no' and repeated the question when Aleya, the pupil, failed to answer in the correct sequence. When pupils gave the right answer, he mostly echoed the answer, remained silent or just said "OK" or "thanks". Mufakkhirul repeated the activity with three pupils, which did not appear to be necessary because after he had echoed the correct answer with the first pupil, there was nothing to gain from a repeat of the activity. Instead, the time could have been better spent by describing the pictures and having a free discussion on the various professions and why all jobs are important.

Extract 1

1. T   What do you see in the picture? Can you match the above words with   the pictures?

2. S1:   [confused] *ki*? [=what?]

3. T: Can you match?

4. Ss: Yes. *jii* [=yes]

5. T: Within two minutes. Match. Is it clear? *Chobigulor sathe uporer shobdoguli milabe* [=match the pictures with the words].

6. T: Complete?

7. SS: Yes.

8. T: OK. Aleya. What is picture number one?

9. S1:   [answers wrongly] picture number one is 'newspaper hawker' number 6.

10. T: NO, PICTURE NUMBER ONE!

11. S1:   Oh, picture number 1? Err… 'Cleaner'

12. T: Ok, thanks. Cleaner. Picture 2?

13. S1:   postman

14. T: postman. Ok, Picture 3?

15. S1:   nurse

16. T: nurse. Thanks. Picture 4?

17. S1:   waiter

18. T:.   Ok, thanks. Picture 5?

19. S1:   rickshaw puller

20. T: and, Picture 6?

21. S1:   newspaper hawker

22. T: OK, thanks. Clap for her.

23. T: Ok, take your seat. Can anybody else match the pictures? [Maksuda wants to volunteer] Ok, Maksuda …

Opportunities for learner output, cognitive engagement and interaction were not fully utilized in some of the other activities as well. Activity A1, which requires pupils to fill in the blanks with words from a list and then act out the short dialogues in pairs, would have offered some language practice and mechanical role play between pupils had Mufakkhirul not turned it into a question-and-answer exercise between him and the class. Then, during reading (B1 in *EFT)* Mufakkhirul skips the question that does not have a fixed answer although NC2012 puts emphasis on asking "thought-provoking and inspiring" (Ministry of Education, 2012, p. 21) questions. He later explained the reason for skipping the question: "I figured that they would not be able to answer this question." (MK_int3: 44-45)

The final activity of the lesson (Activity 5 in Table 6.3) is a 'language focus' activity. The materials in *EFT* are clearly designed to promote awareness of verb tenses with examples, explanations, and verb-form manipulation activity. Pupils are asked to notice the verbs which are italicised in the example sentences and then read the explanations that focus on their form and use. Mufakkhirul adapted the materials slightly to have a brief interaction with the whole class. As seen in Extract 2, he first elicited pupils' knowledge of verb tenses by asking them to identify the tenses the verbs are in and then probed them further to explain the reason for their answer. Although the materials provide the rule of use "*We talk about usual routines in simple present tense*", Mufakkhirul skipped the focus on use and limited it to a 'focus on form' exercise.

Extract 2

[T reads from the *EFT* 'Everyday he wakes up at 5 o'clock and walks along the street to collect rubbish', stops and asks the whole class]

> T: What tense is it? Raise your hand.
>
> S1:   Sir, present tense
>
> S2:   Present tense
>
> T: OK, thanks. Clap for her.
>
> T: How do you realise that it's present tense?
>
> S: Sir, I realise it's present tense, because er … verb *er sathe* -s, -es *ache* [=the verbs have -s or –es]
>
> T: Correct. How can we make these sentences into the past tense? Who can say?

6.2.3 Observation 3

Date: 27/05/17
Grade: Six
Attendance: 70+ present out of 100 (all girls)
Subject: English 1st Part

The third lesson was observed two days after the second with the same class (pupils of Grade 6). It was a hot and humid day. There were several disruptions to power supply

during the lesson. Still, pupils seemed to enjoy the activities assigned to them. They smiled as the teacher smiled. Overall, the environment was relaxed but purposeful.

The lesson consisted of two main activities with the focus on the speaking and writing skills. The first activity was based on the textbook (Activity B2 in the Figure below). The textbook activity requires pupils to read the sentences/phrases in the eight speech bubbles accompanying a picture and put them in the right order (1 to 8) and to write down the conversation in their notebook. The picture shows a man and a girl having a conversation but they are not identified. However, the speech bubbles reveal that the man is an ice-cream seller and the girl is a customer. This activity, like the others in the unit, is based on the theme of 'grocery shopping'. The second classroom activity is writing a paragraph on "Your Mother" for which no materials were used.

Figure 6.2: Lesson 8 of EFT, Grade 6

The classroom enactment of the two activities (Table 6.4) reveals the extent to which the teacher's pedagogical approaches are in line with the NC2012's suggestions.

Table 6.4: Outline of lesson -- Mufakkhirul 3

Classroom implementation	Lesson aims and brief comments
T greets Ss. T inquires if students have brought their *EFT* book, asks them to open it, indicates page number and activity	Classroom management
1. T asks Ss what they see in the picture, does not wait for an answer. T tells Ss that there are some sentences there – jumbled. T asks if they have seen them. SS reply 'yes'. T asks students to write down in their exercise book the sentences in correct order in order to make a dialogue. He repeats the instructions. Many students look confused -- some look at others and ask what to do. A few students are seen writing in their notebooks and others slow to begin. T asks Ss to listen as he quickly reads out the rearranged dialogue. He then asks Ss to write it down in their copy. After around two minutes, Ss state that they have finished copying the dialogue. T tells Ss that they have to pair up and perform the dialogue in front of the class. He asks who would like to perform first. Some hands go up. He invites a pair to go stand in front of the class and act out the dialogue. After they finish, Ss clap. T asks Ss to change their roles. Ss perform the dialogue again. T invites three more pairs to perform the dialogue. Ss clap.	Picture description attempted but not done Rearranging jumbled sentences/dialogue reconstruction T provides the answer -- No scaffolding Dialogue practice -- Role play

2. T tells students that they are going to write a paragraph about their mother and writes the topic on board: 'My Mother'
 	
T writes questions on the board:
 	
   a. What's the name of your mother?
 	
   b. How old is she?
 	
   c. What's her educational qualification?
 	
   d. What's her occupation?
 	
   e. What does she do for you and your family?
 	
T asks Ss to write the paragraph by answering the questions. He moves around and clarifies the task to some students who seem to have difficulty understanding. T monitors Ss on task and provides help. After Ss have finished, T checks writing and provides some feedback. He asks Ss to read out what they have written to the class. Four students read out starting with the class topper. T does not interrupt or make any corrections. T tells Ss that they have written well about their mother.
	Scaffolding provided through questions
	
	T facilitates pupils' writing
	
	Feedback through error correction
	
	Writing: No discussion on the process or genre

Next, he gives them homework: Ss will write about their parents. T does not explain if it is a paragraph or an essay or how they will write it.	

The two activities focused on the development of productive skills of speaking and writing. However, some limitations are seen in the way the activities were enacted in terms of the opportunity for learner output and interaction. During the first activity, Mufakkhirul did not involve pupils in describing the picture; then, he did not wait long enough for pupils to complete rearranging the speech bubbles; instead, he provided the answer. Pupils only had to listen to the teacher and copy the dialogue between a man (ice-cream seller) and a girl (customer) in their notebook. Although he involved pupils to act out the dialogue in pairs, they only had to read out from their notebooks. Thus, it turned into a mechanical dialogue reading activity rather than a speaking activity. Mufakkhirul got five pairs of pupils to repeat the role play and all pairs had the same thing to say. There was no adaptation or extension to the input provided in the text, as seen in Extract 3:

Extract 3

1. A: Excuse me!

2. B: Yes, how can I help you?

3. A: I want to buy an ice cream.

4. B: Sure! There you go.

5. A: How much is it?

6. B: 20 TK.

7. A: Here you are.

8. B: Thank you.

Despite the mechanical nature of the activity, some pupils acted out giving an ice-cream and giving money, as the rest of the class laughed and clapped. Clearly, there was some focus on meaning as pupils performed the dialogue. The activity would have been more effective if Mufakkhirul had spent more time discussing, translating, adapting and personalising the dialogue (Timmis, 2016) before asking them to perform.

The second activity in which pupils answered the questions to write a paragraph about their mother was a controlled writing activity. During the activity, Mufakkhirul played the role of a facilitator by moving around the room and helping a few girls as they were writing. He also moved to pupils who finished early, read their writing and suggested some corrections such as providing a missing article. After pupils had finished writing, Mufakkhirul selected Maksuda, the first girl, to read out her paragraph. After she had finished reading, four other girls volunteered to read out their paragraphs. Mufakkhirul did not point out any errors as pupils read out their answers and encouraged them by clapping and praise (e.g. "very good").

However, the paragraphs pupils read out were very similar (Extract 4), perhaps deriving from the five questions Mufakkhirul had given them. Mufakkhirul did not spend time engaging pupils in the generation and organization of ideas. In addition to teachers' questions, pupils could have been asked to come up with some questions of their own, which they could do in small groups. It can be assumed that there would have been more variety and richness in pupils' writing.

Extract 4

S1:   My mother's name is Shehrin Akhter. She is 45 years old. She is an MA. She is a housewife. She cooks for us. She takes care of me. She helps with education. I am really proud of my mother.

S2:   My mother's name is Tasnuva Akhter. She is 40 years old. She is an er a BA. She is a high school teacher. She cooks food for us. She helps me with my studies. She *good care for me. I love my mother and she loves me very much. I *proud of my mother.

S3:   My mother's name is Shikha. She is 35 years old. My mother is a BA. She is a house wife. My mother cooks of our family. I *proud of my mother.

S4:   My mother's name is Ayesha Khatun. She is 40 years old. She is a BA. She is a housewife. She is a cook. She cooks food for us. She helps with my studies. I love my mother very much.

6.3   Discussion

In this section, I bring together lesson observation data analysed in the previous section depicting Mufakkhirul's teaching practices and interview data that reveal his beliefs underlying the practices in order to discuss Mufakkhirul's overall beliefs and practices in relation to the recommendations of the NCPD2012.

122

6.3.1. Classroom environment and relationship with pupils

In Mufakkhirul's lessons, most of the pupils seemed to be full of energy and enthusiasm, as they carried out a range of activities. On several occasions during the lessons, pupils sought clarification. In post lesson interviews, Mufakkhirul revealed that he tries to create a learning environment where "pupils can share without hesitation any problems they face, where they feel no fear…" (MK_int 5: 14-16). He believes that teachers and pupils should form a "friendly relationship despite age differences" (MK_int 5: 21-22) and, at the same time, make sure that pupils maintain and show respect for the teacher. Mufakkhirul did not use abusive language or corporal punishment during the lessons. Mufakkhirul explained that using harsh words and corporal punishment is "unacceptable because this does not bring any good results" (MK_int3: 19-20). Thus, Mufakkhirul's beliefs about the classroom environment and teacher-pupil relationship are in alignment with the NCPD2012's recommendations.

However, he is unable to give individualised attention to his pupils because of the class size. Although the NCPD2012 recommends an optimum teacher-student ratio, in his school most classes have around 100 pupils. Mufakkhirul explains that this happens for two main reasons: teacher shortage and shortage of classrooms. Also, he does not use the multimedia because the school has just one multimedia room for all teachers, although the curriculum strongly recommends their use. Thus, a divergence is created between Mufakkhirul's current practices and the recommendations of the NCPD2012 pertaining to classroom organisation and equipment/multimedia use.

6.3.2. Exposure to target language input

During two of the three lessons, as described in 5.2, Mufakkhirul relied mostly on the prescribed textbook materials and activities. The NCPD2012 suggests that teachers use supplementary materials of their own choice in addition to the prescribed textbooks, but Mufakkhirul did not use any. He thinks that the prescribed materials provide pupils with adequate target language input as well as practice exercises, if used 'properly'. He reveals that he uses the materials selectively: "in our school, we teach according to the exams….this is what the students want…" (MK_int4: 41-42). He points out that many of the communicative activities along with the poems are not needed for exam preparations, and are not used in class. Sometimes, he teaches from

commercial 'guide books' that contain past exam papers. However, Mufakkhirul does not feel happy teaching the way he does (teaching to the test). He believes that the poems are useful for developing language and also for enjoyment...poems have rhymes and rhythms but, in his experience, pupils are reluctant to study the poems. He believes that most pupils are very weak in English, and because of that he cannot make good use of the materials provided in *EFT*.

As seen in the lessons, Mufakkhirul used English as the medium of instruction most of the time. It was because, as Mufakkhirul revealed later, he believes that pupils should have as much exposure to English as possible. In interviews, he stated that he preferred to use paraphrase first and then pupils' L1 if pupils struggle to understand the reading texts. Still, as lesson analysis in the previous section reveals, Mufakkhirul did not extend the reading texts and dialogues to relate them to pupils' lives, and used a very restricted range of vocabulary while giving feedback on pupils' responses.

6.3.3. Opportunities for output

Mufakkhirul gave pupils opportunities to speak and write, invited pupils to act out dialogues provided in the textbook, and elicited their understanding of grammar points (e.g. degrees of comparison/adjectives, verb tenses). However, pupils did not have to use their developing interlanguage to express their own meanings. In Lesson 1, pupils only manipulated structures to show positive, comparative and superlative degrees; in Lesson 2, pupils read out second parts of question-answer pairs, and answers to questions based on a reading passage; in Lesson 3, they just acted out a rearranged dialogue from the textbook, and wrote a paragraph using question cues. The activities did not require pupils to communicate their feelings or ideas. When he asked pupils to work in pairs, it was to solve an exercise from the textbook, rather than to exchange ideas in English.

There were occasions when Mufakkhirul seemed to miss out on opportunities for pupil engagement and output provided by the materials. His use of the textbook pictures in lessons 2 and 3 was focused on recognition and understanding vocabulary items much more than on developing pupils' speaking skills. Also, reading texts were used to answer comprehension questions, many of whom were display questions. Mufakkhirul could have asked more referential questions to allow pupils to try out language

meaningfully and in context. Although the activities involved pupils in reading, writing, listening and speaking, there was little cognitive engagement resulting in mechanical language production rather than genuine communication in English. Thus, Mufakkhirul's teaching practices seemed to be geared primarily towards learners' examinations which mainly assess reading and writing skills with little or no focus given to the listening and speaking skills.

6.3.4. Classroom interaction

The analysis of classroom interaction reveals teacher control of classroom processes. It was Mufakkhirul who made the initiatives, decided what would be done, who would speak and when. There was little or no pupil-initiated talk seen in the lessons: pupils spoke only when they were asked a question or invited to enact a role play. The only exception to this pattern was noticed when pupils asked clarification questions after Mufakkhirul had given instructions in English. Mufakkhirul did not encourage pupils to ask questions. When he asked a question, he would not wait long enough for pupils to say something. His focus was clearly on getting pupils to do the activities in the textbook.

The dominance of teacher talk is revealed in the prevalence of IRF/E (initiation, response, feedback/evaluation) exchange structure, where teacher took two turns for one pupil turn. Mufakkhirul did not ask 'probing' questions and did not extend pupils' contributions. The exchange would usually end with the final F/E move. On a few occasions though, Mufakkhirul asked follow-up questions (e.g. comprehension check) resulting in a repeat of the IRE/F structure. As pupils struggled to complete a response, he provided 'scaffolding' and gave quick feedback on pupils' work during pair/group work.

6.3.5. Grammar teaching

Although the national curriculum document discourages explicit grammar teaching and suggests teaching grammar in context, the syllabus for English Part 2 contains a list of grammar items and test techniques that do not require teaching grammar reactively, following language use in communicative contexts. Thus, there is a contradiction in the curriculum document. Mufakkhirul's grammar lesson reveals a 'focus on forms'

125

approach (Long, 2014) where segments of language points are pre-selected and taught. He also combined deductive and inductive approaches in the first observed lesson.

At the time of the initial interview, Mufakkhirul did not know what the curriculum recommended about grammar teaching. He had not received any training in the new curriculum and Teachers' Curriculum Guides were yet to be published. Mufakkhirul revealed that his overall approach was PPPP (Preparation, Presentation, Practice, Production) which he learned about during training. Mufakkhirul's grammar lesson revealed the first three steps: he prepared the pupils for the grammar lesson, presented the grammar point (i.e. positive, comparative and superlative forms of adjectives) in isolated sentences, and made pupils practice the forms through sentence manipulation activities. It is also possible that his approach was influenced by the grammar book that English teachers at the school followed:

> At our school, we usually follow the grammar book by Chowdhury and Hossain, rather than the prescribed *English Grammar and Composition.* It is because the book contains plenty of exercises that students can practice (MK_int5: 40-44)

In addition, he usually brings large posters that show the rules as well as 'examples' of a grammar point.

6.3.6. Integration of skills and continuous assessment

The NCPD2012 emphasizes that pupils should develop competence in all four skills (i.e. reading, writing, listening and speaking), not just reading and writing. In Bangladeshi secondary schools though, reading, writing and grammar practice are reported to be the major focus in teaching and testing (Rahman, 2015). The national examinations have been widely blamed for the lack of attention to speaking and listening skills in the classroom (Farooqi, 2008). The NCPD2012 aims to redress the balance by incorporating in the textbooks materials for speaking and listening and introducing continuous assessment so that pupils' listening and speaking skills could be assessed and developed.

In line with the curriculum policy, Mufakkhirul's lessons reveal a combination of the four skills of reading, writing, listening and speaking as well as grammar practice.

Mufakkhirul believes that "English should be taught and learned as a language, and not as a subject" (MK_int4: 61-62) and tries to make pupils speak in English through activities such as role play and group discussion. But he admits that such activities are not done regularly, since they are not needed for final examinations. He thinks that his pupils are only focused on passing the exams; therefore, he spends his class time in exam preparation rather than skills development. He mentions two activities that he mostly uses: lecture (instruction) and whole-class questions and answers. He also blames the pupils for not being motivated enough to practice the language with each other outside the classroom.

Mufakkhirul's comments on the examinations are problematic: continuous assessment was introduced to assess pupils' listening and speaking skills, as revealed by the distributions of marks, and to enable teachers to provide formative feedback. It is possible that pupils are not motivated enough to practice speaking outside of classrooms because their speaking skill is not assessed at school. Mufakkhirul explains that continuous assessment is carried out through sit-down tests on grammar, not on listening and speaking, because arranging speaking tests for large classes would require additional time outside of teaching hours. For the same reason, as Mufakkhirul reveals, he cannot give detailed feedback on pupils' writing.

6.4 Conclusion

There is convergence as well as divergence between the textbook and curriculum document on the one hand and Mufakkhirul's practices on the other. There is convergence in terms of relaxed classroom environment, relationship with the pupils and the integration of skills. There is divergence too, in terms of classroom organisation, multimedia use, opportunities for learner output, formative assessment, and teachers' tight control of classroom discourse. As revealed by his comments on the pupils and the materials in Section 6.1 above, some of the divergences can be attributed to contextual factors such as large class size and examination pressure, others to his lack of knowledge/understanding of the new curriculum.

Mufakkhirul feels that he would benefit from training in various aspects of the recent curriculum. He laments that he did not receive the training which he thinks that teachers in urban areas did. Mufakkhirul's training needs are justified in that he was not able to

make full use of certain communicative activities such as 'picture description' and used only a limited range of interactional resources. Although he is the most experienced teacher I studied, the training opportunities he has received have been limited, and clearly, there is a gap between his pedagogical knowledge and the recommendations of the new curriculum. Further training focused on specific aspects of the new curriculum, particularly on classroom interaction, can help narrow the gap. As Walsh (2013) argues, there is a need to introduce a 'classroom interactional competence' third strand on teacher education programmes to "sensitize teachers to the centrality of interaction to teaching and learning and provide them with the means of acquiring closer understandings of their own local context" (p. 19). The next chapter presents the case study of Borhan, Mufakkhirul's younger colleague from the same rural school.

CHAPTER 7: CASE 2 (BORHAN)

7.1 Borhan: Background and experiences

Borhan was the youngest of the four teachers I studied, with around five years' experience teaching English at the secondary level. The table below (7.1) gives an overview of his biography and teaching context, which is discussed in more detail in the following sections:

Table 7.1: Borhan's background and context

<div>

The Teacher

- BA in Political Science and Islamic Studies
- Around 5 years' experience in secondary teaching
- 2+ years spent at his current school
- No pre-service training, but later attended short training programmes on ICT and CLT

The Institution

- Large rural school with nearly 2000 students and 22 teachers (teacher-student ratio is 1:90 approximately)
- There is one multimedia room with a laptop, a TV with projector, and sound systems; regular classrooms have a blackboard and/or a whiteboard, benches with desks for students, a chair and a table.
- The school has electricity, but power outage was frequent during observation period

The Learners

- All students are following the Bengali version of the National Curriculum
- Most students are reported to be weak in English

</div>

Borhan's professional background

After graduation in 2012, Borhan began teaching part-time at a school. Two years later, he joined his current school as a full-time teacher. While teaching in his first school, he received training in ICT in Dhaka, the capital, and a 12-day training programme on CLT at BRAC learning centre, Chittagong sponsored by BRAC, the largest NGO in the country. After moving to his current school, he attended another short CPD programme at Cumilla, the local town. He hasn't done the B.Ed. yet, which is a requirement for the job (Ministry of Education, 2010). The school is not willing to grant him leave at this

point to pursue the B.Ed. training, because the school cannot afford to lose his services for the year which the B.Ed. programme would take.

The institution

Borhan teaches at the same institution as Mufakkhirul, discussed in the previous chapter. Due to the shortage of teachers and classrooms, the school organizes large classes with around a hundred pupils per class. Borhan teaches five periods a day six days a week as part of his regular job, but he teaches some additional hours in the afternoon specially arranged for the pupils of grades 8 and 10, as these pupils are going to take the high-stakes national examinations at the end of the year.

His evaluation of the pupils

Borhan's evaluation of his pupils is very similar to Mufakkhirul's. He feels most pupils are weak in English; some cannot even recognise the letters of the alphabet and have difficulties reading in English. He observes that the pupils who are weak cannot cope with studies and gradually lose all interest. The school has an open admissions policy – any child who has passed primary school can get in. Usually children from the village and neighbouring villages enrol at the school. He says that only a very small percentage of parents (around 5%) supervise or monitor their children's studies: they ask teachers about their children's performance and progress but most guardians keep away. Some of them are very poor and cannot hire private tutors for their children, which affluent parents commonly do in Bangladeshi society (Hamid, Sussex and Khan, 2009). Another observation he has is that most pupils remain busy with their smart phones when they are at home and neglect homework.

His evaluation of the materials

Borhan thinks that the prescribed books provide good materials for his lessons, but he uses the skill-focused *English for Today (EFT)* textbook much more than *English Grammar and Composition (EGC)*, the grammar book. He thinks that the *EGC* does not provide enough grammar exercises; therefore, he follows a number of grammar books apart from *EGC*.

Attitude to training

Borhan believes that English teachers need to study a lot and practice language skills themselves in order to become good teachers. He also thinks that teachers benefit from training and teacher education programmes. He reports having learned a great deal from the in-service training programmes he has attended. He mentions that he has got many useful ideas related to lesson planning, topic introduction, conducting assessment, arranging pair/group work, homework, and communicative activities such as role play, among others. As a result, he believes, his teaching has changed for the better. His belief in the value of these ideas is reflected in his comments on his new ways of topic introduction:

> …instead of telling pupils what I am going to teach -- it doesn't get very interesting if I do that – if we can bring it out of the pupils through questions or discussion over picture, or stories then pupils get attracted to the lesson and it is possible to engage them (BH_int3: 148-152)

Although Borhan has a positive attitude to teacher training/education, he does not apply everything he learned in training. For example, he was told in training that English classes should be in English, but he disagrees: "Using English all the time is not practical…pupils wouldn't understand" (BH_int3: 133-34). He reports that he prioritises the examinations and plans his lessons keeping the exams in mind.

Borhan's approach to teaching and assessment and his understanding and use of curriculum recommendations will be discussed in the next section along with a discussion of the observed lessons.

7.2   Outlines of the lessons observed

7.2.1 Observation 1

Date: 21/05/2017

Grade: 7 (section C)

Attendance: 78 present out of 107

Subject: English 2nd Part

The first lesson that I observed was held in the regular classroom: there were no multimedia; teaching aids consisted of a blackboard and chalks. The classroom had fixed benches with desks for pupils, 2 doors, and windows on two sides. There was a chair and a table reserved for the teacher in front of the classroom opposite the rows of benches. All pupils were girls wearing uniform and headscarves. Some had their headscarves pulled down apparently due to the heat and humidity. Three fans were moving at slow speed (on low voltage apparently).

The focus of the lesson was sentence transformation, an important item of grammar for English 2nd part. Borhan does not use any books for the lesson. Table 7.2 provides a brief description of the activities on the left and comments in relation to the recommendations of NC2012.

Table 7.2: Outline of lesson -- Borhan 1

Description of the Activity	Lessons aims and brief comments
T greets pupils in English. He writes 5 sentences from his mobile phone on the blackboard: a) Every mother loves her child. b) Only you can solve this problem. c) Dhaka is an old city. d) She wrote many poems. e) He has made a good result.	Sentence transformation exercise (de-contextualised) – focus on form and semantic meaning
T asks Ss in Bengali if they can identify the sentences. Many Ss reply 'affirmative'. T asks Ss to change them from 'affirmative' to 'negative' – he does not ask pupils to work in pairs/groups. However, some pupils are seen discussing	Individual work
As Ss work on the transformation exercise, T moves around and monitors work. He is seen to give some feedback to pupils. After some time, T asks Ss to volunteer the answers. He reads out the original sentence and waits for the answer. Pupils answer in chorus. In a few cases T selects/nominates a particular pupil to read out the answer. T feedback is through echo or silence.	T monitoring and feedback

A few Ss ask for clarifications; T explains the rules. As T describes the rules, some pupils join him. After the discussion, T writes ten sentences for Ss to transform as homework.	Grammar explanation in Bengali (expository approach) Homework

The lesson progressed smoothly in an unthreatening environment. Pupils participated in the lesson as they were told without showing any confusion or reluctance. They seemed to know what they were expected to do. There were more responses from the girls sitting in the front row than from those sitting behind. A student at the back where I was sitting was apparently struggling: she did not seem to be able to keep pace with the teacher and was looking around for clues with a puzzled expression on her face. Most of the girls appeared to be attentive and motivated.

The focus of the lesson was controlled grammar practice at the sentence level. Pupils manipulated de-contextualized sentences: they changed sentences from affirmative to negative (and negative-interrogative) using knowledge of grammatical rules/structures. No communicative context was created for the presentation or use of the sentences/structures. Students did not get any opportunities to express their own meanings while doing this mechanical exercise. Borhan clearly adopted a 'focus-on-forms' approach.

The feedback Borhan provided to students focused on the accuracy of the transformed sentences. As pupils read out the answers, he just echoed their correct responses or remained silent when the answer was correct, but suggested corrections when the answer had any errors. In giving feedback, Borhan adopted an expository approach to grammar explanation with emphasis on 'declarative knowledge', as seen in Extract 1:

Extract 1

T: 'Every mother loves her child.' What does it mean? [translates slowly] *Shob ma e* [pauses for a second] *tar shantanke bhalobashe*. Negative *ki hobe*? [=What is the Negative?]

S1: There is no mother but loves her child.

T: There is no mother but loves her child.

S2: Sir, *ekhane but holo keno*? [=Why does the sentence have 'but'?]

> T: 'but loves her child' means 'who does not love her child'. *Rule ta mone nai?* [=Don't you remember the rule?] Affirmative *e* 'every' *die shuru hole,* negative *e prothome* 'There is no' *boshe* plus Every-*er porer shobdoti boshe* [points to the word on board]*…* plus but plus *prodotto* sentence *er baki onsho boshe* [= If the affirmative sentence begins with 'every', the negative begins with 'there is no', plus the subject after 'every' plus but plus the rest of the sentence]

When Borhan reflected on the lesson in the post-lesson discussion, he said that he did not know what the policy recommendations were about grammar teaching. He explained that he prepared his grammar lesson with the help of the grammar books he had, which included the prescribed *EGC* plus commercial books such as the popular *Grammar* by Chowdhury and Hossain, and also with the use of test papers:

> What we do is …I look at a few grammar books and try to simplify the rules and examples and write them on a poster. In the classroom, I tack the posters on the wall…pupils copy from the poster. I demonstrate the rules …the techniques…how to change sentences using the techniques. They copy and later try to use them. (BH_int3: 18-22)

His comments reveal the rule-based (deductive) presentation of discrete-point grammar. He reports using the inductive approach as well, which is probably less common: "…sometimes, I ask them to tell me the rule…I ask them to discover the rule from the examples…" (BH_interview 4: 7-9). There are three aspects that he keeps in mind while teaching a grammar lesson: rules, examples and practice. He believes that these three aspects are useful for language learning as well as exam preparation:

> They [students] need to know the rules because otherwise they wouldn't be able to make sentences …Also they need to practice a lot, otherwise they wouldn't be able to remember or use the rules (BH_interview 3: 24-26)

Borhan explained that he sometimes translates the sentences into Bengali "so that they can understand the meaning". It was semantic meaning that he was talking about; since there was no context, there was no focus on pragmatic meaning. In this sense, there was a lack of alignment between Borhan's grammar teaching practices and the recommendation of the NCP2012.

7.2.2 Observation 2

Date: 24/05/2017

Grade: 8

Attendance: 70+ present out of 100 (all girls)

Subject: English 1st Part

The second observed lesson was held in the only multimedia room the school had. The room had a projector, a laptop, a screen, a white board and a blackboard. The main focus of the lesson was speaking and reading skills. Borhan used the multimedia to show pictures for an initial speaking activity before moving on to the prescribed *EFT* textbook for further speaking and reading activities.

Since the lesson revolved around the content and activities provided in Lesson 1, Unit 6 of *EFT* (Grade 8), an analysis of the materials will enable us to examine the extent to which the actual lesson aligns with the intentions of the materials writers and the principles/recommendations of NC2012. The contents for the lesson are taken from real life and all four activities provided under Lesson 1, from A to D, are related to the topic of air travel. Activity A is designed to engage pupils in speaking, as suggested by the instruction "Look at the picture and talk about it", which is followed by a picture of a family sitting at the airport with travel luggage with them and four questions (see Figure 7.1 below). The questions require pupils to look carefully and use the clues to guess who the people are, where they are sitting, and what the relationships are among them. This activity is related to the reading passage in B because the answers for questions 1-4 of activity A are to be found in the passage. The passage also provides the answers for the three questions in C. The lesson covered these three activities (there was no time left for Activity D). The materials therefore aim at the integration of the skills of reading, writing, listening and speaking.

Figure 7.1: Unit 1, Lesson 1 of *EFT*, Grade 8

Lesson 1: At the airport

Key words: lounge   immigration

A Look at the picture and talk about it.

1   What do you see?

2   Can you guess where it could be?

3   Who are the people in the picture?

4   What could be their relationship?

B Now read the text and find out if your guesses are correct.

Zara lives with her parents in London. They have come to Bangladesh to visit Zara's aunt and uncle. She is very close to her cousin Mita. Both the families have visited many interesting places together in Bangladesh. It was a great fun. Then they decided that they would visit some places outside Bangladesh too. They decided to go to Thailand. But Mita's parents were too busy with their work, so they could not go. However, Mita was going with them.

Mita, Zara and her parents are at Hajrat Shahjalal International Airport. They are waiting in the lounge. Mita is very excited. This is her first time to board a plane. They are flying by Bangladesh Biman. Mita is hoping to have a great time in Thailand.

As they wait, the two cousins start planning what they would do once they reach Bangkok. Mita's uncle brings forms for all of them to fill in before going through the immigration. He gives one to Mita and says, "You have to give some information about yourself in the form. The immigration officer will check your passport and stamp it. And then you are ready to travel." Mita, Zara and her parents start filling in the forms.

C Read the text again and answer the following questions.
1 Why is Mita excited?
2 Why aren't Mita's parents going with her?
3 What does an immigration officer do at the airport?

D Write a short composition about your experience of travelling to another place. It could be going to your grandparents'/aunt's/sister's/brother's house.

Write about your preparation before travelling, your experience on the way, e.g. launch terminal, railway/bus station, airport, etc.

However, the questions that follow the reading passage (Activity C) are clearly display questions. All the answers can be easily found in the passage itself presenting little cognitive challenge and requiring little effort. Teachers can deal with this drawback by incorporating, as the NC2012 recommends, more 'probing questions' as well as 'thought-provoking and inspiring' questions (Ministry of Education, 2012, p. 20).

The following lesson description (Table 7.3) reveals the way Borhan implemented the textbook activities and how his choices relate to the recommendations of the NCPD2012:

Table 7.3: Outline of lesson -- Borhan 2

Description of the Activity	Lessons aims and brief comments
1. T greets students and welcomes everybody to his class. In response to T's question 'How are you today?' Ss reply 'fine' in chorus but do not ask T back	One way exchange of greetings
2. T shows two pictures on the projector screen, first of an aeroplane and then of an airport. T asks Ss what they see; Ss reply in short sentences or in single-words.	Speaking – Picture description as a warm up to the reading activity
3. Activity A. T asks the questions from the textbook. Ss answer. When Ss are slow to answer, T translates the questions, or gives word meaning to help Ss	Translation and word meanings used to aid comprehension
4. Activity B. As a pre-reading activity, T writes a few words from the text on the board (e.g. 'lounge', 'immigration'). He asks Ss to pronounce them and say their meanings. As Ss give them a try, T helps and extends pupils' contributions. T draws attention to the pictures in the book to show 'lounge' and 'immigration'.	Pre-reading vocabulary work – focus on pronunciation and meaning -- T scaffolding pronunciation practice
5. Activity B. T explains that the class will now read the passage silently. He mentions the purpose for reading which is to find answers to the questions in Activity A which they guessed before. T tells Ss to ask him if they face any unknown word. A girl asks him for the meaning of 'hoping'. T gives two meanings in Bangla. After Ss finish, T does not review the answers they guessed, but asks them to move on to read loudly this time.	Silent reading T moves around and provides help with understanding unknown words and expressions
6. T selects a girl to start reading. After every sentence, she pauses and the rest of the class along with T translates the sentence. T asks a few questions and helps Ss to answer them. T checks word meanings and pronunciation.	Reading aloud. Translation and Q/A Reading comprehension – bottom up approach

7. T asks a pupil to read out the questions in C. T asks Ss to write answers to the questions. He does not mention whether they should work individually or in pairs/groups. After some time, T announces that time is over. He asks pupils if they have finished their work, and asks them to raise their hands if they have finished. T nominates a pupil to answer the first question. T asks the class if the answer is correct. Ss say 'yes' and T repeats the correct answer. The same goes for the next two questions.	Q/A (All display questions) Extension of IRE/F
8. T sets homework. T asks pupils to write the main idea of the passage individually in their own words. T asks if they have any questions.	Individual homework

Borhan explained in the post-observation interview that he mainly focused on two skills: speaking and reading. His aim in using the picture was to make pupils speak about the picture. Another aim for the picture description activity, as he reported, was to prepare pupils for the reading activity. Since Borhan focused on the speaking and reading skills in the lesson, the following section will present the analysis of Borhan's approach to teaching these two skills with reference to the recommendations of NCPD2012 in relation to pupils' active participation, opportunities for talk and output, and classroom interaction.

During the lesson, Borhan invited pupils to participate in classroom interaction. He gave pupils a lot of opportunities to speak. As we notice in Extract 2, he asked a lot of questions, and paused in the middle of the sentences for pupils to complete the sentences. However, Borhan did not wait long for pupils to complete their answers. In line 7, for example, one pupil made an attempt to answer to Borhan's question, but Borhan took the floor himself to complete the sentence. In some cases, pupils only had to provide single words, as in line 5, 12, 16, 18. During the lesson, pupils repeated after him without him asking them to do so. It is likely that pupils were used to this style of participation.

The analysis of classroom interaction reveals a predominance of the 'recitation script' (Chappell, 2014), which is characterized by teacher-led sets of questions that require pupils to respond with factual answers and known information. The questions in Extract 2 were mostly 'display' questions rather than the more productive 'referential questions'

that the NCPD2012 recommends. Borhan did ask a follow up question in line 6, but did not probe further by asking questions such as 'How do you know?' or 'What suggests that it might be an airport?'

Extract 2

1	T:	Dear students, look at the picture [shows a picture on screen]
2	T:	What do you see in the picture?
3	Ss:	It is a plane [some say 'an aeroplane']
4	T:	Is it a plane?
5	Ss:	Yes.
6	T:	When do you use it?
7	S1:	When we go er =
8	T:	=When we go* foreign countries, we [pauses]
9	Ss:	use it
10	T:	use it
11	T:	What do we see in the picture?
12	Ss:	Airport [article missing]
13	T:	Airport [falling tone indicates confirmation]
14	T:	Where are we now? *Amra ekhon kothae achi?* [=Where are we now?] At the …[pauses]
15	Ss:	Airport
16	T:	Airport.
17	T:	So today our lesson is … At the [pauses]
18	Ss:	Airport

The analysis of lesson transcript reveals that Borhan did not make full use of the questions (Activity A) that follow the picture in the textbook (Figure 7.1 above). As the pictures require guessing and using contextual cues, the questions can be described in any number of ways. But Borhan did not utilise the opportunity provided by the materials, as he did not involve pupils in multiple and varied descriptions, as seen in Extract 3:

140

Extract 3

1	T:	[Borhan selected a pupil] Ananya, who are the people in the picture?
2	Ananya:	[inaudible]
3	T:	All the people in the picture. Who are they? *Chobite lokgulo kara?*
4	Ananya:	They are citizen* of *foreign country
5	T:	Is she right?
6	Ss:	[nod]
7	T:	They are citizen of foreign country, and maybe they are members of a family…they are members of a [pauses]
8	Ss:	Family
9	T:	What could be their relationship? Look at the picture. *Bangla e bolo, parba?* [=Can you answer in Bangla?] *Somoprko ta ki hote pare?*
10	Ananya:	They are citizen* of *foreign country. They want to go *many other country that's why
11	T:	Relation…relationship *mane ki*? [=What does relation mean?] Relation *mane somporko* [gives translation]
12	Ananya:	Relation *mane?*
13	Ss:	somporko
14	T:	somporko. Tader majhe somporko ki?
15	Ss:	Their relationship is parents and …[inaudible]
16	T:	Perhaps male person is father, and mother is there and [inaudible] children

The Extract above also reveals Borhan's tendency to teach and control the interaction with his pupils. There was a lot of overlap between Borhan's speech and pupils' speech, as noticed in line 3, 4, 16 and 17. During the reading activity, as seen in Extract 4, Borhan stopped pupils after every sentence providing translations and asking questions to check comprehension. Borhan adopted a bottom-up approach to comprehension and there was no attempt to relate the text to pupils' own experiences of travelling and visiting relations. Also, in the post-reading Q/A activity, Borhan did not add any more questions.

Extract 4

1	S1:	[starts reading from the textbook] Zara lives with her parents in London =
2	T:	[T initiates translating the sentence] = *Zara tar poribarer sathe* [T pauses for Ss to complete the translation]
3	Ss:	[London e boshobas kore
4	T:	[London e boshobas kore
5	T:	Where does Zara live?
6	Ss:	London
7	T:	Where does Zara's family live?
8	Ss:	London
9	T:	Next [gestures to the pupil to continue reading]
10	S1:	They have come to Bangladesh to visit Zara's aunt and uncle.
11	T:	Why have they come to Bangladesh?
12	Ss:	[inaudible]
13	T:	They have come to Bangladesh [to visit her aunt and uncle
14	T:	[to visit her aunt and uncle
15	S1:	She is very close to her cousin Mita [pauses]
16	Ss:	[Ss begin to translate uninvited] She tar chachato boner sathe [khub e ghanistha
17	T:	[khube ghanista bandhutta

During the lesson, Borhan made a lot of use of translations. At times it seemed that the lesson could have progressed faster had the teacher used less of translation. Borhan justified his use of translations thus:

> The aim [of translation] is to ensure that they understand the passage well. If translation is not used in teaching reading, they will not understand what the passage is about or what is in it. Also, in the exams they have to answer questions based on the reading passage; if they don't understand the passage they will not be able to answer those questions. (BH_int3: 53-55)

Overall, the classroom environment during the lesson was vibrant and purposeful. Pupils were busy answering the teacher's questions, reading and finding answers to comprehension questions. Borhan was calm (he did not lose temper with pupils) and he

did not use abusive language. He was able to maintain discipline without having the need to shout at pupils.

7.2.3 Observation 3

Date: 24/05/17
Grade: 8 (section A) All boys
Attendance: 72 present out of 103
Subject: English 1st Part

The third lesson I observed was with the pupils of grade 8 -- all of them were boys. The multimedia room had a projector, a laptop, a white screen, a white board and a blackboard, and a Walton TV (which can be used as a projector). There were benches with desks arranged in two columns and ten rows for students opposite the raised platform in the front of the classroom. Beside the platform, there was a table and a chair apparently for the teacher.

The focus of the lesson was 'dialogue writing', an important component of English 1st Paper of the high-stakes JSC examinations. Although the materials for English 1st part cover the four language skills, in the JSC exam, listening and speaking skills are not assessed. Borhan did not use any textbook materials for the lesson. He showed the pupils pictures of a doctor examining a patient using the multimedia projector and then showed a model dialogue between them. The activities are briefly discussed in the following table:

Table 7.4: Outline of lesson -- Borhan 3

Activity No.	Description of the Activity	Lessons aims and brief comments
1	Teacher greets the students and explains the purpose of the lesson (dialogue writing). He projects a number of pictures on the screen and asks Ss what they see. Ss recognize the people in the picture. T asks Ss what the people are doing. Ss responses are not clear. T himself describes them in English first and translates them into Bangla. This 'picture description' activity is a warm up for the 'dialogue writing' activity.	Picture description (T talks more than Ss)

2	T and Ss read the dialogue from the screen one sentence at a time and translate into Bangla. T asks Ss some display questions that do not require any thinking. The I-R-E/F interaction pattern is extended as T asks probing questions but lower-order questions mean that limited output by Ss.	Reading and translation (focus on pronunciation and meaning)
3	After the class finishes reading the model dialogue, T switches off the projector, and asks pupils to write the dialogue. T moves around to provide help and clarification. T collects scripts.	Dialogue writing (individual work)
4	T asks all to write the homework in their copy: "Suppose you went to a book shop yesterday to buy a book you needed. Now write a dialogue between you and the bookseller."	Dialogue writing (homework)

The main focus of the lesson was 'dialogue writing'. Borhan prepared pupils for writing (Activity 3) with two prior activities: picture description (Activity 1) and reading and translating a model dialogue (Activity 2). All the activities required pupils' active participation and there was an integration of all four language skills, and thus the activities were in line with the recommendations of the NCPD2012. However, transcript analysis shows that there was a disproportionate amount of teacher talk. Borhan asked pupils many questions during the lesson and gave them activities to do, but they produced much less output than the teacher and their output was also of low quality, as seen in Extract 5. For example, Borhan asked questions in all his turns, but a few times he did not wait for pupils' responses. Borhan took long turns in 7, 11, 15, and 17 while many pupil turns consisted only of a few words.

Extract 5

1.	T:	Dear students, what do you see in the picture?
2.	Ss:	Doctor and patient …
3.	T:	Doctor and patient? *kake daktar mone hoi ekhane*? [=who looks like a doctor?] Any one?
4.	Ss:	[inaudible]
5.	T:	They speak with one another in* a matter… perhaps they speak … Have you understood?
6.	S:	Yes

7.	T:	*Achcha.* Then, what do you mean by the picture? *Ei chobi dara amra ki bujhte pari? (*Again) What do you mean by the picture? …they speak with one another in a special matter. *Tara ekta bishoi nie ekjon arekjoner sathe kotha boltache. Eije ekjon arekjoner sathe kotha bolata etake amra ki boli?* [=what do we call this talk with each other?]
8.	S:	dialogue
9.	T:	dialogue. Let's see images. *Cholo amra aro kichu chobi dekhi.* Now look. What do you see in the picture?
10.	Ss:	doctor and patient
11.	T:	A doctor and a patient [falling intonation suggests confirmation] Now, what do you see? [does not pause for an answer] A doctor examines his tongue by light [pauses after every phrase]. *Daktar light die ki korteche? tar jihba* [pauses for Ss to answer]
12.	Ss:	*porikkha korteche…* [=examining his tongue]
13.	T:	*porikkha korteche* [Teacher confirms] So, now? [showing another slide]
14.	SS:	[inaudible]
15.	T:	Now he writes some medicine for his disease… tar rog somporke kiche oshudh maybe likhteche, tai na? acha… etake amra ki bolbo? What do we mean by these images? Ei chobi dara amra ki bujhte parlum? … ekhane ekta dialogue doctor ar [pauses] [patient er modhe
16.	S:	[patient *er modhe*
17.	T:	*Eta ke amra boli?* [=what do we call this?] *Eta k amra boli* [=We call this] A dialogue between a doctor and a patient [Teacher spells out aloud 'doctor' and 'patient' as he writes on board]

The predominance of teacher talk and teacher control of discourse is revealed in the reading activity as well, which consists of reading a model dialogue between a doctor and a patient and translating it, with occasional focus on meanings and pronunciation of some vocabulary items that occur in the model. As seen in Extract 6, the teacher asked some display questions that did not require depth of thinking of the pupils, and even when the teacher asked probing questions, the 'lower order' questions did not generate high quality talk.

Extract 6

1	T:	[Teacher reads out the first line of the dialogue] '*Assalamalaikum.* May I come in, sir?' Who said this? *Ke boleche eta*?

| 2 | Ss: | Patient |

| 3 | T: | Patient. 'Walaikum As-salam. Yes, come in.' Who said this? |

| 4 | Ss: | Doctor |

| 5 | T: | 'What's your problem?' [translates] *Tomar somossa ki?* Look at this word [on screen]. Pronunciate* this word [translates] *Ei shobdota uchcharaon koro* |

| 6 | S1: | caught |

| 7 | S2: | cold |

| 8 | T: | 'I have caught cold' [translates] *Amar thanda lagche*. Sit down, please. Then, 'How long?' [translates] *Kotodin jabot*? Who said this? |

| 9 | Ss: | Doctor |

| 10 | T: | 'Did you go in the rain?' [translates] *Bristite vijecho?* |

As seen in Extract 6, Borhan asked a lot of questions but his questions (line 1, 3, 8) were very easily answered by pupils as there was no challenge. Thus, there was a divergence between Borhan's questioning strategies and NCPD2012's suggestion that teachers should use thought-provoking questions. Also, instead of engaging pupils in a group work or pair work to translate the dialogue, Borhan himself provided the translations. Pupils were seen to repeat the sentences of the dialogue after the teacher. Thus, the second activity looked more like a teacher-led drill.

Since the main focus of the lesson was writing a dialogue, the two initial activities could be seen as useful preparation for the third activity (i.e. dialogue writing). Through these activities, pupils were provided with task-related ideas, useful vocabulary and a model to base their own writing on. One weakness was that Borhan did not discuss the rationale for the initial activities (i.e. preparing for the writing task), nor did he discuss the process of writing. Also, Borhan could have made more effective use of the time by engaging pupils straight away with the model dialogue itself through activities (e.g. translations and adaptations) and then engaging pupils to enact it in their own words.

7.3 Discussion

In this section, I bring together transcript analysis data and interview data to shed light on Borhan's beliefs and practices and how they relate to the recommendations of the NCPD2012.

7.3.1 Classroom environment and relationship with pupils

Borhan created a friendly and non-threatening environment during the lessons. The lessons were teacher-directed and pupils seemed keen to follow his instructions. Borhan seemed to be in total control of the proceedings, as he taught, translated, asked questions and gave feedback. He did not use words that would hurt pupils, nor did he issue any warnings. During the post-lesson interview, he explained that he believed that

> teachers should be friendly with pupils, but there should be respect…it should not be the kind of friendship that one finds between children of the same age (BH_int4: 39-41)

Borhan's view of teacher pupil relationship is different from the traditional view in Bangladesh where "teachers are revered from a distance" (Khan, 2012), but is congruent with the recommendation of the NCPD2012 which emphasizes rapport and narrowing of distance.

Borhan reports that he wants to make his classes enjoyable. He sometimes gives pupils puzzles to solve and tries to use the media because he thinks pupils pay more attention when he shows pictures or video on screen. Borhan uses multimedia 2 to 3 times a week, not every day, as he shares the multimedia room with other teachers. He teaches ICT as well as English and his skills in ICT come in handy for the school as he is in charge of all the correspondence with the Ministry. Borhan reports that he tries to make Power Point slides for his class, and sometimes uses slides collected from the Ministry website.

Borhan states that he cannot involve all individuals due to the large class size and limited class time. However, he explains that he asks pupils if they have understood or if they have any questions. He asks them to raise hands if they want to answer. That way, he tries to involve the whole class.

7.3.2 Exposure to target language input

Lesson observation revealed Borhan's use of supplementary materials in addition to the prescribed textbooks. In the second lesson which focused mainly on reading comprehension, he used the prescribed *EFT* textbook very closely moving from one

activity to another without any change in sequence while in the first and third observed lessons, he used materials that he had collected from several sources. He explains that he has collected test papers, and several commercial grammar books which he uses for lesson preparation. In addition, he uses a content sharing site called 'Shikshak Batayan' designed and maintained by the Ministry of Education for secondary teachers to develop and share teaching and learning materials. Borhan reports that he often visits the site and downloads handouts and Power Point slides for use in his classroom.

However, the way he used the materials suggests that his focus was more on input comprehension rather than as resource for target language production. He frequently used translation and display questions to aid comprehension but asked few referential questions. He provided hardly any additional input over and above what the materials provided. One reason for this absence of 'input extension' may be the teacher's limited proficiency in English, revealed in the use of wrong words (e.g. 'pronunciate'), wrong pronunciation (e.g. 'lounge' as 'lunch') and absence of articles.

Borhan thinks that his pupils have limited exposure to English, as English is not much used outside the classroom. He reports that he does not emphasize any outside class activities, but nevertheless points out that some of the pupils in his class read newspapers in English and listen to the BBC and BTV news in English. Like Mufakkhirul, the other teacher I studied from the same school, he blames pupils for their lack of motivation:

> …most of them are not serious about studies…they only want to learn what is in the exams" (BH_int4: 17-18)

It is likely that his perception of pupils' generally low proficiency and lack of interest stop him from setting high goals and prompt him to teach for the tests.

7.3.3 Opportunities for output

One of the objectives of the NCPD2012 is the development of productive as well as receptive skills for real-life situations. It emphasizes "adequate exercises on four language skills" (p. 71). To develop the productive skills of speaking and writing, learners need opportunities to speak and write individually and collaboratively. The analysis of the lessons Borhan conducted reveals that he gave pupils many

148

opportunities to speak through questions and pauses during his own turn, but pupils did not get enough time to provide long answers. Pupil responses were mostly single words or parts of sentences. The longest pupil turn was a simple sentence (e.g. 'They have come to Bangladesh to visit Zara's aunt and uncle') where more than half of the words were borrowed from the comprehension question.

There were few opportunities for free language production. In lesson 1, pupil output came in the form of sentence transformation in English (i.e. controlled production) and joining the teacher in rule explanation in Bangla. In lesson 2, pupils identified the pictures teacher showed them as well as those in the book very briefly using a few words. In lesson 3, pupils identified the people in the picture but there was no real description of people or the situation. The pictures Borhan used served mostly as topic introduction but not as opportunities for learner output. Also, while using the *EFT* textbook, Borhan stuck to the given questions and did not incorporate 'referential questions' to enhance pupils' cognitive engagement and the quality of pupil talk.

7.3.4 Classroom interaction

The analysis of lesson transcripts reveals the teacher's overwhelming dominance of classroom discourse. Borhan controlled the lessons from beginning to end, asking questions, giving answers, translating, and explaining grammar points. There was a lot more teacher talk than pupil talk.

During the post-lesson interview Borhan said that he sometimes gave pupils group or pair work, although no such collaborative work was seen in the lessons I observed. He believes that interaction among pupils can happen before and after class, not just inside the classroom. He reported that he had formed some mixed-ability groups in his classes where "top ten students are given the responsibility to mentor other pupils in their groups" (BH_int2: 44-45), who work inside as well as outside the classroom, during off periods or tiffin periods (lunch breaks) and work together to solve any problems with their studies. He called them 'mentoring groups' and credited the BRAC training programme he had recently attended for this idea.

The IRE/F exchange pattern was extended a few times as Borhan asked probing questions, but he did not wait long enough either after asking the question or after the pupils had started speaking. The purpose of his questioning seemed to be to keep
149

pupils awake and alert to what he was teaching rather than to get any substantial response from them. Also, pupils seemed to be used to a passive role for themselves in the lessons. There was no trace of any pupil initiative – there were no questions or comments from them. Overall, the lessons represented low cognitive engagement, and there was no evidence of 'active learner participation' that NCPD2012 suggested.

7.3.5 Grammar teaching

As discussed in 6.2.1 above, Borhan adopted a 'focus-on-forms' approach to teaching grammar. Pupils practiced sentence manipulation without any context and in a controlled manner. There was no opportunity to use the knowledge of structures to express pupils' own ideas. The focus was on practicing the structural patterns for affirmative and negative sentences, developing declarative knowledge of rules, and using the rules to transform sentences. Teacher's feedback was explicitly on structural accuracy (i.e. form) and semantic meaning; there was no discussion on when and where to use these sentences (i.e. pragmatic meaning).

The NCPD2012 discourages the explicit teaching of grammar and recommends teaching grammar in context. However, it presents a list of discrete-points of grammar as the syllabus for English 2nd part. Borhan reported that he was not familiar with the curriculum document, but mainly depended on the past test papers and question formats (which keep changing) sent from the Education Board and the Ministry of Education for guidance on syllabus content and assessment. He knew that grammar points could be taught in textual contexts: "We should look at the reading texts closely and find out which grammar items to focus on while teaching them" (BH_int3: 112-113), but admitted that high-stakes exam papers, which are set by Education Boards, determine what pupils want to study and what teachers at his school focus on. An analysis of past exam papers for English 2nd part revealed a combination of textualized and de-contextualized presentation of grammar points for the purposes of assessment (see Appendix 1). Borhan's practice of explicit teaching of sentence transformation without context is clearly influenced by the related test item that requires pupils to do the same in the exam.

7.3.6 Integration of skills and continuous assessment

Borhan reported during the post-lesson interviews that he teaches the four language skills, but listening and speaking receive far less attention, as high-stakes examinations do not include them. However, in the three observed lessons, as discussed in section 6.2 above, he covered the four skills and grammar. For reading comprehension, Borhan uses translation and comprehension questions a lot. There are, it appears, two objectives for reading: to understand the text and answer the questions that follow the reading text (e.g. comprehension questions, and summary writing). For writing, Borhan uses models for pupils to read and understand so that they can imitate the model themselves. Borhan admits that often pupils just memorise the samples, in which case there will be no real writing and no learning of writing. However, Borhan has a different explanation to memorisation. He thinks that "if the pupils understand what they are memorising, they should be able to write on their own in the exam. They might forget a few sentences here and there, but they will be able to make sentences and make up for the memory lapse" (BH_int4: 71-72). Borhan's view of memorising as two types is discussed in NCPD2012, which distinguishes between 'rote learning' and 'memorising with understanding', and discourages the former, not the latter. Regarding listening and speaking, he reports that these skills are done in the class along with reading and writing.

Regarding continuous assessment, he reported that the idea of classroom-based assessment is good and that all teachers used it at the school. However, the tests are not necessarily formative, as he cannot provide detailed feedback to pupils due to his workload and class size. Another problem is that English teachers at his school do not assess listening and speaking skills, although the NCPD2012 recommends assessing these two skills through continuous assessment.

7.4 Conclusion

Borhan is a young teacher with a positive attitude to teaching and professional development. He became a teacher by choice and he has no regrets about the decision despite facing several constraints such as large class size, heavy workload and pupils' low proficiency. Borhan's account shows that training programmes can be very useful in achieving teaching effectiveness. Borhan's teaching practices have undergone changes over the years; he uses a much wider range of activities now for which he credits his training programmes. He now uses teaching aids and the multimedia to

augment his teaching, involves pupils through frequent questioning, supplements materials to facilitate learning, invites pupils to ask him questions, and creates a very positive learning environment. He is keen to continue with professional development activities and being a better teacher in the future, the B.Ed. being his next goal.

Nevertheless, his lessons reveal a number of shortcomings, seen through the lens of the recommendations of the NCPD2012. His use of pictures and slides worked well as topic introducers, but it did little to develop pupils' speaking skills, as pupils were given very short turns. During reading, he mostly asked simple 'display questions' rather than the more productive 'referential questions'. During reading and grammar teaching, he demonstrated an overreliance on translation and explanation/exposition, hardly making any links between the texts and pupils' lives. He did not focus on 'the writing process' or 'genre' in teaching writing, which might result in the perpetuation of memorisations of ready-made answers for the exams. Also, as revealed during the post-lesson interviews, he had not yet begun to assess pupils on listening and speaking skills as part of formative assessment.

CHAPTER 8: CASE 3 (SHUVRA)

8.1 Shuvra: background and experiences

Shuvra was an experienced teacher with over 20 years' experience teaching English from grade 4 to 7. The table below (8.1) gives an overview of her biography and teaching context, which is discussed in more detail in the following sections.

Table 8.1: Shuvra's background and context

The Teacher
- BA and MA in English literature   20+ years' experience teaching English in primary and lower secondary levels   18+ years spent at her present school   - No pre-service training, but later completed 1-year B.Ed. and attended a few short in-service training workshops   The Institution   - Five branches in the capital   23,000+ students (all girls) and 850+ teachers   - Pupils: Grade 7 (aged 12 to 13)

Shuvra's professional background

Shuvra has a BA, which is the minimum qualification for recruitment of secondary teachers, and an MA, both in English literature, and both from a leading public university of Bangladesh. When she was studying at university, she had no intention to become a teacher. After graduation, she joined an advertising firm as an executive and moved to another similar firm after a year. She found the job to be hectic as she had to work all day and there was not much time to pursue her interests: literature and music. She had learned classical music for 10 years and wanted to carry on practicing it. Her parents wanted her to change her job as she was returning home late in the evening, and they were worried about her safety. She thought teaching would give her more free time and enable her to pursue her twin interests. After leaving her job at the advertising firm, she joined an English medium school and worked there for a year before switching to another school. After a stint of 6 months at the second school, she moved on to her current school where she held a temporary post initially. Her performance was appreciated at the school and soon she became a permanent member of teaching staff

through a recruitment examination which consisted of a written test, viva and an evaluation of teaching skills.

Shuvra began teaching without any pre-service training experience. Later, she obtained the one-year B.Ed. degree, which is a requirement for all secondary school teachers, from the Bangladesh Open University and attended a couple of short training programmes: one on improving teaching quality under Teaching Quality Improvement (TQI) project, where she received training in CLT, and another on digital content preparation and use. She believes her experiences as a teacher coupled with the B.Ed. and other in-service training programmes have contributed to her growth as a teacher.

The institution

The school in which Shuvra teaches is, as the assistant head teacher reports, a reputed and large school spread over five campuses in the capital with over 23,000 students and 850 teachers (Zohra_int1). Over half of the teachers and students are based in the main branch where Shuvra is based. The school follows the National Curriculum in two versions: English and Bangla. In the English version, teacher-student ratio is nearly 1:40 and every class has 70 students, although the National Education Policy recommends 30 pupils per class (Ministry of Education, 2010). The assistant head teacher reports that the school consistently performs well in public examinations and has a good reputation in the academia and job market as well (Zohra_int1).

Her attitude to teaching

Shuvra reports being generally happy with the school, the pupils, her colleagues, and the administration but feels overburdened, as she has to do "other works" apart from teaching and marking scripts. She is also unhappy with her salary. She thinks that her income from the school is hardly enough to maintain her family expenses. Being a single mother (her husband passed away a few years back), she has to provide for her son who is preparing to go to university next year. She teaches in a tuition centre, popularly known as 'coaching centre' in Bangladesh, outside her school hours to supplement her income but has been nervous since the government wants to shut them down. At times, she regrets her decision to be a teacher:

> Seeing children's reaction after a good lesson is the only satisfaction. It makes me sad to think I chose teaching as my profession. Where is the recognition? And, what is the remuneration? If I have to constantly worry about money, how can I impart good education? (SD_int 1: 121-123)

Nevertheless, she feels there are many teachers who are worse off than her, who get paid much less and have fewer opportunities to supplement their income.

Her evaluation of the prescribed materials

Shuvra usually organises her class around the activities in the textbook. For grade 7 classes, which I later observed, she reports using textbooks as well as PowerPoint slides. English teachers at her school have periodic coordination meetings to discuss content coverage for half-yearly and final examinations. In a recent meeting, they agreed to use *Advanced Learner's Communicative English Grammar & Composition* (Chowdhury & Hossain, 2017) instead of the prescribed grammar book because the prescribed book was deemed to have fewer exercises. Other supplementary materials she reports using include digital content which she and other English teachers share with one another.

Her attitude to training

Shuvra has a positive attitude to training. She reports that when she was new to teaching, she used to aim to make her lessons interesting, and one strategy she would frequently use was to begin the lesson with a warm up activity related to the topic or the main focus of the lesson. During the B.Ed. training, she learned many other strategies to conduct warm up activities and was introduced to many teaching ideas. She learned to use teaching aids such as pictures to make pupils speak, and to use colourful posters to show them grammatical structures with examples. She now perceives a change in her teaching approach:

> …honestly speaking my classes were not very student-oriented… gradually I have gained this knowledge that the lessons need to be student-oriented not teacher-oriented I learned that teacher should make students active and that the activities are for the students not for me (SD_int 1: 17-20)

Although Shuvra is positive about her overall experience of in-service training, she reports that she did not like all the ideas. For example, she learned how to write lesson plans for her classes but did not quite like the idea:

> …to be frank, I hate making lesson plans…that I must think in terms of objectives and all activities have to be linked to these objectives…I did not like it…(SD_int 5: 24-26)

Also, she does not consider it feasible to prepare detailed lesson plans, as she teaches over twenty periods in a week; instead, she prefers to do some 'homework' the night before. Another idea she has mixed feelings about is group and pair work activities. She was introduced to different techniques of learner collaboration in class and she believes in the value of them, but she has rarely used them. She points out two reasons: 'noise' generated during group work, and the problem of monitoring such work in large classes.

8.2   Outlines of the lessons observed

8.2.1 Observation 1

Date: 02/08/2017

Grade: 7 (section B)

Attendance: 42 present out of 73

Subject: English 1st Part

The first lesson with Shuvra was on a hot and humid day. A large number of students were absent (31 out of a total of 73 were absent) due to the inclement weather. At the beginning of the lesson, the teacher stood on the dais at the front of the room. She had a microphone in hand which she sometimes offered to the girls when they came up to speak. Pupils sat on small benches arranged in rows facing the teacher. The room was quite large with seating capacity of 80 and was well-ventilated with windows on two sides.

The lesson focused on English 1st Part which covers the four language skills and used the textbook *English for Today for Class Seven* (NCTB, 2012d). Shuvra spoke rapidly and in 40 minutes she covered two lessons from *EFT*. Since she planned her lessons around the materials and activities provided in the textbook, it is important to examine the extent to which the content and activities are aligned with the recommendations of the NCPD2012. The materials and activities used in the observed lesson make up two of the eleven lessons in Unit 6 of *EFT*. Other texts in the unit include a passage on a train journey, a poem titled "From a Railway Carriage", a story titled "The Selfish Giant", a listening text. All the lessons in the unit are connected by a common theme 'leisure'. At the beginning of the Unit, six learning outcomes are mentioned which relate to the productive skills of speaking (e.g. learners will be able to ask and answer questions, and talk about people, places and events) and writing (e.g. write paragraphs and short compositions), the receptive skill of reading (e.g. read and understand texts; enjoy poems) as well as language focus (use sounds, stress and intonation appropriately). The materials and activities on Zishan's daily life (see Figure 8.1 below) are designed clearly to provide pupils with opportunities to practice the speaking skill (B & C) and writing (D). The reading activity in A is followed by three 'open-ended' questions in B which are to be discussed in groups or pairs. C is an "opinion-gap" activity while activity D involves writing albeit on a very limited scale, as pupils are not required to write in sentences. The poem (Figure 8.2 below) is supposed to be recited with attention to sounds, stress and intonation. The accompanying activities (B, C & D) are designed to facilitate text comprehension (B & C1), discussion in groups/pairs (C2 & D), and writing (C & D). It appears that the texts and the accompanying activities integrate the four skills of reading, writing, listening and speaking and aim to involve learners through collaborative work in comprehension and production of the target language. These goals are in alignment with the policy recommendations discussed in section 2.4 above.

Figure 8.1: Unit 6, Lesson 1 of EFT, Grade 7

Lesson 1: A day in Zishan's life

A **Read about Zishan's daily routine.**

6:30 am	: wake up
7:00 am	: breakfast
8:30 am—3:00 pm	: school
4:00 pm—5.00 pm	: snack and free time
5.00 pm—6.00 pm	: study with maths / science teacher
6:15 pm—7:15 pm	: study with English / Social Science teacher
7:30 pm—8:30 pm	: homework
8:30 pm	: supper
9:00 pm—10:00 pm	: TV
10:30 pm	: go to bed
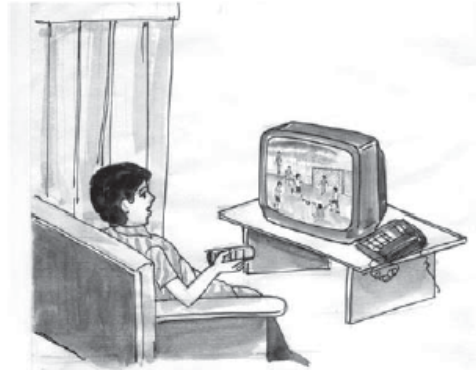
On Friday Zishan does not go to school. But he studies one hour with his religious teacher. He also studies his school subjects by himself. Often he goes to visit his relatives with his parents.

B **Discuss in groups or pairs and answer these questions.**

1 How much time does Zishan spend on his studies?

(hints: too much / too little / the right amount of time)

2 Why do you think he spends too much / too little / the right amount of time on his studies?

3 Why do you think Zishan studies on Fridays?

C **Look at Zishan's daily routine again and give your opinion about this statement, "All work and no play will make Zishan a dull boy."**

D **Make your own daily routine. Show in it your free time and the activities you do in that time.**

Figure 8.2: Unit 6, Lesson 1 of *EFT,* Grade 7

Lesson 2: Leisure

Key words: stare   streams

A   Read aloud and recite the poem.

Leisure

What is this life if, full of care,
We have no time to stand and stare.

No time to stand beneath the boughs
And stare as long as sheep or cows.

No time to see, when woods we pass,
Where squirrels hide their nuts in grass.

No time to see, in broad day light,
Streams full of stars, like skies at night.

A poor life this is if, full of care,
We have no time to stand and stare.

[William Henry Davies]

B   **Make a list of the beautiful things the   poet talks about in the poem.**

C   **Read the poem, discuss in groups / pairs and write answers to these questions:**

    1   Why does the poet think that we have no time to stand and stare?

    2   Do you think people often do not have time to enjoy the beauty of nature? Give reasons.

D   **Suppose you are walking along a path through a wood. There are beautiful trees and flowers on either side of the path. What would you like to do?**

Since teaching materials are part of the 'official' or 'intended' curriculum, an examination of classroom use of them will reveal the ways in which the planned curriculum relates to the 'enacted curriculum'. An analysis of actual lessons will also

reveal how the teacher's skills, knowledge, and beliefs influence their textbook use, which may or may not correspond with the intentions of curriculum planners or textbook authors. The activities observed in the first lesson and the aims underlying them are summarised in Table 8.2 below. The descriptions of the activities shed light on the way Shuvra adopted and adapted the materials and how the enactment relates to the pedagogical recommendations discussed in section 2.4 above.

Table 8.2: Outline of lesson -- Shuvra 1

Activity	Lesson aims and brief comments
1. T and Ss exchange greetings. T asks Ss about the weather and goes on to express her feelings. Ss nod and say 'yes' to agree with T. T inquires if Ss have submitted their ID forms, and instructs Prefects to follow up on that. The interaction between T and Ss is dominated by teacher talk.	Classroom management ice-breaking activity
2. T reminds Ss of the challenges of the 2nd term and the need to work hard (e.g. new syllabus). Little or no pupil talk.	Teacher talk
3. T asks Ss how they feel about studies. T calls three pupils over to the front, one at a time, and engages them in a conversation with her on their leisure activities and studies. T asks clarification questions, extends pupils' speech, and thanks them.	Free conversation between T and S
4. T asks the class to read the given routine from the textbook (Figure 8.1) individually and silently. After some time, checks that everyone has finished reading.	Silent Reading
5. T asks the three questions in B (Figure 8.1), one at a time. She nominates girls to answer the questions. There is no group or pair work. Once an answer is provided, T asks the pupil to explain the basis of her answer, and asks the whole class if they agree with the girl's answer. Pupils choose the same answer for 'the right answer'. T confirms 'the' correct answer, thanks the pupils and closes off the conversation.	Q/A between T and S Reading comprehension
6. T arranges a 'debate' on the motion 'All work and no play will make Zishan a dull boy'. She selects 3 girls to speak in favour and 3 to speak against the motion. The result is 6 monologues as there are no agreements, disagreements or rebuttals.	'Debate' on a known topic Extended pupil turns
7. T changes the textbook activity D and asks pupils to write a paragraph on their routine as their homework.	Paragraph writing (homework)
8. T asks the class who take an interest in poems (a few raise	Teacher talk -- exposition on the

their hands), tells them about the importance of poetry and literature in general, and advises them to recite and memorise poems for language learning, especially pronunciation (e.g. stress, intonation, voice projection).	genre and usefulness of poems
9. T asks pupils to recite the poem after her. She reads out one line at a time and waits for pupils to repeat after her. Pupils repeat after her in chorus.	Teacher modelling and learner choral recitation
10. T tells pupils about the medium and the use of figures of speech	Teacher talk -- exposition on poetry as a medium and style
11. She asks pupils the meanings of words and phrases such as 'streams, 'full of care' and 'beneath the bows'. She asks pupils to interpret lines such as 'we have no time to stand and stare'. T echoes, reformulates and extends pupils' short answers.	Reading comprehension focus on form (e.g. lexis); teacher commentary
12. T asks pupils to find the inner meaning of the poem but there is no thinking time and no pair/group work. She moves on to discuss the meaning of the poem herself.	Teacher explanation (didactic mode)
13. T stops in the middle of the lecture, points to a pupil to stand up and asks her: What's the bad effect of technology? T tells the S to give 'two lines'. S provides a 2-sentence answer.	Q/A
14. T asks pupils to write answers to the two questions in C (Figure 8.2). Before they could answer, the bell rings. T informs the class that this activity along with the next is going to be done in the next class.	Writing answers -- postponed for the next class
15. T asks pupils not to make noise after the class is over. T asks prefects to monitor discipline	Classroom management

The topic of the lesson was 'leisure' and the activities were mostly based on the textbook. During the lesson, Shuvra closely followed the sequence of activities in the textbook while adding some activities (1,2,3, 13) and modifying others (6, 7). She thus used the textbook materials as a 'resource' rather than as a 'script' (Tomlinson, 2012).

Shuvra smiled and joked at times but the atmosphere seemed rather tense. She initiated all the activities, controlled pupils' talks, gave instructions, advice and explanations. She maintained an authoritative voice throughout. She seemed to be in a hurry to cover as much material as possible within class time. She spoke rapidly and moved quickly from one activity to another. It seemed that pupils were rushed.

The lesson was teacher-centred and a lot of the class time was taken up by teacher talk. Shuvra began by greeting pupils and talking about the weather. She asked pupils questions about the weather, but did not wait long enough for pupils to answer or to provide a complete answer. As seen in Episode 1, in response to the teacher's 'open' question (line 5), a student began to respond (line 6), but she was cut off from developing her response further, as Shuvra took the floor back (line 7) and spoke about her own feelings on the weather before changing the focus from talking about the weather to a housekeeping issue (line 9).

Extract 1

1. T   so good morning girls

2. Ss   good morning miss

3. T   take your seat take your seat the weather is er this weather is not good right?

4. Ss   [some pupils nod to agree with the teacher] yes

5. T   the weather is humidity is there right? so how do you feel about the weather?

6. Ss   [students mumble answers. one voice is audible] it's warm=

7. T   =it's very (high) humidity full of humidity we are not feeling that much good

8. T   it's raining but still

9. T   and now girls have you submitted all of you submitted your what to say id forms?

The dominance of teacher talk is seen throughout the lesson which led to a lower percentage of pupil talk. A rough word count from the lesson transcript reveals that all pupils who spoke in class produced a total of 570 words which was just over 13% of total words produced in the first observed lesson (4300 approximately). In the lesson, she was seen to frequently ask whole-class questions, but often did not wait for an answer. Instead, she gave the answer herself, as seen in line 7 of Exract 1. This is contrary to the curricular recommendation of NCPD2012 which suggests that "some time should be given for thinking" (Ministry of Education, 2012, p. 20).

A lot of the time in the lesson, Shuvra followed 'transmission pedagogy', as she spoke at length on the challenges of the new term, the value of poetry and of memorising poems and recitation, the "inner meaning" of the poem, and, towards the end of the

lesson, on the importance of maintaining discipline during and in-between classes. A lot of class time was also taken up by the teacher introducing or setting up the activities, as seen in Extract 2:

Extract 2

> T   …who takes interest in poems? raise your hands don't lie don't xxx just tell me the truth so do you recite poems?
>
> Ss   [Some nod their heads and a few voices are heard saying 'yes']
>
> T   you know recitation will improve your pronunciation you know the projection of voices…please try it at home standing in front of the mirror sometimes when you are at home look at the mirror and recite it will help you a lot believe me take my word take my word and though i am not very good i will try my level best to recite i want you er to recite along with me first i will and then you why? because then you will know how to recite then i will go for the inner meaning of the poem OK? fine 'Leisure' written by William Henry Davies and he is a British poet OK? i er xxx let's read the poem we don't have much time [T begins reciting the poem line by line followed by the pupils repeating after her]

As seen in the above Extract, the teacher was preparing pupils for the recitation activity. She began by asking pupils if they took an interest in poetry and then explained the value of reciting poems. The few questions she asked were 'closed' questions that did not yield any detailed responses from the pupils. It appears that in asking the questions her main goal was to draw pupils attention to the activity rather than getting them to speak. As Shuvra explained later, there were two main pedagogic goals in teaching the poem: language development and communicating the 'inner meaning' of the poem. She believes that

> …when they will recite or memorise poems um if they get good guidance, they will learn to pronounce they will follow the intonation …they will learn the projection of voice… (SD_int 3: 65-67)

She also believes that pupils should know the difference between a prose piece and a poem. She observes that Bangladeshi students have many 'problems' in pronunciation, not just in English in Bangla too, arising from the influence of many Bangla dialects they speak. She thinks pupils should have a good model and she believes her own pronununciation can be considered a good model since "it has a minimum standard" (SD_int 1: 51). In addition to teaching pronunciation and expression of emotion through recitation, she wanted to tell them "what the poet meant and the inner meaning…so

163

that their understanding of life develops…" (SD_int 3: 43-44). It was during the teaching of the poem that pupil talk was at its minimum, as Shuvra kept explaining the 'inner meaning' or message of the poem. Shuvra did not nominate anyone to answer the questions she asked and was happy with students nodding in agreement or giving single-word responses.

In the lesson, there were a few activities where pupils got the opportunity to speak (e.g. activity 3, 5). When Shuvra nominated pupils to speak, she assigned them turns as long as or longer than a sentence. She engaged them in conversation with her, asked clarification questions, reformulated and extended pupil contributions. However, when she asked whole-class questions (that is, when she did not nominate anyone to speak), she did not wait for a sentence-length answer. Extracts 2 above and 3 below reflect a contrast between the two types of learner participation. In Extract 2, Shuvra did not engage with the pupils, but in Extract 3, she did.

Extract 3

20.	T	you please stand up ... Suraiya tell me how much time do you spend on your studies?
21.	Suraiya	I study for two hours
22.	T	two hours? OK two hours she spends two hours I am talking about 24 hours in 24 hours you only spend 2 hours? or?
23.	Suraiya	after I go home (I have teachers at home) then I study for two hours
24.	T	OK I got it 3-4 hours or 5 hours… take your seat

NCPD2012 emphasies the use of thought-provoking questions as well as probing questions to promote greater learner participation in classroom discourse. Research on classroom discourse suggests that the widespread Initiation-Response-Feedback/Evaluation (I-R-F/E) exchange structure where the teacher initiates the exchange, assigns who to speak or answer a question and ends with feedback contributes to poor and restrictive interaction (Garton, 2012; Hardman & Abd-Kadir, 2010) and places "severe limitations on the contributions that students can make to the interaction" (Hardman, 2016, p. 7). In the lesson, many exchange structures reveal the IRF/E pattern. Nevertheless, there are exchanges where the IRF/E pattern is extended. In Extract 3, for example, Shuvra asked a question related to a pupil's reading habit (Line 20), listened to her answer (Line 21), and asked follow-up questions seeking

164

clarification (Line 22) which generated two additional moves: pupil response (Line 23) and teacher feedback (Line 24). Thus instead of an IRF exchange structure, we notice an IRIRF structure. The pupil involved spoke only 2 or 3 sentences but she got an opportunity to express herself in English and her contribution in Extract 3 was much longer than pupil contribution in Extract 1 or 2 where the teacher asked whole-class questions and did not probe pupils for explanation or clarification.

Even in this extended exchange structure, Shuvra ended up saying more than twice as much as the pupil. The longest turns that pupils got in the lessons came during the 'debate'(Activity 6 in Lesson 1) and when two pupils described their favourite players (Activity 30 in Lesson 3). As seen in Extract 4, these are mostly monologues with some involvement of the teacher. That is, there is teacher-pupil interaction but no pupil-pupil interaction. Both in Extract 3 and Extract 4, the teacher checks confirmation which breaks the IRF/E sequence, but does not 'probe' further after the pupil has finished speaking. Also, there isn't much group or pairwork in the lessons. There is just one group work on lexis (Lesson 3, Activity 29) which did not require pupils to speak in English. Pupils who did not get an opportunity to speak had a more passive role which involved listening to the teacher, doing the activities in the textbook, reciting the poem after the teacher, reading the texts and writing/answering comprehension questions.

Extract 4

1. S   we all know all work and no play will make Zishan a dull boy we all know play is very important for us it helps in our physical development and xx it x also our mental development and we socialise through the playing with the society we make friends and sometimes also enemies [S1 chuckles]

2. T   enemy? [joins the laughter]

3. S   [continues] OK OK and so if we work all the time then we don't get time to play if Zishan does the same he won't get time to play so he won't socialise and er his mental and physical development will not be proper so can say that all work and no play will make Zishan a dull boy

4. T   thank you very much now xxx you come forward… it's wonderful give her a big hand my god she has placed her voice very well thank you thank you very much you were excellent

8.2.2 Observation 2

| Date: 21/08/2017 |
| Grade: 7 (section B) |
| Attendance: 64 present out of 73 |
| Subject: English 2nd Part |

The second observed lesson took place nearly three weeks later and it was the same class in the same room. Unlike the first observed lesson, attendance was much higher (64 pupils were present out of a total of 73). It was the first period of the day. The class began 10 minutes late due to students' assembly which was prolonged that day, so the duration of the class was 35 minutes instead of 45. The focus of the lesson was a grammar point from English 2nd Part. As discussed in 2.4, NCPD2012 emphasises the teaching of grammar in meaningful contexts and various grammar points such as 'countable and uncountable nouns', 'regular and irregular verbs', 'tenses', 'Infinitive, Gerund and Participle' comprise the syllabus content for English 2nd Part. The lesson focused on the 'Non-finite verbs' and consisted of the following activities shown on Table 8.3:

Table 8.3: Outline of lesson -- Shuvra 2

Activity	Lesson aim and activity type
16. T asks Ss to calm down and go to their seats. Calls for the Prefects and asks them to wipe the white board. Calls out roll numbers and pupils respond.	Class management
17. T explains the importance of grammar; T establishes the rationale for learning grammar	T talk Exposition
18. T writes a few sentences on the whiteboard and asks Ss to copy them in their class work copy (e.g. 'I drink tea'. 'I started drinking tea'. 'I like to drink tea'. 'I saw him drinking tea.' T asks Ss what 'part of speech' the underlined words are. Ss respond correctly ('verb').	Inductive grammar teaching focus on form
19. T invites a student to the front of the classroom and asks her to write 'she' in place of 'I' in the sentence 'I drink tea'. The student writes 'She drinks tea'. T asks the whole class if they see any change to the verb. Ss respond that the verb has 's' added to it because the subject has changed to 'she'. T asks the student, "What kind of verb is it". T expects her to say	Eliciting knowledge of verb types using metalanguage and example -- focus on form

'finite' but she cannot answer.	
20. T provides a lead: "…whenever the verb would be influenced by the number and person of the subject, that verb is a particular kind….What kind of verb is that?" Ss cannot answer.	Eliciting knowledge of verb types using deductive rule explanation
21. T explains again, asks again, waits but there is no answer. T is visibly exasperated and gives the answer loudly 'FINITE'. T then asks again, 'Why is it *finite*?' Again, the student cannot answer. T slowly completes the answer: '…because it gets influenced by (pauses but no student response)…by the number and person of the subject.	Grammar explanation deductive presentation of rule
22. T asks SS: "What is the other type? Which is not influenced by the number or person of the verb?" SS cannot answer. T says 'non-finite'. T draws pupils' attention to 'to drink', 'drinking' and asks what category they belong. No response from Ss. T explains that they are 'non-finite verbs', also called 'verbals'. T tells the class that they are going to discuss 'verbals'.	Eliciting knowledge of grammar using metalanguage as well as examples
23. T explains the 'verbals': gerund, infinitive and participles. T writes the words on board. T asks Ss: "What is gerund?" Ss cannot answer. T explains that gerund has a structure: the base form of the verb +ing. T writes 'The boys are <u>playing</u> in the field.' '<u>Playing</u> football is a good exercise' and explains when a verb becomes a gerund. As she explains, she pauses for students to respond. Ss begin to respond more at this point.	Deductive rule explanation followed by examples
24. T asks a student to write on board an -ing form of a verb that works as a gerund. The student writes, "<u>Walking</u> is very good for health." T praises the student.	Getting pupils to demonstrate understanding of gerund – focus on 'form'
25. T continues to explain the forms of gerunds, infinitives and participles with deductive rules and examples at the level of sentence.	Deductive approach to teaching the 'verbals'
26. T asks Ss to identify gerunds from the following sentences: My hobby is gardening. He is fond of reading. She likes singing. He started drawing. Every day he goes for* fishing.	Identifying 'gerunds' in example sentences – focus on form

27. T asks Prefects to collect all class work copies which she would check and return in the next class.	Assessment of classwork Feedback on classwork

Although the NCPD2012 discourages explicit and de-contextulised teaching of grammar, Shuvra's approach to teaching a grammar point was highly explicit, deductive and devoid of context. Shuvra began the lesson by explaining why pupils needed grammar. She then used deductive rules and questions to elicit pupils' declarative knowledge of a grammar point (i.e. 'finite' and 'non-finite' verbs). The pupils in the class had very little prior knowledge of 'finite' and 'non-finite' verbs and therefore could not answer the teacher's questions. When the teacher realised that, she began to provide further explanations of the rules with examples. Then she asked pupils questions to check comprehension and asked them to change verb forms to demonstrate their understanding of 'gerund', 'infinitive' and 'participle'. The lesson was teacher-centred and Shuvra's approach was deductive for most part of the lesson. Isolated sentences were used as contexts for teaching the selected grammar points. Despite Shuvra's attempts to get her points across, very few students seemed really interested. Only students who were invited to speak or write responded.

Shuvra did not use any textbook for the lesson, but rather referred pupils to the supplementary grammar book for further work at home. After the class Shuvra said that she was disappointed with the lesson. She explained that it was not a typical lesson in the sense that she could not show pupils the 'verb tree' on a poster. Due to adverse circumstances in her family (her mother was critically ill so she had returned late at night from the hospital), she could not bring her poster to the class, and the lesson did not go the way it should have. Also, she reported that she had assumed pupils knew the 'verbals' but she realized from pupil responses during the lesson that she was wrong. She felt that the lesson was a 'hotchpotch' (meaning 'untidy' or 'chaotic') which sometimes happens, as it did that day.

8.2.3 Observation 3

Date: 23/08/2017

Grade: 7 (section B)

The third observed lesson took place two days after the grammar lesson. I reached the class around 10 minutes late due to inclement weather and heavy traffic, but I was able to observe 30 minutes of the lesson. It was the same classroom with the same group of pupils. The class was using *English for Today for Class Seven* (NCTB, 2012d), the prescribed text for English 1st Part. I later learned that the teacher had marked the attendance register and engaged students in a whole-class discussion on their favourite sports and players at the start of the lesson. After I had taken a seat, Shuvra concluded the discussion on pupils' favourite sports and players and moved on to Lesson 4 of Unit 7. She elicited what the topic of the lesson was ('sports personalities') and then guided pupils in completing the activities provided in the textbook.

Figure 8.3: Unit 7, Lesson 4 of *EFT,* Grade 7

B   **Read the following words. Use them to describe each person above.**

stout, attractive, energetic, strong, young, middle aged, old, manly, entertaining, interesting, smashing, successful, great, sober, slim, smart

C   **Some of the words in the box above have opposite meanings. Work in pairs and write the opposite words against them. The first one is done for you.**
   stout   slim

Since the lesson revolved around the textbook materials provided above (Figure 8.3), an analysis of them will reveal the extent to which they align with the suggested pedagogical approaches of the NCPD2012 and how the teacher implemented them. At the beginning of the unit, a number of keywords are provided (e.g. stout, attractive, slim, smart). The first activity (A) requires students to identify sportsmen from given pictures and state what they are famous for. The next activity (B) requires students to use a list of given words to describe each person. In Activity C students are supposed to work in pairs and write down antonyms for the words given in B. In Activity D a reading passage is followed by a true false activity (E): 5 sentences, based on the reading passage, are given in E and students are to find out if the sentences are 'true' or 'false', and write correct sentences for the false ones. In Activity F, a short reading passage is provided with blanks to be filled by the correct forms of the verbs given as clues. In short, these activities in EFT are designed to develop language knowledge as well as language skills. The following table (8.4) summarizes the way the textbook activities were enacted:

Table 8.4: Outline of lesson -- Shuvra 3

Activity	Lesson aim and activity type
28. T asks the class to look at the pictures one at a time and identify the sports personalities. Pupils shout the names in chorus when they can recognise the person. In case of picture 3, T gives some details about the person and elicits the correct response. In some cases, she does not wait for the students to speak but identifies them herself (e.g. picture 2). It appears that pupils have some difficulties recognising some of the pictures.	Picture description turned into whole-class picture recognition activity Little pupil talk

29. T forms groups of 4 or 5 pupils. Asks the groups to write antonyms of the given words, as many as possible. The group that can write the most antonyms in 5 minutes would be the winners. Pupils seem animated as they work in groups. Representatives of the groups read out the antonyms. Teacher corrects and discusses some words with the whole class.	Group work on lexis. Learning word meanings and writing antonyms.
30. T invites Ss to describe their favourite sports personality. 2 students volunteer to talk, one about Messi, another on C. Ronaldo. Ss smile and laugh at times as they listen and clap (e.g. Ss laugh once as one describes Messi as middle-aged, and again as another describes Ronaldo as 'sober'). T gives feedback on choice of words. Students are given the freedom to choose a player to talk about. Only 2 Ss speak, rest of them listen, laugh and make comments. The pupils seem interested in this activity.	Speaking activity for 2 pupils (listening for the rest) -- focus is on meaning
31. T asks Ss to read the short extract on Pele. She asks Ss if they know Pele and concludes, from Ss response, that they do. No purpose is set for reading. T does not intervene or monitor as Ss read silently. T asks Ss to finish quickly and move on to the 'true' or 'false' activity in E. The purpose appears to be to do the 'true' or 'false' activity in E.	Silent reading
32. T asks Ss to write 'True' or 'False' for the given statements in their class work copy. She asks pupils to correct false information.	Reading comprehension
33. T sets a homework assignment as Ss are working on activity E: Ss will write a paragraph on their favourite sports personality. Submission date is set – Ss have three days to finish. T advises Ss to follow the paragraph on Pele in *EFT* as a sample. Even though pupils are asked to follow the samples, there is no discussion on the genre and its features. It is not made clear why the sample is or is not an ideal sample to follow.	Writing (homework)

The lesson revolved around the activities in the textbook. Shuvra departed from the textbook on two occasions: first, when she changed the sequence of activities doing C before B (Figure 8.3) and later, as she added writing task set as homework assignment. She used English as the medium of instruction throughout and thus provided plenty of L2 input through her descriptions and explanations. Unlike the grammar lesson, the classroom environment was relaxed. There was a lot of laughter and smiling. Thus, there was a conducive learning environment which is congruent with the NCPD2012.

The lesson integrated all four skills: pupils wrote words and their antonyms, spoke on their favourite players (2 pupils did), and read a short extract in E. They listened to the

171

teachers' instructions, the two presentations, and had a writing assignment as homework. The main focus of the lesson was vocabulary work and speaking. In the post-lesson interview, Shuvra explained that she wanted pupils to know more words, learn words from one another, and that she wanted to elicit as many words as possible from pupils. Like the two previous lessons, this lesson was teacher-centred too.

However, as seen in the picture description activity (Activity 28), Shuvra missed out on opportunities to get pupils to produce more output. She did not ask pupils what the sports people they saw in the pictures were famous for. Thus, pupils were denied the opportunity to describe the sports people using the given words and possibly their own words, and a potentially productive activity was reduced to a picture-recognition activity.

8.3   Discussion

In this section, I discuss Shuvra's teaching practices as well as her beliefs underlying the practices with reference to the pedagogical recommendations of the NCPD2012.

8.3.1 Classroom environment and relationship with pupils

NCPD2012 suggests the use of a variety of activities to make pupils attracted to the lesson. Shuvra says that she believes in motivating pupils to participate and work harder through various means. She believes that it is important to tell students the rationale before doing an activity. For example, before asking pupils to perform a speaking task, she discusses the 'worth' of speaking in English in class. She also believes that competitions and challenges encourage students to work harder, make them spirited: "…they work attentively when they want to win..." (SD_int 2: 77). She feels that the competitive spirit works in her class which was exactly her rationale for setting up the challenge during group vocabulary work (Activity 29 in Lesson 3). To motivate students, she occasionally gives pupils presents such as chocolates, pens and stickers. Sometimes she prints certificates at her own expense to appreciate a good performance. As seen in Extract 4 above, she frequently praised pupils after they responded to a question or spoke on a topic.

With regard to catering to individual differences which the NCPD2012 emphasises, Shuvra mentioned several pupil characteristics and her ways of dealing with them. She feels that pupils these days have short attention spans and it is important to grab their

attention first. She believes that, in addition to teaching well, teachers need to pay attention to various aspects of their personality:

> …they are like my audience. If I don't have a strong personality…in every aspect, starting with my dress up, they notice everything. (SD_int 1: 59-60)

She also believes that making students active helps in maintaining discipline in class. She points out that her students in general are very good in English, but there are some shy students who do not want to speak in English. She identifies them and has a word with them:

> I try to inspire them so that they speak out …I try to make them understand that it's now or never …so give it a try… if you can't speak well, we won't mind…but have a go first (SD_int 1: 18-20)

Another way of dealing with pupil difficulty that she reports adopting is to use Bangla, pupils' mother tongue, to facilitate their understanding. "We have some weak students in class… when I find that they they do not understand something I explain in Bangla" (SD_int 5). She reports that pupils in her class tell her if they have problems in understanding, which she thinks does not usually happen with other teachers:

> …in many other classes they cower in fear… in my class I use humour er we laugh and become free…sometimes I act you know I was an actor at one stage in my life…to teach etiquette I give examples from real life sometimes show them through acting (SD_int 5: 31-34)

Still, Shuvra is not satisfied with the level of support she can provide to her pupils. She believes that pressure to perform well in the examination lead some pupils to adopt unfair means (e.g. matching answers) in the examination. These pupils need support but, as she reflects on her limitations, she cannot address learning difficulties on an individual basis due to class size and pressure to complete the syllabus on time. She thinks that she could nurture individual talents, if she had 30, instead of 70, students per class.

8.3.2 Exposure to target language input

The importance of extensive input for instructed language learning is acknowledged in SLA research (see Ellis & Shintani, 2013). The suggestion in NCPD2012 regarding the

use of supplementary materials corresponds with this emphasis. In the lessons, Shuvra used English as the medium of instruction, and used very few Bangla words. Later she explained that it is a school policy to use English as the medium of instruction in teaching all subjects except Bangla. She too thinks that pupils should have exposure to English as much as possible in the classroom:

> I did not get an English-friendly environment when I was a student and I faced many difficulties later… In my class I always try to speak in English so that by hearing, their English speaking will develop…kototuki jani na [=not sure to what extent] but I will try… (SD_int 6: 113-116)

Her comments above underline her belief that pupils should receive plenty of input for learning the target language. Shuvra provided a good deal of language through her lectures linking the textbook activities to pupils' own lives, as we noticed in the 'warm up' conversation in Extract 1 and also in Extract 3. During the free conversations with pupils, she provided input by way of extensions and reformulations of pupils' speech. In the post-lesson interview, she said that she encourages pupils to use the Internet to find information for writing assignments and directs them to further sources of input.

8.3.3 Opportunities for learner output

As seen in the lesson analysis section above, pupils got quite a few opportunities to speak and write. However, the analysis of exchange structures reveals that Shuvra ended up saying more than twice as much as the pupils. The longest turns that pupils got in the lessons came during the 'debate' (Activity 6 in Lesson 1) and when two pupils described their favourite players (Activity 30 in Lesson 3). During these long turns, pupils got opportunities to express their own meanings. But Shuvra could have cut down on her own talk to allow pupils to produce more output. Also, as discussed in 7.2.3, on some occasions pupils did not get the opportunity for cognitive engagement and extended utterances, as Shuvra did not utilize the picture description activity to maximise learner output.

8.3.4 Classroom interaction

A key principle of the NCPD2012 is that there should be interaction between teacher and pupils as well as among pupils. However, the lessons revealed teacher-pupil

interaction but little or no pupil-pupil interaction. Pupils contributions were mostly monologues with some involvement of the teacher. Shuvra asked questions to check confirmation which broke the IRF/E sequence, but did not 'probe' further after the pupil had finished speaking. There was just one group work on lexis (Lesson 3, Activity 29) which did not require pupils to speak in English. Pupils who did not get an opportunity to speak had a more passive role which involved listening to the teacher, doing the activities in the textbook, reciting the poem after the teacher, reading the texts and writing/answering comprehension questions.

8.3.5 Grammar teaching

NCPD2012 suggests including grammar at all levels from grade 1 to 10. It discourages explicit teaching of grammar and asserts that grammar should be presented "within real life contexts" and "in meaningful contexts" (Ministry of Education, 2012, p. 39). However, as we noticed in 7.2.2, Shuvra's approach to teaching a grammar point was highly explicit, deductive and without much context which contradicts with the NCPD2012.

It is possible that Shuvra has not been exposed to the variety of ways that grammar can be taught, forcing her to teach grammar deductively all the time. The NCPD2012 mentions many discrete point grammar items such as tenses, the passive voice, the direct and indirect speech, modals, infinitives, gerunds and participles, but does not suggest methods and techniques of teaching grammar. Unlike *EFT* which includes many communicative activities, the grammar textbook and supplementary grammar book present grammar rules and example followed by test items such as gap-filling, error correction, sentence transformation. Also, the Teachers' Curriculum Guides (TCGs) do not provide any sample grammar lesson either.

Shuvra believes that knowledge of grammar is crucial for learning "proper" English. She explains that the knowledge of finite and non-finite verbs, which she discussed in Lesson 2, for example, makes students aware of their use when they are writing something. To make pupils interested in grammar, she believes, teachers have to explain the 'worth of it', where and how we use it. She thinks that teachers need to give some examples to show where in real life students need to use them. She points out

that many students have a wrong perception about grammar, that they do not need grammar. She argues that such a perception is wrong, because

> To learn a language properly …we need grammar ...To develop writing, to be able to speak well... (SD_int 3: 11-12)

She clarifies further that knowledge of grammar works as an awareness; for example, when students find out that

> verbs can be used as nouns and adjectives er apart from being used as action words ...this awareness helps them write without confusion. (SD_int 3: 15-16)

Shuvra compares grammar teaching with teaching mathematics which involves formulas and practice:

> Grammar is like maths…(to teach grammar) I give a lot of exercises and homework… explain things to them… Maths teachers give formula...(SD_int 2: 18-19)

Shuvra is aware that her grammar lessons are "often boring…you can't believe it…I keep trying but some pupils are reluctant…" (SD_int 5: 20-21). She believes that the reason for the perceived failure of her grammar lesson lies in the nature of the topic and pupils' general lack of interest in grammar. She seems to be unaware of better ways to teach grammar:

> what to do? I explain the rules because…how else to teach it? (SD_int 3: 34)

8.3.6 Integration of skills and continuous assessment

The first and third lessons with Shuvra revealed an integration of the four skills of reading, writing, listening and speaking. Shuvra believes that

> [pupils] need to develop all the skills, not just reading and writing…in my class they speak a lot. I tell them, it's okay if you make mistakes, but speak…they also write …both in class and at home… (SD_int3: 131-133)

One of the reform initiatives of the NCP2012 was the introduction of "Continuous Assessment" (CA). NCPD2012 specifically mentions the use of CA to assess listening and speaking skills as well as to identify pupils' weaknesses so that proper remedial

measures can be adopted. Shuvra believes that the provision of CA is good for pupils. She reports that she and her colleagues assess pupils mainly on their speaking skills. She does not do this in the regular class, but the school schedules some time for CA. She feels CA allows her to find out about learners' personal lives, likes and interests as well as any problems they are facing with studies or at home. Thus, there is a degree of alignment with Shuvra's practices in regard to CA and the NCP2012. Marks attained in oral examinations, homework assignments as well as class performance are added up to count the final score for CA. However, due to large class size she cannot give detailed feedback on pupils' written work.

8.4   Conclusion

The analysis of lesson transcripts and interviews suggest that Shuvra's teaching style involved deductive teaching of grammar, explaining content and language, giving advice, checking comprehension and giving feedback. She linked the materials to learners' lives to make her points, and generally maintained a high standard of English. Pupils received plenty of input from her lectures. She also provided opportunities for pupils to speak and write. However, the interactions did not involve groups of pupils. She either interacted with the whole-class or with individual learners. Also, during the interactions she did not utilize 'probing' questions to maximise pupil engagement in talk. She equated teaching with learning. It is possible that her background in English literature led her to take a subject-oriented view of teaching. Nunan (2012) points out a tension between subject-centred and learner-centred views of language teaching. While in the former the goal is mastering a body of knowledge, in the latter it is the development of skills. During interviews, she was critical of the *EFT* textbook which in her opinion contains few literary texts and "too much communicative stuff" (SD_int 1: 21). She repeatedly pointed out the importance of values and morals which she thought could best be taught through literature. Her teaching approach focused on knowledge transmission much more than learning by doing by the pupils.

There are alignments between Shuvra's beliefs and practices on the one hand and the policy recommendations on the other hand. There is alignment in terms of integration of skills, emphasis on the productive skills of speaking and writing, interaction with learners, motivating learners through competition, encouraging words and humour, and continuous assessment of speaking. However, there are divergences as well. Shuvra

177

relied a lot on "transmission model of teaching" (Hu, 2002) providing lengthy explanations and instructions. She used very little group or pair work and therefore could not create opportunities for speaking, and only a small number of pupils got the opportunity to speak in her class. The writing homework she set for pupils was meant as individual work; since group work was not much used, there was little collaboration or cooperation among the learners resulting in a lack of correspondence with the recommendations of NCPD2012. Also, she did not use ICT as she thought setting up the equipment would take up much of her precious class time. Another lack of correspondence was seen in her approach to teaching grammar. Although NCPD2012 emphasizes teaching grammar in meaningful contexts, she presented grammar points deductively in isolated sentences.

Some of the divergences can be attributed to contextual factors, others to a lack of pedagogical knowledge. Shuvra has to teach large numbers of students and engaging pupils in group/pair work in large classes is not easy. She mentioned the noise factor, limited class time and seating arrangements as impediments to conducting group work. She is aware that learners vary in abilities and personalities, and her heavy workload means she cannot always cater to such differences. Lack of pedagogical knowledge with regard to grammar teaching and an absence of appropriate guidance leads her to teaching grammar deductively and without much context. It is possible that the national examinations which prioritise accuracy and knowledge of form perpetuate her grammar teaching beliefs and practices. Shuvra is frustrated with her grammar lessons which she perceives as 'uninteresting', but she did not know how else to teach them.

CHAPTER 9: CASE 4 (NORA)

9.1 Nora: Background and experiences

Nora had over 9 years of experience teaching English at the primary and secondary levels when I observed her. The table below (9.1) gives an overview of her biography, based on data from the initial and post-lesson interviews with her, and her teaching context, based on interviews with her as well as with the Assistant-head teacher of the school. Her background and teaching context are discussed in more detail in the following sections:

Table 9.1: Nora's background and context

The Teacher

- BA and MA in English literature
- No pre-service training, but did 1 year B.Ed. and in-service training
- Was studying for a second MA degree in ELT
- Taught English for 9+ years at the primary and secondary levels and 7+ years at her present school

The Institution

- Five branches in the capital
- 23,000+ students (all girls) and 850+ teachers

The Pupils
- Grade 6 (aged 11 to 12)

Nora's professional background

Nora has a BA and an MA in English literature from a reputed college in Dhaka. She mentioned that she had always dreamed of becoming an English teacher. As a child, she travelled overseas quite often with her parents, and during those tours her father would encourage her to interact with foreigners. She also read many books in English, watched television programmes in English, and in the process developed a love for the language in her early childhood. At school, she met a "smart and pretty" teacher of English and decided to be a teacher like her. After completing her MA in English literature, she had a two-year stint as a teacher in a school, and then moved to her

current school. She feels settled in her current job and has not applied for any other job since moving here.

She started teaching without any pre-service training but later obtained a one-year B. Ed. degree, which is a requirement for all secondary teachers in Bangladesh. She has also attended a number of short training programmes for English teachers provided by the Ministry of Education, the most recent one being a three-week workshop on pedagogy under the Teaching Quality Improvement (TQI) project.

She enjoys teaching and does not regret her decision to be a teacher. She reports that she was unhappy with her work hours at the school initially, which she believes impacted severely on her family life then, but now she feels happy with her job overall. Her school, like many other schools, allow teachers to teach students outside regular class hours for additional fees stipulated by the Ministry of Education. These classes are for students who want or need extra tuition. She supplements her income through extra tuition at the school outside school hours since she does not find her salary from the school to be sufficient at all.

The institution

Nora teaches at the same school as Shuvra. All teachers have regular teaching on five days a week from Sunday to Thursday. Nora comes to the school on Saturdays as well for special classes, which are arranged for students who need or want additional help with their studies. Students pay additional fees for these classes. She thinks that teachers have a heavy workload at the school and sometimes there is no weekend for her, as the school organizes special programmes at the weekend.

Although Nora is not quite satisfied with her income from the school, she is happy with her colleagues, the students, and the assistant head teacher who oversees her work-shift. She states that there is a nice collegial environment in her school which is corroborated by Zohra, the assistant head: English teachers work together well: they meet periodically to discuss their work, finalise the syllabus, select materials and share teaching and assessment ideas. There is a unanimous decision to use English as the medium of English for all subjects except Bangla language and literature, which she reports adhering to in her lessons because she believes learners need to have as much exposure to English as possible.

Her evaluation of the learners

The classes she is teaching are all following the English version of the National Curriculum; that is, pupils study all subjects in English except for Bangla language and literature. Nora thinks that her pupils are generally very good in English – they have come through a very competitive admission test. Most come from well-off families and are supported by their parents in their education. This view is supported by the assistant head:

> …in our school, there is a long-tradition of academic excellence…once pupils step into the campus they begin to absorb certain values and practices from the environment. In my observation, around 70% of the pupils are doing very well…we need to push the other 30% to work harder. The parents are great, 90% of them, they have concern for their children. We sit down with them and discuss what is needed for the progress of the children. The pupils used to come from the top tiers of society, but now with the new lottery system introduced for admission, this is changing….Now we are getting pupils from a range of backgrounds, but we welcome all equally. (Zohra, Interview 1)

Her evaluation of the prescribed materials

Nora thinks that the prescribed materials are not suitable for her pupils. In her opinion, the reading passages in the *EFT* textbook are "too short, too easy… written in general English" (NN_int1: 36). At her school, there has been a decision to supplement the *EFT* textbook with *My English Folder* (Singh et al., 2015) and the other prescribed grammar book titled *EGC* by a more 'popular' *Advanced Learner's Communicative English Grammar & Composition* (Chowdhury & Hossain, 2017). In addition, she reports that she consults books in her personal library and searches on the net for additional materials that she brings to her class.

Attitude to training

Like the other case study teachers, Nora too views her training experiences positively. She reports that "I have also done the B. Ed. …I have learned so many things from there" (NN_int1: 131). She has also had a positive experience of in-service training such as the TQI. She mentions a number of activities and strategies she has learned to use as she gained experiences of teaching and training:

I have learned what will make my pupils happy, what kind of a question or comment would make them happy and motivated to pay attention …When I tell them stories, or share an anecdote from my student life, they like it….they like to smile….they like to have fun. (NN_int1: 153-5)

9.2   Outlines of the lessons observed

9.2.1 Observation 1

Date: 2/08/2017

Grade: 6, Day shift

Attendance: 66 out of 73

Subject: English 1st part

The first lesson with Nora was on a late afternoon with pupils of grade 6 (all girls). It was a large class and most pupils were present. The 35-minute lesson focused on Lesson 22 of the prescribed *English for Today for Class Six* (NCTB, 2012e). The topic of the lesson is 'Wonders of the World-1' and all the activities in the materials as well as the observed lesson revolved around this topic.

Since the observed lesson drew heavily on the contents and sequence of activities of *EFT*, an analysis of the materials is needed in order to examine the ways Nora enacted the materials and the beliefs underlying them. As seen in Figure 9.1, the materials include pictures of three Wonders of the World (i.e. the pyramids, the Taj Mahal, and the Eiffel Tower), and listening and reading texts describing them. The activities are designed to develop and/or assess reading/listening comprehension (e.g. Activity B, C1, C2, D) and to provide opportunities for controlled language practice (e.g. C1, C2). The materials do not make any mention of speaking and writing. The two intended learning outcomes, as mentioned at the beginning of the unit, "follow instructions, commands, requests, accordingly" and "read and understand texts" (*EFT*-6, p. 62) suggest that the focus is on receptive rather than productive skills. That is, the activities do not require pupils to produce extended texts in writing, or speak for an extended period of time. None of the activities require pupil-pupil interaction and communication of meanings. However, the teacher can create opportunities for greater pupil

participation in the communication of meanings while using the materials, which is what I was interested in.

Figure 9.1: Lesson 22 of *EFT,* Grade 6

Lesson **22** — **Wonders of the world-1**

After completing the lesson students will be able to
- follow instructions, commands, requests accordingly
- read and understand texts

A   Look at the pictures. What are they called?

B   Now listen to the CD/audio and fill in the gaps of the following text:

The pyramids are huge ………………………………… for the ancient kings and queens of Egypt. These kings and queens are known as the ………………………It needed a few thousand ………………… …………………………………….. to build the pyramids. The most famous ……………………… are the Giza pyramids. Giza is a place near Cairo, the ………………………….. of Egypt. The Pyramids of ………………….. at Giza is the largest Egyptian pyramid. It is the only one of the ………………… still in existence.

C   **Read the following text.**

The **Taj Mahal** is also known as "the Taj". It is a white marble tomb located in Agra in India. Do you know the story behind the Taj Mahal? The Mughal emperor, Shah Jahan loved his wife Mumtaz Mahal more than his life. Mumtaz died at an early age. Shah Jahan was very shocked at her death. So he built the Taj Mahal as a token of love for his wife. It is the place where Mumtaz is sleeping for ever.

The Taj has an area of about 1003 acres or 405 hectares. The Taj Mahal is the finest example of Mughal architecture. It combines the art of Persia, Turky, and India. It took 21 years and thousands of artisans and craftsmen to complete the Taj Mahal. The Taj is universally admired as one of the wonders of the world.

C1   **Now make questions using the cues given below.**

1. What is...................................?
2. Where is...................................?
3. How ....Shah Jahan...................?
4. Who...................................?
5. When.......................... Mumtaz...................?
6. Why .... Shah Jahan...........................?
7. How many...................................?

C2   **Complete the following table with the information given in the passage.**

Shah Jahan	built	
Taj Mahal	is	
its area	is	
Mumtaj	died	
To complete the Taj	it took	

D   **Read the text about one of the wonders of the world, the Eiffel Tower. Put the verbs in brackets into the correct tense.**

The **Eiffel Tower** is a lattice tower in Paris. It .... (be) built in 1889. Now it .... (symbolise) the cultural icon of France. It stands as one of the most recognisable structures in the world too. The tower .... (be) famous as the tallest construction in Paris and the most-visited paid monument in the world. Millions of people .... (ascend) it every year. It is 320 metres (1,050 ft) tall, about the same height as an 81-story building. The tower .... (have) three levels for visitors. A visitor ....(have) to walk over 300 steps to go from ground level to the first level. The distance ....(remain) the same between the first and the second level. The third and highest level can be .... (access) only by lift. The tower is .... (name) after the engineer Gustave Eiffel, whose company .... (design) and .... (build) the tower.

E   **Now read the dialogue. What is it about?**

Mong Pru   : Nira, I'm really surprised to know about these wonders. What do you think?

Nira   : They are amazing! But the wonders of the present time are also amazing. They are not as huge as the super structures of the past but they are also incredible!

Mong Pru   : What do you mean?

Nira   : Just wait for now! Let me only say that some of the wonders of the modern world are truly incredible! I mean, they are really unbelievable! We'll read about them in the next lesson.

The following table (9.2) presents a brief description of the activities observed in Nora's first lesson along with the observer's comments in relation to the recommendations of the NCPD2012.

Table 9.2: Outline of lesson -- Nora 1

Description of the activity	Lesson aims and brief comments
1. After mutual exchange of greetings, T asks Ss to close their books. She tells them that she will tell a story and ask questions about it later. She tells part of the story and elicits what the story is about ('pyramids'). She then asks Ss to find the relevant unit in the textbook, look at picture 1 and identify it (Activity A). T continues giving a description of the pyramids, asking occasional questions to check comprehension.	Listening and warming up Q/A (display questions) Elicitation of topic Picture recognition Plenty of T talk (input), little pupil talk (output)
2. Activity B. As the audio is not available, T reads aloud the listening text and asks Ss to fill in the gaps in the text. After 2 minutes, T begins to read out the passage slowly, pausing where the blanks are for Ss to provide the answers. Ss answer in chorus. T repeats the answers and spells out one ('Pharaos').	Listening comprehension Gap-filling exercise Language practice (focus on form)
3. T asks Ss about the second and third pictures in A. Ss answer loudly in chorus. T echoes pupils' answers. T tells the class about the seven wonders of the world.	Picture recognition (little pupil talk) Teacher talk –little interaction with Ss
4. T asks a student to go to the front of the class and read aloud the reading passage. T corrects a pronunciation error ('acres'). She also checks knowledge of word meanings (e.g. 'artisan', 'craftsman') and asks if they know the difference between a 'king' and an 'emperor'.	Reading aloud Vocabulary work (meaning and pronunciation)
5. Next, T nominates another student to summarise the passage. T tells her that she can look at the book. The student says 5 sentences -- T thanks her.	Summarising (output)
6. C1 is adapted. Instead of asking Ss to frame Wh-questions, T asks them Wh-questions based on the reading passage. Ss answer. T then tells the class more about the Taj Mahal.	Q/A exercise (display questions --checking comprehension) (controlled output) Supplementing the text (input)
7. T asks Ss to complete the table (C2). She moves around the room and monitors students at work. After a minute, T reads out the incomplete sentences and pauses; students complete the	Sentence completion (controlled output)

sentences; T accepts multiple answers.	
8. T explains the exercise (D) and asks Ss to put the verbs in correct form. After a minute, she nominates a student to read out the passage with the correct forms of the verbs. She corrects pronunciation errors (e.g. 'ascends') and checks word meanings (e.g. 'lattice'). She reads out the passage herself	Right form of verbs in context, reinforcement of correct answers, pronunciation, lexis
9. T Describes the participants and the theme of the dialogue. T reads out the dialogue line by line and asks questions on the dialogue. Ss respond.	Reading comprehension, Q/A
10. Then, T asks Ss to write a paragraph on the wonders of the world. She advises them to include information from the passages (on the pyramids, the Taj Mahal, and the Eiffel Tower). As Ss prepare to write, she engages them in brainstorming and lists all the points Ss suggest on the board (e.g. name, who built it, year, place, why it was built, special aspects, main attractions) Ss cannot finish writing as the bell rings. T asks Ss to complete writing at home and submit in the next class.	writing as classwork brainstorming as preparation for writing writing as homework

Although it was the last period of the day, there was no sign of fatigue or lethargy on the part of the students. The classroom atmosphere was relaxed and students participated in all activities with the teacher. They listened, read, wrote and responded in chorus to the questions that they were asked and worked on the textbook exercises. Nora moved around the room as she spoke and monitored class work.

Although Nora stuck to the textbook materials for most part of the lesson, implementing all the activities from A to E, she made a few adaptations too, as she went along following the book. One modification has already been mentioned above in relation to activity A where she told a story related to the lesson which is not in the text. For activity C which involved reading followed by framing Wh-questions and completing sentences, she added a summarising activity. Also, she asked several Wh-questions, not in the textbook, to the students to check comprehension, and she added a writing task at the back end of the lesson. Thus Nora modified and supplemented the materials, which is in line with the recommendation of the NCPD2012 in regard to materials use.

The NCPD2012 suggests the integration of the four language skills. In the post-lesson interview, Nora revealed that she tried to touch upon the four skills of listening, speaking, writing and reading in the lesson. The brief description provided in Table 9.2, however, shows that the focus was mainly on the receptive skills of reading and listening as well as language exercise. The activities such as gap-filling, short question answer exchanges and sentence completion assessed and reinforced reading and listening comprehension. There was very little pupil talk. One pupil was invited to summarize the reading passage as seen in Activity 5 in Table 9.2. Apart from this, speaking was limited to learners' responses to questions that aimed to check reading and listening comprehension. The writing activity came towards the end of the lesson.

The lesson is dominated by teacher talk as Nora gave instructions, told stories, asked questions, evaluated learners' responses, and provided explanations. Learner talk is limited to responding to teachers' questions and providing the right answer orally to gap-filling and sentence completion activities, which did not require the expression of own meanings. The words that pupils used to fill in the gaps and complete sentences were mostly borrowed from the reading passage – they did not need to dig into their repertoire of vocabulary to complete the activities.

The analysis of classroom interaction reveals the dominance of teacher's initiation – there was hardly a question asked by the pupils. As seen in extract 1, the teacher's questions were typically followed by short pupil responses. In some cases, the pupils could not complete their turns, as the teacher interrupted and finished the turn herself, as seen in lines 6-9. Teacher feedback on pupils' responses was through silence, echo or extension. The Initiation-Response-Evaluation/Feedback (IRE/F) exchange structure was frequently used, but on some occasions, Nora asked probing questions to extend the sequences (e.g. Lines 15, 19). Still, the turns pupils had were very short. The lesson was more teacher-centred than learner-centred.

Extract 1

1   T: So, who built Taj Mahal?

2   Ss: Shah Jahan.

3   T: Who was he?

4   Ss: The/A Mughal Emperor

5	T:	Mughal Emperor, right? What is the difference between en emperor and a king? Do you know? No?
6	S1:	A king rules one small portion of the =
7	T:	= One independent state. The king rules over one independent state
8	S1:	And an emperor rules more than one state =
9	T:	=Yes, a group of states are ruled by an emperor
10	T:	And the name of his wife was?
11	Ss:	Mumtaz
12	T:	Mumtaz. She was a Persian princess. Where is Persia?
13	S:	Iran
14	T:	Iran. Iran is called Persia. Ok, so, er that princess became the empress [unclear] and then she died at a very early age. She was very much loved by Shah Jahan. As she died, Shah Jahan built Taj Mahal as a token of love for his wife, and it is so wonderful and it is a very big architectural structure and designs of India, Turkey and Persia all are combined …
15	T:	Have you ever been there? Any of you? Has anyone seen the Taj Mahal?
16	S1:	Yes.
17	T:	You have? (another hand goes up) Oh, you too?
18	S2:	Yes.
19	T	Ok, very good. Can you say something about your experience? How did you feel going there? You forget?
20	S2:	[I went there with my parents xxx during school holidays xxx we took photos xxx it's awesome]
21	T:	I hope that we could all go to a place together. That would be nice, right?
22	Ss:	Yes, miss [in chorus]
23	T:	Alright

Overall, the lesson was mostly structured around the textbook material and was tightly controlled by the teacher. There was no group or pair work and no learner-learner interaction which is recommended in the NCPD2012. Classroom interaction was between the teacher and the pupils where the teacher initiated the talk usually through

a question, students responded, and the teacher evaluated the answer often echoing the correct answer. She made attempts to integrate the four skills in the lesson which is aligned with the principles of NCPD2012. The use of frequent questions helped her keep learners involved but pupil contribution to classroom talk was limited to single words or single sentences.

9.2.2 Observation 2

Date: 08/08/2017
Grade: 6
Attendance: 68 out of 74
Subject: English 2nd part

The second lesson I observed with Nora was with the same group of pupils as the first lesson. It was late afternoon when the class began. It was the last class of the day for Nora as well as for the students. The classroom had the basic facilities such as benches with desks for pupils, arranged in three columns, opposite a podium in the front of the room as well as a white board and markers. However, there were no fixed multimedia resources in the room.

The focus of the lesson was changing sentences from one type to another (from 'exclamatory' to 'assertive' and vice versa), a discrete point of grammar mentioned in the syllabus for English 2nd part. Nora used her notes during the lesson but did not use any books. Sometimes she wrote example sentences and sentences for practice on the board. The assessment of learning was through peer checking guided by the teacher. Nora provided whole class feedback on student answers. Finally, Nora set homework for pupils to be followed up in the next class. The class atmosphere was relaxed. Both Nora and the pupils smiled and laughed. Table 9.3 provides a brief description of the main activities in the middle column and observer's comments in relation to the pedagogical recommendations of the NCPD2012 in the right.

Table 9.3: Outline of lesson -- Nora 2

Activity	Description of the activity	Lesson aims and

No.		brief comments
1	T tells Ss that they are going to review previous learning. She asks Ss about sentence types. Ss answer in chorus: assertive, interrogative, imperative, optative, and exclamatory. Ss seemed to know the names very well.	Review of past learning
	T asks, "One of them expresses our sudden happiness, sorrow, sudden emotion. Which one is that?" Ss answer "exclamatory" in chorus. T elicits pupils' knowledge of sentence types.	Declarative knowledge of grammar
2	T tells Ss that they are going to do conversion of sentences. She explains that 'conversion' means changing sentences from one type to another without changing meaning. She writes the types 'exclamatory' and 'assertive' on board to show that the class is going to change sentences from exclamatory to assertive and vice versa. She writes '1. The flower is very beautiful' and asks Ss to change the sentence into exclamatory. Many Ss respond together "How beautiful the flower is!"	Expository (Deductive) teaching of rules with examples
		Grammar exercise at sentence level (whole class)
	T then writes another sentence: "2. It is a very nice bird." T tells Ss: "If we find an article before the adjective or adverb, we are not going to use 'how'; we are going to use 'what'. T then asks Ss to change the sentence. Ss reply, "What a nice bird it is!"	
	T writes "3. The book is very interesting."	Fun and laughter (relaxed environment)
	4. "He is a great fool" Ss giggle as they see the sentence. T says "he, not she" and Ss laugh.	
	T discusses with the whole class and converts a total of five sentences.	
3	T asks Ss to write as she reads out a number of sentences. Ss copy 10 sentences, some exclamatory and some assertive ones. T and Ss engage in short exchanges as T reads out and Ss write the sentences.	Short Q/A exchanges between T and Ss.
	T gives Ss around 10 minutes to change the sentences. As Ss begin working, some leave their seats to talk to her. Many students finish in 5 minutes. T asks Ss to interchange scripts and mark correct and wrong answers with 'tick' and 'cross'. Then, the teacher reads out the original sentence and selects a student to give the answer. T repeats the correct answer. Ss mark the answers of their peers.	Sentence manipulation (Grammar practice).

Peer assessment followed by whole-class teacher feedback |

4	T tells Ss that they must do the exercises in *Advanced Learner's Communicative English Grammar & Composition* page 142 at home. The will discuss the same in the next class.	Home work

The lesson was teacher-centred. There was a lot of teacher talk but much less pupil talk. Nora dominated the classroom discourse as she asked questions to elicit pupils' current knowledge of sentence types, gave instructions, provided rule explanations, examples and feedback. For the most part of the lesson, pupils took on a passive role listening to the teacher and responding to the teacher's questions. However, pupils seemed to be more active during the peer-feedback activity following the 'sentence conversion exercise' (Activity 3 in Table 9.3). They were seen to be having discussions with each other as they exchanged scripts and marked the answers, guided by the teacher's whole-class feedback.

The lesson revealed explicit teaching of discrete grammar points through isolated sentences. The NCPD2012 suggests teaching grammar in context and prohibits explicit teaching of grammar; however, the English syllabus mentions a list of grammar points and national examinations still include testing pupils on discrete point items. In this sense, Nora's grammar lesson partially conforms to the curriculum. She did not make any attempts for pupils to personalise the sentences/structures that they were learning. There was no textual or communicative context within which the practice sentences would have made more sense.

The analysis of classroom interaction reveals a disproportionate amount of teacher turns. As seen in extract 1, Nora initiated the interactions which were followed by choral pupil responses. Nora often echoed correct responses and provided whole class feedback. The predominant interactional pattern was I-R-E/F. Unlike in the first lesson, Nora did not ask any probing questions to the pupils. The focus was strictly on the sentences Nora read out and/or wrote on the board.

Extract 2

> T: How many sentence types are you familiar with? Can you name them?
>
> Ss: [answer in chorus] assertive, interrogative, imperative, optative, and exclamatory.

T:	Right. One of them expresses our sudden happiness, sorrow, sudden emotion. Which one is that?
Ss:	Exclamatory.
T:	Exclamatory. Ok. Another one is saying normal information or statements. Which one is that?
Ss:	Assertive.
T:	Assertive. Ok. So, we are going to deal with these two types of sentences. So, we are going to do conversion from Exclamatory to Assertive type.

Extract 2 reveals that Nora used an expository style of teaching grammar with a lot of 'focus on forms'. Nevertheless, she frequently asked personal questions which helped her to check if pupils understood the meanings of the sentences that she was reading out for them to manipulate from one type to another, as shown in extract 3:

Extract 3

T:	Next one. If I could be a child again.
T:	You really wish to be a child again?
S1:	[Yes
S2:	[Yes and no! [laughs]
T:	I wish I could.
T:	Ok, next…

9.2.3 Observation 3

Date: 23/08/2017

Grade: 6 (section A)

Attendance: 65 out of 74

Subject: English 2nd part

The third lesson I observed with Nora took place late in the afternoon with the same group of pupils. It was held in the same room designated for pupils of grade 6, section A. The focus of the lesson was 'Essay Writing, which together with 'application writing' comprises the 'Composition' element of English 2nd part. Nora did not set up multimedia for the lesson, but used the white board to draw an outline of the essay as preparation

for the writing task. Table 9.4 provides a brief description of the main activities in the middle column and the observer's comments in relation to the pedagogical recommendations of the NCPD2012 in the right.

Table 9.4: Outline of lesson -- Nora 3

Activity No.	Description of the activity	Lesson aims and brief comments
1	T writes 'The Rivers of Bangladesh' on the board. She asks a series of questions to Ss about the rivers they know, the benefits of having them, the role they play in Bangladeshi life and culture. Ss respond with many points. This is a brain-storming activity done as preparation for the writing task that follows.	Whole class Q/A (open-ended)
2	T draws an outline of the essay using the points Ss mention. She elaborates on the points Ss mention as well as adds some points herself. T asks them if they will be able to write an essay on the Rivers of Bangladesh. T breaks the task down into three parts (i.e. contributions of the rivers, miseries they bring, how we can take care of the rivers) and assigns each column of pupils one part, so pupils had to write one part of the essay.	T talk, pupil talk
	A student asks how many words she should write – T says there is no word limit, "Write as much as you can."	Individual writing
	Ss start writing. Some are seen discussing with others as they write. T moves around and monitors.	Discussion
3	After Ss finish writing, T asks them to volunteer to read out what they have written. Three pupils from each of the three columns read out their parts. T thanks all. Ss clap after every pupil finishes reading.	Reading aloud
	T tells Ss that they have to write the entire essay at home and submit copies in the next class.	Home work

Like the previous lessons, this lesson too was teacher-centred. As Table 9.4 illustrates, Nora made all the decisions herself regarding the choice of topic, the sequence of activities and the scope of pupils' contribution. No materials were used for the lesson. Input for the lesson came mostly from the teacher, who initiated the questions,

facilitated and extended pupils' contributions, and provided details during the brain-storming Q/A session (Activity 1, Table 9.4) and oral discussions (Activity 2, Table 9.4).

There was much more pupil talk in the third lesson than in the first and the second lessons. Nora asked many open-ended questions about the rivers of Bangladesh, and pupils took the opportunity to respond. On many occasions, Nora asked probing questions and thus extended the traditional I-R-E/F exchange structure between teacher and pupil, as extract 4 reveals (e.g. turn 14-21). Still, Nora did not wait long enough for pupils to complete their turns. Most of pupils' contributions were single words; full sentences were less common. Nora took many long turns (e.g. 1, 11, 13, 25) but pupils took very short turns in comparison.

Extract 4

1 T: So, what is the influence of this river on our life? In our life er on the economy or other things? We will point out some things here; then we will write. It would be easier for us, right? So what are the influence[s] in our life of the rivers? How is it helping us, or what is the influence of rivers in our lives?

2 S1: Rivers are good for transportation of goods.

3 T: Ok, Transport, ok,

4 Ss: [unclear, as many pupils speak at the same time]

5 T: One by one. Ok?

6 Ss: [Again many voices heard] agriculture… [some said] fish …

7 T: Fish. We get fish. The main source of protein, right?

8 S: [unclear]

9 T: for transport for business yes communication is easier. Then what else?

10 S2: Agriculture

11 T: Agriculture. Yes, very important. How does river help our agriculture? Do we sow seeds in rivers?

12 Ss: No, Miss …[unclear]

13 T: We use the water. That is, irrigation. We can also store the river water for the dry season. In our winter in Bangladesh, the rivers are almost dried up and we have less water and we can store water for the crisis. Right? OK. What else?

14 S3:   Climate.

15 T: Climate? Can you explain? Can you tell us something about it?

16 S3:   Because of the rivers, when the rains er the day is hot=

17 T: =When it's very hot

18 S3:   it vapourises the water and forms clouds and=

19 T: =it vapourises the water into clouds, then?

20 S3:   and when it's too hot it rains [and…

21 T: [It rains and we are cool now. Wow! Ok, thank you, Prativa. Sit down. Anything else?

22 S4:   Recreation?

23 T: Recreation. Ok. Can you explain?

24 S4:   Yes. [unclear] sports [unclear]

25 T: Yes, many type of games and other things that happen near the river we can enjoy. We can go er with the launch and ships to another [unclear] for social recreation.

There were three pupil turns that stretched beyond a sentence without teacher interruption. The turns came after the writing was finished when Nora selected three pupils from three different columns to read out what they had just written. The three pupils, as mentioned above, had been asked to write on three different aspects. Extract 5 reveals a long turn by one of the three pupils:

Extract 5

T: Now, about disadvantages. Who will volunteer? Ok, you [nominates one]

S: [starts reading] Rivers of Bangladesh. Bangladesh is a riverine country. It has many rivers.   The main rivers=

T: =Read about the disadvantages.

S: Rivers in our country gives us so many advantage and also gives us some disadvantage in the same time. Sometimes due to heavy rainfall, the rivers are filled up, so flood creates in our country. Flood is very disturbing; many people are badly affected by flood. As there is a lot of water, they are affected by many diseases. When the river overflows it destroys the crops of this country, so crops of the country gets damaged. As a result, it creates huge problems for use.

T: Ok, thank you. Now, from this side, how can we can take care of our rivers…

The focus of the lesson was 'writing an essay' which is a common test item in the secondary English curriculum. Unlike the second lesson where nearly every activity was straight out of the textbook, Nora did not use any materials for this lesson. She used her and pupils' existing knowledge of Bangladeshi rivers and their role in Bangladeshi agriculture, fishing, social and cultural lives to come up with ideas for the essay. There was no group or pair work. During brainstorming, Q/A, and discussions, pupils seemed focused and motivated to speak and write. Nora provided modifications and corrections as pupils spoke, sometimes interrupting them in the middle of a turn. Pupils seemed used to such interruptions, and to their and teacher's roles in a lesson.

9.3   Discussion

In this section, I bring together transcript analysis data and interview data to shed light on Nora's beliefs and practices and how they relate to the recommendations of the NCPD2012.

9.3.1 Classroom environment and relationship with pupils

In all three observed lessons, Nora made attempts to create a relaxed classroom atmosphere. She was heard empathising with the pupils as they had to attend many classes amidst heat and humanity. Nora believes that teachers have a responsibility to make sure that pupils are attracted to the lesson first:

> When I began teaching, I was lacking in experience. But over the years, I have learned a few things; for example what I can say to make pupils happy, what I can do to make the lesson interesting. I have seen that they like it when I tell stories…they smile. Today I had a class before this one….As I had stepped into the room, I found that they looked totally bored and exhausted. So I told them that I would start the class later. It was raining at that time, …. I asked them

what they felt like doing in such weather, if they would like to do what I used to do when I was their age. The I told them the many crazy things that I would do such as getting wet on the way home from school, the games I used to play with friends, the pranks…pressing calling bells in neighbours houses and running away…As I was telling all this a few hands would go up and they would speak up their minds. When I do all this it reduces the distance or gap between us. (NN_int3: 25-36)

Her emphasis on pupils' enjoyment and less distance between teacher and pupils correspond with the recommendations of the NCPD2012. Nora holds a positive attitude to students and their abilities. She thinks that she is friendly and caring, so students approach her when they have any personal problems. During an interview, she recounted an incident involving a pupil's mother. The girl called her on her phone during a family crisis and how she guided her to give first aid to the student's mother. She pointed out that her students see her as a role model and therefore she does not let her students see when she is tired or unhappy herself. Instead, she tells them anecdotes and stories to remove their fatigue and to motivate them for the lesson. She believes that children, just like elders, enjoy listening to stories. Also, she thinks teachers should not say anything that might discourage pupils:

> I think teachers should not cross the line …yes, teachers have to monitor certain things, but they should not use language that might hurt a child. You never know, we have to give them hope that they can succeed, give them the guidance that they need. Even those who fail an exam, we should make them understand that it is because of the situation they are in [that they failed] and that they can do well next time. (NN_int1: 27-32)

However, her teaching practices diverged from the curricular recommendations with regard to the use of multimedia. She believes that multimedia can be useful as an aid to teaching but does not use them herself:

> Multimedia is certainly very helpful, I think, particularly for children. It works in classes with younger pupils, because they like it and feel excited by it. They pay more attention than when I use the board….We use the multimedia sometimes. When we do, I have seen that they get attracted. (NN_int3: 41-43)

Despite the many advantages of using multimedia that Nora mentions, she does not use them regularly because her classrooms do not have them. In order to use them, she will first need to set things up. Another issue she mentions is pressure on her time:

> If I use the multimedia, I have to prepare the presentation slides and stuff, but where is the time? Today I had five lessons….we are too tired teaching so many classes. (NN_int3: 66-68)

It is interesting that she thinks multimedia would put more pressure on her workload, because using the media can actually give her some respite from having to read out and write things on the board. Also, she is probably not used to 'Shikshak Batayan', the online platform for teachers to share materials. It is interesting that the second participant from the rural school (Borhan in Chapter 7) was using multimedia successfully, while Nora, who is based in an urban school, finds it hard to use the multimedia.

9.3.2 Exposure to target language input

Nora thinks that her pupils get plenty of exposure to target language input, as all teachers at her school (except Bangla teacher) speak in English. She speaks English all the time because she believes that pupils should have maximum exposure to L2 input. She supports the school policy that requires teachers of all subjects to use English in the classroom.

Of the two textbooks that the new curriculum prescribes, she uses the *EFT,* the one that covers the four language skills. She supplements the book with additional information about the reading passages, because she thinks that her "pupils are curious to know more. She collects the details and information from books and the Internet using the Google search engine. However, she does not find the *EGC* book to be suitable as it does not contain many exercises. Like other English teachers at her school, she uses the *Advanced Learner's Communicative English Grammar & Composition* (Chowdhury & Hossain, 2017).

Pupils also receive input from her during the lessons, as she explains, reformulates, extends pupils' responses and provides feedback to pupils. Unlike teachers in School 1 who did not use much language outside the materials and the activities, Nora asked

personal questions to relate the materials to pupils' lives and experiences, and told them anecdotes and stories.

9.3.3 Opportunities for output

One of the aims of the NCPD2012 is to develop pupils' ability to communicate in real-life contexts (Ministry of Education, 2012). Pupils need to have opportunities to speak and write to develop this ability. Nora believes that pupils should be given opportunities to participate in lessons:

> I want to activate pupils' brains. If I continue to provide inputs all the time, if I tell them everything, where will their participation come from? I consider it my topmost priority to provide them something to think about, and to get some output from them. (NN_int2: 46-49)

The analysis of lesson transcripts reveals that Nora provided pupils with many opportunities to produce output in speech and writing in all the lessons. In the first observed lesson, Nora mostly asked display questions based on listening and reading texts to which pupils responded orally. They also completed incomplete sentences provided in the textbook. Pupils' responses were therefore guided and controlled rather than free. In the second lesson, pupils' output was mainly in the form of sentences that they changed from one type to another which did not require any communication of meaning. In the third lesson, Nora provided pupils with many more opportunities to produce output by asking them open questions about the contributions of rivers to Bangladeshi life, economy and culture. She then asked pupils to compose a part of the essay in class and set a writing homework. Pupils produced much freer and longer output in the third lesson.

Still, as we noticed in section 9.2 above, most pupil responses were single words or expressions shorter than a sentence. If Nora had waited longer or encouraged them to speak in sentences, it is likely pupils would have produced complete sentences and longer utterances as outputs.

9.3.4 Classroom interaction

One of the key principles of the NCPD2012 is classroom interaction between teacher and pupils as well as between pupils. Nora believes in learner participation and teacher's interaction with the pupils:

> When it comes to my teaching approach, I don't have any hard and fast rules. What I do is I keep in mind that pupils will have 70% of the participation and teacher 30%. They will speak more than me. They will speak a lot and participate. I follow that. (NN_int1: 269-272)

Although learner involvement was seen throughout the lessons, lesson analysis reveals a dominance of teacher talk. Teacher took long turns, gave pupils short turns and often stopped them during their turns. She asked 'probing questions' but only occasionally so. Also, despite her efforts, it was not possible for Nora to engage all the pupils in class. Nora reports that she finds it hard to involve pupils on a day to day basis due to large class size and limited time. She counters this problem by selecting different pupils to speak in different classes thus giving everyone a chance to be involved. Another respect in which her teaching practices diverged from the curricular recommendations was with regard to group work and pair work, although she is aware that such work is recommended. She reports of occasionally using pair work, but generally she avoids group work:

> I do use them… sometimes, but what happens is that pupils have a tendency to gossip; they tend to gossip more than do the task. This creates noise, and it disturbs other classes as we too many students. (CS_int1: 305-307)

Nora thinks pair work is manageable, but group work requires moving furniture which is not a viable option, since other teachers after her will have to move them again.

9.3.5 Grammar teaching

The NCPD2012 has asserted that grammar should be presented "within real life contexts" and "in meaningful contexts" (Ministry of Education, 2012, p. 39) but the syllabus content for English 2nd part mentions discrete grammar items such as tenses, the passive voice, the direct and indirect speech, modals, infinitives, gerunds and participles. The curriculum matrix mentions test items such as gap-filling, error correction, sentence transformation. Nora's grammar lesson reveals influences of the

syllabus and the test format rather than the pedagogical approach mentioned in the NCPD2012.

Nora's grammar teaching approach, as described in 9.2.2, reflects the 'focus-on-forms' approach. The main activity of the lesson revolved around form manipulation where sentences were presented without context and changed from one type to another without any purpose except for the sake of the activity itself. On the day I observed her grammar lesson, Nora had taught 4 classes. The lesson was her fifth out of a total of 7 periods scheduled for the day. That is, she only had two periods off. She was tired and she knew the students would be tired, too. But she did not want to transmit her tiredness to students, so she made fun during the lesson. She pointed out later in an interview that pupils in general have 'grammar phobia'. They also experience 'boredom' in grammar classes. To lighten their mood and to help them relax, she often asked personal questions to students and made funny remarks.

9.3.6 Integration of skills and continuous assessment

Nora believes that learners should be proficient in all four skills. At her school, all teachers have been instructed by Assistant Head teachers to focus on the four language skills. The analysis of lesson transcripts suggests that teaching practices touch upon the four skills. As discussed in 9.2 above, the listening and reading skills were focused on in the first lesson, grammar in the second and writing in the third. There was no dedicated speaking activity, but pupils spoke in all three lessons during brain-storming for writing, and when they responded to the teachers' questions following listening and reading. Writing is also done as a home work activity.

Contextual constraints pose challenges in integrating the skills. Nora says that she cannot engage all in speaking in the same class due to large class size; there are also shy pupils who do not volunteer to speak. Nora has a strategy to deal with these challenges. She identifies the shy students and makes them speak in front of the class. Those who do not get a chance on a particular day are given the opportunity to speak in the next day.

Lesson observation and interviews reveal a variety of measures that Nora adopts to provide 'formative feedback', a feature of the new curriculum. Nora reports that continuous assessment is strictly enforced at her school. Apart from final exams, there

are class tests, and marks for home work. Like the other English teachers at her school, Nora arranges listening and speaking tests:

> For speaking, I announce in class that from next class your speaking test will start. Any class I can take* your test. Take preparation. When I get some time after my classes…say, for example, today these five pupils, next day maybe 10 pupils. I do it like this. Sometimes I do it in the regular class…it takes three classes. For listening, a date is fixed; if anyone misses it, they miss it. If anyone misses the speaking test, they can do it another day. (NN_int4: 27-32)

She also believes that the teacher should check comprehension during a lesson. She does it by asking students; she also asks pupils to raise their hands, if they have a question. She pointed out that during the observed lessons, some students left their seats to go to her to ask questions.

Nora reported that she provides oral as well as written feedback on pupils' writing and speaking. When she cannot look at students' class work copies, she asks Prefects to collect them and return to the teachers' room. She usually checks these copies during off-periods. When she is pressed for time, she makes students check each other's copies. She believes that learners benefit from peer-checking activities as they can learn from each other's correct as well as wrong answers and become aware of their own learning. However, since her students are still very young, she cannot be sure if they mark the scripts properly, so she discusses the answers with the class before asking pupils to mark each other's scripts. She, however, admits that she cannot provide individualised feedback to pupils because of her heavy workload.

9.4 Conclusion

Nora's stated beliefs are in alignment with the pedagogical recommendations of the NCPD2012. She believes in a positive enjoyable and relaxed classroom atmosphere, motivating pupils to achieve better outcomes, the usefulness of multimedia, the need to supplement materials, the need to provide pupils with opportunities to speak and write, focusing on the four skills, and providing formative feedback. Her teaching practices are to a large extent consistent with her beliefs too. She used stories, anecdotes to make her lessons interesting, asked many questions to involve pupils, supplemented

materials, covered the four skills and provided some feedback on pupils' oral responses and written work.

However, there are ways in which her teaching practices diverge from the suggestions of the NCPD2012. First, she taught grammar explicitly without much context. Second, she asked few 'referential' questions compared with 'display' questions. Third, she did not use group/pair work. Fourth, although Nora believed her pupils spoke much more than her, in practice pupils had fewer and much shorter turns than her. Most of her lessons can be categorised as what is called 'transmissions pedagogy' rather than learner-centred and interactive pedagogy.

The divergences can be explained with reference to the examinations, contextual constraints and her beliefs and perceptions. Regarding grammar teaching, explicit teaching of discrete grammar points is clearly the result of discrete point testing of grammar. Her reluctance to give group work and her perceived inability to engage pupils more in discussions can be attributed to large class size. The lack of multimedia use can be attributed both to practical difficulties of carrying them to the classroom and setting them up as well as her perceived difficulties with the preparation of materials. It is possible that she would be more willing to use multimedia if the slides are provided to her. Regarding limited pupil talk and the overuse of display questions, it is likely that she is not aware of this aspect of her teaching. Further training involving transcript analysis of classroom talk and interaction might prompt her to shape her teaching practices and create space for greater pupil talk and better interaction.

CHAPTER 10: CROSS-CASE ANALYSIS

10.0 Introduction

This thesis set out to investigate the beliefs and instructional practices of four Bangladeshi secondary English teachers in relation to the revised national curriculum that emphasizes learner-centredness, active learner participation, interactive teaching, and presentation of grammar in context, among other teaching ideas. This chapter presents a cross-case analysis pointing out similarities and differences across the case-study participants. The analysis is organized around the six themes derived from the analysis of the NCPD2012, which are discussed in Chapter 5. The findings are compared and cross-checked with data derived from a group interview held with teachers from a third school.

10.1 The case study participants and the NCPD2012

The four case study participants worked in two different schools which had both similarities and differences. As discussed in the Case Study chapters, the two teachers at the urban school had subject-specific qualifications (BA in English) and their pupils reportedly had higher proficiency in English compared with the general student population in Bangladesh. The two teachers at the rural school, on the other hand, did not have subject-specific degrees and they perceived their pupils as having average proficiency levels in English. These differences aside, there were many similarities between the school contexts in which the four teachers worked. All of them taught large classes with basic facilities as few classrooms had multimedia and other equipment. They reported heavy workloads and being paid modest salaries. Under the uniform national curriculum, all teachers were provided with the same teaching materials and they were all supposed to prepare pupils for the same revised national examinations. All of them considered their training to be inadequate. The context in which the teachers in the group interview worked had some similarities with the urban school and some with the rural school. The school was situated on the outskirt of the capital city, teachers had subject-related degrees (like the teachers in the urban school), the pupils had average proficiency in English (like the rural school) and classrooms were large with basic facilities (like both the other schools).

The case study participants' beliefs and practices are compared and discussed below. Although generalizing the findings is not an objective of this qualitative study, in order to cross-check the findings of the individual case studies and to add strength to the conclusions I draw, the data from the case study teachers were compared with the reported beliefs and practices of the group interview teachers from a third school. The discussion is organized around the six themes of the thematic framework developed for this study (see section 5.4) and is presented in sections from 10.1.1 to 10.1.6.

10.1.1   Classroom environment and learners as individuals

The NCPD2012 recommendations in relation to classroom environment were to a large extent in line with the teachers' beliefs and practices. All the case study participants believed that pupils should feel at ease in the classroom. They stressed the importance of a relaxed classroom atmosphere where pupils will have no fear or hesitation. They agreed that teacher-pupil relationships should be friendly with respect shown for the teacher. None of the teachers in the observed lesson used any abusive or harsh language. Apart from Arhan, from the third school, none reported using corporal punishment or verbal abuse. The group interview participants in general agreed that the relationship should be friendly. Akram, for example, believed that learners are not going to be engaged in the lesson if the teacher is not friendly.

However, all the teachers believed that their pupils would behave noisily if teachers were 'too friendly'. They were concerned that they might lose control of the class. Farhan believes that he is very strict as a teacher and he establishes control through mild threats and authoritative language. He, however, praises students when they show they are attentive and interested in learning, particularly when they ask and respond to questions. Arhan says that he does not believe in physically punishing students because, in his experience, it does not work with all. For him, mild rebukes should be enough to maintain order. He believed strong moral education is needed for ensuring proper classroom conduct and parents and families should take primary responsibility for instilling such values in their children. Arhan says that he sometimes punishes students by "mildly hitting them with the duster when they cause disturbance to the lesson" (Arhan_Group_Int 1). Thus, there was some tension between teachers' need to maintain discipline and their beliefs in friendly relations with the pupils.

With regard to the use of ICT and multimedia, the teachers generally agreed that multimedia were useful for teaching and learning, but they reported using them 'occasionally'. None of the teachers, except Borhan, used multimedia in the observed lessons. Borhan seemed to be the only one with a positive attitude to the use of digital technologies. He reported collecting materials from the Internet and used some in two of the observed lessons. The group interview participants mentioned that teaching aids such as multimedia and audio players are necessary for a proper classroom. Akram, for example, believed that multimedia and other equipment draw learners' attention and makes teaching effective, but he could not use them often because of the time it takes to set things up. There were two reasons for which teachers seemed reluctant to use them: the paucity of ICT resources in the schools, and the difficulty involved in carrying and setting them up in the classroom.

As regards the other category under this theme, the case study teachers revealed that they were partially able to cater for learner differences. Their interpretation of 'individual differences', however, revealed a limited notion of 'learner differences' in that they interpreted differences in terms of varying proficiency levels in English rather than in terms of differences in interests, learning styles, and strategy use. All case study teachers reported that they 'kept an eye' on pupils' progress and on any problems they were facing, but they also reported that they were unable to address their individual needs due to the large class size. The teachers in the urban school reported that the 'speaking tests' they have in their school allow them to find out about the pupils, their family situations and any emotional issues they might be having. Nora said that she was accessible, and that pupils contacted her over the phone if they had any serious problem. During one of the interviews, she expressed her concern for them because of the heat and humidity at the time. If it was the last lesson of the day, as she reported, she told them stories and other warm up activities to motivate them. All of them reported using a variety of activities but there were differences in the activities they used. Mufakkhirul reported using debates, but it was not done very often (two debates in two terms over a year). He asks pupils to sing songs when it is too hot and humid to concentrate on studies. Borhan said that he does not do debates or songs in class; he prefers to use the multimedia along with word games and puzzles. Shuvra reported using debates and competitions to motivate pupils, and these were in evidence in two of her lessons. Shuvra's lessons reveal that she spent some time giving 'pep talks',

urging pupils to speak, and not to worry about errors/mistakes. Shuvra believed that explaining the rationale for any activity makes pupils pay more attention which she did in all her observed lessons. When asked how they dealt with different learners, the teachers in the group interview mentioned strategies they used to deal with 'weak' and 'strong' students, which indicates that they interpreted differences in a particular sense in relation to learners' proficiency levels, as did the case study teachers.

10.1.2   Exposure to target language input

All the case study participants believed that the major source of language input for their pupils is the textbooks. However, there were differences in the way they evaluated and used the prescribed books. Both Mufakkhirul and Borhan considered the prescribed *EFT* materials as 'adequate'. Both reported teaching to the test and being selective in using the content and the activities. Their choices were guided by the requirements of the exams, as both reported leaving out poems and communicative activities which were 'not useful for exams'. They generally evaluated the *EFT* books positively. However, they were not happy with the prescribed *EGC* series and reported supplementing them with the 'popular' grammar book titled *Advanced Learner's Communicative English Grammar & Composition* by Chowdhury and Hossain (2017). It was because, as they both reported, this book provides more grammar exercises than the *EGC* books. Overall, the two teachers from the rural school evaluated and used the prescribed materials in ways that suggest that the materials served the purposes of exam preparation in their classes much more than they facilitated the pupils' language skills development.

Unlike the teachers in the rural school, the two case study teachers in the urban school did not think the *EFT* book was adequate at all. They were not satisfied with the *EGC* books either and used supplementary materials for both *EFT* and *EGC*. It appears that the teachers' evaluation of the prescribed books is linked to their perception of pupils' proficiency levels and the examination format. Both Shuvra and Nora thought that their pupils were 'good' in English and the books did not present suitable language or activities. In contrast, Mufakkhirul and Borhan considered *EFT* as adequate because they perceived their pupils as low-proficiency learners and did not want to use content or activities that would be too challenging for them. Both Nora and Shuvra reported that

their pupils used the Internet for information and ideas while doing their writing homework. The teachers in the rural school did not mention use of online resources by their pupils.

Participants in the group interview too differed in their evaluation of and attitude to *EFT*. Mahmud, for example, evaluated the book positively. He appreciated that the contents and activities are, as he believed, based on ELT research and the principles of CLT. He pointed out that the inclusion of pictures, maps and charts, and contents such as gender equality make the book a good one for his class. Akram felt that the current version of *EFT* is better than the previous coursebooks used at schools in terms of activities and carrier content. He believes that topics such as patriotism, the lives of famous personalities, and friendship are very much relevant to students' lives, and therefore he believes that his students can understand and relate to the texts. Another participant, however, did not like the book since the reading passages seemed like information texts to him: "I get the feeling that students are only learning information through the texts, information about discoveries and scientific invention, solar systems,…but they are not learning language." (Kaiser_GI, 1). Other weaknesses identified by participants include a lack of alignment between activities in *EFT* and exam formats. Mahmud, the most senior teacher in the group, reports that he is aware of the suggestion in the NCPD2012 that literary pieces should be used "for enjoyment and language learning" (p. 74) but he is critical of the fact that the literary pieces do not appear in the exams. Mahmud identified some adverse effects: "Students do not get interest as there are no stories, students just want to pass, some want to get a good grade maybe, but not to develop their understanding and capacity … the opportunity to get learners imaginatively engaged (through literary texts) is lost…." (Mahmud_GI, 1). This observation was corroborated by Farhan who candidly stated, "I am very practical. If it is not useful, I don't teach it" (Farhan_GI, 1). These comments highlight the strong influence of examinations on the way teachers approach using the materials.

Like the case study participants, the teachers in the group interview were unanimous that the *EGC* book is not suitable for the classes and exams. One perceived weakness was that it had few exercises, and the content did not cover the exams. They had to resort to the popular grammar series *Advanced Learner's Communicative English Grammar & Composition* (Chowdhury & Hossain, 2017) which in their opinion had

plenty of exercises. Farhan reports that he uses his own notes for teaching grammar that he has compiled using past question papers and available grammar books. Again, their rationale for choosing supplementary grammar books suggests that they judge the value of the materials in terms of their relevance to the examinations rather than their role in providing rich language input and activities for developing pupils' communication skills.

Regarding supplementary materials, NCPD2012 states that there will be provisions for using supplementary materials for developing reading skills. Participants, however, were in confusion as to what these are and where these would be from. Mahmud, for example, expected supplementary materials to be supplied by the Ministry when he first came across the curriculum document in training. He thought that either graded readers would be supplied or at least some references would be mentioned. He is frustrated that no references have been mentioned by the authorities. He had also thought some supplementary readers would be published by private publishers but did not find any on the market. Teachers at this school reported using volumes of model tests which they find useful for exam preparation. One participant argued that teachers themselves were like books and therefore their classroom talks made up for supplementary materials. Thus, there was a clear lack of direction in teachers' understanding of the role of supplementary materials. It also brings to the fore the failure of the Ministry of Education in providing help and direction to the teachers.

Teacher talk can also be a source of target language input. Three of the case study teachers shared the view that teachers should use English as the medium of instruction because pupils will receive more target language input from teacher talk if they did that. Shuvra and Nora, teaching at the urban school, believed in providing plenty of L2 exposure and followed the school policy of English as the medium of instruction. Their practices were consistent with their stated beliefs. Both of them used English as the medium of instruction and their use of Bangla was limited to a few occasional expressions. Nora, as seen in the observed lessons, provided a good deal of language input through her teacher talks linking the textbook activities to pupils' own lives. However, Borhan from the rural school, provided a different perspective: he believed that his pupils would not understand him if he used English all the time. While Mufakkhirul mostly used English in the observed lessons, Borhan used Bangla most of

the time. When Borhan used English or read from the *EFT* textbook, he provided translations in Bangla. Lesson analysis in the case study chapters revealed that Borhan used 'code-mixing' much more than Mufakkhirul, his colleague from the same school. When asked to provide a rationale for his belief and practice regarding L1 use, he explained that his pupils would not understand the texts and his talk if he used English all the time. He saw it as his responsibility to make pupils understand the reading passages and the questions, and for him L1 use was the preferred strategy for making the text input comprehensible. The three other teachers argued that they used various strategies such as the use of synonyms and explanations, to aid the comprehension of input, and used L1 as the last resort.

10.1.3   Opportunities for output

All the participants reported during the interviews that they gave pupils plenty of opportunities to speak (and write) but lesson observations reveal that teachers dominated the lessons with little scope for pupil talk. As seen in Chapter 6, Mufakkhirul mostly asked closed questions based on the reading texts, used the textbook dialogue as a script through a mechanical reading aloud activity without any adaptation, and the writing task he gave to pupils was guided and tightly controlled. There was little opportunity for pupils to try out their existing knowledge for self-expression. Borhan from the same rural school asked many questions but the aim was to check comprehension. Wait time was very short and pupil responses were very short too (see Chapter 7). He showed pupils pictures related to the texts prior to a reading activity, but he mostly used them as a strategy for topic introduction -- pupils were asked to identify the people and the place in the picture but they were not invited to describe them. Thus, pupils were denied opportunities for using the target language meaningfully. The writing activities that were observed in the lessons by the two teachers in the rural school revealed little or no engagement with the writing process. Writing involved memorizing sample essays, paragraphs, and so on provided in 'guide books'. There were some differences in the practices of the two teachers in the urban school. The pupils there got more opportunities for longer and freer responses. As discussed in Chapter 7, Shuvra allowed a few pupils relatively long turns in two of the lessons. Nevertheless, class time being limited the majority of the pupils did not get a turn to express themselves. Also, there were many interruptions and little wait time for pupils

to plan a response. She did not utilize the picture description activity very well. Nora, the other teacher from the urban school, provided relatively many more opportunities to the pupils to produce output in response to the reading and listening texts. In the writing lesson, Nora asked more open questions to which the pupils produced free responses. Still, she used short wait time and most pupil responses were single words or short sentences. She mostly asked closed/display questions, asked fewer open/referential questions and most pupil responses were guided rather than free. However, competition and challenge were used in the urban school which was not seen in the rural school. The differences can be attributed to the teachers' perceptions of the pupils' current proficiency levels and their needs. The rural teachers perceived their pupils as 'weak', had low expectation of them and adopted activities that presented little cognitive challenge.

The reported teaching practices in the third school aligned more with those in the rural school than in the urban school. The group interview participants reported focusing on all four skills of reading, writing, listening and speaking along with grammar but differed in the ways and the extent to which they allowed pupils to speak and write. Farhan candidly reports that he does not focus on listening and speaking, as there is not much time. He says that he teaches the textbook dialogues in the same way as he does the reading passages, using them for comprehension and language exercise rather than language production. Akram, however, states that he tries to help learners develop speaking skills by acting out the dialogues and giving short presentations:

> I expect students to be able to speak for a few minutes on a topic starting like My name is …I am a student of …. Thank you teacher for giving me the opportunity to say something. Today I am going to speak on a … that's enough (Akram_GI, 1)

The above quote reveals the limited scope for actual communication of meaning during speaking. The purpose for this, as he argues, is to get learners to overcome the problem of being tongue-tied. Although one of the stated aims of NCPD2012 is to help learners in "using English language appropriately" and "in real life situations" (p. 36), teachers at this school had much lower expectations from the speaking activities. As regards teaching writing, participants reported that students "learn" sample paragraphs, letters and essays from books. It emerged that most students memorise the samples

provided in the books made available in the market by private publishers. This practice was observed in the rural school too. They, however, pointed out that some students in their class are capable of "writing on their own" which the teachers support by giving feedback and correcting any errors. But they do not ask all students to write on their own because they believe they make too many mistakes and would be in danger of getting very poor marks, if they attempted the same in public examinations. In their experience, students who memorise sample answers get higher marks than those who write on their own. Thus, the centrality of exams in the education system, the desire for better grades and pupils' perceived weakness in English emerged as constraints on the way teachers approach student writing in this and the rural school.

10.1.4   Classroom interaction

Although the NCPD2012 emphasises pair and group work in the classroom, there was very little collaborative work seen in the lessons. All the observed lessons exhibited teacher control of classroom interaction and discourse: teacher initiation of talks followed by pupil response and teacher feedback and evaluation (IRE/F exchange structure). Exceptions were less frequent: pupils occasionally asked clarification questions, but there were few probing questions from the teachers and little or no extension to pupil responses. Teachers provided scaffolding as pupils attempted to answer teachers' or textbook questions, but generally teachers were satisfied with short phrase-length answers consisting of one or two words. Teachers did not push pupils to produce sentence-length answers or extended discourse and IRE/F sequence was dominant throughout the lessons. In the rural school, in particular, the analysis of classroom discourse revealed low cognitive engagement of the pupils.

Like the case study participants, most of the group interview participants were reluctant to use group and pair work in class. Since their classes were not observed, it is not possible to comment on their classroom interaction, but during the interviews they gave reasons for not using 'group or pair work' in the classroom. One reason given was that group work creates 'noise' and that gives the wrong impression about the teacher. Farhan quotes other teachers in the school who reportedly believe that a good teacher is one whose class is 'the most quiet'. He also observes that a quiet class is seen as one where 'the teacher is in charge' and 'the students are truly under control'. In this

regard, Kaiser shared an unfortunate incident he faced after using 'group work' in his class when he fell out with a colleague who complained of 'noise'. Kaiser, however, is convinced that group work is necessary for active learner participation in class. He believes that on the few occasions when he tried group work, it worked. However, his fear of potential trouble with colleagues and authorities stops him from using group work as a regular activity. Thus, teachers' concern for discipline and a quiet atmosphere seems real and justified. Participants also reported practical difficulties in organizing group work. According to Akram, doing group work would require moving furniture and wasting time. Besides, he has a worry that other teachers teaching in the same classroom after him may not like the rearranged seating. There was a tone of helplessness when he said "… the classroom is not just for me. There are other teachers.... I am not the owner, [so] I cannot change [the seating arrangement]". For Farhan, the problem seems to lie in the proficiency gaps and mismatches among learners which renders group work ineffective. According to Mahmud, the main obstacle to groupwork is pupils' poor speaking skills. He reports trying group work occasionally, but he thought that it did not work:

> I form groups without moving furniture just by asking students to turn around to face other students sitting behind….but it doesn't work. They do not know any English except 'I love you!' Yes, they know a few English expressions, but they cannot use English during group discussions. They actually chat in Bengali [during group work]. Where is the point? (Mahmud_GI, 1)

Mahmud clearly views pupils' poor proficiency in English as a reason why group works do not work, but it is worth asking if poor proficiency is a reason or a consequence of not having the opportunity to do such work in class.

10.1.5   Grammar teaching

All the participants believed that teaching grammar was useful. Shuvra believed that grammar was needed for developing the writing skill. Others believed that knowledge of grammar serves as the foundation of target language competence. When asked if they knew what the NCPD2012 recommended about grammar teaching, they expressed their lack of knowledge of the policy recommendation. It was, however, not surprising

as the teachers had not received much training in the new curriculum and the TCGs had almost nothing to offer teachers in terms of grammar teaching.

All of the case study participants taught grammar explicitly as discrete items (i.e. 'focus-on-forms' approach) and without any communicative or textual context. Their teaching seems to be influenced more by the grammar books they consult which provide rules, examples and plenty of sentence-level exercises. The NCPD2012 recommendation that grammar should be taught in meaningful contexts remains a distant goal for the teachers. They were not against the recommendation, as revealed during the interviews, but in the observed lessons they demonstrated a very limited range of grammar teaching ideas.

The group interviews revealed that, contrary to what NCPD2012 prescribes, grammar is not contextualized. When asked if they contextualize grammar, participants did not give any clear answer. It is possible that they did not know what contextualization means and how to do that. NCPD2012 does not give any explanation to it either. One participant (Kaiser) seemed to have some idea. He said that he wanted to teach grammar items as they occur in the passages in *EFT*, but the reading passages do not exhibit the range of grammar that is needed for pupils to do well in English second paper: "Suppose I want to use a text to teach the tenses. Now the text is written in the past simple tense throughout. It wouldn't be a good text to show contrast between past, present and future tenses" (KH_GI, 1). Grammar exercises, as reported by them, involve manipulation of isolated and decontextualized sentences which is perpetuated by the need to pass the exams. Some teachers in the 'famous' schools set what participants believed are strange questions. Mahmud and Farhan mentioned two examples of tag questions set in school exams and laughed:

1. None is none under the sun. (make tag question)

2. Thank you (make tag question)

10.1.6   Continuous assessment and feedback

All the case study participants agreed with the NCPD2012 recommendation that the aim of teaching should be the development of the four language skills, but lessons revealed relatively low emphasis on the speaking and listening skills. In both the

schools, listening received the least focus and was not assessed. The teachers in the urban school put some emphasis on the speaking skill through teaching and assessment, but the two teachers in the rural school did not assess speaking; instead, they assessed knowledge of grammar. Overall, reading comprehension, grammar practice and writing received much more focus than speaking and listening in both the schools. As discussed in chapter 5, the revised curriculum has introduced the provision of classroom-based assessment of speaking and listening skills. There was therefore a lack of alignment between teachers' practices and the revised curriculum. Teachers cited three main reasons for this discrepancy: syllabus pressure, exam format and large class size. In the interviews, teachers reported that they felt under pressure to finish the syllabus, so while teaching they prioritised texts and topics which pupils needed for the exams. All teachers agreed that they should provide feedback on pupils' work, but they pointed out that, due to large class size, they could not provide individualized feedback.

The participants in the group interview echoed the same reasons for their reported practices. They revealed that they try to cover the four language skills in class but the pressure to finish the syllabus on time and to prepare learners for the exams prompt them to pay more attention to reading comprehension and grammar. Farhan's teaching approach sheds light on the influence of exams on teaching. He reveals that he begins his class by discussing word meanings because students "must understand the texts first" (Farhan, GI, 1). He moves on to explain the text thoroughly line by line. He admits that "…[there is] no time to wait for students to decode the texts on their own…." (ibid.). He does this for the first few classes of the term. After he has finished explaining the 6 chapters in *EFT* which are on syllabus for the term, he switches to a book of model tests and goes over practice tests that are based on the 6 chapters they have read from the *EFT*. He explains that solving the practice tests prepares learners for the actual tests much more than the activities in the *EFT* would do. Kaiser points out that students themselves request him to solve the model tests, particularly when his classes are not exam-focused.

According to the group interview participants, continuous assessment is useful because it keeps learners busy throughout the year. None mentioned its potential strength in terms of identifying areas of weakness and giving feedback. One perceived weakness is that, as Arhan notes, frequent examinations disrupt the flow of teaching. Besides,

teachers do not have the time to check the scripts. Although the goal of CA is to provide formative feedback, teachers' reported practices reveal the use of tests like summative assessment, which totally undermine the purposes for which they were suggested.

CHAPTER 11: DISCUSSION AND CONCLUSION

11.0 Introduction

This final chapter sets out the main conclusions drawn from the study. In 11.1, I summarise the main data from the study with respect to the research questions. In 11.2, I discuss the findings and their implications for curriculum reform and English language teaching pedagogy. Then, I discuss the theoretical and methodological contributions of the study (11.3), outline the limitations of the study (11.4) and make suggestions for further research (11.5). I conclude the chapter and the thesis with my personal reflections on the PhD (11.6).

11.1 Summary of main findings

RQ1 What are the teachers' understandings of, and attitudes towards, the aims, objectives and pedagogical recommendations of the revised national curriculum?

The case study teachers had limited knowledge of the recommendations, as they had received little or no training on the new curriculum. Only one case study teacher reported attending workshops on the new curriculum. When I met my participants during fieldwork, I found that none of them had received copies of the teachers' guides, although four years had passed since the publication of the textbooks. It was only after I had given them copies of the TCGs and selected pages from the NCPD2012 that it was possible for me to discuss with the teachers the aims, objectives and pedagogical recommendations of the revised curriculum and to find out about their perceptions towards them.

The case study participants' stated beliefs were generally in alignment with the aims, objectives and recommendations. For example, they said that they believed that pupils should develop competence in the four language skills; that there should be opportunities for pupils to participate in the lesson; and that grammar should be taught in context, as suggested in the curriculum document. However, they also admitted that they could not comply with some of the policy recommendations in practice. For example, they reported that they found it challenging to use group/pair work, and formative assessment. They cited several constraints such as form-focused national

exams, low proficiency of the pupils in the case of the rural school, their heavy workload and noise generated by group/pair work in their large classes.

Although the teachers did not explicitly state it themselves, the analysis of interview and lesson data reveal that, in general, they had limited knowledge and superficial understanding of the pedagogic procedures required for the implementation of the suggested reform. That is, they were not sure how they could implement the recommendations, and in some cases, they could not tell if their lesson was aligning with the recommendations or diverging from them. For example, none of them could clearly articulate how they could implement 'active learner participation' or 'teaching grammar in context', for example. Even when they said that they believed in interactive teaching and pupil participation, their interpretations suggest partial understanding. Borhan, for example, thought that his pupils were participating when they were being attentive in class. Nora and Shuvra, on the other hand, interpreted 'learner participation' narrowly in the context of pupil-pupil interaction (to mean 'group/pair work') but not in the context of teacher pupil interaction.

As discussed in the case study chapters, all teachers generally had positive attitudes towards the goals and recommendations of the new curriculum. As they read selected parts of the NCPD2012 with me, they generally spoke favourably about the proposals, but their positive evaluation should be interpreted in the context of the hierarchical Bangladeshi culture where showing deference towards the authority is considered as the norm. Since teachers had not used the pedagogical recommendations in class, their verbal agreement to them cannot be taken to mean that they are going to, or will be able to, use them in class.

RQ2 To what extent are teaching and assessment practices in alignment with the pedagogical recommendations of the revised curriculum?

The analysis of lesson and interview transcripts suggests that, in general, there was limited and partial uptake of learner-centred and communicative approaches. Pupils' participation, the focus on receptive as well productive skills, use of supplementary materials, consideration of pupils' affect, teachers' praise, class tests and feedback on pupils' work were all in evidence in both the rural and the urban schools but in varying degrees across the participants and institutions. Nevertheless, there was plenty of room

for improvement in teaching practices, mainly with regard to teachers' classroom communicative competence and grammar teaching. As classroom interaction and discourse analysis presented in the case study chapters indicate, lessons in practice were more teacher-centered than learner-centred.

Data suggest that teachers varied in their level of understanding and implementation of the recommendations. Shuvra and Nora, the teachers from the urban school, were more critical of the new textbooks than Mufakkhirul and Borhan, the teachers from the rural school; Shuvra and Nora nevertheless asked open and personal questions much more than Mufakkhirul and Borhan did, and assessed listening and speaking skills, which Mufakkhirul and Borhan did not do. The similarities and differences between the teachers from the urban and rural schools are explained as part of the answer to Research Question 3.

RQ3 What role do contextual factors play in shaping teaching and assessment practices?

Contextual factors emerged as the major influence on teachers' instructional practices. All the participants from both urban and rural schools considered the high-stakes national exams as a strong influence on their classroom practices. Since the examinations prioritise the assessment of language knowledge through pen-and-paper tests rather than assessing language skills, the teachers preferred to prepare their students for these exams through direct teaching and getting students to solve exercises from model test papers. Contextual factors such as teachers' heavy workload, limited or no training opportunities, and issues to do with the management of large class act as deterrents in adopting a learner-centred and interactive approach to teaching. Furthermore, there was no apparent need nor rewards for teachers to move away from a transmission-based pedagogy.

Apart from contextual factors, a lack of understanding of the pedagogic procedures associated with the recommendations, constrained teachers' ability to enact the recommendations. The participants in my study reported receiving little support in understanding and implementing the new curriculum. The TCGs were not published until recently and were not made available to the teachers. These could be very useful in helping teachers understand the pedagogical proposals by suggesting ways to

implement them in the classroom. An analysis of the TCGs, however, reveals that the guides do not include any sample lesson for grammar teaching, which is an area the teachers have significant problems with.

The contextual factors are mostly shared between the rural and the urban schools and these factors can be seen to underlie the similarities between the teachers' practices. The differences in teachers' practices seem to have two origins: the individual teacher's cognitions, and their perceptions of pupils' proficiency levels.

11.2 Discussion

The study highlights teachers' limited knowledge of curriculum policy, lack of clear understandings of the processes involved in translating policy into classroom practices, insufficient training and inadequate technical, logistical and pedagogical support which serve as constraints in achieving the best possible outcome of the curriculum reform initiative. To conclude this final chapter, I will summarise the main contributions it has made to understandings of a) teachers' understandings of pedagogical reform and reform enactment, b) congruence and tensions between curriculum recommendations and teachers' beliefs and practices, c) teachers' interpretation and use of teaching materials, and d) classroom interaction and discourse.

To begin with teachers' knowledge and understandings of pedagogical reform, it became evident that the reform message was not disseminated to all teachers in all institutions. The Teachers' Guide is a potent means of communicating reform messages helping teachers make better use of the textbooks, but the publication of the TCGs was delayed. In their absence, teachers' source of knowledge about the new curriculum was the textbooks and the question formats which were sent to them by the NCTB. Even when the TCGs were finally published, four years after the textbooks were, none of the teachers involved in my study had received a copy. Only those teachers who were invited to attend the short workshops received any copies. It is puzzling why the TCGs were not made available online through the website of the NCTB. That way, the teachers could download and use them according to their needs, and there would be no need to print the guides. It is therefore not surprising that the teachers in my study demonstrated limited knowledge of the pedagogical recommendations associated with the new curriculum. The second point is regarding

the clarity of the reform message. Although the NCPD2012 and the TCGs include a number of recommendations (see Chapter 5 for the recommendations), there is little or no discussion on the pedagogic procedures required to enact the recommendations in the classroom. Teachers' interpretations of 'learners' active participation', 'formative feedback', and 'teaching grammar in context' revealed their lack of clear understandings of the concepts. Teacher training programmes can go a long way in enabling teachers to understand, evaluate and implement the recommendations. All the participants spoke of the beneficial impact of teacher training on their teaching. They attributed quite a few practices such as the use of warm up, to their training experience, and demanded more opportunities for learning. This points to the need for more teacher training programmes.

There was tension and lack of congruence between teachers' practices and policy recommendations. Teachers did not believe in the value of group work in the context of their crowded classrooms; instead they thought teacher-fronted instruction and teacher-learner interaction more useful. There was a lack of alignment between teachers' grammar teaching practices and the curricular recommendation for contextualization of grammar. This can be attributed partly to teachers' lack of understandings regarding the pedagogic procedures for such contextualization as well as to the contradictory messages they receive from different sources of the curriculum. There is a need for consistency and internal harmony between the materials, the tests and the recommendations. Since teachers have significant difficulties in teaching grammar in context, it would be extremely helpful to provide them sample lessons showing ways of contextualization. The TCGs that have been published do not include any lessons on grammar teaching. There is a need to include some sample grammar lessons in the TCGs.

The study provides insights into the ways the teachers interpreted and enacted teaching materials. The analysis of the data reveals that the interpretation and use of materials by teachers were determined to a large extent by the high-stakes public examinations as well as their limited understanding of the policy imperatives. The teachers in the urban school evaluated the prescribed textbooks using two main criteria: how well they matched the examinations and the quality of the content. Both Shuvra and Nora believed the books were too easy for their pupils. They wanted to see

more challenging content included in the EFT book. They did not like the EGC book because it did not offer enough language practice exercises as preparation for the exam. The teachers in the rural school mostly evaluated the books in terms of their match with the exams. They wanted a lot of grammar exercises and deemed the EGC unfit for the purpose. They therefore used supplementary materials for additional grammar practice. Despite their limitations, the prescribed materials provide pictures, short dialogues, activities to promote learner participation, engagement and interaction. But the teachers make little use of such content and activities. When teachers do use them for facilitating interaction, they do not wait long enough for pupils to express their own meanings. Teachers report feeling under pressure to complete the syllabus on time which forces them to teach according to the tests and make less use of materials meant for classroom communication. Thus, a negative backwash effect of the exams is the narrowing of the curriculum.

Finally, the study sheds light on classroom interaction and discourse. The analysis of classroom data reveals a disproportionate amount of teacher talk. Teachers mostly used an IRF/E exchange structure and there was little engagement with pupils' contributions during the final feedback move. There was not much emphasis on pupil-pupil interaction. However, the teachers viewed their classes as interactive with 'a lot of opportunities' for pupil participation. The teachers were not well-aware how they were actually reducing opportunities for learner contribution to classroom discussion. In addition, the burden of large classes and heavy workloads, the difficulties involved in using multimedia, and the perceived need to cover the syllabus for the exams, put teachers in the survival mode of thinking resulting in the perpetuation of teacher-centered transmission pedagogy. The institutional and classroom contexts that shape teachers' beliefs and practices have not been given due attention before the introduction of the new curriculum.

The findings of the present study have implications for curriculum planning, administration, teacher training, classroom teaching and future research. The data reveal the need for proper planning at the "initiation stage" (Fullan, 2015) of curriculum reform before the curriculum is passed down to the teachers for its classroom implementation. The educational planners must ensure the publication of teachers' guides and arrange teacher training programmes to help teachers understand the

changes and what they need to do differently to achieve successful implementation of the changes. If the findings of the present study apply not just to the cases in question but to many other teachers (which is likely), they certainly point to the need to provide teachers with support in two main areas: classroom interaction and grammar teaching. Teacher training programmes and teacher's guides should aim at enhancing teachers' classroom interactional competence so that they can "promote an active, collaborative and cognitively-engaging learning experience" (Hardman, 2016) for their pupils. They should also illustrate alternative grammar teaching approaches and techniques such as 'Consciousness Raising' and 'focused tasks' so that teachers have more options at their disposal. At the same time, contextual constraints such as large class size, poor pay and heavy workload need to be addressed so that teachers get more time to devote to professional development. The implication for research is discussed in Section 11.5 as suggestions for future research.

11.3 Contributions of the study

This study makes empirical and practical contributions to exploring curriculum policy and the implementation of educational reform. To begin with empirical contributions, the study adopted an innovative approach to analysing the curriculum document by using SLA research as a lens. Secondly, the study revealed how the teachers' ability to enact the new curriculum was linked to teachers' understandings of the materials and the activities therein. Thirdly, the study explored classroom discourse and interactional patterns and contributed to the understanding of opportunities (or lack thereof) for learner engagement in meaningful talk in teacher-fronted lessons in Bangladeshi classrooms.

The practical contributions include the possibility of using the findings of the study for the overhaul of the curriculum in the near future. The teachers' interpretations and implementation of the curriculum recommendations can serve as pointers for future interventions through the renewal of teacher education programmes and/or the revision of the textbooks. The continued lack of emphasis on listening and speaking skills can be remedied through the reform of high-stakes national examinations which influence, if not determine, what is taught and learned in the classrooms. The findings of the study have the potential to inform future policy formulation, curriculum development, materials development, assessment reform, and the renewal of teacher education programmes.

11.4 Limitations of the study

The limitation of the study derives mainly from its design as a qualitative inquiry. In qualitative research, the researcher serves as a key instrument (Patton, 2014). There is the possibility of some researcher bias, since the researchers' own beliefs about language learning and teaching have inevitably influenced the way data were collected and analysed. In the current study, my background as an academic and researcher with experience of education in two British Institutions and exposure to discourses of ELT research and pedagogy have certainly predisposed me to certain choices and interpretations. The participants' different background may have made them hesitant to speak and act the way they would normally do on a day to day basis, an issue known as "observer's paradox" (Mackey & Gass, 2015) and well-documented in the literature. Then, the case study approach limits the potential for generalizability of findings beyond the teachers it studies. Chapter 4 discussed the procedures adopted to overcome these limitations. Also, the study specifically focused on teachers' knowledge, beliefs and their interpretation of the National Curriculum, but it did not focus on how the curriculum impacted on the pupils and how they viewed the pedagogical recommendations.

11.5 Suggestions for further research

The current study was designed as an exploratory study to identify any gaps in teachers' knowledge and understandings of the pedagogical principles of the current national curriculum as well as to provide an evaluation of the components of the curriculum such as textbooks and tests from teachers' perspectives. The study has found that teachers in general had partial knowledge of the change initiatives and that while they generally agreed with most of the recommendations, their understanding of the principles was superficial. They also lacked procedural knowledge on how to implement them. In view of this finding, the natural next step seems to be to follow this research up with an experimental study to see if better understanding of the principles would lead teachers to bring any changes to their classroom practices, and if they did, how their own teaching would diverge from current teaching practices.

11.6 My Reflections on the PhD

On a personal level, I feel that the PhD project put me on a path of exploration, new understandings and self-discovery. The journey took me to new avenues of knowledge in the fascinating field of second language education, introducing me to the literature on curriculum policy and planning, educational change, teacher cognition, and teacher education among others. I learned about different research paradigms, how to design a research study, and how to collect and analyse data at a much a deeper level than I had known before. I developed new understandings and my perspectives on teaching and teacher education were transformed beyond what I had foreseen. As I embarked on the PhD, I believed, naively, that I knew what I was looking for and how to go about finding it, but rarely did I question my assumptions. I was lucky to receive generous feedback from my supervisors, but that did not always put me at ease, as I felt challenged to justify my choices, substantiate my claims and provide evidence in support of my ideas. As I reflected on the feedback, I became increasingly aware of my own thinking and writing style. During my fieldwork, I gained insights into teachers' beliefs and how these beliefs influenced their teaching practices as well as were influenced by their perceptions of their learners' needs and the overall teaching context. I found how the Ministry of Education was failing to get the reform messages across to the teachers and, in many cases, why new teaching ideas were not finding acceptance among the teachers. I could see how an overemphasis on exams and the importance attached to exam results came in the way of teacher learning and implementation of pedagogical change. At the same time, the data in my study revealed where teachers could improve their teaching practices within the constraints they were facing. As I observed the lessons and listened to the teachers' interpretations of their teaching practices, I had the opportunity to evaluate their practices using SLA-derived principles as a lens. I realised why some of the principles were embraced by them while others were not and what factors contribute to differences in beliefs and practices across the teachers. I realised how heavy workloads and little professional support put hurdles in their path, stopping them from constructing their own pedagogy in the light of the pedagogical recommendations of the new curriculum.

Having completed the research, I feel that the knowledge I have gained can be put to good use in at least two ways. Firstly, I hope to persuade the Ministry of Education to rethink their approaches to curriculum change and teacher education. I will suggest involving the teachers from a range of contexts in curriculum processes from the very

outset from the planning stage through to the implementation. It must be emphasized that change and reform cannot be introduced in piecemeal fashion, and attention must be paid to all components of the curriculum. If the textbooks are revised or renewed, the publication of new books must be accompanied by the publication of teachers' guides. Assessment practices that undermine the new teaching ideas must be duly reformed. Secondly, the lesson transcripts from my fieldwork can be used to engage teachers in dialogues and discussions in teacher training programmes. Instead of flooding English teachers with theoretical ideas, the extracts from my research can be used to help them make links between SLA-derived principles and sample procedures, so that they can transition to being 'informed practitioners'. I believe that an affirmation of their current practices along with an exposure to alternative and perhaps complementary teaching ideas are likely to lead to greater reflection, innovation and teacher empowerment. As a teacher and teacher educator myself, I am keen to work collaboratively with English teachers in near future. I look forward to the possibilities as well as the challenges that lie ahead.

REFERENCES

Abedin, M. (2013). Malfeasance, absence, silence: Exploring English language education in Bangladesh from a critical sociology perspective. Paper presented at the ECER on the Creativity and Innovation in Educational Research, Istanbul, Turkey.

Ahmed, S. S. (2006). Communicative English in Bangladesh: A Feedback. *Stamford Journal of English*, 2(1), 17-23.

Ahn, K. (2011). Learning to teach under curricular reform: The practicum experience in South Korea. In K.E. Johnson and P.R. Golombek (eds), *Research on Second Language Teacher Education: A Sociocultural Perspective on Professional Development* (pp. 239-253). London: Routledge.

Akbari, R. (2008). Postmethod discourse and practice. *TESOL Quarterly*, 42(4), 641-652.

Alam, F. (2007). *Imperial Entanglements and Literature in English*. Dhaka: Writers. ink.

Alam, F., Zaman, N., Ahmed, T. (Eds.) *Revisioning English in Bangladesh.* Dhaka: The University Press Limited.

Andon, N., & Wingate, U. (2013). Motivation, authenticity and challenge in German textbooks for Key Stage 3. *Critical Perspectives on Language Teaching Materials*, 182-203.

Bailey, B. (2000). The impact of mandated change on teachers. In N. Bascia & A. Hargreaves (Eds.), *The Sharp Edge of Educational Change: Teaching, leading and the realities of reform* (pp. 112-128). London: Routledge, Falmer.

Baker, W. (2016). Identity and interculturality through English as a lingua franca. *Journal of Asian Pacific Communication*, 1-8.

Ball, D. L., & Cohen, D. K. (1996). Reform by the book: What is—or might be—the role of curriculum materials in teacher learning and instructional reform? *Educational Researcher*, 25(9), 6-14.

Banu, R., & Sussex, R. (2001). English in Bangladesh after independence: Dynamics of policy and practice. In B. Moore (Ed.), *Who's centric now? The present state of post-colonial Englishes* (pp. 122-147). Melbourne: Oxford University Press.

Barbour, R. S. (2014). Quality of Data Analysis. In U. Flick (Ed.), *The SAGE Handbook of Qualitative Data Analysis* (pp. 496-509). London: Sage.

Barnard, R., & Burns, A. (Eds.). (2012). *Researching Language Teacher Cognition and Practice: International Case Studies* (Vol. 27). Bristol, UK: Multilingual matters.

Bashir, A. (2013). Investigating humanistic methodological characteristics in teaching English to Bangladeshi undergraduate students. *Spectrum: Journal of the Department of English* (University of Dhaka), 8 & 9, 163-183.

Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics*, 25(2), 243-272.

Basu, B. L. (2013). Critical pedagogy and appropriation of English in post-colonial ELT in Bangladesh. *IATEFL 2012 Glasgow Conference Selections.* Canterbury: IATEFL.

Bax, S. (2003). The end of CLT: A context approach to language teaching. *ELT Journal*, 57(3), 278-287.

Begum, M. & Farooqui, S. (2008). School based assessment: Will it really change the educational scenario in Bangladesh? *International Education Studies*, 1(2), 45-53.

Bennett, R. E. (2011). Formative assessment: A critical review. *Assessment in Education: Principles, Policy & Practice*, 18(1), 5-25.

Benson, P. (2007). Autonomy in language teaching and learning. *Language Teaching*, 40(01), 21-40.

Bergqvist, E., & Bergqvist, T. (2017). The role of the formal written curriculum in standards-based reform. *Journal of Curriculum Studies*, 49(2), 149-168.

Bolitho, R. (2012). Projects and programmes: Contemporary experience in ELT change management. In C. Tribble (Ed.), *Managing Change in English Language Teaching: Lessons from Experience* (pp. 33-45). London: British Council.

Borg, S. (2006). *Teacher Cognition and Language Education: Research and Practice.* London: Continuum.

Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System*, *39*(3), 370-380.

Borg, S., & Al-Busaidi, S. (2012). Teachers' beliefs and practices regarding learner autonomy. *ELT Journal*, 66(3), 283-292. https://doi.org/10.1093/elt/ccr065

Borg, B. (2012). Current Approaches to Language Teacher Cognition Research: A Methodological Analysis. In R. Barnard, & A. Burns, (Eds.), *Researching Language Teacher Cognition and Practice: International Case Studies* (pp. 11-29). Multilingual matters.

Borg, S. (2015). *Teacher Cognition and Language Education: Research and Practice*. Bloomsbury Publishing.

Breen, M. P., Hird, B., Milton, M., Oliver, R., & Thwaite, A. (2001). Making sense of language teaching: Teachers' principles and classroom practices. *Applied Linguistics*, 22(4), 470-501.

Brindley, G. (2008). Educational reform and language testing. In E. Shohamy, & N. Hornberger (Eds.), *Encyclopedia of Language and Education: Vol. 7, Language Testing and Assessment* (pp. 365-378). New York: Springer.

Brogden, L. M. (2010). Double Hermeneutic. In A. J. Mills, G. Eurepos, & E. Wiebe (Eds.), *Encyclopedia of Case Study Research.* (Vol. 1, pp. 322-324). Thousand Oaks, California: Sage.

Brown, H. D. (2002). English language teaching in the "post-method" era: Toward better diagnosis, treatment, and assessment. In J. C. Richards, & W. A. Renandya (Eds.) *Methodology in Language Teaching: An Anthology of Current Practice* (pp. 9-18). New York: Cambridge.

Brown, H. D., & Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy.* New York: Pearson Education.

Butler, Y. G. (2011). The implementation of communicative and task-based language teaching in the Asia-Pacific region. *Annual Review of Applied Linguistics*, 31, 36-57.

Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence.* Clevedon: Multilingual Matters.

Canh, L. V., & Barnard, R. (2009). Curricular innovation behind closed classroom doors: A Vietnamese case study. *Prospect*, 24(2), 20-33.

Carless, D. R. (1998). A case study of curriculum implementation in Hong Kong. *System*, 26(3), 353-368.

Carless, D. (2004). Issues in Teachers' Reinterpretation of a Task-Based Innovation in Primary Schools. *TESOL Quarterly*, 38(4), 639-662.

Carless, D. (2007). The suitability of task-based approaches for secondary schools: Perspectives from Hong Kong. *System*, 35(4), 595-608.

Canagarajah, A. S. (1999). On EFL teachers, awareness, and agency. *ELT Journal*, 53(3), 207-214.

Choi, S. (2000). Teachers' beliefs about communicative language teaching and their classroom teaching practices. *English Teaching*, 55(4), 3-32.

Choudhury, S. I. (2001). Rethinking the two Englishes. In F. Alam, N. Zaman, T. Ahmed (Eds.) *Revisioning English in Bangladesh* (pp. 15-25). Dhaka: The University Press Limited.

Chowdhury, R. (2004). The Cultural Disillusionment Factor in International TESOL Training. *The Dhaka University Studies,* 59(1&2) & 60(1), 29-54.

Chowdhury, R., & Farooqui, S. (2011). Teacher training and teaching practice: The changing landscape of ELT in secondary education in Bangladesh. In L. Farrell, U. N. Singh, and R. A. Giri (Eds.), *English Language Education in South Asia: From Policy to Pedagogy* (pp. 147-159). Cambridge, India: Cambridge University Press.

Chowdhury, R., & Le Ha, P. (2008). Reflecting on Western TESOL training and communicative language teaching: Bangladeshi teachers' voices. *Asia Pacific Journal of Education*, 28(3), 305-316.

Chowdhury, Y. A., & Hossain, M. (2017). *Advanced Learner's Communicative English Grammar & Composition*. Dhaka: Advanced Publications.

Clark, J. L. (1987). *Curriculum Renewal in School Foreign Language Learning*. Oxford: Oxford University Press.

Cohen, L., Manion, L., & Morrison, K. (2017). *Research Methods in Education* (8th ed.). *New York: Routledge.*

Compton-Lilly, C. (2012). Case Studies. In A. Trainor & E. Graue (Eds.), *Reviewing Qualitative Research in the Social Sciences* (pp. 54-65). London: Routledge.

Cowie, N. (2009) Observation. In J. Heigham, & R. Croker (Eds.), *Qualitative Research in Applied Linguistics: A Practical Introduction* (pp. 165-181). Basingstoke: Palgrave Macmillan.

Creswell, J. W. (2007). *Qualitative Inquiry & Research Design – Choosing Among Five Approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2014). *Qualitative, Quantitative, and Mixed Methods Approaches.* Thousand Oaks, CA: Sage.

Croker, R. A. (2009). An Introduction to Qualitative Research. In J. Heigham, & R. Croker (Eds.), *Qualitative Research in Applied Linguistics: A Practical Introduction* (pp. 3-24). Basingstoke: Palgrave Macmillan.

Crookes, G. (1997). What influences what and how second and foreign language teachers teach? *The Modern Language Journal*, 81(1), 67-79.

Cundale, N. (2001). Do we practice what we preach? Stated beliefs about communicative language teaching and classroom questioning strategies, *The Language Teacher*, 25(5), 3-9.

Cunningsworth, A., & Kusel, P. (1991). Evaluating teachers' guides. *ELT Journal*, 45(2), 128-139.

Darasawang, P., Reinders, H., & Waters, A. (2015). Innovation in Language Teaching: The Thai Context. In P. Darasawang & H. Reinders (Eds.), *Innovation in Language*

Learning and Teaching: The Case of Thailand (pp. 1-14). Basingstoke: Palgrave Macmillan.

Darasawang, P., & Reinders, H. (Eds.). (2015). *Innovation in Language Learning and Teaching: The Case of Thailand.* Basingstoke: Palgrave Macmillan.

DeKeyser, R. (2010). Practice for second language learning: Don't throw out the baby with the bathwater. *International Journal of English Studies*, 10(1), 155-165.

Denzin, N. K., & Lincoln, Y. S. (2015). *The Sage Handbook of Qualitative Research*. Sage Publications Ltd.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies.* Oxford: Oxford University Press.

Dörnyei, Z. (2013). Communicative Language Teaching in the twenty-first century: the 'Principled Communicative Approach'. In J. Arnold & T. Murphey (Eds.), *Meaningful Action: Earl Stevick's influence on language teaching* (pp. 161-171). Cambridge: Cambridge University Press.

Duff, P. (2008). *Case Study Research in Applied Linguistics.* New York, NY: Lawrence Erlbaum Associates.

Dutta, S. K. (2006). Grammar-Translation Method Vs Communicative Language Teaching: Objectives and Strategies. *Stamford Journal of English,* 2(1), 66-82.

Ellis, R. (2005). Principles of Instructed Language Learning. *System*, 33(2), 209-224.

Ellis, R., & Shintani, N. (2013). *Exploring Language Pedagogy through Second Language Acquisition Research*. London: Routledge.

Ellis, R. (2016). Grammar teaching as consciousness raising. In Teaching English Grammar to Speakers of Other Languages (pp. 142-164). London: Routledge.

English in Action. (2016). *English in Action: Brief Introduction.* Retrieved from http://www.eiabd.com/images/communication_materials/EIA-Brief-Intro-2016.pdf

Erickson, F. (1986). Qualitative methods in research on teaching. In M. C. Wittrock (Ed.), *Handbook of Research on Teaching* (pp. 119-161). New York: Macmillan.

233

Erling, E., Seargeant, P., Solly, M., Chowdhury, Q. H., & Rahman, S. (2012). *Attitudes to English as a Language for International Development in Rural Bangladesh*. London: British Council.

Erling, E. J., Seargeant, P., Solly, M., Chowdhury, Q. H., & Rahman, S. (2015). *English for Economic Development: A Case Study of Migrant Workers from Bangladesh*. London: British Council.

Farooqui, S. (2008). Teachers' Perceptions of Textbook and Teacher's Guide: A Study in Secondary Education in Bangladesh. *The Journal of AsiaTEFL*, 5(4), 191-210.

Farooqui, S. (2009). The new textbook for teaching English language in secondary education in Bangladesh: teachers' practices and training (Unpublished doctoral dissertation). University of Sydney, Sydney, Australia.

Farrell, T. S., & Lim, P. C. P. (2005). Conceptions of Grammar Teaching: A Case Study of Teachers' Beliefs and Classroom Practices. *TESL-EJ*, 9(2), pp. n2.

Farrell, T. S., & Ives, J. (2015). Exploring teacher beliefs and classroom practices through reflective practice: A case study. *Language Teaching Research*, 19(5), 594-610.

Forman, R. (2014). How local teachers respond to the culture and language of a global English as a foreign language textbook. *Language, Culture and Curriculum*, 27(1), 72-88.

Fullan, M. (2015). *The New Meaning of Educational Change*. New York: Routledge.

Garton, S. (2012). Speaking out of turn? Taking the initiative in teacher-fronted classroom interaction. *Classroom Discourse*, 3(1), 29-45.

Gearing, K. (1999). Helping less-experienced teachers of English to evaluate teachers' guides. *ELT Journal*, 53(2), 122-127.

Graybeal, C. D. (2010). Teachers' senses of obligation to curricular messages. *International Journal for Mathematics Teaching and Learning*, 1-36.

Guerrettaz, A. M., & Johnston, B. (2013). Materials in the Classroom Ecology. *The Modern Language Journal*, 97(3), 779-796.

Haider, M. Z., & Chowdhury, T. A. (2012). Repositioning of CLT from Curriculum to Classroom: A Review of the English Language Instructions at Bangladeshi Secondary Schools. *International Journal of English Linguistics*, 2(4), 12-22.

Hall, G., & Cook, G. (2012). Own-language use in language teaching and learning. *Language Teaching*, 45(03), 271-308.

Hamid, M. O., & Baldauf, R. B. (2008). Will CLT bail out the bogged down ELT in Bangladesh? *English Today*, 24(3), 16-24.

Hamid, M. O. (2008). English Teachers' Choice of Language for Publication: Qualitative Insights from Bangladesh. *Current Issues in Language Planning*, 71(1), 126-140.

Hamid, M. O., Sussex, R., & Khan, A. (2009). Private tutoring in English for secondary school students in Bangladesh. *TESOL Quarterly*, 281-308.

Hamid, M. O. (2010). Globalisation, English for everyone and English teacher capacity: Language policy discourses and realities in Bangladesh. *Current Issues in Language Planning*, 11(4), 289-310.

Hamid, M. O., & Honan, E. (2012). Communicative English in the primary classroom: Implications for English-in-education policy and practice in Bangladesh. *Language, Culture and Curriculum,* 25(2), 139-156.

Hamid, M. O. (2016). The linguistic market for English in Bangladesh. *Current Issues in Language Planning*, 17(1), 36-55.

Haq, M. N., & Islam, M. S. (2005). *Teacher Motivation and Incentives in Bangladesh: A Situation Analysis.* Institute of Education and Research, University of Dhaka, Bangladesh.

Harbon, L., & Shen, H. (2015). Researching Language Classrooms. In B. Paltridge and A. Phakiti (Eds.), *Research Methods in Applied Linguistics: A Practical Resource* (pp. 457-470). London: Bloomsbury Publishing.

Hardman, F., & Abd-Kadir, J. (2010). Classroom discourse: towards a dialogic pedagogy. *The international handbook of English, language and literacy,* 254-264.

Hardman, J. (2016). Opening-up classroom discourse to promote and enhance active, collaborative and cognitively - engaging student learning experiences. In C. Goria, O. Speicher, and S. Stollhans (Eds.), *Innovative language teaching and learning at university: enhancing participation and collaboration* (pp. 5-16). Dublin: Research-publishing.net

Harmer, J. (2015). *The Practice of English Language Teaching.* Harlow: Pearson Education Limited.

Harwood, N. (Ed.). (2014). *English Language Teaching Textbooks: Content, Consumption, Production.* Basingstoke: Palgrave MacMillan.

Hasan, M. K. (2004). A Linguistic study of English language curriculum at the secondary level in Bangladesh. A communicative Approach to curriculum Development. *Language in India*, 4(8), 1-240.

Hayes, D. (2008). Becoming a teacher of English in Thailand. *Language Teaching Research*, 12(4), 471-494.

Hayes, D. (2012). Planning for success: Culture, engagement and power in English language education innovation. In C. Tribble (Ed.), *Managing Change in English Language Teaching: Lessons from Experience* (pp. 47-60). London: British Council.

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford, UK: Oxford University Press.

Heigham, J. & Croker, R. (Eds.). (2009). Qualitative Research in Applied Linguistics: A Practical Introduction. Basingstoke, UK: Palgrave Macmillan.

Holliday, A. (2005). *The Struggle to Teach English as an International Language*. Oxford: Oxford University Press.

Holliday, A. (2015). Qualitative Research and Analysis. In B. Paltridge., & A. Phakiti. (Eds.), *Research Methods in Applied Linguistics: A Practical Resource* (pp. 49-62). London: Bloomsbury Publishing.

Hossain, T., & Tollefson, J. W. (2007). Language Policy in Education in Bangladesh. In A. B. M. Tsui & J. W. Tollefson (Eds.), *Language Policy, Culture, and Identity in Asian Contexts* (pp. 241-257). Mahwah, NJ: Lawrence Erlbaum.

Hu, G. (2002). Potential cultural resistance to pedagogical imports: The case of communicative language teaching in China. *Language Culture and Curriculum*, 15(2), 93-105.

Hu, G. (2005). English language education in China: Policies, progress, and problems. *Language policy*, *4*(1), 5-24.

Humphries, S. (2014). Factors Influencing Japanese Teachers' Adoption of Communication-Oriented Textbooks. In S. Garton and K. Graves (Eds.), *International Perspectives on Materials in ELT* (pp. 253-269). London: Palgrave Macmillan.

Hunter, J. (2012). 'Small Talk': developing fluency, accuracy, and complexity in speaking. *ELT Journal*, 66(1), 30-41.

Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48(4), 315-328.

Hyland, K., & Wong, L. L. (2013). *Innovation and Change in English Language Education.* Oxon: Routledge.

Imam, R. S. (2005). English as a global language and the question of nation-building education in Bangladesh. *Comparative Education*, *41*(4), 471-486.

Islam, S., & Miah, S. (2012). (Eds.). English. In *Banglapedia: National Encyclopedia of Bangladesh*. Retrieved from http://en.banglapedia.org/index.php?title=Main_Page.

Jacobs, G. M., & Renandya, W. A. (2016). Student-Centred Learning in ELT. In W. A. Renandya and H. P. Widodo (Eds.), *English Language Teaching Today* (pp. 13-23). Switzerland: Springer International Publishing.

Jenkins, J., Cogo, A., & Dewey, M. (2011). Review of developments in research into English as a lingua franca. *Language Teaching*, *44*(03), 281-315.

Jenkins, J., & Leung, C. (2014). *English as a Lingua Franca*. In A. Kunnan (Ed.), *The Companion to Language Assessment*. John Wiley & Sons, Inc.

Johnson, K. E. (2013). Innovation through teacher education programs. In K. Hyland, & L. Wong (Eds.), *Innovation and Change in English Language Education* (pp. 75-89). New York: Routledge.

Johnson, K. E. (2015). Reclaiming the relevance of L2 teacher education. *The Modern Language Journal*, 99(3), 515-528.

Kachru, B. B. (2005). *Asian Englishes: Beyond the Canon*. Hong Kong: Hong Kong University Press.

Karavas-Doukas, E. (1996). Using attitude scales to investigate teachers' attitudes to the communicative approach. *ELT Journal*, *50*(3), 187-198.

Kennedy, C. (1988). Evaluation of the Management of Change in ELT Projects. *Applied Linguistics*, 9(4), 329-342.

Kennedy, C., & Kennedy, J. (1996). Teacher attitudes and change implementation. *System*, 24(3), 351-360.

Kennedy, C. (1999). National Change. In C. Kennedy et al. (Eds.), *Innovation and Best Practice* (pp. 1-4). Harlow: Longman.

Khan, R. (2002). Impact Assessment of an In-service Teacher Training Programme in Bangladesh: A research report. *Journal of NELTA*, 7(1&2), 34-47.

Kim, E. J. (2011). Ten years of CLT curricular reform efforts in South Korea: An activity theory analysis of a teacher's experience. In K. E. Johnson, & P. R. Golombek (Eds.), *Research on Second Language Teacher Education: A Sociocultural Perspective on Professional Development*, (pp. 225-238). New York, NY: Routledge.

Kırkgöz, Y. (2008). A case study of teachers' implementation of curriculum innovation in English language teaching in Turkish primary education. *Teaching and Teacher Education*, 24(7), 1859-1875.

Kırkgöz, Y. (2007). English language teaching in Turkey: Policy changes and their implementations. *RELC Journal*, 38(2), 216-228.

Kumaravadivelu, B. (2012). *Language Teacher Education for a Global Society: A Modular Model for Knowing, Analyzing, Recognizing, Doing, and Seeing.* London: Routledge.

Kumaravadivelu, B. (2003). *Beyond Methods: Macrostrategies for Language Teaching.* New Haven: Yale University Press.

Kumaravadivelu, B. (1994). The Postmethod Condition:(E)merging Strategies for Second/Foreign Language Teaching. *TESOL Quarterly*, 28(1), 27-48.

Lamb, M. (1995). The Consequences of INSET. *ELT Journal*, 49(1), 72-80.

Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching.* Oxford: Oxford University Press.

Larsen-Freeman, D., & Cameron, L. (2008). *Complex Systems and Applied Linguistics.* Oxford: Oxford University Press.

Lavrenteva, E., & Orland-Barak, L. (2015). The treatment of culture in the foreign language curriculum: An analysis of national curriculum documents. *Journal of Curriculum Studies*, *47*(5), 653-684.

Leung, C. (2004). Developing formative teacher assessment: Knowledge, practice, and change. *Language Assessment Quarterly: An International Journal*, 1(1), 19-41.

Leung, C., and Mohan, B. (2004). Teacher formative assessment and talk in classroom contexts: assessment as discourse and assessment of discourse. *Language Testing*, 21(3), 335-359.

Li, L., & Walsh, S. (2011). 'Seeing is believing': looking at EFL teachers' beliefs through classroom interaction. *Classroom Discourse*, *2*(1), 39-57.

Li, L. (2017). *Social Interaction and Teacher Cognition.* Edinburgh: Edinburgh University Press.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry* (Vol. 75). London: Sage.

Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40(03), 243-249.

Littlewood, W. (2014). Communication-oriented Language Teaching: Where are we now? Where do we go from here? *Language Teaching*, 47(3), 349-362.

Liu, Y., & Xu, Y. (2011). Inclusion or exclusion?: A narrative inquiry of a language teacher's identity experience in the 'new work order' of competing pedagogies. *Teaching and Teacher Education*, 27(3), 589-597.

Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2006). *Methods in Educational Research: From Theory to Practice* (1st ed.). San Francisco, CA: Jossey-Bass.

Loewen, S. (2015). *Introduction to Instructed Second Language Acquisition.* London: Routledge.

Long, M. H. (2009). Methodological Principles for Language Teaching. *The Handbook of Language Teaching*, 371-394.

Long, M. (2014). *Second Language Acquisition and Task-Based Language Teaching.* Wiley Blackwell.

Macalister, J. (2016). "Applying Language Learning Principles to Coursebooks." In W. A. Renandya & H. P. Widodo (Eds.), *English Language Teaching Today* (pp 41-51). Switzerland: Springer International Publishing.

Macaro, E., Graham, S., and Woore, R. (2015). *Improving Foreign Language Teaching: Towards a Researched-Based Curriculum and Pedagogy.* London: Routledge.

Macaulay, T. B. (1995). Minute on Indian Education. In B. Ashcroft, G. Griffiths, & H. Tiffin (Eds.), *The Post-Colonial Studies Reader* (pp. 428-430). London: Routledge.

Macdonald, D. (2003). "Curriculum change and the post-modern world: Is the school curriculum-reform movement an anachronism?." *Journal of Curriculum Studies,* 35(2), 139-149.

Mackey, A. & Gass, S. M. (2015). *Second Language Research: Methodology and Design.* Mahwah, New Jersey: Lawrence Erlbaum Associates.

Mahmud, R., & Bray, M. (2017). School factors underlying demand for private supplementary tutoring in English: urban and rural variations in Bangladesh. *Asia Pacific Journal of Education*, 37(3), 299-309.

Mann, S. & S. Walsh. (2016). *Reflective Practice in English Language Teaching*: *Research-Based Principles and Practices*. New York: Routledge.

Mann, S. (2016). *The research interview: Reflective practice and reflexivity in research processes.* Basingstoke, UK: Palgrave Macmillan.

Markee, N. (1997). *Managing Curricular Innovation*. Cambridge: Cambridge University Press.

Mathew, R. (2012). Understanding washback: A case study of a new exam in India. In C. Tribble (Ed.), *Managing Change in English Language Teaching: Lessons from Experience* (pp. 193-200)*.* London: British Council.

Matsuda, P. K. (2003). Process and post-process: A discursive history. *Journal of Second Language Writing*, *12*(1), 65-83.

McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and Methods in ELT.* John Wiley & Sons.

McGrath, I. (2013). *Teaching Materials and the Roles of EFL/ESL Teachers: Practice and Theory.* London: Bloomsbury Publishing.

McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.

Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Interpretation.* San Francisco: Jos-sey-Bass.

Ministry of Education (2010). *National Education Policy 2010*. Dhaka: Ministry of Education, Government of Bangladesh. Retrieved from https://moedu.gov.bd/site/page/318a22d2-b400-48a7-8222-303ab11cc205/-

Ministry of Education (2012). *National Curriculum 2012: English, Classes VI-X.* Dhaka: National Curriculum and Textbook Board, Ministry of Education, Government of Bangladesh. Retrieved from http://nctb.portal.gov.bd/sites/default/files/files/nctb.portal.gov.bd/files/6d9b9671_f815_460c_b8ef_c58a1b829f55/English.pdf

National Curriculum and Textbook Board (NCTB). (2012a). *English for Today for Classes IX-X.* Dhaka: NCTB.

National Curriculum and Textbook Board (NCTB). (2012b). *English for Today for Class Eight.* Dhaka: NCTB.

National Curriculum and Textbook Board (NCTB). (2017). *Teachers' Curriculum Guide: English, Class VII.* Dhaka: NCTB.

National Curriculum and Textbook Board (NCTB). (2012c). *English Grammar and Composition.* Dhaka: NCTB.

National Curriculum and Textbook Board (NCTB). (2012d). *English for Today for Class Seven.* Dhaka: NCTB.

National Curriculum and Textbook Board (NCTB). (2012e). *English for Today for Class Six.* Dhaka: NCTB.

Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly*, 37(4), 589-613.

Nunan, D., & Bailey, K. M. (2009). *Exploring Second Language Classroom Research: A Comprehensive Guide.* Boston, MA: Heinle, Cengage Learning.

Nunan, D. (2012). *Learner-Centered English Language Education: The Selected Works of David Nunan.* London: Routledge.

Oxford, R. L. (1990). *Language Learning Strategies.* New York: Newbury House.

Paltridge, B., & Phakiti, A. (Eds.). (2015). *Research Methods in Applied Linguistics: A Practical Resource.* London: Bloomsbury Publishing.

Paran, A. (1996). Reading in EFL: Facts and fictions. *ELT Journal*, 50(1), 25-34.

Patton, M. Q. (2014). *Qualitative Research and Evaluation Methods: Integrating Theory and Practice.* USA: Sage Publications.

Phillipson, R. (1992). *Linguistic Imperialism.* Oxford: Oxford University Press.

Phillipson, R. (2009). *Linguistic Imperialism Continued.* London: Routledge.

Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37(3), 380-390.

Planning Commission (2012). Perspective Plan of Bangladesh 2010-2021: Making Vision 2021 a Reality. Planning Commission: Government of Bangladesh.

Rahman, A., Kabir, M. M., & Afroze, R. (2006). Effect of BRAC-PACE training on English language teachers of rural non-government secondary schools. *Research & Evaluation Division, BRAC.* http://www. bracresearch. org/srch_dtls. Php.

Rahman, A. (1999a). *English Language Teacher Education in Bangladesh: Towards an Alternative Paradigm* (Unpublished doctoral dissertation). Institute of Education, London, UK.

Rahman, A. (1999b). Educational Innovation and Cultural Change: A Bangladeshi Perspective. *The Dhaka University Studies*, 56(1), 107-130.

Rahman, A. (2009). College Teachers' Perceptions of ELT: Relevance to Teacher Training. In S. Mansoor, A. Sikandar, N. Hussain, & N. M. Ahsan (Eds.), *Emerging Issues in TEFL: Challenges for Asia* (pp. 128-154). Pakistan: Oxford University Press.

Rahman, A. (2008). Towards a Culturally-Friendly Approach to ESL Teacher Development in Bangladesh. In P. Dheram (Ed.), *Negotiating Empowerment: Studies in English Language Education* (pp.195-208). India: Orient Longman.

Rahman, A. (2015). Secondary English education in Bangladesh: A Critical Review. In B. Spolsky, & K. Sung (Eds.), *Secondary School English Education in Asia: From Policy to Practice* (pp. 85-102). London: Routledge.

Rahaman, A. (2015). English Language Education Research in Bangladesh, 1995-2013: The State of the Art (Unpublished MA dissertation). East West University, Bangladesh.

Raimes, A. (1991). Out of the woods: Emerging traditions in the teaching of writing. *TESOL Quarterly*, 25(3), 407-430.

Richards, J. C. (1998). Textbooks: help or hindrance in teaching? In J. C. Richards (Ed.), *Beyond Training: Perspectives on Language Teacher Education* (pp. 125-140). Cambridge: Cambridge University Press.

Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Richards, J. C., & Farrell, T. S. C. (2005). *Professional Development for Language Teachers: Strategies for Teacher Learning.* Cambridge, England: Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching.* Cambridge, England: Cambridge University Press.

Richards, K. (2003). *Qualitative Inquiry in TESOL*. London: Palgrave Macmillan.

Richards, K. (2009). Interviews. In J. Heigham, & R. Croker (Eds.), Qualitative *Research in Applied Linguistics: A Practical Introduction.* London: Palgrave Macmillan.

Ritchie, J., & Spencer, L. (2002). Qualitative Data Analysis for Applied Policy Research. In A. M. Huberman, & M. B. Miles (Eds.), *The Qualitative Researcher's Companion*, 305-29.

Rogers, E. M. (2010). *Diffusion of Innovations* (5th ed.). New York: Free Press.

Rogers, E. M., & Shoemaker, F. (1971). *Communication of Innovations: A Cross-Cultural Approach.* New York: Free Press.

Rose, H. (2015). Researching Language Learner Strategies. In B. Paltridge, & A. Phakiti (Eds.), *Research Methods in Applied Linguistics: A Practical Resource* (pp. 421-437). London: Bloomsbury Publishing.

Roshid, M. M., Haider, M. Z., & Begum, H. A. (2018). Bangladeshi EFL Teachers' Views on the *English for Today* Textbook*. In D. Bao (Ed.), *Creativity and Innovations in ELT Materials Development: Looking Beyond the Current Design*, (pp. 211-234). Bristol UK: Multilingual Matters.

Roshid, M. M. (2014). *English Communication Skills in the Ready-made Garments Industry in Bangladesh: A Case Study* (Unpublished doctoral dissertation). Monash University, Melbourne, Australia.

Sakui, K. (2004). Wearing two pairs of shoes: Language teaching in Japan. *ELT Journal*, 58(2), 155-163.

Saldaña, J. (2011). *Fundamentals of Qualitative Research*. USA: Oxford University Press.

Sanchez, H. S., & Borg, S. (2014). Insights into L2 teachers' pedagogical content knowledge: A cognitive perspective on their grammar explanations. *System*, 44, 45-53.

Schwartz, A. (2002). National standards and the diffusion of innovation: Language teaching in the United States. In S. Savignon (Ed.), *Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education* (pp. 112-130). New Haven, CT: Yale University Press.

Seargeant, P. (2009). *The Idea of English in Japan: Ideology and the Evolution of a Global Language.* Bristol: Multilingual Matters.

Shahidullah, M. (2002). Developments in Learning Theories and the Concept of Appropriate ELT Pedagogy. *Panini: NSU Studies in Language & Literature,* 1(1), 79-98.

Shawer, S. F. (2010). Classroom-level curriculum development: EFL teachers as curriculum-developers, curriculum-makers and curriculum-transmitters. *Teaching and Teacher Education*, 26(2), 173-184.

Siddique, R. (2004). CLT: Another Assumed Ideal from the West? *The Dhaka University Studies,* 61(1), 15-28.

Sinha, B. S. (2006). Communicative Language Teaching (CLT), and *English for Today (EFT)*: Our Dream vs. Reality. *The Arts Faculty Journal,* 1(1), pp. 52-60.

Sinha, B. S., & Idris, N. (2013). Shifting Teachers' Role in the English Language Classroom in Bangladesh. *The English Teacher*, 42(2), 89-103.

Skilbeck, M. (1982). Three Educational Ideologies. In T. Horton & P. Raggatt (Eds.), *Challenge and Change in the Curriculum*, (pp. 7-18). London: Hodder & Stoughton.

Smith, D. L., & Lovat, T. J. (2003). *Curriculum: Action on Reflection* (4th ed). Tuggerah, NSW: Social Science Press.

Solly, M., & Woodward, C. (2012). Implementing the pilot stage of English in Action in Bangladesh: Negotiating the route to sustainable improvement in ELT classroom practice. In C. Tribble (Ed.) *Managing Change in English Language Teaching: Lessons from Experience* (pp. 165-170). London: British Council.

Stake, R. (2005). Qualitative Case Studies. In N. K., Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (3rd ed., pp. 443-466). Thousand Oaks, CA: Sage.

Todd, R. W., Darasawang, P., & Reinders. (2015). Innovation in Language Teaching: Lessons Learned. In P. Darasawang., & H. Reinders (Eds.), *Innovation in Language Learning and Teaching: The Case of Thailand* (pp. 160-168). Basingstoke: Palgrave Macmillan.

Tomlinson, B., & Masuhara, H. (2004). *Developing Language Course Materials.* Singapore RELC Portfolio Series.

Tomlinson, B. (2012). Materials Development for Language Learning and Teaching. *Language teaching*, 45(2), 143-179.

Tong, A. S. Y., & Adamson, B. (2013). Educational values and the English language curriculum in Hong Kong secondary schools since 1975. *International Journal of Society, Culture & Language*, 1(1), 22-36.

Tsui, A. (2004). *Understanding Expertise in Teaching: Case studies of Second Language Teachers.* Cambridge, UK: Cambridge University Press.

Ur, P. (2016). Grammar Practice. In E. Hinkel (Ed.), *Teaching English Grammar to Speakers of Other Languages* (pp. 123-141). Routledge.

Ur, P. (2018). PPP: Presentation–Practice–Production. *The TESOL Encyclopedia of English Language Teaching*, 1-6.

van Lier, L. (1988). *The Classroom and the Language Learner.* London: Longman.

Viswanathan, G. (1995). The Beginnings of English Literary Study in British India. In B. Ashcroft, G. Griffiths, & H. Tiffin (Eds.), *The Post-Colonial Studies Reader* (pp. 431-437). London: Routledge.

Wada, M. (2002). Teacher education for curricular innovation in Japan. In Savignon, S. J. (Ed.), *Interpreting Communicative Language Teaching* (pp. 31-40). New Haven: Yale University Press.

Walsh, S. (2011). *Exploring Classroom Discourse: Language in Action.* London: Routledge.

Walsh, S. (2013). *Classroom Discourse and Teacher Development.* Edinburgh: Edinburgh University Press.

Walsh, C. S., Shaheen, R., Power, T., Hedges, C., Katoon, M., and Mondol, S. (2012). Low cost mobile phones for large scale teacher professional development in Bangladesh. In: 11th World Conference on Mobile and Contextual Learning (mLearn 2012), 15-18 Oct 2012, Helsinki, Finland.

Waters, A. (2009). Managing Innovation in English Language Education. *Language Teaching*, *42*(04), 421-458.

Waters, A. (2017). Re-invention in ELT Pedagogy: the 'Goldilocks' Principle. *Radical TEFL*, 4, 43-57.

Wedell, M. (2012). The Oman BA Project: ELT change implementation, process or event? In C. Tribble (Ed.), *Managing Change in English Language Teaching: Lessons from Experience* (pp. 171-175). London: British Council.

Wedell, M. (2003). Giving TESOL change a chance: supporting key players in the curriculum change process. *System*, 31(4), 439-456.

Wette, R. (2010). Professional knowledge in action: How experienced ESOL teachers respond to feedback from learners within syllabus and contextual constraints. *System*, 38(4), 569-579.

Woods, D., & Çakır, H. (2011). Two dimensions of teacher knowledge: The case of communicative language teaching. *System*, 39(3), 381-390.

Xu, Y., & Liu, Y. (2009). Teacher assessment knowledge and practice: A narrative inquiry of a Chinese college EFL teacher's experience. *TESOL Quarterly*, 493-513.

Yin, R. K. (2009). *Case Study Research: Design and Methods* (4th ed.). Thousand Oaks, CA: Sage.

Zaman, N. (2003). English. In *Banglapedia: National Encyclopedia of Bangladesh* (Vol. 3, pp. 486-491). Dhaka: Asiatic Society of Bangladesh.

Zheng, H. (2015). *Teacher Beliefs as a Complex System: English Language Teachers in China.* Switzerland: Springer.

APPENDICES

Appendix 1: The content and structure of NCPD2012

Section	Subsections	Page Numbers
CGC	Introduction, rationale, model followed, curriculum development process, special features, curriculum framework, list of holidays, teaching learning strategies and techniques, learning theories, some methods and techniques, group based cooperative method, investigation process, learner assessment, continuous assessment, assessment of values, and terminal examinations	1-33
ELC-LS	English Paper One: Introduction, objectives, terminal learning outcomes, classwise*(=class-specific) learning outcome, curriculum matrix. English Paper Two: Syllabus (grammar and composition) Marks distribution for Paper 1 and Paper 2 General instructions for writers of textbooks	34 – 71
ELC-S	English Paper One: Introduction, objectives, learning outcomes, functions, and language points, themes, teaching learning activities, assessment, distribution of marks, test items. English Paper Two: Learning outcomes, grammar contents, and composition, distribution of marks, grammar test items, composition test items, guidelines for textbook writers.	72 -87

Appendix 2: The ELC-LS at a glance

Serial	Section title	Topic focus of the section
1	Introduction	Role of English, suggested approach to teaching English
2	Objectives	A list of 5 objectives
3	Terminal learning outcomes	A list of 9 outcomes
4	Classwise** learning outcomes	The same 9 outcomes for the 4 skills in detail
5, 6, 7	Curriculum matrix for grade 6, 7 & 8	Learning outcomes, content (themes and language points), teaching learning activities and evaluation
8	English Paper II (6—8)	A list of grammar items & composition types
10*	Distribution of marks for Paper I	Test items for the 4 skills, and notes
	Distribution of marks for Paper II	Test items for grammar and composition, and notes
11	General instructions for writers of textbooks	A list of 22 instructions for the authors

* There is no section 9 in ELC-LS
**class-specific

Appendix 3: The interview guide for teachers

The first interview

Thank you for agreeing to be interviewed. I am currently undertaking a study on ELT teachers' beliefs and their use of prescribed textbooks at the secondary level schools of Bangladesh. Everything that is said in the interview will be confidential and as I write up my research I will ensure all responses will remain anonymous. It would be very helpful if I can audio-record the interview, unless there are any objections. If at any point you would like to terminate the interview, or if you need a break, please let me know. Thank you.

1. Biographical and professional details of teachers

First, I'd like to ask a few background questions:

Main questions:

- Could you tell me about your qualifications, teaching experiences, training and teacher development undertaken?

- Could you say something about the class you teach; for example, age and level of your students, and their needs (individual, class, institutional & wider settings, exams)?

- Please tell me about the resources that are available and that you use in class.

Subsidiary questions if needed:

- What was your first degree in? Have you done a Master's? (If relevant)

- Have you received any training for teaching the new textbooks well?

- What have you done recently for professional development?

- How would you define the proficiency levels of your students?

- How motivated are they to learn English? What do they want from you?

- Do you use audio players, or multimedia?

2. Teaching approaches and beliefs

Main question: How would you describe your approach to teaching?

Subsidiary questions if needed:

- Do you follow any particular approach or method in teaching English? Please explain.

- What makes a good teacher of English, in your opinion? What kinds of lessons do you feel are most effective?

- How do you prepare for a class? Do you make a lesson plan?

- How much time do you spend for the preparation of a class?

- Has your teaching changed in any way over the years?

- Tell us about your relationship with students. What do you do to motivate them?

- Can you think of any activities or techniques that your students seem to enjoy doing?

- Are there activities that your students are reluctant to do?

- Do you use group work or pair work in your class?

- Do you discuss with learners what they need to do in and out of class to improve in English?

- Do you use English all the time in class? Why?

- Do you ask students to use English all the time in class, or as much as possible? Why?

- Do you set homework for learners?

- Do you assess learning in your class? How? How often do you assess them?

3. Materials and textbook use

Main question: What kinds of materials do you find most effective? Do the materials you use support you in the way you want to teach?

Subsidiary questions if needed:

- Do you use *English for Today* in your class? How often? What, in your opinion, are the strengths and weaknesses of *EFT*?

- Do you use any other materials for English I? (If yes, what are those and why?)

- Do you use *English Grammar and Composition* in your class? What, in your opinion, are the strengths and weaknesses of *EGC*?

- Do you use any supplementary materials for English II? (If yes, what are those and why?)

- Are you familiar with the aims and objectives of the national curriculum?

- (If yes) Do you think the textbooks are compatible with curriculum aims and objectives?

- *Have you got a copy of the teachers' guide? *Do you find the guide helpful?

Questions marked with an asterisk will be asked if the teachers' guides are available at the time of the interview. As of now, no initiatives are seen to publish the guides.

4. Prior learning experiences

Main questions:

- How did you learn English at school? How was English taught?

- How would you compare your experience of learning foreign languages with the way you yourself teach?

Subsidiary questions if needed:

- Why did you become an English teacher? Did you have a plan to be one?

- Do you remember your school days? How did you learn English?

- How was English taught? Did you have a favourite English teacher?

- What did you like about the way you learned English in your student life?

- What did you not like about the way you learned English in your student life?

- Do you have a role model, somebody who inspired you in some way to become a teacher or teach in a particular way?

5. Institution, head teacher, colleagues, parents/guardians, students

Main question: How do the particular circumstances in your teaching context affect your teaching approach and the kinds of activities and materials you use?

Subsidiary questions if needed:

- Can you tell me a bit about the school environment? Do you enjoy teaching at this school?

- Could you describe a typical day at work?

- Could you tell me about your students? Do they enjoy learning English? What challenges do they face in learning English?

- What challenges (if any) do you face with the students you teach?

- How supportive are your colleagues?

- Have you tried something that your head-teacher supported?

- Have you tried or proposed any change that was not supported by your colleagues or the headmaster?

- Do the parents/guardians approach you with any teaching suggestions or requests?

6. Preparation and professional development

Main questions: Are you happy with your professional development, with CPD activities that you attended? Were/are you able to implement what you learned in training?

Subsidiary questions if needed:

- What have you learned from the workshops/seminar/CPD courses that you have attended (if applicable)?

- If you ever become a mentor for a new teacher, what do you think you will teach him or her?

- If you could design or select the perfect teacher training for you and other teachers in your school, what would the topics/contents be? What approach would you use?

- If we were in a perfect world with all the resources and training we could wish for, how would your classes be? In what ways would they be different/similar to your current classes?

- How confident are you about your English skills in reading, writing, listening and speaking?

Pre-observation interview

1. What are your plans for today's/tomorrow's class?

Due to teachers' busy schedules, it might not be possible to ask them many questions. Depending on their answer to the above question, some further questions will be asked related to lesson objectives, materials they are going to use, activities, and rationales for their choice of activities and materials.

- What are the lesson objectives today?

- Are you going to use any materials?

- Will you give them any tests or are you going to assess student performance in any way?

Post-observation interview/Stimulated recall follow-up interview schedule

The following prompts are related to teachers' knowledge, understanding and beliefs with regard to their teaching practices. These will be modified and finalized based on lesson observation data or field-notes. In some cases, video/audio clips or artefacts will be presented to teachers to stimulate their memory of the particular lesson they are asked to comment on.

- What were the main aims of the lesson?

- In what ways would you say this class is typical – how is it similar to or different from other lessons?

- What were the reasons for employing instructional activities A/B/C?

- Why did you (or did you not) use the textbook closely?

- Why did you (not) use the pair work/group work activities in the book today?

- Why did you allow (or not allow) learners to use Bangla?

- Why did you (not) correct errors during/after the lesson?

- Why did you stand in front of the classroom or at the back? Or, why did you (not) move in the class?

- Do you think you could monitor learners during the activity/ lesson?

- What was the reason for doing x, y, z?

- Do you do any of these things differently sometimes?

- /Finally, was there anything you wanted to comment on about using the textbook and the teachers' book (if available!) which we haven't discussed?

Probing questions

- Can you say a bit more about that?

- Can you give an example?

- Can you explain what you mean by X?

- Why? What's the reason for that?

- That's interesting – tell me more about that.

Appendix 4: Observational protocol

Since the main focus of observation is how teachers use the textbooks, the structure of the textbook activities will be used to note teachers' classroom behaviour. However, the following categories in part B have been chosen because of the emphasis they received in the curriculum. The same categories will be used to analyse the textbooks. The observations will also be guided by the activities provided in the textbook (part C).

Part A (to be completed before the lesson or as soon as the lesson starts)

Name of the institution	
Teacher's name or initials	
Number of students	Present ( ) Total ( )
Grade and subject	
Physical environment	
Seating arrangement	
Date and time	

Part B (To be completed during the lesson)

Activity number (and page no. if it is in the coursebook) and brief description of the activity	Lesson focus (e.g. skills, language points)	Observer notes

Part C (to be completed during the lesson or immediately after the lesson ends)

Aims and goals	Yes or no? If 'yes', some detail or comments

Warm up activity/ schema activation/ Reviewing what was done in the previous class	
Asking students for their opinions regarding what to do today (or in the next class)	
Explaining what will be done today, or discussing lesson objectives in the textbook	
Providing language input/ textbooks or supplementary materials/ handouts	
Teacher's role: teaching / explaining, engaging and interacting with the pupils	
Medium of instruction – ratio of English to Bangla	
Pupils' role: talk time, active participation or passive learning	
Teacher talk time vs pupil talk time	
Individual work / collaborative work by pupils	
Teacher – Pupil interaction	
Assessment and feedback, error correction	
Opportunities for output	
Use of praise, criticism, encouragement or rebukes	
Focus on accuracy, fluency and appropriacy of language	
Teaching grammar in textual or communicative context / focus on form	
Learning climate/ fun, enjoyment and entertainment	

Appendix 5: Profile of the researcher

My own background of teaching and teacher training

In interpretive research paradigm, the concept of "reflexivity" or an articulation of biases, values and experiences is considered necessary because, as Cresswell (2013) argues, a qualitative text "cannot be separated from the author, how it is received by readers, and how it impacts the participants and sites under study" (p. 215). While conducting this research, it was therefore important for me to be aware of my own beliefs and understandings as a researcher in order to reduce, if not overcome, any "researcher bias" in data collection, analysis and interpretation. In what follows, I recount my experiences as a learner and teacher of English and explore how my particular circumstances of learning may have shaped my beliefs about language teaching.

My knowledge and beliefs about English, English language learning and teaching approaches, particularly with regard to a learner-centered, interactive pedagogy that the national curriculum 2012 aims to promote, have been shaped by my experiences as a tertiary-level English teacher and trainer of secondary and higher secondary English teachers in a career of over ten years. My education, professional training, international exposure and location in the capital city of Bangladesh positioned me as a more privileged ELT professional compared with my participants who were based in schools in suburban and rural areas with much less scope for professional development. While teaching, my participants drew on their knowledge bases which were different from mine.

In terms of professional development, I have benefitted from numerous workshops, seminars and conferences that I have attended at home and abroad. I have learnt from my colleagues some of whom are leading ELT professionals in the country with substantial experiences in teacher training, materials development and other related works. In 2009, I did an MA in TESOL at London Institute of Education where I built on my knowledge of ELT pedagogy and improved my English skills. Since 2010, I have developed and conducted a number of training sessions for secondary and higher secondary English teachers. I have contributed five units to a coursebook written for first year students of the University of Dhaka. All these opportunities have shaped my

knowledge and understandings of ELT materials and methods. My research participants, on the other hand, were much less experienced academically. Secondary school teachers in Bangladesh rarely have a university degree and very few attend conferences (recently Bangladesh English Language Teachers' Association has taken initiatives to reach out to school teachers and provide support for professional development). Their professional development opportunities tend to be limited to the training workshops offered through English in Action or ELTIP projects, as discussed in chapter 3. However, I have also come across highly motivated and enthusiastic teachers from schools who seek opportunities for continuous development. Some take an evening MA course to upgrade their professional knowledge and competence, others attend online courses in ELT/TESOL. I have met teachers who take an interest in developing their own supplementary materials. My participants represented a diversity of backgrounds with some having more exposure to ELT professional literature than others.

My students are undergraduate and graduate students aged 18 to 25 who have studied English as a subject for at least twelve years before coming to university. Their proficiency levels range from pre-intermediate to upper-intermediate levels. While teaching in the classroom, I usually choose English as the medium of instruction in order to maximize learners' exposure to English. I only use Bangla to clarify a certain point or give an example. Outside the classroom, I mix English and Bangla to interact with students which is common practice at the tertiary level of education in Bangladesh. The degree to which English or Bangla will be used often depends on the topic of discussion: academic discussions are mostly in English while interpersonal communication will be in both languages (Hamid, 2008). My choice of teaching approach depends on my objectives for the lesson: I use content-based instruction for developing academic reading and writing skills, a variety of tasks for developing learners' speaking fluency, and I train learners in the use of a range of learning strategies to become effective learners and users of English. Nearly all of my university students go on to further education or get prestigious jobs where English skills are valued, and they usually have high motivation to learn English. School teachers, in contrast, deal with much younger and less proficient learners of English. There is not much need to use English at school or outside school as everybody speaks Bangla as a first or second language in Bangladesh. Success in English is often equated with

passing the exams with a top grade. School students, therefore, have different orientations to learning and using English. Consequently, this calls for different teaching approaches. Again, at the university I enjoy a certain degree of freedom in choosing instructional materials, and assessment techniques. Even when there is a recommended coursebook, I look for ways of supplementing it through the addition or adaptation of tasks to make my class as productive as possible. School teachers enjoy much less freedom in this regard, since they are required to work with prescribed teaching materials and teach their pupils for the public examinations, which are not set by them. They also work in more challenging circumstances with fewer resources and amenities.

Nevertheless, my interests in English teachers, instructional materials and methods have a lot to do with my own experience of learning the language early in my life, first as a school boy and later as a freshman at the university. My first English teachers were my parents. My father who rarely lived with us bought me bilingual 'word books' (which contained common English words with Bangla meanings and pictures) and taught me how to translate from Bangla to English. My mother taught me numbers, the days of the week and months in English. Whatever little I learned at home gave me an advantage at school as I would easily pass in English while many in my class would fail. In those days there was no electricity, no satellite television, no English newspapers around, so our sources of input were the textbooks and the teachers. My English teachers all taught through Bangla following grammar translation and I was able to read and write with some accuracy. Unlike some of my friends, I was not very good at memorizing paragraphs, letters and essays, so I would try to write on my own taking cues from the given samples. However, when I went to university I discovered that I was very poorly prepared for the rigorous study of English literature. The lectures were all in English and at times I could not follow them. Some of my classmates were speaking in English on the corridors with each other and when anyone spoke to me in English I had a tough time constructing a response in English in real time. It was so embarrassing! They spoke with a different accent, too. With my limited abilities in English, I still tried to respond to teachers' questions in class. I realized I had to develop the ability to communicate in English and sought out classmates and dorm mates who were interested in forming an English conversation club. I realized that the way I had learned English at school was ineffective and incomplete, since I had had no

opportunities to use English with others. I would also think of my school mates who struggled with the subject at school and despite years spent on studying it, were unable to meet their communication needs later in life in their workplaces in Singapore, Malaysia and the Middle East. My own struggles and those of my school friends convinced me that ELE curriculum and pedagogy should be made relevant to learners' short-term and long-term needs.

While observing lessons and interviewing teachers, I tried to have an open mind and guard against any pre-conceived notions about secondary teaching that I had developed from reading published research. I kept in mind that every context would be unique and it would be important to look beyond what might seem obvious at first sight. I hope my articulations of my background that must have shaped my beliefs and interpretations will help readers in forming their own interpretations of the accounts provided in the thesis.

Appendix 6: Learning outcomes in NCPD2012

3. Terminal Learning Outcomes

Students will be able to:

1. follow instructions, commands, requests, announcements and act accordingly.

2. recognise and use English sounds, stress and intonation appropriately.

3. understand and enjoy stories, poems and other texts.

4. interact through short talks and simple dialogues, conversations and discussions.

5. read aloud texts with proper pronunciation, stress and intonation.

6. understand written instructions and texts through silent reading.

7. use dictionary and understand the table of content of a book.

8. write answers to questions, short compositions (paragraphs, essays, letters) and simple CVs.

9. use proper punctuation marks.

Appendix 7: Sample question paper

JESSORE BOARD–2017

English (Compulsory) 2nd Paper

Sub Code | 1 | 0 | 8 |

Time : 3 hours   Total Marks : 100

[N.B. Figure in the margin indicate full marks]

Part–A : Grammar (Marks-60)

1. Fill in the blanks in the following text with articles (a/ an/ the) as necessary. Some of the blanks may not require an article. Put cross (x) in those blanks.   0·5×10 = 5

   The process of learning may very well be compared to (a) — undertaking of a journey. The learner or the student is (b) — journey taker or traveller. Just as a traveller has to undergo all (c) — botherations of buying his ticket, booking his baggage showing up his ticket, taking core of things, boarding a train or a bus and suffering every other item of (d) — tedious journey to reach his (e) — destination, so a learner has to manage his learning affair himself. It is (f) — labourious process and no one can do (g) — labour for him and no one else can undertake (h) — journey for another. There is no trick or magic in it. It cannot be acquired at second hand. Just as a traveler, he can enquire here and there in case of doubt and difficulty. However, the journey is (i) — passenger's own concern. In (j) — same way, learning is entirely the concern of the student or the learner.

2. Complete the text with suitable prepositions :   0·5×10 = 5

   It would be impossible (a) — us to continue living in this world if each of us knew exactly what fate had (b) — store for us. So, Allah in His mercy conceals the future (c) — all His creatures, and reveals only the present. He hides from the animals what men know, and so He hides from men what the angels know. For example, if a lamb had reason (d) — a man, it could not gamble happily knowing it was destined to be killed (e) — human food. But being quite ignorant (f) — its fate, it is happy to the last moment of its short life contentedly grazing (g) — the flowery meadow, and even in its innocence licks the hands (h) — the butcher who is about to slaughter it. What a blessing it is that we are ignorant (i) — the future! Allah, to whom the death of a sparrow is of equal importance with the death of a hero, has, in His mercy, thus limited our knowledge so that we might fulfill our duty in the sphere (j) — which He has appointed us.

3. Complete the sentences with suitable phrases/ words given in the box.   0·5×10 = 5

as if	let alone	what does ...... look like	was born	there
what's it like	have to	as soon as	had better	would rather

   (a) In modern times, — has been a great change in the attitude of man regarding superstitious belief.
   (b) Our learners develop a very poor writing skill. They cannot write fairly well even in Bangla — in English.
   (c) Some city dwellers' behaviour is often too formal. They speak in such a way — they were never in the village.
   (d) I have never travelled by air — flying in the sky?
   (e) Riaz : — the frozen mountain peak —?
       Purnima : It looks like a white dome.
   (f) Sheela is suffering from tooth-ache. She — see a dentist.
   (g) Play is delayed due to rain. It will resume — the rain stops.
   (h) Sohel is a very good natured boy. He — stay at home than mix with bad companies.
   (i) Milton was a poet of versatile genius. He — in 1608 in England. He used to believe that one should start a profession after taking necessary preparations.
   (j) We have discussed for quite a long time. We can't take much time any more. We — come to a conclusion.

4. Complete the sentences using suitable words/ clauses/phrases :   0·5×10 = 5

   (a) Last night I did not have a sound sleep. I feel sleepy — TV.
   (b) You cannot handle such a — if you don't have prior experience in teaching.
   (c) If the driver had been more careful, — the fatal accident.
   (d) We were supposed to start our journey the next day. But it was so hot that —.
   (e) A village market is one of the many attractions of country life. It is a public place where —.
   (f) The box is very heavy. Are you strong enough —?
   (g) Begging is not a profession. It is most disreputable. We must not —.
   (h) Whenever he speaks in English —. But it is natural that we learn through mistakes.
   (i) The station is not far away from here. It will take you five minutes —.
   (j) One should bear in mind that forming bad habit is easy to do but —.

5. Read the text and fill in the gaps with the correct form of verbs as per subject and context: 0·5×10 = 5

   Most of the people who (a) — (appear) most often and most gloriously in the pages of history (b) — (be) great conquerors and generals and soldiers, whereas the people who really (c) — (help) civilization forward are often never (d) — (mention) at all. We do not know who first (e) — (set) a

broken leg, or launched a sea worthy boat or (f) — (calculate) the length of a year, but we (g) — (know) all about the killers and destroyers. People think a great deal of them, so much so that on all the highest pillars in great cities of the world you (h) — (find) figures of a conqueror or a general or a soldier. And I think that most people (i) — (believe) that the greatest countries are those that (j) — (beat) in the battle the greatest number of countries and ruled over them as conquerors.

6. Read the text and change the sentences as directed : $1 \times 5 = 5$
   We are very much proud of our freedom fighters.
   (a) They fought for the country with a patriotic zeal. (make it compound)
   (b) They are the most courageous sons of our nation. (make it positive)
   (c) Everybody admires and respects them greatly. (make it passive)
   (d) Nobody denies their contribution to their motherland. (make it interrogative without changing meaning).
   (e) They will never be forgotten by their countrymen to the end. (make it affirmative)

7. Change the narrative style by using direct speeches.   5
   The teacher asked the students if they had heard the name of Aesop. The students respectfully replied that they had not and asked the teacher who he had been. The teacher advised them to listen to his lecture attentively and they would be able to know about him. He also exclaimed with wonder that his fables were very interesting and instructive.

8. Identify the unclear pronoun references in the following paragraph. Where necessary, rewrite the sentence so that all pronoun references are clear.   5
   Mandela left public life in June 2004 telling his adoring countrymen not to call them. Regarding it, Nadine Gordimer said, "He is at the epicenter of his time, ours in South Africa and your, wherever you are."

9. Read the following text and use modifiers as directed in the blank spaces : $0.5 \times 10 = 5$
   A village doctor is a very (a) — (pre-modify the noun) person in the rural areas of Bangladesh. He is (b) — (pre-modify the verb) known as quack. A village doctor is not a (c) — (pre-modify the noun) doctor. He usually sits in a small dispensary (d) — (post modify the verb). He treats the patients (e) — (use a participle phrase to post-modify the verb). A village doctor is not a (f) — (pre-modify the noun) man. His chamber is (g) — (pre-modify the verb) furnished. He cannot supply costly medicine to (h) — (pre-modify the noun) patients. In our country, the number of qualified doctors is (i) — (use an intensifier to pre-modify the adjective) few. So a village doctor is a great friend to the (j) — (pre-modify the noun) villagers.

10. Use appropriate sentence connectors in the blank spaces of the following passage : $0.5 \times 10 = 5$
    Unemployment is a great problem in our country. (a) —, it is the burning question of the day. (b) — almost all the countries of the world suffer from the curse of unemployment problem. (c) — Bangladesh is the worst sufferer of this so called problem. (d) — no where in the world this problem is so acute as in our country. (e) — there are many reasons behind it. (f) — our country is industrially backward. (g) — our system of education fails to give a student an independent start of life. (h) — it has little provision for vocational training. (i) — our students and youth have false sense of dignity. (j) — they run after jobs blindly.

11. Read the passage and write the antonyms and synonym of the words as directed below : $0.5 \times 10 = 5$
    Sincerity is the root of success of all works. One can go a long way if he does a job with sincerity. The great men are sincere because they know that sincerity is the key to success. Those who do not follow the rules of sincerity can never go a long way. Sincerity is the secret of victory. If any work is not done with sincerity, one will never receive desirable output from it. So, we should be sincere in every walk of life.
    (a) Success (antonym) (b) job (synonym) (c) great (antonym) (d) because (synonym) (e) know (synonym) (f) follow (antonym) (g) rule (synonym) (h) never (antonym) (i) victory (synonym) (j) desirable (antonym).

12. There are ten errors in the use of punctuation marks in the following text. Re write the text correcting the errors : $0.5 \times 10 = 5$
    Tourist : How old is the edifice guide
    Guide   : Madame its a 15th century edifice

    Tourist : What a wonderful edifice it is
    Guide   : It was built by Akbar the then emperor of India.
    Tourist : Oh! I see
    Guide   : Madame we should move now. The sun is about to set. It would be dark soon.
    Tourist : Isn't the place safe?
    Guide   : It is. But the security does not allow anybody after sunset.

Part-B : Composition (Marks-40)

13. Write an application for the post of sales representative along with your C.V.   8
14. Suppose, you are a reporter of a national daily. Now, write a report for your newspaper on "Food Adulteration/Indiscriminate use of formalin in food", which has become a burning issue.   8
15. Write a compare and contrast paragraph on "City life and Rural life".   10
16. The rivers of Bangladesh had a glorious past. Now the rivers are on the verge of extinction. Write a composition on the "Importance of the Rivers in Bangladesh."   14

Appendix 8: Transcription conventions

R   Researcher

T   Teacher

S   Student (not identified)

Suraiya   Identified student (name known)

Ss   More than one student or whole class

(   )   transcriber doubt, uncertain transcription

X   Inaudible item, probably one word only

XX   Inaudible item of phrase length

XXX   Inaudible item beyond phrase length

[   ]   commentary, researcher's description of events

<Italic>   Speech in Bangla

[=   ]   a gloss or translation of speech

Appendix 9: Information sheet for case study participants

INFORMATION SHEET FOR PARTICIPANTS

YOU WILL BE GIVEN A COPY OF THIS INFORMATION SHEET

King's College London

Title of study

English teachers' cognitions and their "consumption" of prescribed ELE textbooks in mainstream secondary schools of Bangladesh: A qualitative investigation

I would like to invite you to participate in this research project which forms part of my PhD, funded by the Commonwealth Scholarship Commission. You should only participate if you want to; choosing not to take part will not disadvantage you in any way. Before you decide whether you want to take part, it is important for you to understand why the research is being done and what your participation will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information.

What is the purpose of the study?
The aim of this study is to investigate English teachers' beliefs and teaching practices in the Bangladeshi context. Another aim is to explore teachers' understandings of and attitudes to the current National Curriculum, teaching materials, and tests.

Who is being invited to take part?

I am trying to recruit 6 teachers (from 3 schools) who teach English in secondary schools of Bangladesh and 3 head teachers from the same schools.

Do I have to take part?
It is up to you to decide whether or not to take part. If you decide to take part, you are still free to withdraw at any time, without having to justify your withdrawal in any way, before the researcher begins writing up his dissertation on 1 October 2017. Upon withdrawal, all collected data will immediately be destroyed. You will be given a copy of this information sheet as well as the signed consent form.

What will happen to me if I take part?

If you agree to take part in this research, I will observe three of your classes and interview you for two to three hours over three separate occasions about your teaching at a time convenient to you. All the information obtained in this way will be recorded onto a data form that can be encrypted. If you are interested, some of your lessons may be audio-recorded and used for discussion during the interviews. Please note that I just want to see normal classes; I am not here as an inspector.

What are the possible benefits and risks of taking part?
This research will not place you at any risk greater than that encountered in your daily life. I hope that you find it interesting and beneficial to discuss your work with me as a colleague. I will be happy to give you a copy of my report. In the longer term, my research will benefit all teachers in Bangladesh by pointing out areas where there is a lack of alignment between the curriculum and teaching practices, and by identifying areas where teachers would like more support and would appreciate further training as well as areas where the curriculum and the materials may need to revised.

Will my taking part be kept confidential?

The data may be used for future publication, and in case any publication about the data ensues, your name and your institution as well as any identifying details will be altered or deleted, so that your identity will remain anonymous.

Who should I contact for further information?

If you have any questions or require more information about this study, please contact me by e-mail at bijoy.basu@kcl.ac.uk or bijoybasu@du.ac.bd.

What if I have further questions, or if something goes wrong?

If this study has harmed you in any way or if you wish to make a complaint about the conduct of the study you can contact King's College London using the details below for further advice and information:

Dr Nick Andon
Lecturer in English Language Education
King's College London
WBW 2/16
Waterloo Bridge Wing
Waterloo, London
United Kingdom
Telephone: +44 (0)20 7848 3715
E-mail: nick.andon@kcl.ac.uk

Thank you for reading this information sheet and for considering taking part in this research.

Appendix 10: Information sheet for group interview participants

INFORMATION SHEET FOR PARTICIPANTS

REC Reference Number: LRS-16/17-4549

YOU WILL BE GIVEN A COPY OF THIS INFORMATION SHEET

KING'S
College
LONDON

Title of study

English teachers' cognitions and their "consumption" of prescribed ELE textbooks in mainstream secondary schools of Bangladesh: A qualitative investigation

I would like to invite you to participate in this research project which forms part of my PhD, funded by the Commonwealth Scholarship Commission, UK. You should only participate if you want to; choosing not to take part will not disadvantage you in any way. Before you decide whether you want to take part, it is important for you to understand why the research is being done and what your participation will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information.

What is the purpose of the study?

The aim of this study is to investigate English teachers' beliefs and teaching practices in the Bangladeshi context. Another aim is to explore teachers' understandings of and attitudes to the current National Curriculum, teaching materials, and tests.

Who is being invited to take part?

I have already observed lessons in four secondary schools of Bangladesh and interviewed eight English teachers there. Now, I am trying to recruit 5-6 secondary English teachers for one or two group interviews to discuss teachers' beliefs and practices in relation to the principles of the National Curriculum 2012, prescribed materials and assessment.

Do I have to take part?

It is up to you to decide whether or not to take part. If you decide to take part, you are still free to withdraw at any time, without having to justify your withdrawal in any way, before the researcher leaves the field on 23 December 2017. Upon withdrawal, all collected data will immediately be destroyed. You will be given a copy of this information sheet as well as the signed consent form.

What will happen to me if I take part?

If you agree to take part in the group interview, I will invite you to join 5 other teachers to talk about the National Curriculum 2012, teaching and testing practices on two separate sessions that might last an hour each. If all of you agree, the interview will be audio-recorded for the purposes of analysis.

What are the possible benefits and risks of taking part?

This research will not place you at any risk greater than that encountered in your daily life. I hope that you find it interesting and beneficial to discuss your work and your understanding and views of the National Curriculum 2012 with me and other colleagues. I will be happy to give you a copy of my report. In the longer term, my research will benefit all teachers in Bangladesh by pointing out areas where there is a lack of alignment between the curriculum and teaching practices, and by identifying areas where teachers would like more support and would appreciate further training as well as areas where the curriculum and the materials may need to be revised.

Will my taking part be kept confidential?

The data may be used for future publication, and in case any publication about the data ensues, your name and your institution as well as any identifying details will be altered or deleted, so that your identity will remain anonymous.

Who should I contact for further information?

If you have any questions or require more information about this study, please contact me by e-mail at bijoy.basu@kcl.ac.uk or bijoybasu@du.ac.bd.

What if I have further questions, or if something goes wrong?

If this study has harmed you in any way or if you wish to make a complaint about the conduct of the study you can contact King's College London using the details below for further advice and information:

Dr Nick Andon
Lecturer in English Language Education
King's College London
WBW 2/16
Waterloo Bridge Wing
Waterloo, London
United Kingdom
Telephone: +44 (0)20 7848 3715
E-mail: nick.andon@kcl.ac.uk

Thank you for reading this information sheet and for considering taking part in this research.

Appendix 11: Information sheet for head teachers

INFORMATION SHEET FOR PARTICIPANTS

REC Reference Number: LRS-16/17-4549

YOU WILL BE GIVEN A COPY OF THIS INFORMATION SHEET

KING'S *College* **LONDON**

Title of study

English teachers' cognitions and their "consumption" of prescribed ELE textbooks in mainstream secondary schools of Bangladesh: A qualitative investigation

I would like to invite you to participate in this research project which forms part of my PhD, funded by the Commonwealth Scholarship Commission, UK. You should only participate if you want to; choosing not to take part will not disadvantage you in any way. Before you decide whether you want to take part, it is important for you to understand why the research is being done and what your participation will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information.

What is the purpose of the study?

The aim of this study is to investigate English teachers' beliefs and teaching practices in the Bangladeshi context. Another aim is to explore teachers' understandings of and attitudes to the current National Curriculum, teaching materials, and tests.

Who is being invited to take part?

I am trying to recruit 6 teachers (from 3 schools) who teach English in secondary schools of Bangladesh and 3 head teachers from the same schools.

Do I have to take part?

It is up to you to decide whether or not to take part. If you decide to take part, you are still free to withdraw at any time, without having to justify your withdrawal in any way, before the researcher begins writing up his dissertation on 1 October 2017. Upon withdrawal, all collected data will immediately be destroyed. You will be given a copy of this information sheet as well as the signed consent form.

What will happen to me if I take part?

If you agree to take part in this research, I will interview you for one hour over two separate occasions about your school, students, teachers, parents, the English curriculum, materials, assessment, English teaching, teachers' professional development opportunities at a time convenient to you. All the information obtained in this way will be recorded onto a data form that can be encrypted.

What are the possible benefits and risks of taking part?

This research will not place you at any risk greater than that encountered in your daily life. I hope that you find it interesting and beneficial to discuss your work as a school leader with me as a colleague. I will be happy to give you a copy of my report. In the longer term, my research will benefit all teachers in Bangladesh by pointing out areas where there is a lack of alignment between the curriculum and teaching practices, and by identifying areas where teachers would like more support and would appreciate further training as well as areas where the curriculum and the materials may need to revised.

Will my taking part be kept confidential?

The data may be used for future publication, and in case any publication about the data ensues, your name and your institution as well as any identifying details will be altered or deleted, so that your identity will remain anonymous.

Who should I contact for further information?

If you have any questions or require more information about this study, please contact me by e-mail at bijoy.basu@kcl.ac.uk or bijoybasu@du.ac.bd.

What if I have further questions, or if something goes wrong?

If this study has harmed you in any way or if you wish to make a complaint about the conduct of the study you can contact King's College London using the details below for further advice and information:

Dr Nick Andon
Lecturer in English Language Education
King's College London
WBW 2/16
Waterloo Bridge Wing
Waterloo, London
United Kingdom
Telephone: +44 (0)20 7848 3715
E-mail: nick.andon@kcl.ac.uk

Thank you for reading this information sheet and for considering taking part in this research.

Appendix 12: Consent form for case study participants

CONSENT FORM FOR PARTICIPANTS IN RESEARCH STUDIES

Please complete this form after you have read the Information Sheet and/or listened to an explanation about the research.

Title of Study: English teachers' cognitions and their "consumption" of prescribed ELE textbooks in mainstream secondary schools of Bangladesh: A qualitative investigation

K**ING'S**
College
LONDON

King's College Research Ethics Committee Ref: LRS-16/17-4549

Thank you for considering taking part in this research. The person organising the research must explain the project to you before you agree to take part. If you have any questions arising from the Information Sheet or explanation already given to you, please ask the researcher before you decide whether to join in. You will be given a copy of this Consent Form to keep and refer to at any time.

I confirm that I understand that by ticking/initialling each box I am consenting to this element of the study. I understand that it will be assumed that unticked/initialled boxes mean that I DO NOT consent to that part of the study. I understand that by not giving consent for any one element I may be deemed ineligible for the study.

Please tick or initial

[ ]

Please tick or initial

1. I confirm that I have read and understood the information sheet dated 10/05/17 for the above study. I have had the opportunity to consider the information and asked questions which have been answered satisfactorily.   [ ]

2. I understand that I will be able to withdraw my data up to 30/09/17 OR 4 weeks after my interview   [ ]

3. I consent to the processing of my personal information for the purposes explained to me. I understand that such information will be handled in accordance with the terms of the UK Data Protection Act 1998.   [ ]

4. I understand that my information may be subject to review by responsible individuals from the College for monitoring and audit purposes.   [ ]

5. I understand that confidentiality and anonymity will be maintained and it will not be possible to identify me in any publications.   [ ]

6. I consent to my interview being audio recorded.   [ ]

7. I consent to my class being observed.   [ ]

8. I consent to my class being audio recorded.   [ ]

_____   _____   _____
Name of Participant   **Date**   **Signature**

_____   _____   _____
Name of Researcher   **Date**   **Signature**

Appendix 13: Consent form for group interview participants

CONSENT FORM FOR PARTICIPANTS IN RESEARCH STUDIES

Please complete this form after you have read the Information Sheet and/or listened to an explanation about the research.

KING'S
College
LONDON

Title of Study: English teachers' cognitions and their "consumption" of prescribed ELE textbooks in mainstream secondary schools of Bangladesh: A qualitative investigation

King's College Research Ethics Committee Ref: LRS-16/17-4549

Thank you for considering taking part in this research. The person organising the research must explain the project to you before you agree to take part. If you have any questions arising from the Information Sheet or explanation already given to you, please ask the researcher before you decide whether to join in. You will be given a copy of this Consent Form to keep and refer to at any time.

I confirm that I understand that by ticking/initialling each box I am consenting to this element of the study. I understand that it will be assumed that unticked/initialled boxes mean that I DO NOT consent to that part of the study. I understand that by not giving consent for any one element I may be deemed ineligible for the study.

Please tick or initial

☐

1. I confirm that I have read and understood the information sheet dated 31/10/17 for the above study. I have had the opportunity to consider the information and asked questions which have been answered satisfactorily.

Please tick or initial

☐

2. I understand that I will be able to withdraw my data up to 30/04/18 OR 4 weeks after my interview

☐

3. I consent to the processing of my personal information for the purposes explained to me. I understand that such information will be handled in accordance with the terms of the UK Data Protection Act 1998.

☐

4. I understand that my information may be subject to review by responsible individuals from the College for monitoring and audit purposes.

☐

5. I understand that confidentiality and anonymity will be maintained and it will not be possible to identify me in any publications.

☐

6. I consent to the group interview being audio recorded.

☐

_____   _____   _____
Name of Participant   **Date**   **Signature**

_____   _____   _____
Name of Researcher   **Date**   **Signature**

Appendix 14: Consent form for head teachers

CONSENT FORM FOR PARTICIPANTS IN RESEARCH STUDIES

Please complete this form after you have read the Information Sheet and/or listened to an explanation about the research.

Title of Study: English teachers' cognitions and their "consumption" of prescribed ELE textbooks in mainstream secondary schools of Bangladesh: A qualitative investigation

KING'S
College
LONDON

King's College Research Ethics Committee Ref: LRS-16/17-4549

Thank you for considering taking part in this research. The person organising the research must explain the project to you before you agree to take part. If you have any questions arising from the Information Sheet or explanation already given to you, please ask the researcher before you decide whether to join in. You will be given a copy of this Consent Form to keep and refer to at any time.

I confirm that I understand that by ticking/initialling each box I am consenting to this element of the study. I understand that it will be assumed that unticked/initialled boxes mean that I DO NOT consent to that part of the study. I understand that by not giving consent for any one element I may be deemed ineligible for the study.

Please tick or initial

☐

Please tick or initial

1. I confirm that I have read and understood the information sheet dated 10/05/17 for the above study. I have had the opportunity to consider the information and asked questions which have been answered satisfactorily.   ☐

2. I understand that I will be able to withdraw my data up to 30/09/17 OR 4 weeks after my interview.   ☐

3. I consent to the processing of my personal information for the purposes explained to me. I understand that such information will be handled in accordance with the terms of the UK Data Protection Act 1998.   ☐

4. I understand that my information may be subject to review by responsible individuals from the College for monitoring and audit purposes.   ☐

5. I understand that confidentiality and anonymity will be maintained and it will not be possible to identify me in any publications.   ☐

6. I consent to my interview being audio recorded.   ☐

_____   _____   _____
Name of Participant   **Date**   **Signature**

_____   _____   _____
Name of Researcher   **Date**   **Signature**

Appendix 15: Letter of invitation

01 August 2017

The Head
[Name of the School]
[School Address]

Dear Sir/Madam,

I am writing to request your permission for conducting a research involving two teachers of English of secondary grade 6, 7 and 8 in your school.

I am a member of faculty in the Department of English at the University of Dhaka. I am currently undertaking a doctoral study in the School of Education, Communication and Society at King's College London. I am obliged to carry out this research to meet the requirements of my PhD degree.

The title of my study is **English teachers' cognitions and their "consumption" of prescribed ELE textbooks in mainstream secondary schools of Bangladesh: A qualitative investigation**. The study aims to investigate the implementation of the recent English curriculum at the classroom level. It examines teaching practices in relation to teachers' beliefs as well as to the curriculum policy, teaching materials, and other local and external factors.

For the purposes of this research, data will be collected from three schools of Bangladesh. A total of 6 teachers (2 from each school) will be interviewed and three classroom lessons of each participant will be observed on different occasions. The information that will be collected from the teachers will be handled with strict confidentiality and will be used only for research purposes. For your information, this study is guided by King's College London's Code of Ethical Practice. If you need further information about this study, please contact Dr. Nick Andon, the first supervisor of the researcher at the address printed below.

I would highly appreciate it if you kindly issue a formal letter which will enable me to enter the school and conduct my research. Your permission and support will be in the interest of my professional and career development as well as the improvement of the teaching and learning of English in secondary schools in Bangladesh.

Thank you very much for your kind cooperation.

Sincerely yours,

[signature]
Bijoy Lal Basu   Dr Nick Andon
Department of English   Lecturer in English Language Education
University of Dhaka   King's College London
And   WBW 2/16
King's College London   Waterloo Bridge Wing
Email:bijoy.basu@kcl.ac.uk,   Waterloo, London
and bijoybasu@du.ac.bd   United Kingdom
                                            Telephone: +44 (0)20 7848 3715
                                            E-mail: nick.andon@kcl.ac.uk

Appendix 16: Teachers' Curriculum Guide: Instructions for Assessment

9.1. Listening

These are few important points that a teacher needs to keep in mind before designing a test for listening.

- A listening test will be more reliable if learners listen to an audio recording. The recording ensures that whenever the test is used, the speed of speaking and the accent will be same. This assumes that the test has been taken in consistent conditions.
- A test is more **reliable** if it has several items to assess. For example, a listening test consisting of 20 test items of 5 types is likely to be more reliable than test involving 10 questions based on a particular type.
- A test of speaking is more reliable if the speaker is assessed on several sub-skills rather than on one.
- A test will be more reliable if a rubric is followed rather than impressionistic/subjective marking.

Some Listening test types

Dictation: The teacher reads aloud a text approximately 150 words phrase by phrase. The learners write each phrase as they hear it. This kind of test has been used as a test of general language proficiency.

Missing part (partial dictation): The learners have an incomplete text in front of them. As they listen to a spoken version of the text, they fill the missing parts on the written text.

Text with questions: The learners have a list of MCQs in front of them while they listen to a text being read or a recorded dialogue. As they listen they answer the questions.

Responding to statements: Learners listen to statements or questions and respond to them by choosing from MCQ items of words or pictures, by indicating true or false, or by giving a short answer.

Three choices: Instead of responding to statements with just T/F (True/False), three categories of response are allowed – true, false. opinion OR true, false, not stated.

Recorded cloze: The learners listen to a tape recording where every 15th word has been replaced by a 'bleep' sound and with pauses at the end of each sentence. As they listen the learners write the missing words.

Information transfer: The learners listen to a description or dialogue and label a diagram or fill in a chart or table while they listen.

9.2. Speaking

Interviews and scales: Each learner is interviewed individually. The interviewer does not need to follow a set of questions but it is best to keep at least part of each interview as similar as possible. The interviewees are scored on rating scale from one to five for fluency, intelligibility, grammatical accuracy, richness of language and overall impression.

Group oral exam: The learners are divided in groups of four or five. They are given a card with a topic and a few questions to think about. After a few moments thought the group discusses the topic. The observers grade each learner using a set of scales. Instead of discussions, role plays, partly scripted dialogues, or partly improvised play can be used to get the learners speak.

Split information: Learners are divided into equal groups. All the people in group A have a sheet with 50 items on it like **Form A** below. Those in group B have a slightly different sheet – **Form B**. Students work in pairs. They describe and ask questions to know what is there in the other person's sheet. When they are similar they write S, if dissimilar – they write D. Finally each person's paper is collected and marked. It shows learners' effective communication skills.

Describe and draw: The learners' are given pictures which they have to describe so that their partner can draw it. Marks are given for describing each part of the picture correctly with specific marks assigned for each part. In the test examiner need to draw the item being described but can just assign the points for each part described successfully.

Imitation: Learners listen to tap recorded sentences of different lengths and repeat them. Usually a large number of sentences are used. The sentences are judged as being correct or incorrect. A correct sentence is one that is repeated without any errors.

Role plays: Learners are given a cards which describes a situation. For example

A: you are a course director. The course costs $100. There is an average of 14 people in a class. Classes are held from 9am to 3 pm each week day with an hour for lunch. You want to make sure that anyone who does the course attends regularly.

B: You want to join an English course but you want to find out several things about the course before you make the final decision. Some of the things you want to know are – the cost, the hours, the size of the groups. You are rather worried about being put in a large group where you will not get much individual attention.

After the role play the examiner scores the learner's performance on a set of scales. A model scale is given below

9.3. Reading

The objective of reading varies. Students read for enjoyment, specific information, or overall comprehension. Comprehension questions gap fill activities are thoroughly followed by teachers though assessing reading skills need to be separated from memorization.

It is to note here that there are differences between picking questions and comprehension questions. Do not develop your question in a way so that Ss can directly pick the answer/s from the given text. By using wide range of vocabulary and different language structures, you can avoid lifting questions. Besides here are some examples of alternative assessment of reading.

Reading response notebooks

For informal formative assessment of reading you can assign SS to reading response notebooks. Ask SS to read a text and encourage them to write at least a couple of lines in their response notebook at the end of each chapter. They can either write what they enjoyed or find very interesting or can write a few questions that they need to know.

Open book assessment

This might be necessary for some SS who can answer more complex questions but need to write in their own words. Make sure that when using open book assessment, begin with lower level questions and move to higher order. This will ensure that students have a basic understanding of what they have read before assessing whether they can comprehend the text on a deeper level.

9.4. Writing

Writing is a common practice in Bangladeshi classroom. Yet, teachers need to ensure the following things in practising writing in language classes.

- DO NOT go for clichés (such as writing a letter to father asking for money, application for full free studentship, childhood memories, composition on Cow etc.) that students find in the available help books and create opportunities for memorization.
- Chose writing topics from a wide range of areas and topics should reflect real life situation. Situations should be known to Ss. They should be involved to express their own feelings, and experience.)
- Assessing writing does not mean assessing grammatical accuracy. So you need to assess any writing from different perspective following a scale. An example of marking scale for writing is presented here.
- In giving feedback on writing task for formative assessment, do not identify each and every errors in one class/sitting. Rather either select the major errors/mistakes in one class or select a particular area in one day to give feedback (such as tense, use of article, use of punctuation mark etc.)

Appendix 17: Teachers' Curriculum Guide: sample lesson plan 1

Sl No. 10. Unit 4   Lesson 4   Fixed-price shop   Time: 50 mins

Learning Outcomes	Activities/Learning- Teaching strategies	Assessment for learning	Teaching-learning aids
1. ask and answer questions about a shop	**Warmer (5 mins)** 1. Ask Ss to answer the following questions: • Do you know any shop where you do not have to bargain? • What name do we usually give to these kinds of shops? 2. Listen to Ss' answers and announce the day's lesson: 'Fixed-price shop'. **Section A (12 mins)** 3. Tell Ss to open the lesson and look at the questions. 4. Then, tell them to ask and answer the questions in pairs. 5. Elicit answers and provide feedback.	Elicitation (3 questions)	
2. read text and answer questions 3. write answers to questions	**Section B (30 mins)** 6. Tell Ss to read the following questions first. • What stationery items can we buy from a fixed-price shop? • What do we mean by 'bargain'? • What are the benefits of shopping at a fixed-price shop? 7. Tell Ss to read the text silently to answer the questions above. 8. Tell Ss to underline and share the meanings of new words with friends while reading. Teach the words/phrases – stationery, bargain, haggle, offer, and agree on (use real objects to teach stationery; acting to teach bargain and haggle; synonym to teach offer; synonym and antonym to present agree on). 9. Then tell Ss to read questions at the end of the text and to act out the dialogue. 10. After they have acted out, tell Ss to answer the questions orally. 11. Then ask them to write the answers to the questions. 12. Tell them to peer-check their writing. 13. Elicit answers and provide feedback.	elicitation (asking the questions)	poster/PowerPoint
Home Work	**Home Work (3 mins)** Write a paragraph in 100 words about the benefits of a fixed-price shop.		
Self-reflection		What went well? What didn't go well? What can be done to improve in future?	

Appendix 18: Teachers' Curriculum Guide: sample lesson plan 2

Sl No. 11.   Unit 4   Lesson 5:   Morality Shop   Time: 50 mins

Learning Outcomes	Activities/Teaching-Learning strategies	Assessment for learning	Teaching-learning aids
1. read for comprehension and answer questions	**Warmer** (5 mins) 1. Tell Ss that they have heard about a fixed price shop in the previous lesson. Ask them to answer the following questions: • Have you seen or heard of any shop where there is no shopkeeper? • How does this kind of a shop run? • Who receives the money from the customers? 2. After the discussion is over, announce the day's lesson: Morality shop. **Section A** (10 mins) 3. Tell Ss to read the MCQs first and then read the text to find out the answers of the MCQs. 4. Tell Ss to peer-check the answers. 5. Elicit answers and provide feedback.		PowePoint (image of a shop)
2. answer questions	**Section B** (10 mins) 6. Tell Ss to read the questions and then read the text again so that they can ask and answer the questions in pairs. **Answers** 1. b 2. c 3. c	Elicit answers and provide feedback.	
3. participate in conversation	**Sections C** (15 mins) 7. Tell Ss to discuss the question in pairs. 8. Elicit answers and ask them why they will do what they have decided to. 9. Tell Ss to share any experience of honesty from their lives. 10. Tell something about the good sides of being honest (You can also tell stories about honesty from great persons' lives).	listening to Ss' sharing	images of great personalities
4. participate in conversation and write answer to	**Section D** (10 mins) 11. Tell Ss to get into groups (previously set groups for a week or month/months) and tell them to write answer to the question.	• Ensure Ss participation/interaction in group work.	

Appendix 19: National Curriculum Document 2012: sample extracts

8. Teaching-learning strategies and techniques

To ensure learning through proper implementation of the curriculum i.e. achieving learning outcomes depends mainly on two things. The most important one is the class teacher's active cooperation. It is the application of appropriate teaching-learning methodology or technique by the teacher. The second one is the appropriate use of quality textbooks and other teaching aids. In both the cases, the role of teachers is very important. To cut it short, there is nothing better than a teacher to ensure learning. In fact, many difficult and complex works exacting labour and time can be performed properly with ease and less effort by applying appropriate method and technique. The same applies to teaching-learning. Having preparation beforehand and applying appropriate method and technique, a teacher can achieve learning outcomes with less efforts and time.

8.1 A few words about ensuring learning

8.1.1 Learner-participation is a very important aspect in the teaching-learning process. This can be mental participation or physical. Mental participation is sensitizing learner's thought process on learning object. It is giving learners such work or assignment that needs thinking. Physical activation is learning by doing. Learning can take place easily and in less time if learners actively participate in the learning process.

8.1.2 Human beings cannot concentrate on single work for a long time. Children's duration of concentration is less than that of adults. It has been found in many studies that the duration of concentration for children between the ages of 12 to 16 is 8 to 10 minutes. And that also depends on how much the work is attractive and pleasurable. So class activities should be varied. Learners' attention can be drawn through discussions, group works, story writing, drawing, debates, role play, practical work, question-answer, demonstrations if relevantly used with their course work.

8.1.3 As every individual is unique, so is every learner. Each learner has her/his own learning style. So learning becomes easy for learners if necessary cooperation is provided. However, this cooperation should address the individual need.

8.1.4 Education is called a 'block process'. Blocks placed one upon another build up a huge building. Similarly, learners can be helped achieve knew knowledge, skills and values on the basis of known experience, knowledge and skills. So learning may be easy if learners are helped to achieve new knowledge and skills. They should be presented in a way so that learners can relate their new learning to their own life by comparisons/contrasts, and examples.

8.1.5 Learners should learn through understanding. They should have a clear understanding of what they are learning. Mere memorization without understanding is not any learning. Learning through understanding, or applying an argument or a theory from understanding, helps learners solve a problem independently. This is why, importance should be given on learning than memorization.

8.1.6 Appropriate teaching materials are also important in the process of teaching-learning. There are scopes for using teaching aids in all subjects. Teaching aids make difficult or abstract matters simple and concrete. For an example, if a small tree is used in the classroom to show different parts of a tree, or if multimedia is used to show how the eclipse of the sun or the moon takes place, the result is magnificent which cannot be earned by any other ways. If multimedia is not available, a chart can be used to show how the earth, the sun, and the moon function.

8.1.7. Practice makes learning long lasting. When practiced repeatedly, learning is not only permanent but also transformed from theory to application.

8.1.8. Teacher's positive attitude to learners is very important in education. The teacher-student relation should be such so that a student can easily discuss any family or personal problem with a teacher as she or he does about the classroom related issues without any hesitation. The teacher would suggest ways and help for the student as much as she or he can. There should not be any wall between a teacher and a student. This relation will be based on affection, respect and cordiality.

8.1.9 A teacher has to believe that all the students have abilities to learn. The ways and pace may vary but everyone learns, if suitable situations are created and proper cooperation is provided. If a teacher develops a kind of negative attitude towards a learner, it is difficult for him or her to learn form that teacher. A teacher should carry high opinions about the learners. She/he should not use derogatory language such as – 'What a bull-shit head!' (*mathay gobor*), 'You are a worthless guy' (*toke diye kichu hobena, opodartho*), you are nothing but an ass (*gadha*) etc. Using canes or giving any kinds of mental or physical punishment is a barrier to learning. It is a punishable offence in the penal code of the country too. It should be kept in mind that inspiration provokes learning desire among the learners.

283

11. General Instruction for Writers of Textbooks

Classes 6-8

1. Textbooks should reflect social and moral values and the spirits of our Liberation War. Materials should be sensitive to issues on gender, cultures, colour, race, religion, ethnic groups etc.
2. Topics and themes should be interesting, realistic, and suitable for learners' age and cognitive level. Topics may include community, day-to-day activities, environment, health and hygiene, society, culture, history, heritage, ICT, human rights (such as women and children rights) etc.
3. Topics/activities should be chosen to achieve the main objectives and terminal learning outcomes of the curriculum.
4. Topics should properly address all educational domains (cognitive, affective and psychomotor).
5. The textbooks should contain authentic texts as needed, and language appropriate to different contexts and cultures.
6. Instructions should be brief and written in simple English.
7. The textbooks should include a variety of activities to provide adequate exercises on four language skills.
8. The textbooks should provide opportunities for learners to learn and practice social interactions through dialogues.
9. Some language games, puzzles, mini dialogues may be used as exercises for developing language skills through fun and entertainment.
10. Grammar items should be provided in context in a systematic and graded way.
11. At each level new vocabulary should be introduced. Vocabulary introduced in previous classes should be revised.
12. Stress and intonation marks should be shown in the examples and sampled contexts.
13. The textbook should be attractive and colourful. Illustrations (charts, maps, photos, drawings, diagrams etc.) should be relevant to the contexts/topics.
14. Indications should be given in the textbooks as to how many periods should be needed for each lesson.
15. Workbooks with appropriate exercises should be produced along with textbooks in order to give students further opportunities for language practice.
16. The sound symbol chart should be provided in the Teacher's Guide.
17. A section on sample classroom instructions (such as for greetings, starting a lesson, common Wh/Yes-No question, monitoring students' activities, checking answers, simple social English) should be provided in the Teacher's Guide.
18. The textbooks will create opportunities for sound and pronunciation practice as they are graded in the curriculum.
19. Sounds should be presented with minimal pairs, pictures, flash cards, etc. supported by audio / video CD materials.
20. Phonetic symbols are not to be used in the textbooks for learners but should be explained in the Teacher's Guide.
21. Writers have to acknowledge the sources of their collected or adapted materials.
22. Grammar items should be presented within contexts

Appendix 20: Transcript of a sample lesson

School 3 Teacher Shuvra Lesson 1

Date: 2/08/17

8:30 am with Shuvra

Grade: 7

Attendance: 42/73 (31 absent) All girls

Teaching aids: microphone, fans, lights, benches for students

Large spacious room, well-ventilated. Capacity 80. 1/3 of the benches empty

1.	T	so good morning girls
2.	Ss	good morning miss
3.	T	take your seat take your seat the weather is er this weather is not good right?
4.	Ss	[some pupils nod to agree with the teacher] yes
5.	T	the weather is humidity is there right? so how do you feel about the weather?
6.	Ss	[students mumble answers. one voice is audible] it's warm
7.	T	it's very (high) humidity full of humidity we are not feeling that much good
8.	T	it's raining but still
9.	T	and now girls have you submitted all of you submitted your what to say id forms?
10.	Ss	[some say 'yes', some remain silent]
11.	T	where is my prefect? you please stand and tell me have you collected or marked out the girls those who haven't submitted the ID forms yet?
12.	S	[prefect says she has] I have
13.	T	you have marked up in your *khata* [=notebook] OK I will deal with it later on take your seats girls thank you thank you
14.	T	so you know girls our half yearly is over right? so you girls are going to take new challenge right? new challenge that means er you have to deal with new syllabus, right? [some students nod, some say 'yes'] OK so study once again you have to study hard once again right?

15.	T	so I would like to ask …excuse me you please stand up Dalya please tell me how do you feel when you study? [the student starts speaking] you please come over here and please share your er what you think how do feel about your study [gives her the microphone] hold it please
16.	Daliya	actually I cannot concentrate on my studies because we have so many things that roam in my head I try to concentrate at the last moment xx I remember xx my father calls me xx
17.	T	you too lazy OK thank you very much [to the class] what do you think? do you agree with her?
18.	Ss	yes agree [in chorus]
19.	T	too many things to learn how much time er
20.	T	you please stand up ... Suraiya tell me how much time do you spend on your studies?
21.	Suraiya	I study for two hours
22.	T	two hours? OK two hours she spends two hours I am talking about 24 hours in 24 hours you only spend 2 hours? or?
23.	Suraiya	after I go home (I have teachers at home) then I study for two hours
24.	T	OK I got it 3-4 hours or 5 hours… take your seat
25.	T	now you get bored right? how many subjects do you have?
26.	Ss	ten…ten
27.	T	ten or thirteen? fourteen? you have many others work and life home science physical education arts and craft these are not main subjects though but you have to learn the theoretical things of those things also
28.	T	[3m 20s] so do you get any leisure time? …any…leisure…time…?
29.	T	you stand up Tania I think am I right? OK so what do you think? do you get any recess? do you get any leisure time?
30.	Tania	yes, xx
31.	T	do you get? so what do you do? please come over here quickly time is running out you have to share your point of view
32.	Tania	I read story books when I get leisure time xxx I have a sister I play with her sometimes I watch tv
33.	T	OK that's wonderful to know wonderful to know so in this tight schedule you still get some leisure what's your hobby then? Tania once again I am getting back to you what is your hobby?

34.	Tania	(reading) story-books
35.	T	so we should have some leisure right? so please open up your book [4m 25s] can you? OK it's unit 6 right? what I'm going to deal with today is eh what's the topic of the lesson? can you please tell me?
36.	Ss	leisure
37.	T	l-e-i-s-u-r-e right lesson 1 page no 50 a day in Zishan's life right? unit 6 lesson 1
38.	T	a day in Zishan's life a day in Zishan's life so go for silent reading don't talk to each other go for silent reading many girls are absent today right? ah the class is calm today OK go for silent reading then I am going to ask you some questions then pay your full attention OK? so in the mean time …yes I told you to go for silent reading do you want to ask anything? read silently
39.	T	[ss start reading silently. T writes on board. T reads out what she is writing] lesson 1 a day in Zishan's life [T finishes writing] are you done? finished reading? all of you? those who have finished please raise your hand all of you have finished? wonderful
40.	T	OK now what can we see in this? what's there in the lesson? it's a xxx Arifa please tell me what's there in this lesson?
41.	Arifa	Zishan's daily life
42.	T	it's about Zishan's daily routine what is written there? what is it? the time is written the activity is written so what is it? it's called [pauses]? what is it?
43.	Arifa	time table
44.	T	routine daily routine time table you are right daily routine it's a daily routine OK thank you very much Arifa take your place
45.	T	from that corner I would like to call my prefect eh I've forgotten your name sorry you are so many in number we can't remember what's your name? [pupil says her name] OK please tell me um if I ask you one question exercise me girls we are going through xx with this exercise B [8m 0s] how much time does Zishan spend on his studies? they have given some options right? too much/too little/ the right amount of time what do you think? which one are you going to give?
46.	Ss	the third one
47.	T	he spends 'the right amount of time' on his studies why do you think so? [T chooses one to say it again] you please come over here is it right amount of time? why do you think so eh it's right amount of time?
48.	S	because he spends too much time xx too little time um xxx

49.	T	do you agree with her? do you agree? or you want a clearer more clear answer? so who can give me the answer? do you think the option she has chosen is 'the right amount of time' is OK? the right amount of time? [some pupils say 'yes'] thank you very much get back to your seat well done
50.	T	now you please come up is it 'the right amount of time'? yes OK fine thank you
51.	T	let's move on to the next question why do you think he spends too much? …there also they have given …we can see three options here also... why do you think he spends too much /too little/ the right amount of time? I thought something else would be there but same questions why do you think he spends too much /too little/ the right amount of time? 'the right amount' we have chosen 'the right amount' why? from that corner you Purnima, yes. please tell me xxx hands
52.	S	xx to get a good result
53.	T	to get a good result yes that's true thank you very much you are right to get a good result thank you
54.	T	now the last question in exercise B why do you think Zishan studies on Fridays? when we have gone through the text we have seen that Zishan also spends time on holidays on studies so the question is why do you think Zishan studies on Fridays …we have seen that… you stand up yes
55.	S	Zishan studies on Fridays because it's important to continue or practice in studies if we don't keep on practicing them it is possible for us to forget them if we =
56.	T	[T interrupts to provide feedback] = forget them that's why he takes an extra measure …he spends his time studying on Fridays thank you very much thank you very much
57.	T	now let's do one er another activity and we have about …you know about debates don't you? you know about debates now let's try to arrange a debate in the class OK? our motion will be…… excuse me take your seat thank you very much our motion will be …in a debate there is a motion there is always a motion 'all work and no play will make Zishan a dull boy' let me write it down on the board and please start thinking about it I will point at some girls they will debate with each other some of you have to talk in favour of this motion and some of you have to talk against it OK?
58.	T	OK fine I am writing it down on the board [T starts writing on the board and continues speaking] all work and no play …this is our motion…all work and no play will make Zishan a dull boy [speaks slowly as she writes] all work and no play make Zishan a dull boy
59.	T	[12m 40s] so you know you don't… I can't give you a choice here you don't have any choice I will select and you have to talk I am going to select girls erm from that row like you you please stand up my prefect Tania right? am I right?

OK Tania from this row you are going to talk in favour of it (T finds the student smiling) oh you have got very happy you got very happy in favour of it and I will count those girls they are very smart to talk against of it OK? you know when you have to talk against of it you have to arrange many points xxx

60.   T   so from this row you please stand up another prefect of mine your name please (S replies Faiza) and you are also going to talk in favour of this motion you please Tania OK you are going to talk about… against of it against you you will speak against *tumi against e bolbe* [= you will speak against] …xxx you please stand up so you Ismat OK you four OK we are going to do this…with this four so against where are the smartest girls? you two will say something against the motion at first I will move on to the girls who are going to talk in favour of the motion at first you the motion is all work and no play will make Zishan a dull boy and you are also in favour you have to find out some other points don't say the same points try at least try OK? we are not that good but we can try practice will make us perfect yes you two come here OK you later on yes …please…

61.   S1   [15m 1s] we all know all work and no play will make Zishan a dull boy we all know play is very important for us it helps in our physical development and xx it x also our mental development and we socialise through the playing with the society we make friends and sometimes also enemies [S1 chuckles]

62.   T   enemy? [joins the laughter]

63.   S1   [continues] OK OK and so if we work all the time then we don't get time to play if Zishan does the same he won't get time to play so he won't socialise and er his mental and physical development will not be proper so can say that all work and no play will make Zishan a dull boy [15m 58s]

64.   T   thank you very much now xxx you come forward… it's wonderful give her a big hand my god she has placed her voice very well thank you thank you very much you were excellent

65.   T   [16m 12s] now you please against [to the next student]

66.   S2   [16m 15s] OK so today's motion is all work and no play will make Zishan a dull boy well, basing on the present situation of our country it is obvious that we do not go to playgrounds to play different types of games we are often playing different types of video games or computer games which is making us a dull boy not…er… making us brilliant so I do not think this motion is correct and basing on all work does not mean all works have to be dull and boring it can be interesting and we just need some definite effective measures to make this work so i think that all …boy is not a correct motion xxx it is not enhancing Zishan's x on xx one side

67.   T   [17m 10s] OK your point as far as I got xxx OK thank you very much have you understood (to the class)? OK, you please come out here xxx what's written is xxx a dull boy Zishan he does not do the work of er he doesn't take part in

		plays or something like that so please say something time is running out so we have to [17m 41s]
68.	S3	doing the same work again and again Zishan ought to be boring and monotonous er playing is one type of entertainment to develop our brain and body play is very important and we can't do the same monotonous work again and again and yeah it's not like we only get physical structure and socialising through play play also affects our brain we can learn communication skill we can also know and also [T says 'leadership skill'] leadership skills we can know how to behave with others and understand others it would I think it would xxx
69.	T	OK thank you very much she made her point please come forward xxx how do you feel? [she giggles as she comes forward] OK now tell me xx (the motion of) the debate… all work no play that's your team mate so say something give your points [18m 48s]
70.	T	today's motion is all work and no play will make Zishan a dull boy my argument is Zishan gets time to play so I don't think that he needs extra time to play in the playground or any other parts or something he gets time to play at school xxx he gets time to (T: hold it hold it here OK? so that we can hear) he can develop his physical er
71.	T	[interferes] physical? all work and no play it's written here all work all the time he will work and no play is that clear? so you are telling that in the school he gets time to play but it is written here that all work we don't see any physical activity in Zishan's class routine right? is there any physical activity is it mentioned here? is any physical activity mentioned here?
72.	Ss	xxx [T continues no so doesn't matter thank you very much you have made your point everybody please give her a big hand [20m 20s]
73.	T	so girls tell me these two girls have given their points in favour of this and two other girls given points against that so what do you think? who are the winners? these two girls? or these two girls
74.	Ss	xxx
75.	T	this er who wants to talk? those two girls? you know the motion is like that but you have done wonderful you have done wonderful this takes extra smartness to go against a motion like this you understand? so they are actually very good and you too xxx everybody let's go for a big clap yes wonderful so let's move on to the OK now girls from this lesson what you have to do (is) please prepare I am going to give you homework
76.	T	[sets homework] make your own daily routine actually I don't want to give it like this write a paragraph please write it down girls we have seen a debate it's not the real one but very close to it right? so it's wonderful we should do it frequently right? for the half yearly we did it but now in the annual I am trying to do it frequently

77.	T	OK have you written down? paragraph on your daily routine it's your homework and keep the diary beside you because we going to start lesson 2 there is a poem in lesson 2 so who takes interest in poems? [22m 20s]
78.	T	you know girls in this regard I want to tell you that you know when at our time when I was a student we had two or three poems and that time we used to memorise poems but in present time you are not supposed to memorise because it's not in syllabus and I am very much upset about it you know if you want to learn a language you have to know about the literature of that language this *English for Today* is very useful but I think somewhere er it's not sufficient
79.	T	OK we are learning communicative english may I come in? come here instructions assertive sentences it's all about communication I think they should have more than this yes there is a poem 'leisure' right? so homework on that page yes it's next to lesson 1 Shefali leisure right? so we should have more poem only this poem and there is another one a rhyme but it's wonderful to have this …this is a beautiful poem OK
80.	T	who takes interest in poems? raise your hands don't lie don't xxx just tell me the truth so do you recite poems? [Some nod their heads and a few voices are heard saying 'yes'] you know recitation will improve your pronunciation you know the projection of voices…please try it at home standing in front of the mirror sometimes when you are at home look at the mirror and recite it will help you a lot believe me take my word take my word and though I am not very good I will try my level best to recite [24m 45s] I want you er to recite along with me first I will and then you why? because then you will know how to recite then I will go for the inner meaning of the poem OK? fine 'Leisure' written by William Henry Davies and he is a British poet OK? I er xxx let's read the poem we don't have much time [T begins reciting the poem line by line followed by the pupils repeating after her] [26m 23s] [before reading the penultimate line t draws attention of students] you know there is a comma in between [then they pick up reading again] [26m 42s]
81.	T	so girls this is how we should we have to maintain the intonation OK? stress…do you understand? so how is it? recitation how is it? bad? boring? you have to try to understand you know girls poem is a what to say kind of medium through what a person can express his emotion, OK, in a very beautiful way [27m 20s] and ornamentation poems are …you see …simile is there metaphor is there you don't know about these two terms I think similes metaphors many more there I was a student of literature teaching you guys handy E*nglish for Today* all the time I have forgotten many things [27m 40s]
		OK now leisure what is there in the poem? what's the inner meaning? it is the first four lines …what is this life if full of care …Monika please stand up yes so tell me what do you understand by the first line? what is this life if full of care? what have you understood? full of care? who can tell me? let me see (who is) the smart(est) girl in the class full of care you once again? from the back can you tell me girls? wonderful stand up I've forgot your name [28m 33s]

82.	T	today we have very few students in the class it's a very poor turn out every day huge number of students because it's a rainy day (smiles) many girls many girls excuse me my dear prefect stand up tell me how many people are absent today? [prefect says 31, 31 are] altogether how many girls are absent today? (31) 31 girls 31 girls absent today my god out of 73 we are 73 in number and 31 girls are absent oh my god so i am very upset you know once again these girls haven't come i have to discuss a bit i have to deal with this previous lesson a bit otherwise they will be the sufferer it's not heavy rain outside it's not torrential rain? so why haven't they come? [a student attempts to say something] hmm there is a Bangla word *fakibaaz* [=shirker] they like to skip OK, take your seat [29m 38s] so, full of care what do you understand?
83.	S	xx
84.	T	wonderful it's really wonderful to know that you have read the poem do you take an interest in poems? you haven't raised your hand at that time you don't take interest in poems? what do you take interest in? fine but give it a try why don't you try a bit OK? *ektu dekho* [=do try] bangla and english OK? so why we have no time to stand and stare beneath the bough what do you understand by 'beneath' do you have any idea? from that corner I want to ask a question you please stand up your name is? Rusaida please tell me do you understand the word 'beneath'?
85.	S	under something
86.	T	under something she is right below under something wonderful and 'boughs'?
87.	S	(branches)
88.	T	[reinforces the answer] firm branch. branches of trees thank you very much take your seat I have forgotten to talk about the key words we have two key words here stare and streams you know about streams I think do you know? oh most of you don't know have you had your breakfast today properly? I don't think so that's why you can't raise your voice [31m 37s]
89.	T	one minute do you know the meaning of 'streams'?
90.	Ss	yes
91.	T	obviously streams small rivers but 'stare'?
92.	S	[answers in Bangla]
93.	T	can you tell me the English meaning?
94.	S	to … [T does not wait for her to finish]
95.	T	to keep looking at something fixedly [the student says the meaning after the teacher] yes yes

96.	T	up to this point you know the poet wants to talk about the life which is full of care mainly the life we adults and you too oh my god you too you always remain busy with your studies most of the time you have a vast curriculum you have to concentrate on your studies so full of care right? do we have time to stand for and stare at the simplest things of nature? no we don't get enough time at least not on a regular basis regularly *parina* [a student mentions 'vacation'] no when we get vacation then your parents take you to the countryside maybe but otherwise you don't get right? so these simple things of life where the squirrels hide …have you seen squirrels? I go to ramna park sometimes for morning work I see many squirrels over there though I also don't get the time now xxx over there I saw about squirrels you know squirrels right? [33m 26s] it's a beautiful creature you know and it's very restless so when the squirrels hide these nuts it's a won-der-ful thing if you have that mind it's wonderful and you are the children of technology modern technology…this is a life of modern technology na? so you don't you take interest in mobile phones video games sorry computer games this and that social networking you are very interested in you know…so please think about nature nature is a pure thing it's not artificial the other things are artificial and please take care of yourselves I understand you have technology right beside your hand but don't use it too much you please stand up and tell me what's the bad effect of technology? just two lines [34m 36s]
97.	S	xx we do not look at other things which are full of mystery xxx we don't socialise xxx
98.	T	wonderful give her a big hand you all are very good
99.	T	that's the thing so you have to go through the lesson please practice recitation though it's not in your syllabus don't bother about the syllabus listen to me girls I know I am experienced that's why I am telling you I may not know many things – that is not the point here but I know recitation improves pronunciation your pronunciation and many things xxx
100.	T	so leisure time here the poet is talking about the busy life we are having we don't have time to look here and there to get close to the nature which is xxx we have to get back to the nature right? so in this poem William Henry Davies talks about in the last two lines he says that we should have some time to stand and stare you have to maintain a daily routine properly so that sometimes you have the recess to stand and stare do you understand?
101.	T	it's up to u so girls what class do you have in the 3rd period? [S: science] science please don't disturb you are naughty I know and behave well with the teacher and please have a nice day today OK? and don't disturb others and don't go outside the room by twos or threes no don't do it prefects take care of the matter but I'm worried because many girls haven't come today xxx
102.	T	I am going to discuss the two other questions in my next class there are two questions why does the poet think that we have no time to stand and stare?

why? we are going to discuss in the next class do you think people often do not have time to enjoy the beauty of nature? give reasons

103. T and what's my suggestions to you is have a daily routine a proper one discuss it first discuss it with your parents and please do your activity on time so that you can get some what girls? [Ss say 'leisure'] OK get some recess get some leisure time it's up to you

104. T thank you very much you were all wonderful everybody clap your hands you have done very well i had a wonderful time take care OK? bye bye

Appendix 21: Transcript of an excerpt about my fieldwork experience

(from my conversation with Adil & Shuvo on 23/12/2017)

One faithful companion I acquired as I began my fieldwork was anxiety. I can remember how real these moments of anxiety have been. I think I had anxiety throughout, from the beginning to the end. Well, I am still not done with it, I am nearing the end of my time on the field, but so far, whatever I have done I think I have always faced some type and level of anxiety. I don't know if I can describe my experiences of anxiety in a systematic or organized manner, but there are a number of them. If I have to begin with one, maybe I can start by telling you about the early stage of my fieldwork. The time when…after coming to Bangladesh… the first question that popped up was 'Who will be my participants?' and 'How can I access them?' I had an idea (or ideal?) in my mind. I thought the best way, or perhaps the right way would be to go to different institutions, invite the teachers who fit my criteria, and then whosoever was interested, whosoever got in touch with an interest could be included in the research. That should have been the ideal way to go about it, I thought. But then there were practical difficulties to deal with. You know how tough it is to get around in this country. Travelling is hazardous and time consuming too, so I ended up approaching people I knew, rather than approaching total strangers, with the request to put me in touch with potential participants. So I had this feeling… guilty feeling that I was probably not doing it properly. But then again, I made sure that I did not include anyone I had known beforehand. So I was not being dishonest. I was approaching the potential participants through mutual contacts. That's acceptable in research, as far as I understand. But I always had this anxiety arising from my concern for ethical practices.

Another moment of anxiety was when I had to get the participants to sign the consent forms. As I met the interested teachers, I told them about my research topic, what the research involved, and what they would be required to do. I told them clearly but did not disclose details so as to avoid making them self-conscious or biased. I discussed the information sheet with them, made it clear to them that they could opt out any time. That they could withdraw from the research if they wanted. That they will be anonymous… anonymized. I was trying to make sure that I had participants from urban as well as suburban or rural areas, from three different contexts, if possible. So the rural context is

where I wanted to begin my work. And when I was thinking of choosing one school from a couple of options, I was also thinking of a safe place to stay in, because I would have to stay there for some days, probably weeks, and come back again if required. So it had to be safe for me, and convenient for me too. Otherwise, suppose I chose a school in an area where I didn't know anyone, and it was at a time when there were a lot of issues around, as you are aware of, and I could have been a target. If I was attacked and there was nobody to protect me… so safety and security was a major consideration. I had a number of options…so I was thinking, should I go to, let's say, Sylhet, or Cumilla? Or somewhere else? In Sylhet I had this friend, or Mymensing I had this relative there? Or in Feni I had a cousin there? Finding a place to stay in was a big determinant in selecting the school in the end. In the area in which I finally conducted my interviews and observation, there were two schools. I got positive responses from both schools when I contacted the heads. One of them was old and large while the other was new and small, relatively speaking. I chose the large school. Because in both places the head teachers were cooperative, they accepted the invitation and told me that they would talk to the English teachers and said that they thought that English teachers would not object. But I requested them to discuss it freely because there should not be any pressure or coercion to participate. Now approaching the head teachers and the English teachers, telling them what the research involved in words that would not put them off, I remember that in those moments I was full of anxiety. Because I was someone coming from the university, someone who was doing a PhD in London, and they were in the rural area teaching in a rural school with limited facilities. Many of the English teachers, they had not gone to university. They had studied in local colleges. So I was thinking of their mental states, how they were feeling. I was trying to figure out how they would respond to my presence and to my questions. Will they feel pressurized? Is their reputation or is their face at risk? Am I putting them in some kind of embarrassing situations by asking certain questions? I knew I was not putting them in that situation. But I was trying to second guess what they would be thinking and how they would be thinking. So, essentially, my anxiety stemmed from my concern for their face, their comfort and their ease. Putting them at ease and getting them to behave as they normally would was the main challenge and I decided that I would have to purchase some clothes that would make me look like the teachers at the school, and not like one from London. I changed my leather briefcase for a cheaper one, changed my shoes for slippers, and got some lighter clothes for the warm weather. It was hot and humid, as expected at

that time of the season. I was anxious to look like them, to be one of them. I was thinking how I could make myself nearly invisible during lesson observations.

Then in the urban school all students were girls. You know the culture here in our country! Being the only man in the class -- the teachers were female there -- I had to sit in a corner, at a 'safe' distance, you know what I mean, and I had to make sure I was observing the class and at the same time not give the girls the impression that I was staring at them! That would be inappropriate, you know! That was one concern. Another concern was my consent forms, which teachers were suspicious about, apparently. Then the interviews… during the interviews I thought…as my supervisors reminded me…I should be inviting them to comment on the lesson, on how they planned it and what they were trying to achieve through the activities, but not ask any 'leading questions'. Your questions should not be unbiased. Your questions should not lead participants to particular answers. The data should come naturally, so that you get a true representation of their goals and their practices. These were some of the words that I had at the back of my mind. When I was interviewing them, I could see that they were talking about this, and talking about that without really coming to the point of my question. So I had this uneasy feeling. I was not getting them to talk about the principles that I was interested in…They were talking generally about different limitations and constraints, about the pupils and about education in general in Bangladesh. But they were slow to talk about their pedagogical beliefs and their rationale for their classroom practices. I waited for them to explain their teaching practices but sometimes they wouldn't get the questions, so I had to rephrase them. I was getting anxious because I was not getting them to talk about the issues I was interested in. I kept in touch with the teacher through phone and I had to go back to them a few months after the first round of observation and interviews had been completed. To my relief, I found that the teachers were opening up more and more when I met them later. I had the opportunity to read out my lesson summaries and observation notes, get their comments on my interpretations and in the end I thought everything worked out quite well.

Appendix 22: Sample interview transcript

<div align="center">

Mofakkharul & Borhan, interview 3, Post lesson on 27/05/17

</div>

Researcher: স্যার, আপনাকে দিয়ে শুরু করি। আপনার প্রথম যে ক্লাশটা আমি দেখেছি সেটা হচ্ছে ২১ তারিখে (21 May 2017) affirmative থেকে negative। **তো** এই বিষয়টা ছিল স্টুডেন্টদের আপনি sentence দিয়েছেন কিছু বোর্ডে লিখে। পরে স্টুডেন্টদেরকে বলেছেন সেগুলোকে affirmative থেকে negative করতে। এখানে স্যার আমি যেটা জানতে চাই grammar টা ফোকাস ছিল মেইনলি, নাকি স্যার? আপনি কি ধরনের materials ব্যবহার করেন, মানে grammar **শেখানোর জন্যে?** এটা ত স্যার দ্বিতীয় পত্র ছিল। এটা একটু বলেন কি ধরনের materials ব্যবহার করেন।

BH: দ্বিতীয় পত্রে আমরা যে কাজটা করি স্যার বিভিন্ন গ্রামার থেকে সহজ উপায়ে এবং যে technique ফলো করলে সহজে বুঝতে পারবে এরকম কিছু আমি diaryতে note করি তারপর এগুলো poster আকারে করি এবং poster টা আমি tack করে দেই এবং তারপর তারা এখান থেকে collect করে নেয়। technique গুলো দেখিয়ে দেই কিভাবে changing টা করা যাবে বা **কখনো** নিয়মটা লিখে দেই সংক্ষেপে rule-টা লিখে দেই। তারা note করে নেয়। পরে চেষ্টা করে।

Researcher: স্যার, এটার জন্য আপনি কি কোন বই ফলো করেন ক্লাশে বা যখন আপনি নিজে নোট তৈরি করেন?

BH: ক্লাশে বলতে ক্লাশের বাহিরে কাজটা করি। note করা বা poster করা

Researcher: এক্ষেত্রে আপনার কি ধরণের ম্যাটেরিয়াল আপনার কাজে **লাগে** কারণ বোর্ডেরও একটা বই আছে?

BH: বোর্ডের বই use করি পাশাপাশি reference বই হিসাবে বিভিন্ন প্রকাশণীর বই আছে এগুলো ফলো করি। আমি আমার আঙ্গিকে বা টেকনিকে বিষয়টা সহজ করার চেষ্টা করি। দেখা যাচ্ছে যে, বোর্ডের গ্রামারের বইয়ের মধ্যে বা বিভিন্ন প্রকাশণীর বইয়ের মধ্যে একটা rule বিস্তারিত লেখা আছে তা আমি চেষ্টা করি সংক্ষেপ করার জন্য।

ঐ কাজটা করি আর পাশাপাশি multimedia রুম মাঝে মাঝে ব্যবহার করি। আর এক্ষেত্রে rule, উদাহরণ আর practice ত বেশি জরুরী। rule এর মতো করে বইয়ের মধ্যে সামান্য কিছু উদাহরণ থাকে আমরা এক্ষেত্রে বিভিন্ন test paper থেকে বা বিভিন্ন reference থেকে আমরা উদাহরণগুলো সংগ্রহ করি। কখনও notebook-এ বা mobile-এ আমি সংগ্রহ করি। মোবাইল থেকে নোট বুক আকারে ব্যবহার করা যায় মোবাইল থেকেও সহজে ব্যবহার করা যায়।

Researcher: এই প্রশ্নগুলো মূলত স্যারের (MK)। স্যার আপনি-ত গ্রামার পড়ান যদি কিছু add করতে চান। যদিও প্রশ্নগুলো মূলত এই স্যার এর (MK)।

298

MK: same-ই স্যার। মূলত আমরা ত যেটা পড়াব এটা পড়ে প্রথমে structure টাইপের poster অথবা blackboard-এ আমরা ত পোস্টারের কাজটা ব্ল্যাক বোর্ডে লিখে অনেক সময় ফোকাস করে দেই। এই ধরণের হতে পারে স্টুডেন্টরা যাতে সহজেই এটা বুঝতে পারে। বিষয়টা সংক্ষিপ্ত আকারে যাতে মনে রাখতে পারে। এটার একটা structure point ক্লাশে focus করি।

Researcher: স্যার, আমরা second lesson এ চলে যাই। সেই ক্লাশটা মাল্টিমিডিয়া রুমে সম্ভবত এই রুমে এটা ছিল English for Today এই বইটা থেকে... হা এই বইটা থেকেই প্রথমে আপনি কিছু image দেখালেন যেমন - aeroplane এর তারপরে airport এর ত স্যার এই imageগুলো কেন দেখালেন?

BH: স্যার imageগুলো দেখানোর উদ্দেশ্য ছিল এ রকম তাদেরকে imageগুলো সম্পর্কে কিছু speaking করানো বা কথা বলানো। আসলে EFT এই অংশটা ছিল speaking সম্পর্কে। এটা part A ছিল, part B ছিল reading সম্পর্কে। এই ছবিগুলো দিয়ে আমি চেষ্টা করেছি কিছু কথা দুই একটা কথা ইংরেজীতে বলাতে বা কিছু প্রশ্ন ইংরেজীতে করে যদি ইংরেজীতে উত্তর পাওয়া যায়। আর দ্বিতীয় আজকের যে পার্টটা পড়াব তাদেরকে আমি বলিনি যে আজকে কি পড়াব তারা যেন ছবিগুলো দেখে বুঝতে পারে আজকে পড়া কী হতে পারে। তাদের মুখ থেকে বের করা হয় যে আজকে এই পার্টটা কি হতে পারে।

Researcher: আচ্ছা, আচ্ছা, মানে তারা ধারণা পাচ্ছে যে আজকের লেসনটা এই বিষয় নিয়ে হবে, মানে এটা brain-storming বলা যায়।

BH: yes, brain-storming

Researcher: তারপরে যেটা ছিল স্টুডেন্টরা বই থেকে পড়ল যেমন একজন স্টুডেন্ট পড়ল আর একজন স্টুডেন্ট সেটা বাংলায় অর্থটা করল। স্যার, এটার উদ্দেশ্যটা কি?

BH: এটার উদ্দেশ্য ছিল প্রথমে এই প্যাসেজটা পুরাটা reading পড়তে পারে কিনা বা এখানে কোন জটিল word আছে কিনা বা যেটা কঠিন লাগে। similar word বা বাংলা meaning।

Researcher: হা কিছু কিছু ওয়ার্ড বোর্ডে আপনি লিখে দিয়েছিলেন। সেটার উদ্দেশ্য কি ছিল?

BH: সেটার উদ্দেশ্য ছিল যে অনেক স্টুডেন্ট আছে এই wordটা উচ্চারণ করতে পারে না বা অনেক স্টুডেন্ট আছে এই wordটার meaning জানে না। উচ্চারণ এবং meaning দু'টাই শেখানোর উদ্দেশ্য ছিল।

Researcher: আচ্ছা, translation এর উদ্দেশ্যটা যদি আপনি আবার বলেন ...

299

BH: passageটা যাতে বুঝে ভাল করে। আসলে reading এর মধ্যে translation যদি না করা হয় তাহলে ত বুঝবে না passageটা কি সম্পর্কে। **কী কথা আছে এখানে।** আর passageটার উপর base করে তারা প্রশ্নের উত্তর দিবে। আর যদি তারা না বুঝে তাহলে প্রশ্নগুলোর উত্তর দেওয়া সম্ভব না।

Researcher: আপনার যদি কিছু add করার থাকে। স্যার বললেন কিছু **word** বোর্ডে লিখে উচ্চারণটা জানে কি না বা meaning টা করতে পারে কি না সে জন্য কিছু ওয়ার্ড বোর্ডে লিখলেন। আর আরেকটা জিনিস হল পড়ে পড়ে ট্রান্সলেট করে তারা বুঝে কিনা সেটা নিশ্চিত হওয়ার জন্য।

MK: সেটা প্রায় same-ই ত অনেকটা তবে এগুলো বুঝানো জন্য আরও যদি কোন উপকরণ set করা যায় যেমন writing, uttering যদি meaning বুঝানোর জন্য কোন একটা picture use করতে পারি তাহলে আরও তারাতারি meaning বুঝানো যাবে। যেমন ছোট বাচ্চাদের বই থেকে ছবি দিয়ে দেখানো যায়।

BH: হ্যাঁ হ্যাঁ স্যার যেমন একটা ওয়ার্ড ছিল lunch* (=lounge) আনন্দের কক্ষ। এটা স্যার অনেকে জানে না আমি এটা পরিচয় করানোর চেষ্টা করেছি।

Researcher: না আমরা এই ওয়ার্ডটা কম ব্যবহার করি আমাদের বিশ্ববিদ্যালয়ে শিক্ষকদের আছে একটা। আমরা lounge বলি এয়ারপোর্টে VIP lounge থাকে। মোটামোটি... কিন্তু word টা কমন না।

MK: word এর ক্ষেত্রে প্র্যাকটিকেলি স্যার আমার আগের কথা মনে পড়ে যায় Peter Foster ছিল আমার ক্লাশের ভিজিটে (**Researcher:** আপনার ফেবারিট ছিল)। class seven এর ক্লাশ নিচ্ছিলাম ঐখানে afraid শব্দটা বুঝাইবার জন্য আমি একটা প্লাস্টিকের সাপ নিয়ে গিয়েছিলাম ক্লাশে তখন ঐ সাপটা দেখানোর পরে really afraid... are you afraid of? তখন সে ঠিকই ভয় পেয়েছিল এমনি স্যার পিকচারের সাথে vocab ম্যাচ করে তাদেরকে মানে লিংক করার জন্য আমার ছোট বাচ্চাকে পড়ানোর সময় আমি দেখেছি অনেক শব্দ আমি যখন ইংরেজীতে উচ্চারণ করেছি যে এটা কি তখন সে কিছুই বুঝে না ছোট্ট একদম banana সে নিজেই বলে ফেলেছে কলা। banana শব্দের অর্থ কলা তাকে বলতে হয়নি শুধু picture added থাকার কারণে তার understanding তারাতারি হয়ে গেছে।

Researcher: সে জন্য মোটামুটি picture ব্যবহার করা যায়। স্যার এক্ষেত্রে ত কিছু কিছু word আছে picture ব্যবহার করা কঠিন যেমন- honesty বুঝানো যাবে না। তবে afraid টা ভাল বুঝিয়েছেন যদিও ছবি নাই তা বুঝানোর জন্য সাপ এনেছিলেন।

MK: তবে কিছু কিছু matching করে বুঝানো যায় honesty এর ক্ষেত্রে honest man কে দেখিয়ে honesty এর দিকে divert করা যায়: He is an honest man

Researcher: স্যার, তাহলে ৩ নম্বর লেসনটাতে যাই। সেটা ছিল dialogue writing একই দিনে ছিল আপনি doctor ও patient এর মধ্যে একটা ছবি দেখিয়েছেন on screen এ পরে dialogueটা practice করেছে। ছবি দেখালেন কেন?

BH: ছবিটা দেখানোর যে positionটা এবং langauge এর positionটা অনেকটা একই রকম ছিল। ছবিটার positionটা দেখলে langauge এর position টা আয়ত্ত হয়ে যায়। বুঝা যায় কি নিয়ে আলোচনা হচ্ছে।

Researcher: স্যার ছবিগুলো আপনি কোথা থেকে কালেক্ট করেছেন বা ডায়ালগগুলো কোথা থেকে নিয়েছেন বা আপনি কিভাবে তৈরি করেছেন?

BH: ছবিগুলো net থেকে কালেক্ট করেছি। net থেকে বলতে শিক্ষক বাতায়ন থেকে যেমন www. teachers.gov.bd. শিক্ষকরা এখানে upload করে আর অন্য শিক্ষকরা download করে। মানে sharing হয়।

Researcher: এটা কি বোর্ড থেকে কোন নির্দেশনা দেওয়া আছে বা শিক্ষা মিনিস্ট্রি থেকে?

BH: হ্যাঁ হ্যাঁ দেওয়া আছে। এখানে বিষয় ভিত্তিক আইডি করতে হয়।

Researcher: ডায়লগ এর ব্যাপারটা এটা কি তারা পারফর্ম করে? এখানে তারা শুধু বোর্ডে লিখে নাকি অন্য ক্লাশে পারফর্ম করে কি না?

BH: এটা আগে আমরা provide করি তারপর কিছুটা memorise করে। তারপর কিছুটা perform করে

Researcher: আচ্ছা আপনি যেটা বললেন আগে জিনিসটা memorise করে তারপর practice করান। স্যার ক্লাশে কি রকম practice করানো হয়? আপনার কি কোন সমস্যায় হয় practice করাতে? যেহেতু বলছিলেন অনেক student।

BH: আসলে আমাদের অনেক student উচ্চারণটা ভালভাবে করতে পারে না যার কারণে আমরা practice এতটা জোরালো করতে পারি না। হয়ত যারা ভাল student আছে তাদেরকে দিয়ে দেখানো হয় কিভাবে dialogue টা করতে হয়।

Researcher: আমার মনে হয় student রা যারা পারছে না বা pronunciation-এ সমস্যা কিছু এখন আমার ত মনে হয় তাদেরকে বেশি বেশি প্র্যাকটিস করতে হবে। কারণ না হলে ত মুখ দিয়ে বের হবে না।

BH: এটা করা যায়, তবে আমাদের বেশি student এর কারণে একটু সমস্যা হতে পারে।

MK: আর বেশি student এর কারণে আমাদের নিজেদের energy অনেক less হয়ে যায়। সময় এ cover হচ্ছেনা। weak student এর কাছে যেতে পারছিনা।

Researcher: স্পেশাল ক্লাশে কোন সুযোগ নাই দুর্বল স্টুডেন্ট আলাদা করে পড়ানোর জন্যে?

BH: হ্যা করা হয়।

301

MK: আমাদের বিশেষ ক্লাশে এরকম পড়ানো হয়। সেখানে ৫০-৬০ জন স্টুডেন্ট থাকে| চেষ্টা করা হয়

BH: চেষ্টা করা হয়

Researcher: স্যার এটা নিয়ে একটা পয়েন্ট আছে কারিকুলাম এ আছে teacher-student ratio শিক্ষানীতির আলোকে কমানো হবে বা যেটা optimum সেটা করা হবে। ত এটা নিয়ে আমি হেড স্যারের সাথে কথা বলে দেখেছি যে কমানো ত দূরের কথা উল্টো ডাবল হয়ে গেছে বেশি এমনকি অন্যান্য স্কুলেও তাই।

Researcher: আপনার প্রথম ক্লাশটা ছিল degree of comparison সেখানে আপনি জিজ্ঞাসা করলেন কয়েকজন স্টুডেন্টকে দাঁড় করালেন তারপর তাদেরকে tall taller tallest বুঝালেন। এই রকম কেন তাদেরকে দাঁড়াতে বললেন? কেন তাদেরকে উদাহরণে ব্যবহার করলেন?

MK: আসলে উদাহরণটা দেওয়ার অর্থ হল degree of comparison টা যাতে সহজে বুঝতে পারে। positive comparative superlative যাতে compare করতে পারে| সেদিন আমি unprepared অবস্থায় class- টা নিয়েছি। এটা আবার ব্ল্যাক বোর্ডে একটা structureও দেওয়া হয়। সেদিন দেওয়া হয়নি। positive comparative superlative কে sentence pattern এ পরিবর্তন করার জন্য আরেকটা structure ব্যবহার করি। adjective এর পূর্বে যদি the দেয়া থাকে, তাহলে ... one of the থাকলে very few...than any other/ than most other... মানে অনেক বড় পোস্টার use করা হয়।

Researcher: কয়েকজন স্টুডেন্ট নিয়মটা বলছিল। নিয়মটা ত মনে হল নিয়মটা তারা ভালই মনে রেখেছে। আপনার কি মনে হয় মোটামুটি সব স্টুডেন্ট নিয়মটা মনে রাখে?

MK: হ্যা মোটামুটি majority of student এর কাছেই এই rule টা চলে গেছে বেশিরভাগ স্টুডেন্টই নিয়মটা মনে রাখার চেষ্টা করে।

Researcher: আপনি শেষের দিকে স্টুডেন্টদেরকে গান গাইতে বললেন আমি যেটা খেয়াল করলাম সব স্টুডেন্টই ঐ মেয়েটাকে দেখছিল এবং মনযোগ দিয়ে শুনছিল ত এটা কেন করলেন?

MK: এটা স্যার আমরা যখন latest CPD training করি তখন দেখেছি আমাদের যখন এনার্জি কমে যাচ্ছে তখন ক্লাশের মধ্যে স্যারেরা এটা আমাদের করাইতে উৎসাহিত করতেন এবং energy ফিরিয়ে আনার জন্য বা স্টুডেন্টদেরকে একটা হাস্যজ্জল পরিবেশে যাতে তারা শিখতে পারে। BEd training এর সময়ে school এ যেয়ে যেয়ে practice teaching করতাম. যখন lesson plan গুলো tranier দের দিতাম, তখন মেহের আফতাব madam, one of the trainers, বলতেন আজ একটা class visit করে গেলাম, একটা হাসি দেখলাম না sir এর মুখে. তিনি এতো displeased হলেন similing face থাকা, তাদের enjoyment এর জন্যে প্রফুল্লো রাখার জন্যে it will be positive for the students.

Researcher: মাঝে মাঝে কি ওরা ইংলিশে গান করে **বা perform করে?**

MK: ইংলিশে আমাদের বেশিরভাগ student করতে পারে না তবে BRAC এর training এর মাধ্যমে আমরা we shall overcome এই ধরণের গান আমাদের student-রা করে।

Researcher: এই রকম enjoyment **বা** entertainment আর কোন ক্লাশ বা অন্য কিছু কি করা হয় তাদের spirit বাড়ানের জন্য?

BH: হ্যাঁ অনেক সময় করা হয়। **ধাঁধা ব্যবহার করি**

MK: word building একটা games এর মত করে করা হয়।

Researcher: second lesson **এ** দেখলাম স্টুডেন্টরা কারেক্ট উত্তর দিল তারপর আপনি স্টুডেন্টদেরকে বললেন clap কর তারা করল। এটা কেন?

MK: এটাও একটা উৎসাহ। তার সাথে আমি পারছি, স্যার আমাকে ধন্যবাদ দিয়েছে। তার আরও একটু মাইন্ডটাকে ওই দিকে divert করবে। যেমন আজকে ও clap-টা পাইছে আগামীকাল যেন আমি clap-টা পাইতে পারি এ ধরণের একটা tendency তৈরি হয়।

Researcher: উৎসাহ দেওয়ার জন্য আর কি কিছু করেন?

MK: হ্যাঁ আমরা thank you, excellent ইত্যাদি word use **করতে পারি।**

BH: clapটাই বেশি use করি

Researcher: আপনার যে তৃতীয় ক্লাশটা সেখানে medium of instruction ছিল ইংলিশ পুরো ক্লাশটা মোটামুটি ছিল ইংলিশ সেটা মিডিয়াম অব ইন্সট্রাকশন ইংলিশ কেন? বাংলাতে কেনো নয়?

MK: Today my target was to make a dialogue. This dialogue will be in English. I liked to start in English⋯to follow me they will be able to understand: 'we will have to do it'. সব সময়ে সকল lesson এ সম্ভব হয়না। যেদিন speaking focus থাকে, সেদিন করা হয়।

Researcher: অনেকগুলো স্টুডেন্ট পারফর্ম করল কয়েকজন মেয়েকে দেখলাম তারা খুব খুশি। এখানে একটা জিনিস খেয়াল করলাম হুবহু একই ধরণের ডায়ালগ বলল। এটা কি এ রকম হল তারা একই ধরণের ডায়ালগ মেমোরাইজ প্র্যাকটিস করে ফেলেছে নিজেদের মতে করে যেটা বইয়ে নাই।

MK: এটা আমার instruction ছিল এটা তাদের মেমোরাইজ এর ব্যাপার না। এটা তাদের বই থেকে আমি choose করেছি আমি এটা প্র্যাকটিস করাব। **অন্য item add করলে ওই দিকে divert করতো**

303

Researcher: আরেকটা অংশে Writing ছিল এখানে তাদেরকে notebook নিতে বললেন তারপরে আপনি কিছু প্রশ্ন বোর্ডে লিখলেন My Mother এর উপরে।

MK: এখানে তাদের writing capacity দেখার জন্য সেই প্রশ্নগুলো বোর্ডে লিখেছিলাম। following the questions, how can they write a paragraph?

Researcher: আপনার ক্লাশে ৭০-৮০ জন যখন স্টুডেন্টরা লিখে সবাইকে কি ফিডব্যাক দেওয়া সম্ভব হয়?

MK: আমরা যখন এক্সারসাইজটা দেই তখন বোর্ডে answers লিখে তাদের কি দিয়েই ম্যাচ করাই। যে মিলিয়ে নাও উত্তরটুকু কতটুকু হল।

Researcher: তবে writing এর ক্ষেত্রে সেখানে কি তাদের নিজেদের লেখার সুযোগ থাকে? আর নিজেদের মতে করে লিখলে ভুল হওয়ার সম্ভবনা বেশি থাকে।

MK: এটা আমরা মনিটরিং করি। কে কতটুকু লিখল। **সবারগুলো judge করার সুযোগ হয়না**

Researcher: স্যার কারিকুলাম আমি ফটোকপি করে দিয়েছিলাম কিছু কিছু পাতা এটা ত অনেক বড় তবে এর মধ্যে কিছু point সম্বন্ধে আমাকে যদি বলতেন। যেমন ১৭ নং পাতা অনেকগুলো point আছে তার মধ্যে learner participation in teaching learning process এটাকে আপনি কিভাবে মূল্যয়ন করবেন?

MK: সবাই যদি engaged না হয়, regular school-এ না আসে বা বিষয়ের সাথে সম্পৃক্ত না হলে তো টিচিং লার্নিং বিষয়টা প্রসেসটা ফলপ্রসূ করার কোন সুযোগ নাই।

Researcher: এখানে স্টুডেন্টদেরকে বলা আছে learning by doing এই কথাটি কয়েকবার এসেছে যে লার্নারদের engagement দরকার participation দরকার। এটা আপনার কাছে কি মনে হয়?

BH: learning by doing টা না হলে learning টেকসই হয় না। Learner active হলে তখন এই বিষয়টা কার্যকর হয়।

Researcher: active participation এই জিনিসটা আপনি কিভাবে দেখেন? মানে, কিভাবে তারা actively পার্টিসিপেট করতে পারে লার্নিং-এ?

BH: তাদেরকে যে একটা topic এর উপরে কাজ দেওয়া হল তারা এই কাজটা সত্যিকারভাবে করছে কিনা তা।

Researcher: ইংলিশ বিষয়ের ক্ষেত্রে সেটা কিভাবে সম্ভব হয়?

MK: learning by doing প্র্যাকটিকেলি করে দেখাতে পারলে সহজ হয়। যেমন আমাদের এক স্যার গাজর খাচ্ছিল উনি দেখাচ্ছিল 'I like carrots'. I like it এটা তাদের কাছে সহজবোধ্য হবে।

304

Researcher: আমি চাচ্ছিলাম যে আপনি দেখে যে পয়েন্টগুলো আপনি ক্লিয়ার না সেরকম কিছু পয়েন্ট যদি পয়েন্ট আউট করতেন। ৮.১.২. Activity should be varied ... কিভাবে মূল্যায়ন করেন? এই activity list এর মধ্যে কোণগুলো করা সম্ভব হয়?

MK: পর্যায়ক্রমে আমরা সবগুলোকে touch করার চেষ্টা করি তবে Role Play টা এক ক্লাশে সবসময় হয় না।

Researcher: আপনার ক্লাশে ত রোল প্লে করেছেন একজন স্টুডেন্ট আইসক্রিম বিক্রয় করল আরেকজন স্টুডেন্ট ক্রয় করল। এটা মোটামুটি একটা রোল প্লে হয়ে গেছে।

MK: হ্যাঁ হ্যাঁ

Researcher: স্যার আপনি একটু বলেছেন একেক সময় একেকটা জিনিস ট্রাই করেন যেমন কোন কোন দিন একটা song একটা puzzle বা কিছু মেলানো ত মোটামুটি এটাত ভ্যারাইটি আনার জন্যে তারা যাতে একঘেয়েমি বা তাদের মাইন্ড ফ্রেশ বা একটিভিটিতে ভেরিয়েশন আনেন। স্যার এখানে ডিসকাশন, গ্রুপ ওয়ার্ক, স্টোরি রাইটিং, ড্রয়িং এগুলোর সাথে কোন যোগসূত্র আছে কি না।

BH: drawing আলাদা ক্লাশ হয়। debate সাধারণত ক্লাশের বাইরে করা হয়।

MK: debate মাঝে মাঝে করা হয় একবার ক্লাশে debate করেছিলাম, student রা খুব এনজয় করেছিল। মাঝে মাঝে হয়, এটা তো regular সম্ভব না

BH: Question answer ত হয়।

Researcher: প্র্যাকটিকেল ওয়ার্ক ... এটা আপনার ধারণা আছে যে প্র্যাকটিকেল ওয়ার্ক আপনার কি হতে পারে? practical work কী করা হয়? কিভাবে করেন?

BH: এটা science এর ক্ষেত্রে হয়

Researcher: একটিং করা এটা ত একটা প্র্যাকটিকেল ওয়ার্কই যে নিজে ড্রিংক করছে সেটা ত অন্যরা describe করছে বলল। মোটামুটি ভেরিয়েশন আনার চেষ্টা থাকেই।

Next point 1.8.3 প্রত্যেকের একটা নিজস্ব লার্নিং এর স্টাইল আছে তবে individual needs লানিংটা কার্যকরী বেশি হয় এটা কি করা সম্ভব হয়?

BH: এত বড় ক্লাশ চাহিদা অনুযায়ী খুব কষ্টকর।

MK: তাছাড়া সকল স্টুডেন্টদের quality যদি কাছাকাছি হত তাহলে সেটা সহজ হত। এটা ত ability এর উপর নির্ভরশীল।

Researcher: অনেকের লার্নিং স্টাইল আলাদা থাকে। অনেকে বই পড়তে পছন্দ করে, অনেকে মুভি দেখতে পছন্দ করে। শেখার বিভিন্ন উপায় আছে এখন ব্যক্তিগত স্টাইলটা যদি identify করা যায় কে কিভাবে শিখতে পছন্দ করে সেটাকে কি encourage করা বা homework হিসেবে করা যায়?

আমার friendদের দেখতাম প্রচুর ইংলিশ মুভি দেখত এবং এতে তারা অনেক ইংরেজি শিখতে পারত। আমি মাঝে মাঝে দেখতাম। আমার main learning style ছিলো reading। movie দেখা বা গান শোনা এই ধরনের কাজগুলো মনে হয় করানো যেতে পারে।

MK. এই ধরনের কাজগুলো homework হিসাবে দেয়া যেতে পারে homework হিসেবে দিলে তারা individually involved হতে পারে সহজে। নিজেদের পছন্দ অনুযায়ী তারা personally এটা করতে পারে

Researcher: আমার কাছে মনে হয় স্টুডেন্টদেরকে আমরা বলতে পারি তুমি সামনে এসে দাঁড়াও এবং গতকাল কি করেছ তুমি ইংলিশে বল বা English শেখার জন্যে কী করেছো বলো। তারা বলল আমি এই মুভিটা দেখেছি এটা শিখেছি, আরেকজন বলল আমি এই গানটা শুনেছি এটা শিখতে পেরেছি। অনেক সময় এটা করা যায়। এটা আমার মতামত।

Sir, 8.1.4 লার্নার যাতে comparison contrast করতে পারে তাদের জীবনের সাথে link করতে পারে যা শিখে এই জিনিসটা সম্পর্কে যদি বলতেন। লার্নারা যখন গ্রামার শিখছে, রিডিং, রাইটিং করছে, এটা কীভাবে করা সম্ভব? তাদের নিজের জীবনের সাথে link করা?

MK: আমরা completing stories এ দেখি...competition এর কথা থাকে, honesty এর কথা থাকে, (তারা real life এ কিভাবে apply করতে পারে) ওইদিকে divert হই ওদেরকে বলি এটা exam এর জন্যে না, life long কাজে লাগবে, বাস্তবতায় আসবে। যেমন ছোট ভাইকে পরামর্শ দিয়ে চিঠির কথা বলা থাকে Write a letter to your brother advising him to read English newspapers or dailies. শুধু ভাইকেই উপদেশ দেবনা, নিজেও করবো।

Researcher: আজকে My Mother প্যারাগ্রাফটা যে মেয়েগুলো পড়ে শুনাল আমার কাছে একই রকম শুনাল যেমন একজন বলল My Mother is a B.A.। আরেকজনও তাই বলল My Mother is a B.A.।আমি ভেবেছি যে একজন হয়ত বলবে My Mother is not very educated, but she is still very intelligent।

MK: ওরা ধরে নিয়েছে যে qualification মানেই বি.এ দেখাতে হবে।

Researcher: আরেকটা point আছে learners should learn through understanding memorisation without understanding is not learning এটার ব্যাপারে আপনার কি মতামত?

MK: sure, আমি একমত। আসলেই Memorisation is not learning। learning টা হবে by understanding ছোটবেলায় কিছু poems মুখস্ত করেছিলাম সেগুলির কিছুইতো আর নাই

Researcher: স্যার বুঝার ব্যাপারটা আরও একটু ব্যাখ্যা করে বলবেন?

BH: যদি সেটা composition হয়, যদি সে বুঝে মুখস্থ করে তাহলে সে নিজের মত করে লিখতে পারে। কিছু sentence বাদ পড়তে পারে, কিন্তু নিজে তৈরী করতে পারবে, লিখতে পারবে

Researcher: পরের পয়েন্ট ৮.১.৬ এখানে teaching materials আবার teaching aid সম্পর্কে multimedia ব্যবহার করার কথা বলা আছে আমি দেখলাম multimedia চার্টের মধ্যে বলা আছে ত এটার ব্যাপারে যদি কিছু বলতেন। সব ক্লাশে multimedia ব্যবহার কি করা যায়?

BH: সব ক্লাশে মাল্টিমিডিয়া ব্যবহার করা যায় না। আমরা ধারাবাহিকভাবে এটা ব্যবহার করি প্রতি শিক্ষক ২/৩ দিন প্রতি সপ্তাহে করা হয়।

MK: হ্যা, আমরা পর্যায়ক্রমে ব্যবহার করি

Researcher: তার মানে, multimedia রুম যেহেতু একটা, সেজন্য multimedia ক্লাশ সব সময় করা সম্ভব হয় না। আপনার কি মনে হয় সব গুলো ক্লাশে যদি মাল্টিমিডিয়া থাকত তাহলে কি আপনি ব্যবহার করতেন।

MK: আমার ইংরেজির পাশাপাশি ধর্ম বিষয়ের ক্লাশ আছে যেগুলির class multimedia তে নেওয়া যায়।

Researcher: Next point হচ্ছে Practice makes learning long lasting এই জিনিসটা আপনার ক্লাশে এর ভূমিকা কতটুকু বা আপনার স্টুডেন্টদের ক্ষেত্রে কতটুকু কার্যকর বা আপনি এটা emphasise করেন কিনা?

BH: হ্যাঁ অনেক সময় ভাল স্টুডেন্টদেরকে এনে বোর্ডে করাই তাতে যারা ভাল তাদের প্র্যাকটিস হয়ে গেল আরা যারা দুর্বল তারা বুঝে গেল।

MK: Practice makes a man perfect। যেমন সাইকেল চালানোর মত।

Researcher: Communicative English Grammar সম্পর্কে কী ধারণা আপনার?

MK: Real life এ use করার মতো English টাই communicative English। আগে traditional grammar টা translation method এ করা হতো। কিছু rules, regulations মুখস্তো করা হতো। grammar এ যে language টা আছে সেটা যখন use করা যায় তখন সেটা communicative grammar

BH: আগে translation করা হতো, এখন সেটা communicative এর মধ্যে চলে এসেছে।

307

Researcher: grammar and translation in real life context এটা কতটুকু clear?

MK: Grammar টা language appropriately শেখানোর জন্যে, appropriate ব্যবহার করার জন্যে শেখবো। only for exams হবেনা। পরীক্ষা পাশের জন্যে নয়, language develop করার জন্যে শিখবে, real life activity এর মাধ্যমে

BH: Language টা accurate যাতে করা যায় তার জন্যে grammar

Researcher: content... varied contexts covering a wide range of situations

BH: থাকে

Researcher: Next point: Making audio-visual materials available to students is strongly recommended in the classroom. আমি দেখেছি multimedia room টা আপনারা ব্যবহার করে থাকেন। তার সঙ্গে audio-visual materials আর কী কিছু আছে?

BH: আমরা এই school-এ multimedia ব্যবহার করি । অন্যান্য অনেক school এ BRAC থেকে speaker সরবরাহ করা হয় class এ use করার জন্যে। Audio ⋯ mobile phone এ play করা যায়। speaker এর মাধ্যমে সবাই শুনতে পারে

MK: Audio টা তো use করা হয় listening practice করার জন্যে। আমাদের তো এগুলি নাই বললেই চলে exam system এ শুধু writing টা ই তো board থেকে check করে। এই কারণে ও তো হচ্ছেনা। board যদি stress দিতো যে এইভবেই করতে হবে, তাহলে হয়তো ......

Researcher: sir বল্লো কোনো কোনো school এ speaker দিয়ে mobile phone এর মাধ্যমে হচ্ছে

MK: কোনো কোনো school এ হচ্ছে but very rare

BH: BRAC এর মাধ্যমে কিছু হচ্ছে

Researcher: Next point in the document, CLT emphasizes all 4 skills in an integrated way⋯ আপনার কী মনে হয় চার টা skill ই equally important?

MK: চারটা skill ই important। listening টা important but করতে পারিনা না। পরীক্ষা তে নেই। পরীক্ষা টা গুরুত্বপূর্ন, যত যাই বলিনা কেনো। studentরা পরীক্ষা তে কিভাবে marks পাবে সেটাই তারা টাগেট করে out of exams item গুলোকে importance দেয় না

BH: sir ঠিক ই বলেছে listening and speaking board এর exam এ আসেনা, তাই জোর দেয়া হয়না

Researcher: teacher-student ratio আপনার class-এ কেমন?

MK: আমাদের তো সব class-এই hundred বা তারও বেশি স্টুডেন্ট| 50-60 এর বেশি হলেই class-টা suitable way তে করা যায়না| বেশি student হলে school এর আর্থিক সুবিধা, tuition fees পাওয়া যায়, school সচল থাকে| অসুবিধা হলো class management tough হয়ে যায়| student হারে teacher স্বল্পতা accommodation স্বল্পতা

English পড়াতে গেলে তাদের attention টা পাওয়া যায়না| listening টা noisy পরিবেশের মধ্যে practice করতে পারেনা| back bench এ যারা বসে, teacher এর lecture, instruction বা direction guess করতে পারেনা···

কিছু জিজ্ঞেস করলে বলে, sir এটা মনে ছিলনা ··· গত class টা করতে পরিনাই

Irregularity, অমনোযোগিতা -- এ দুটো বেশি পরিলক্ষিত হয়|

Researcher: proper pronunciation সম্পর্কে যদি বলতেন? stress...intonation ... এই instruction টা clear মনে হচ্ছে?

MK: pronunciation এ তো ওনেক student দের কে দুর্বল দেখি| teacher দের মধ্যেও অনেক সময় pronunciation correct থাকে না| pronunciation ঠিক না হলে তারা যখন লেখে তখন writing এ ভুল করে pronunciation এ stress, intonation যদি থাকে তাদের pronunciation অনেক sweet হয়|

BH: proper pronunciation আর spelling এর মধ্যে অনেক পার্থক্য| ···proper pronunciation audio থেকে শিখতে পারে

MK: Teacher এর lecture থেকেও শিখতে পারে|

Researcher: ···basic language skills to function in an international context with confidence. আমাদের পাঠ্য বইগুলোতে কী student দের international context এ with confidence function করতে পারে -- এরকম কিছু focus কী আপনি দেখতে পান?

MK: Student যদি English language এ expert হয়, তাহলে তারা activity গুলো বেছে নিতে পারে, কোনটা internationally used ···

BH: সেদিন পড়ালাম topic foreign trip সেখানে কিছু word/phrase আছে at the airport এই ধরনের topic গুলো কাজে লাগবে|

MK: airport এ exchanging idea টা কাজে লাগবে

Researcher: page 36 কিছু objectives আছে, ··· appropriate language and communicative competence for the next level of education কী বোঝানো হয়েছে?

309

MK: Appropriate language হল correct language। langauge টা use করার মতো capacity টা grow করা। যদি সে কিছু বলতে পারে এবং লিখতে পারে সে idea টা যখন আসে তখন সে higher education এ বা foreign service এ তখন সে English এ communicate করতে পারে

BH: Proper pronunciation আর বানান আলাদা। pronunciation যদি ঠিক করে করা হয়, আর বলার দক্ষতা বা লেখার দক্ষতা যদি তৈরি হয়, তাহলে সে higher level এ গিয়ে বা foreign এ গিয়ে English এ communicate করতে পারবে

Researcher: ⋯to support them gain accuracy এখানে accuracy বলতে আপনি কী বুঝেন?

MK: Accuracy মানে correctness যেখানে থাকে, ওটাকেই gain করতে হবে। যেমন purpose শব্দ টা যেটার correct pronuncation পার্পাস, এটার spelling টা দেখলে মনে হয় পার পোজ accuracy না থাকলে এটা মিস করতে পারে।

BH: sir যেটা বললেন সেটা ঠিক আছে, এখানে grammar mistake ও থাকে।

Researcher: Another point here. ⋯Using English language appropriately বলতে আপনি কী বুঝেন?

MK: Accuracy যখন থাকে appropriate হয়ে যায়। যেখানে যে টা প্রয়োজন সেই adjustment ⋯ যখন যে situation এ যে ধরণের language টা use করা দরকার আমি যদি ভাষা টাকে সেভাবে use করতে পারি, তাহলে appropriate use হবে। যেমন আজকে class এ shopkeeper আর customer এর মধ্যে একটা conversation ছিলো, সেখানে short type এর expression use হবে। কোনো কোনো ক্ষেত্রে দেখা যায় yes no thank you দিয়ে হয়ে যায়। যেখানে যে language দরকার সেটা ই appropriate language

BH: English তো একটা বিদেশী ভাষা। ওরা যেভাবে উচ্চারণ করে বা communicate করে, ওই ভাবে communicate করলে appropriate হবে

Researcher: final point on page 71. Point 10. Grammar items should be provided in context in a systematic and graded way -- এটা আপনার কাছে কতটুকু clear মনে হয়?

BH: English 1 Textbook এ একটা lesson এ কয়েকটা step থাকে। যেমন A তে speaking থাকে B reading থাকে C তে (??) vocabulary বা grammar থাকে ...

MK: Textually grammar context এর সাথে matching করে যদি শেখানো যায়| যেমন একটা passage আছে যেখানে সবগুলো verb past tense এ আছে| যদি student দের বলা হয় verb গুলো present tense e change করতে, তাহলে student দের present tense আর past tense এর পার্থক্য context এ বুঝানো যায়

BH: একটা topic দেয়া থাকে| ওই প্রসঙ্গে অনেক grammar item থাকে| ekta lesson এর মধ্যে কী কী grammar item থাকে তা teacher কে বের করে নিতে হবে

MK: অনেকটা communicative English এর **system** টা এসে যায়| আগে আমরা vowel এর আগে an consonant এর আগে a বোঝাতাম এখন আর এগুলি বোঝাতে হয়না, কারণ article এর জন্যে একটা passage তুলে ধরলেই তার মধ্যে article কোথায় আছে, student রা বুঝতে পারে| context এর মধ্যে যেটা থাকে, সেটা বের করে আনলেই students বুঝতে পারবে, memorise করার প্রয়োজন হবে না|

Researcher: আমার আর কোনো প্রশ্ন নাই| আপনাদের অনেক ধন্যবাদ| আপনাদের যদি কিছু add করার থাকে

MK: কিছু দিন আগে আমরা school থেকে শিক্ষা সফর এ Cox's Bazar এ গিয়েছিলাম, হিলছড়ি তে সম্ভবত, foreign appearance এর লোক দেখে দৌড়ে গেলাম, জিজ্ঞেস করলাম, "Where is your country?" বল্লো, "বান্দরবান!" বৈশাখী মেলা উপলক্ষে একবার গিয়েছিলাম রমনা বটমূলে| সেখানে Chinese এর সাথে কথা হয়েছিলো| চিড়িয়াখানা-তেও japanese একজনের সাথে কথা হয়েছিলো| খুব ভালো লাগছে আপনাকে পাইয়া| আমার ও সেরকম ভালো লাগছে| আমাদের জিজ্ঞেস করার জানার অনেক কিছু থাকে| আসলে teaching এ এক ধরনের opposition এর মধ্যে থাকি: situation আমাদের যেরকম, একধরনের lack-age* আছে পড়িয়ে মজা পাই না English এ যদি তারা জানতে চাইতো, তাহলে আমি ও সেভাবেই preparation নিতাম| student দের মধ্যে ওই ধরনের motivation দেখিন