

Postmethod pedagogy and English teachers' classroom practices in Bangladesh

Rubaiyat Jahan

(Student Id: 40466841)

The thesis is submitted in partial fulfillment of the requirements of the degree of Master of
Research

Department of Linguistics

Macquarie University

Thesis submitted: October 10, 2014

Table of Contents

Abstract.....	4
Declaration.....	5
Acknowledgements.....	6
Glossary of Acronyms.....	7
Acronyms of Macrostrategies	8
List of Table	9
List of Figures	10
Chapter 1 Overview, aims and purpose of the study	11
1.1 Introduction	11
1.2 A brief orientation of the Bangladeshi educational system.....	12
1.3 Contextualization of the study	12
1.3.1 Aims and purpose of the study	14
1.4 Organization of the thesis	15
Chapter 2 A review of literature on the postmethod pedagogy.....	16
2.1 Introduction	16
2.2 Ideological basis of the postmethod pedagogy	17
2.3 Theoretical constructs of the Postmethod pedagogy.....	19
2.3.1 The teacher's role in the postmethod pedagogy.....	20
2.4 Criticism associated with the postmethod pedagogy.....	24
2.5 Research on the implementation of postmethod pedagogy	26
Chapter 3 A review of literature on teacher cognition	28
3.1 Introduction	28
3.2 Contextual issues in classroom practice	28
3.3 Knowledge base of classroom teaching.....	31
3.4 Teacher cognition and the postmethod pedagogy.....	32
3.5 Summary of findings of the literature review and its implication for the research questions....	34
3.6 Research questions of this study	36
Chapter 4 Research methodology.....	37
4.1 Introduction	37
4.2 Reasons for choosing interview as research methodology	37
4.3 Selecting the appropriate issues and questions for the interview	38
4.4 Ethical issues	40
4.5 Pilot study.....	40
4.6 Administering the interviews	41
4.6.1 Participants of the interview.....	42

4.6.2 Procedures for data analysis	43
4.7 Validity and reliability of the study	44
4.8 Conclusion	45
Chapter 5 Data analysis	46
5.1 Introduction	46
5.2 Evidence of teacher autonomy	46
5.2.(i) Choosing materials	47
5.2.(ii) Reflecting on the curriculum	48
5.2.(iii) Opting for suitable teaching techniques and classroom decisions in response to the learners' conditions as well as classroom realities	49
5.2.(iv) Reflecting on situational and institutional constraints	49
5.2.(v) Evaluating teaching.....	50
5.2.(vi) Managing professional development	50
5.2.1 Concluding remarks on teacher autonomy.....	51
5.3 Evidence of learner autonomy	51
5.3.1 Academic autonomy	52
5.3.2 Social autonomy.....	52
5.3.3 Liberatory autonomy.....	53
5.4 Evidence of reflective teaching.....	54
5.5 Evidence of elements of the macrostrategic framework.....	56
5.5.1 Maximizing learning opportunity.....	57
5.5.2 Facilitate negotiated interaction.....	58
5.5.3 Minimize perceptual mismatches.....	59
5.5.4 Activate intuitive heuristics.....	60
5.5.5 Foster language awareness.....	61
5.5.6 Contextualize linguistic input	63
5.5.7 Integrate language skills.....	64
5.5.8 Promote learner autonomy	64
5.5.9 Ensure social relevance	65
5.5.10 Raise cultural consciousness	66
5.5.12 Problematizing the macrostrategic framework	67
5.6 Indicators of particularity, practicality, and possibility conditions of postmethod pedagogy in the data	69
5. 7 Conclusion	71
Chapter 6 General discussion.....	73
6.1 introduction	73
6.2 The participant teachers' understanding of contextual factors in relation to postmethod pedagogy.....	73

6.3 The participant teachers' understanding of the teachers' role in relation to postmethod pedagogy	76
6.4 The participant teachers' understandings of teacher research in relation to postmethod pedagogy	82
6.5 Summary of key findings	85
Chapter 7 Conclusion	87
7.1 Introduction	87
7.2 Answers to the research questions	87
7.3 Implications of this study	90
7.4 Limitations of this study	91
7.5 Future directions for further research	92
References	93
Appendices	103
Appendix 1 Interview questions	103
Appendix 2 participant consent form	106
Appendix 3 Participant recruitment advertisement copy	108
Appendix 4 Interview Transcripts	109
Appendix 5 Ethics Approval email	183

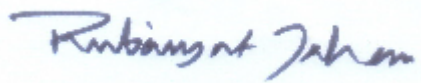
Abstract

This study aims to investigate the evidence of postmethod pedagogic practices from the Bangladeshi English teachers' reported classroom practices. Kumaravadivelu's model of postmethod pedagogy presents the view that the conventional method-based pedagogy has limitations, as the method based pedagogy arguably undermines the peripheral knowledge base of teaching-learning because of its top-down approach, hence calls for the actualization of location-specific English teaching methodologies. Data of this study was collected through semi structured open-ended interviews, and fourteen English teachers of various schools of Bangladesh took part in the interviews. Findings of this study suggest that although the participant teachers' described classroom teaching characterizes various aspects of the applications of postmethod pedagogy, those teaching practices are not necessarily indicative of the teachers' true understanding (or their ability to apply) of all the constructs of the postmethod pedagogy. The key implication of this study is the necessity for a review of the organizational constructs of the macrostrategic framework to actualise it in the Bangladeshi context. Another implication is that teacher education, provided for ELT practitioners in Bangladesh should incorporate the theoretical ideas of how to help the prospective teachers to articulate their beliefs on teaching.

Declaration

I certify that the research described in this dissertation has not already been submitted for any other degree. I certify that to the best of my knowledge all source used and any help received in the presentation of this dissertation have been acknowledged.

The research presented in this thesis was approved by Macquarie University Ethics Review Committee, reference number: 5201400381 on 19th May, 2014 (see *appendix 5*).

A handwritten signature in blue ink, appearing to read 'Rubina Zahan', is written on a light blue rectangular background.

Signature of Candidate

Acknowledgements

I am grateful to my supervisor, Dr Jill Murray, for her great support. She guided me along with so many helpful suggestions and comments to develop this thesis, and encouraged me to the completion with enormous patience. I also want to thank Dr Peter Roger, my associate supervisor, for his assistance in the process of Ethics approval for my research project.

I would like to thank to my family for supporting me throughout this research project.

Finally, I also thank the fourteen participants of this project for their willingness to be involved in this research. I really appreciate their cooperation.

Glossary of Acronyms

CLT Communicative language teaching

CP Critical pedagogy

EFL English as foreign language

ELT English language teaching

ESL English as second language

L1 First language

L2 Second language

MP Mainstream pedagogy

PMP Postmethod pedagogy

Acronyms of Macrostrategies

AIH	Active intuitive heuristics
CLI	Contextualise linguistic input
ESR	Ensure social relevance
FLA	Foster language awareness
FNI	Facilitated negotiated interactions
ILS	Integrate language skills
MLO	Maximizing learning opportunities
MPM	Minimize perceptual mismatches
PLA	Promote learner autonomy
RCC	Raise cultural consciousness

List of Table

Table 1 Demographic information of the Participant teachers 42

Table 2 The aggregated data of application of various macrostrategies used by all the participant teachers 56

List of Figures

Figure 1: Elements and process in language teacher cognition	29
Figure 2: The three-layered diagram	86

Chapter 1 Overview, aims and purpose of the study

1.1 Introduction

A noteworthy feature in English language teaching (ELT) has been frequent changes of ideas and practices with one innovation in teaching methodology giving way to the next. In this process of change, Communicative Language Teaching (CLT) has been a dominant approach for about three decades, from the 1970's to mid-1990s and seemed revolutionary in many ways. However, since the 1980s, problems have been experienced with the implementation of CLT at different Afro-Asian and Latin American EFL/ESL contexts (Jarvis and Atsilarat, 2004; Sato, 2002; Yu, 2001; Li, 1998; Chick, 1996; Shamim, 1996; Tickoo, 1996; Prabhu, 1987), and this is primarily due to the mismatch between the traditional teaching-learning culture of particular EFL/ESL contexts and the teaching-learning culture embedded in CLT. From this background, the new ideas of appropriate methodology (Holliday, 1994) or postmethod pedagogy (Kumaravadivelu, 2006a, 2001) emerged, sharing key reflections on the limitations of English teaching methods (Bell, 2007).

Kumaravadivelu's (2006a, 2001) idea of postmethod pedagogy (PMP) emerged with a view to empowering English teachers practicing on the *periphery* by providing them with a method-neutral macrostrategic framework (Kumaravadivelu, 2003b, 1994) with which they can develop their own location-specific context sensitive personal knowledge base of teaching.

It would not be unreasonable to assume that very few Bangladeshi English teachers working in the school system are aware of Kumaravadivelu's work. Hence, this study aims to explore the *implicit* evidence of postmethod pedagogic principles from their reported classroom practices in order to find out which of their current practices could be seen as corresponding to the principles and which do not. This question has important implications for teacher professional development in Bangladesh.

This chapter introduces the thesis from two perspectives: (i) contextualization of the study (1.3), and (ii) organization of the thesis (1.4).

1.2 A brief orientation of the Bangladeshi educational system

A part of the South Asian region, Bangladesh is a country with a population of 152.5 million population (Bangladesh Bureau of Statistics, 2011). It is a monolingual country with a relatively low literacy rate of 52.7% for women and 59.4% for men (Erling et al., 2014). The education system of Bangladesh consists mainly of a *general education system*, *madrassa education system*, and *vocational education system*. Each of these educational systems is again divided into five levels, namely, *primary* level (year 1 – 4), *junior* level (year 5 – 8), *secondary* level (year 9– 10), *higher secondary* level (year 11 – 12), and *tertiary* level (undergraduate and postgraduate).

Schools in Bangladesh operate from primary level to higher secondary levels of education. The medium of instruction in the schools is predominantly Bangla and the learners' progress is evaluated twice in a year by pen and paper based examination. English is a compulsory subject up to higher secondary level for both the mainstream general education system and the madrasa education system.

Also, in the urban areas of Bangladesh there are many English medium schools that follow the curriculum and the syllabuses developed by the Cambridge International Examination Board, and the examinations (O' level and A' level) of those schools are administered by the British Council, Bangladesh.

1.3 Contextualization of the study

With around 17 million children learning English at the primary level, Bangladesh is one of the largest Second Language (L2) English population in the world (Hamid and Honan, 2012). Realising the importance of English as global mode of communication for business as well as for the job market, English learning has been emphasized by the policy makers of the country (Chowdhury and Kabir, 2014; Chowdhury and Le Ha, 2008; Erling et al., 2014). With a notion to better English teaching-learning modern innovative ideas for ELT, such as CLT, were introduced in Bangladesh in the mid-90s, and to implement CLT new textbooks were produced and teacher training initiatives were arranged for the English teachers. With the introduction of CLT, it was expected that learners would be able to use English effectively in real life situations through good communicative classroom activities. Contrary to this,

research studies (Chaudhury and Karim, 2014; Hamid and Honan, 2012; Huda, 2012; Kirkwood, 2013) indicate that there remains still isolated grammar focused traditional English classroom where the students are mostly passive listeners. As far as students' learning outcomes in relation to CLT are concerned, although no research data is available but it will not be an exaggeration to say that these remain the same as in past decades if not deteriorating.

Current ELT situation of Bangladesh seems to struggle over implementation of modern approaches in everyday teaching-learning. As it appears, the practicing English teachers of Bangladesh seem not to take advantages of the provided innovations in ELT and teaching methodologies. They are not implementing the innovations. A few research studies (Hamid and Honan, 2012, Kirkwood, 2013) that investigate ELT scenarios of Bangladesh seem to suggest an invisible gap exists between the English curriculum's orientations and actual classroom practices. In relation to the English curriculum at the primary level of Bangladesh Hamid and Honan (2012: 153) states that "it appears that the primary level pedagogy is marked by tensions and clashes between age-old teacher-fronted local pedagogies and learner focus foreign pedagogies, seriously affecting learners and learning outcomes". While tasks and activities of English textbooks reflect a communicative approach, the data (Kirkwood, 2013) of actual teaching practices shows that teachers are still very much traditional and examination focused in their approaches.

One possible reason of this stated problem is that the prevalent teaching-learning culture of the Bangladeshi context seems to contradict the teaching-learning culture embedded in the communicative approaches. Among other variables of the teaching-learning culture, teachers' beliefs and attitudes to a particular teaching approach play an important role in the proper implementation of that approach in the classroom. For successful introduction of new ideas or innovations in teaching-learning, attitude change on part of the teachers is necessary. The new ideas tend to compete with the well-established principles of teaching-learning that teachers hold, and which are again the products of teachers' past experiences and beliefs (Karavas-Doukas, 1996). For the successful implementation of modern approaches in ELT, it is also important to make the teachers aware of their changing roles along with the curriculum innovations by helping them articulate their beliefs and develop their knowledge of modern innovations. Borg's (2011) study on in-service second language teacher education

shows how articulation and awareness of teachers' beliefs about teaching-learning help them gain a better understanding of classroom teaching.

The ELT situation of Bangladesh surely deserves serious attention for better English teaching-learning outcomes, and to address the issue it can be argued that the practicing teachers' role needs to be examined. It may prove to be timely to address the whole issue through the lens of PMP for the Bangladeshi ELT situation, as at the core of PMP emphasis is the practicing teachers' development of *sense of plausibility* with a view to transcending the emerging situational constraints through their reflective practices to ensure better teaching-learning.

1.3.1 Aims and purpose of the study

Under this background realising the practical and theoretical concerns of ELT, the existing ELT situation of Bangladesh may call for a re-orientation of teachers' role in relation to the insights that can be derived from Kumaravadivelu's model of PMP. Hence, primarily this research will investigate the current state of affairs through the implicit evidence of PMP from the Bangladeshi English teachers' reported classroom practices.

This study will try to fill the gap in the research related to the ELT condition of Bangladesh. Research studies (Chaudhury and Karim, 2014; Huda, 2013; Kirkwood, 2013) in the context of Bangladesh tend to focus either on describing classroom processes and identifying problems. Based on the available literature it can be argued that too few studies have been conducted in Bangladesh to enhance understanding of the practicing English teachers' stated beliefs and attitudes to teaching-learning, and that studies need to be undertaken to explore and where possible enhance English teachers' understanding of the postmethod teaching-learning conditions.

Apart from the pedagogical needs of the Bangladeshi context, this study is also important in terms of addressing a research gap in the arena of research on teacher cognition. Empirical research (Sanchez and Borg, 2014; Phipps and Borg, 2009; Borg and Burns, 2008; Nishino, 2008; Mangubhai et al., 2004; Sato and Kleinsasser, 1999; Burns, 1996; Breen et al., 2001; Richards, 1996; Karavas-Doukas, 1996) has been done on the teachers' stated beliefs of teaching and its relationship with overall generic pedagogical actual practices; or with the domain-specific grammar, vocabulary, reading skills teaching practices. A few studies (Borg

and Al-Busaidi, 2012; Young and Walsh, 2010; Borg, 2011, 2009; etc) have also been done on teacher beliefs and their impact on teacher education, learner autonomy, local varieties of English, etc. However, as it appears, no study has been done exploring the teachers' stated beliefs on the postmethod pedagogic principles and its relationship with actual classroom practices.

1.4 Organization of the thesis

This section outlines the overall structure of this thesis (Chapter 2 – 7). Both chapter 2 and 3 review relevant literature for this study. While *chapter 2* deals with the ideological and theoretical issues related to PMP along with varying criticism on it, *chapter 3* discusses studies on teacher cognition in relation to PMP. *Chapter 3* ends with summarising the key findings of the literature review and presenting the research questions of this study.

Chapter 4 focuses on how this study has been conducted, and the theoretical, practical, and ideological issues that underlay the methodological choices of this study. In this chapter, discussion has also been made on the selection of the appropriate questions for the interview, piloting, and the process of data analysis.

A detailed data analysis is presented in *chapter 5*. From the transcribed data of the interviews, evidence of the applications of various facets of PMP have been illustrated with representative quotes in this chapter.

In *Chapter 6*, a general discussion on the findings of this study was made. The focus of this chapter is to relate the key findings of this study to the existing relevant literature.

The concluding chapter (*chapter 7*) answers the research questions of this study that has been raised in *chapter 3*, and discusses the key implications that emerge from the findings of this study. This chapter ends with mentioning some limitations of this research project, as well as future directions for further research.

Chapter 2 A review of literature on the postmethod pedagogy

2.1 Introduction

Much of the history of language teaching concerns the search for (or progress towards) the best or most effective teaching method. The very concept of teaching method has also been challenged by many researchers such as Stern (1985), Pennycook (1989), Prabhu (1990), Richards (1990), Jarvis (1991), Kumaravadivelu (2006a, 2003a, 2001, 1994), etc. It is interesting though while language education at one hand is working on the improvements of teaching methods, studies (Mangubhai et al., 2004; Sato and Kleinsasser, 1999; Karavas-Doukas, 1996; Kumaravadivelu, 1993) based on classroom activities, on the other hand, demonstrate that those classroom activities rarely reflect norms of any particular teaching method. That is why Pennycook's (1989: 597) critical look at the notion of teaching methods appears to be justified when he argues that the prevalence of method 'has diminished rather than enhanced our understanding of language teaching'.

As pointed out by Prabhu (1990), rather than to look for "one best method" it is important to focus on the pedagogic principles that can enhance the practicing teachers' *sense of plausibility*. This means their subjective understanding of the teaching-learning contexts, and for that it is imperative on part of the teachers to learn to 'operate with some personal conceptualization of how their teaching leads to desired learning with a notion of causation that has a measure of credibility for them' (Prabhu, 1990: 172). While researchers such as Pennycook (1989) question the vested interests accompanying teaching methods, or Richards (1990) encourage us to look beyond methods to explore the dynamic nature of teaching; Kumaravadivelu's (2006a, 2003b, 2001, 1994) idea of PMP seems to address all the concerns revealed by the above mentioned researchers. Kumaravadivelu's model of PMP highlights the inbuilt limitations of method based language teaching, questions the power struggle between the theorists and the practitioners, as well as between the centre and the periphery, and provides a method-neutral macrostrategic framework to implement the three operating principles (*particularity, practicality, possibility*) of the postmethod conditions in the non-English speaking contexts.

It can be argued that Kumaravadivelu's PMP seems to exert more influence on the debate at the conceptual level than on the actual use in the classroom contexts. Hence, in deconstructing the PMP it is important to examine its ideological as well as structural base.

In this chapter, first, I am going to discuss the ideological issues related to the postmethod pedagogy (2.2), then it will be followed by a discussion on the theoretical constructs of postmethod pedagogy (2.3). This chapter ends with a brief discussion on the criticism associated with the postmethod pedagogy (2.4), and research on the implementation of postmethod pedagogy (2.5).

2.2 Ideological basis of the postmethod pedagogy

Because of the colonial root the English language inherently carries, from the postcolonial perspective, it is hard to see the Western based ELT policies as an innocent entity. Pennycook (1998, 1989) argues that not only did the English language gain its prominence through the spreading of colonialism but in fact it was the colonialism that co-constructed the nature of English language. A similar attitude towards English is expressed by Canagarajah: "The domination of English is therefore not only a *result* of politico-economic inequalities between the centre and periphery, it is also a *cause* of these inequalities" (1999: 41). While it is apparent that for classroom teaching, teachers' decision making and instructional practices are informed by their interpretations of the situations, personal knowledge and experiences along with institutional, social, and political realities (Borg, 2006; Pennycook, 1989), a universal nature of the western produced ELT policies and 'one size fits all' methods with their so called scientific rationale of teaching-learning may appear to be imposing to the peripheral non-English teaching contexts, and thereby facilitating marginalization. The process of marginalization in ELT demonstrates the superiority and domination of the centre over the periphery either by undermining peripheral local knowledge which manifests scholastic imperialism or by imposing alien cultural norms onto the periphery which manifests cultural imperialism. Perhaps Kumaravadivelu's (2003a: 541) statement is illustrative enough to demonstrate how ELT facilitates the process of marginality: "In the neo-colonial present, as in the colonial past, [ELT] methods are used to establish the native Self as superior and the non-native Other as inferior". The irony is that power struggles into the society mostly remain unnoticed, and consciously or unconsciously subaltern forces of the society tend to be a part or rather an instrument of these societal

practices. Likewise, in discussing the power enjoyed and exercised by the dominant class through language, Fairclough (1989) argues that the dominant class exercises power in two basic ways - by forcing the other to go with them, or by consent. Consent, however, is not always the conscious choice; rather it is an unconscious acceptance of the dominant institutional practices which Kumaravadivelu (2003a) termed as the process of 'self-marginalization'.

Researchers such as Kumaravadivelu (2006a, 2003a, 2001, 1994), Pennycook (1998), Phillipson (1992), Canagarajah (1999) seem critical about the spread of English language as well as the prevalent approaches of ELT. Phillipson (1992) relates the English language with the notion of linguistic imperialism. Linguistic imperialism is one aspect of linguistic imperialism which legitimates and reproduces power imbalances between the groups which are defined on the basis of the language one speaks (e.g. English and other languages): "the dominance of English is asserted and maintained by the establishment and continuous reconstitution of the structural and cultural inequalities between English and other language" (Phillipson, 1992: 47). Pennycook (1989) views knowledge as a political, hence interest driven in nature and so it works as a safeguard of only dominant social groups. Likewise, the English teaching method that aims to help knowledge formation of English pertains to direct how English should be taught, also 'reflects a particular view of the world and is articulated in the interests of unequal power relationship' (Pennycook, 1989: 589 – 90).

Critical perspectives on education or critical pedagogy are those that connect schooling and knowledge formation with the broader social contexts: 'It seeks to understand and critiques the historical and socio-political contexts of schooling and to develop pedagogical practices that aim not only to change the nature of schooling, but also the wider society' (Pennycook, 1990: 24). Canagarajah (1999) sees critical perspectives in education as ways of doing things for meaningful social changes along with underlining the existing power struggle in the education system, hence calls for subaltern resistance against imperialistic aspects of English and ELT. Likewise, Pennycook (2001) asks to come up with counter discourses against the dominant ELT discourses.

Holliday (1994) provides a framework of appropriate methodology to address the culture sensitivity in the communicative English class as well as to neutralise culture domination of the centre over periphery thereby empowering local teachers. Holliday's (1994) model of

appropriate methodology emphasizes a bottom up approach in teaching thereby facilitating the view that teaching methodology should essentially be informed by the actual classroom practices. Though a culture-neutral communicative ELT class as illustrated by Holliday (1994) cannot necessarily resolve the ideological conflicts of English language and ELT (Akbari, 2008a), such studies are a significant stand against the dominant power structures.

Kumaravadivelu's model of PMP in relation to ELT in the non-English teaching context attempts to provide some suggestions on how to redress the western interest vested ELT. The debate around PMP sheds light on the colonial nature of teaching method of ELT in non-English speaking contexts, such as Bangladesh, which will be the focus of this study. The ideological underpinnings of PMP tend to work towards decentring the Western hegemonic authority of ELT business, and also emphasising the possibility of restoring context-embedded professional developments in the periphery.

To understand the essence of PMP, it is important to recognize the power struggle that exists between the conventional relationship of theorizers and practitioners of methods: "As conceptualisers of philosophical underpinnings governing language pedagogy, theorizers have traditionally occupied the power centre of language pedagogy while the practitioners of classroom teaching have been relegated to the disempowered periphery" (Kumaravadivelu, 1994: 29). The teaching-learning principles upon which these method concept is constructed are 'far removed from classroom reality' and are not derived 'from classroom experience and experimentation' (Kumaravadivelu, 1994, Pennycook, 1989).

2.3 Theoretical constructs of the Postmethod pedagogy

Through three operating principles (*particularity, practicality, possibility*), PMP seeks to facilitate the emergence of 'location specific' pedagogy. PMP opposes the universal nature of education and thereby argues for context embedded particularity condition of pedagogy: "a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu" (Kumaravadivelu, 2001: 538). To actualise the *particularity* condition of PMP, classroom teachers need to come up with a critical awareness towards local linguistic, social, political and economic condition of classroom reality and engage themselves with an ongoing cycle of 'observation, reflection, and action' for the exploration of context sensitive pedagogical knowledge. Hence, pedagogy of particularity constitutes a goal to achieve the

implementation of PMP and at the same time a process through which teachers can practice their own experience driven personal theories in the classrooms. The *practicality* condition of PMP stands against expert generated theories of teaching and calls for teacher generated theories. Along with the teaching, teachers need to engage themselves in various classroom based research with a view to theorising from their practices. The pedagogy of *possibility* entails tapping the socio-political consciousness of the learners with a view to empowering them: “To empower is to enable those who have been silenced to speak. It is to enable the self-affirming expression of experiences mediated by one’s history, language, and traditions. It is to enable those who have been marginalized economically and culturally to claim in both respects a status as full participating members of a community” (Simon, 1987: 374). The possibility condition of PMP necessitates learners to be autonomous in the form of *academic, social and liberatory*: “these three aspects of autonomy promise the development of the overall academic ability, intellectual competence, social consciousness, and mental attitude necessary for learners” (Kumaravadivelu, 2001: 548). While academic autonomy compels the learners to take charge of their own learning by voicing their own preferences or expectations; social autonomy helps them to function ‘effectively as cooperative members of a classroom community’ to become collaborative partners which can ensure their group identity as well. Liberatory autonomy empowers them to be critical thinkers so that they can relate and reflect on their learning to their lived experiences.

2.3.1 The teacher’s role in the postmethod pedagogy

As discussed earlier, ideologically ELT cannot be separated from its postcolonial as well as imperialistic characteristics; hence, the English teachers in non-English speaking contexts should not be socio-politically naïve in their practices. As Kumaravadivelu writes: “language teachers cannot hope to fully satisfy their pedagogic obligations without at the same time satisfying their social obligations” (2001: 544). Teachers need to address the pedagogic parameters of particularity, practicality, and possibility to minimize self-marginalization in ELT as well as to ensure personal transformation of the learners through their teaching. PMP facilitates teachers’ autonomous thoughts and actions to transcend the academic and administrative constraints imposed by institution, curriculum, and textbooks.

The ongoing shift from method to PMP, as envisaged by Kumaravadivelu (2001) demands a shift in the teachers’ role from reflective practitioners to also transformative practitioners. A postmethod teacher then to be critical about his/her theoretical and personal knowledge

base, thoughtful about learners' needs and expectations, confident to articulate and recognize his/her own beliefs, able to theorize from teaching, and eager to monitor his or her own teaching acts (Kumaravadivelu, 2012). As Murray (2009: 23) notes, "The *post-method condition* (Kumaravadivelu, 2006a, 2006b, 2001, 1994) goes beyond the abandonment of the quest for a best method to a fundamental redefinition of method itself, strongly advocating a shift in power from theorists to practitioners."

2.3.1.1 Teaching

For actualizing teaching in the class through the postmethod condition Kumaravadivelu's macrostrategic framework is a 'broad guideline, based on which teachers can generate their own situation-specific, need-based microstrategies or classroom techniques' (Kumaravadivelu, 1994: 32). This framework is based on the assumption that since the objectives, situations and needs of L2 teaching-learning are unpredictably multifaceted so 'we can therefore only help teachers to develop a capacity to generate varied and situation specific ideas within a framework that makes theoretical and pedagogical sense' (Kumaravadivelu, 1993: 13). Therefore, it empowers the practicing teachers to come up with their personal theory of teaching in the form of varied microstrategies relevant to their contexts. Also, it is an interim open-ended option that encourages a strategic and sensitive approach to teaching prior to the emergence of local teachers/educators' own theory for classroom teaching. This macrostrategic framework consists of ten teaching principles derived from historical, theoretical, empirical, and experiential insights into language teaching and learning. These basic principles are:

- Maximising learning opportunities
- Facilitating negotiated interactions
- Minimizing perceptual mismatches
- Activating intuitive heuristics
- Fostering language awareness
- Contextualizing linguistic input
- Integrating language skills
- Promoting learner autonomy
- Raising cultural consciousness
- Ensuring social relevance

(Kumaravadivelu, 1994)

In PMP, along with the regular teaching, the challenging part of the teacher's role is to perform the critical practice by making the learners aware of the ideological issues of English language and ensuring the correspondence between the 'lived experiences' of the learners that they bring with them into the classrooms and the classroom activities (Kumaravadivelu, 2012, 2001). Through teaching, the postmethod teachers need to open up new perspectives for learners so that they use their critical insights about the social, political, and cultural factors that shape their identity formation and personal transformation.

2.3.1.2 Theorizing

Kumaravadivelu's model, emphasises the teacher's role as a theorizer. The pedagogic parameters of particularity and practicality encourage the postmethod teachers to do classroom based research with a view to theorizing from their practice of teaching. Theorizing helps teachers in articulating their own ways of teaching. Apart from the structural necessity of PMP, the teacher's role as a theorizer has an ideological obligation as it works to enrich peripheral knowledge base on teaching (Kumaravadivelu, 2003a). Postmethod teachers' theorizing role challenges the theory-practice dichotomy, aims to provide personal theory of practice, hence tends to empower the practicing teachers with establishing their views on teaching.

As mentioned earlier, macrostrategic framework (Kumaravadivelu, 1994) has the potentiality to transcend the marginalizing effect of centre-based methods in ELT in the non-English speaking contexts. Now it is expected that the practicing teachers in the non-English speaking contexts will come up with empirical data to support and legitimize the macrostrategic framework, and in doing so the theorizing role of practicing teachers is well desired. Usually it is believed that periphery communities lack a sufficiently well-documented knowledge base for English teaching-learning, or even if they have, it usually remains unrecognized by the professional body of literature (Kumaravadivelu, 2003a). Thus, *theorizing* also offers this possibility on part of the peripheral English teachers to produce their personal theory of practices and legitimise context embedded knowledge base of teaching-learning.

Theorizing on the part of the practicing periphery teacher exemplifies an initiative against the neo-colonial superiority of the centre; however, the biggest challenge though, is how teachers are going to do classroom based research. Neither the prevalent research trend in

language pedagogy provides adequate actionable guidance for the teachers in their attempt to theorise from classroom based research, nor do the teachers usually have sufficient competence and confidence to conduct such research (Kumaravadivelu, 2012, 2006a, 2001). Collaborative research between teacher and researchers or action research apparently are a few ways of doing classroom based research. However, the idea of PMP appears to be critical towards the ongoing trend of collaborative research as well as of action research (Kumaravadivelu, 2012, 2006a, 2001). Collaborative research of researcher-teacher may reinforce the unequal power relationship between them (Stewart, 2006). Usually in collaborative research the researcher is considered to possess theoretical knowledge of research and the teacher brings practical knowledge of classroom teaching. However, in conducting research, the problem occurs when the negotiation between researcher and teacher fails as the researcher has more power of being researcher and the teacher has more knowledge of classroom teaching. Again, action research fundamentally differs from classroom based research needed for teacher's theorizing. Action research is meant to lead to improvement in teaching rather than to produce knowledge or theory about teaching. In *theorizing* from the practices of teaching, teachers need to use their sense of plausibility about the appropriate research methodologies for classroom based research and it has to be self-exploratory: "doing teacher research does not necessarily involve highly sophisticated, statistically laden, variable controlled experimental studies, for which practicing teachers have neither the time nor the energy. Rather, it involves keeping one's eyes, ears, and mind open in the classroom to see what works and what does not" (Kumaravadivelu, 2001: 550).

2.3.1.3 Dialogizing

Though Kumaravadivelu's model of PMP was initially developed in Kumaravadivelu (2001, 1994), the idea of *dialogizing* was put forward later, in Kumaravadivelu (2012). Dialogizing in PMP refers to an interaction between the texts, meaning, voices, and between belief systems in which 'no one interlocutor is marginalised; no one interlocutor is privileged' (Kumaravadivelu, 2012: 91). If theorizing legitimizes teacher's personal theory of practice, dialogizing among the practicing teachers can lead to 'a responsive understanding of one another's beliefs, identities, and dispositions' and therefore helps developing personal and professional growth. Dialogizing is one possible way to generalize and reassess the teachers' context- embedded location-specific theorizing and autobiographical narrative is a useful device which teachers can effectively use for their dialogic inquiry.

2.4 Criticism associated with the postmethod pedagogy

PMP has been criticised partly due to its ideological stand point (Waters, 2009) and partly because of its structural ambiguity (Ur, 2013; Bell, 2003; Liu, 1995). While Akbari (2008a) questions the feasibility of the demanding roles of the postmethod teachers, Pennycook (2001) encourages us to be critical towards the notion of postmethod conditions as well as prevailing norms. Though Kumaravadivelu (2006a, 2003b, 2001, 1994) claims the idea of PMP stands against the concept of method based pedagogy, one should not fully rely on the notion of postmethod concept either. It will not be wrong if one considers that there will not be any basic difference with this ongoing shift from the method-based pedagogy to PMP as far as the 'interest' of the dominant class is concerned. In both the cases, recognition primarily comes from the western educators/researchers. However, in case of method-based pedagogy, the western educators prescribe things in a close and precise way (Jarvis, 1991; Richards, 1990; Pennycook, 1989), but in the case of PMP the western educators first acknowledge that what really is happening in method-based pedagogy is not expected, and then also go on suggesting something new in the form of PMP.

Despite the fact that Kumaravadivelu (2006a, 2006b, 2003a, 2001, 1994) is critical towards CLT, a closer look into macrostrategic framework of PMP illustrates the apparent resemblance to the principles that communicative approaches are based on. According to Bell (2003: 330) 'postmethod pedagogy is derived on the local level from CLT' and as far as organizing principles of classroom practices are concerned, it is an 'alternative method' rather than an alternative to method. Liu (1995: 176) opposes Kumaravadivelu's (1994) view of macrostrategic framework as 'an alternative to method'. Akbari points out that there may not really be qualitative differences between the postmethod and method concept as both of them ignore or misrepresent the classroom realities to an extent: "(w)hile method has ignored the reality of learning and language learners, postmethod has ignored the realities of teaching and language teachers" (2008a: 642).

However, a closer look at CLT reveals that it lacks critical dimensions in its use of context that PMP prioritizes (Akbari, 2008a). For example, in CLT, *context* is used to relate who is talking to whom, where or what. However, in PMP, the term *context* is used to relate the socio-political lives of people in the process of learning.

These criticisms exemplify the ideological tug of war between the critical pedagogy and main stream pedagogy. Canagarajah (1999: 19) is of an opinion that “loaded with its own brand of interests and values, MP (main stream pedagogy) represents no less ideology than CP (critical pedagogy). The difference is that while MP is informed by the ideologies of the dominant communities, CP has the potential to interrogate this hegemonies”. What Canagarajah (1999) stated above is exemplified in the work of Waters (2009) who seems to discount the critical ideological interpretations that are associated with ELT or English teaching methodologies and argues that teaching methodologies should be seen and discussed in relation to pedagogical points of view, how it has the potentiality to maximise learning opportunities, not as a matter of ‘political rights or wrongs’.

Contrary to Waters’ (2009) view, a few researchers (e.g. Akbari, 2008b; Shin and Crookes, 2005) have already tried to implement critical pedagogy in actual ELT classrooms. In actualising critical pedagogy in ELT, Akbari (2008b) argues that English teaching materials and class should value local culture, and local language (L1) sometimes can be used in facilitating communications in English or explaining delicate grammatical structures. Similarly, Shin and Crookes’ (2005) study shows, how in the context of Korean school, ‘critically-oriented’ materials have been introduced by organising optional classes for the students and how these materials help the students in engaging critical discussion about the given topics.

It appears that researchers such as Ur (2013), Waters (2009), Bell (2003), Liu (1995), etc in their criticism primarily focus on the structural basis of PMP and they seem to overlook the significance of the ideological underpinnings of PMP, whereas the idea of PMP primarily emerges from the ideological necessity.

Though PMP pedagogy seems to face challenges in actualizing its practice into the classroom due to its demanding nature of teachers’ additional responsibilities of theorizing, Akbari suggests the following blueprint for change:

For the postmethod pedagogy to take hold, change should begin with the academic discourse community which lays the foundations for teacher education and certification, norms of practice, standardization of language tests, as well as teacher hiring and firing policies. In other words, change should be multilateral because the requirements for a postmethod pedagogy

are too demanding to be fulfilled by the teachers acting as rebels against their discourse community

(Akbari, 2008a: 650)

2.5 Research on the implementation of postmethod pedagogy

A contemporary literature survey on PMP shows that although papers on the associated theoretical debate are many, only a few studies (e.g. Ahmad, 2014; Zakeri, 2014; Zeng, 2012) have been done so far to explore the implementation of PMP.

Zeng's (2012) case study with two novice EFL (English as foreign language) teachers in the context of China was an effort to examine the actual use of PMP in the classroom teaching. The data for this study was collected through four classroom observations followed by semi-structured interviews. Findings of the research suggest that 'neither the learners nor the teacher has autonomy', the participant teachers do not agree with the idea of 'theorising from practice', and there is a large discrepancy between teachers' beliefs and their teaching practices. In addition to this, analysis of lesson observations reveal the fact that the teachers mostly adopt four macrostrategies namely (i) maximising learning opportunities, (ii) facilitating negotiated interaction, (iii) contextualising linguistic input, and (iv) promoting learner autonomy. However one key limitation of this study as it appears, it does not define the behavioural aspects of teacher autonomy therefore it is not clear which are the missing aspects (except the teachers' heavy reliance of the textbooks and exam oriented teaching) the researcher is talking about. Another issue is that this study does not provide any sample questionnaire that has been used for this research, hence it is difficult to relate under which circumstances the teachers justified their textbooks dependency only.

Ahmad's (2014: 96) study advocates the implementation of Kumaravadivelu's (1994) macrostrategic framework in the context of Saudi Arabia. Though no data of implementation of macrostrategic framework in the classroom setting has been provided in this study, Ahmad (2014) discusses some microstrategies for each macrostrategy on the basis of the situational realities of EFL teaching-learning in Saudi Arabia (e.g. prevalent teacher-centred instructions, teachers' reliance of outdated methods, use of frequent L1 in the classroom, teachers' low proficiency in English, etc).

Zakeri's (2014) study tries to relate the teacher/researcher's own way of teaching of speaking skills to the pedagogy particularity, practicality and possibility in the context of Iran. For this study the teacher/researcher reflects on his experience and come up with three techniques (*shadowing, recording, and paraphrasing*) that are supposedly appropriate for the learners. Though the findings suggest a gradual improvement in the learners' proficiency, this study does not provide any justification of why those three techniques are appropriate for this context.

Though the above-mentioned studies tried to extract evidence of applications of the macrostrategic framework (Kumaravadivelu, 1994) from the classroom teaching, more research focussing on the detailed understanding of the practicing teachers' views on the PMP is required. As stated in the *introduction*, this present study will aim to examine the practicing teachers' understanding of PMP in the Bangladeshi context.

Chapter 3 A review of literature on teacher cognition

3.1 Introduction

Teacher cognition refers to teachers' mental states, which encompasses teachers' self-reflection, beliefs and knowledge about teaching, students and content of teaching; and awareness of problem solving strategies in classroom teaching (Kagan, 1990). As this study tries to feature the Bangladeshi English teachers' beliefs and understanding of Kumaravadivelu's model of PMP, it is important to examine the theoretical underpinnings of teacher cognition.

This chapter will contain discussion on some studies that highlight contextual issues in classroom practice (3.2), knowledge base for classroom teaching (3.3), teacher cognition in relation to the postmethod pedagogy (3.4), summary of findings of the literature review and its implication for the research questions (3.5), and research questions of this study (3.6).

3.2 Contextual issues in classroom practice

Studies which try to show the correspondences between teachers' stated beliefs and practices without focussing on the contextual realities will deliver only a partial characterization of the whole phenomenon. Borg (2006) provides a diagram (see *figure 1*) to conceptualise language teacher cognition in relation to classroom practice, in which contextual factors around and inside the classroom along with prior knowledge as well as the professional preparation of the teacher mediate and influence classroom practices. As demonstrated by Borg (2006: 283,) it is not only the external contextual factor that influences classroom practices but it is the classroom itself that is also a contextual factor which seems to mediate and influence the classroom practices.

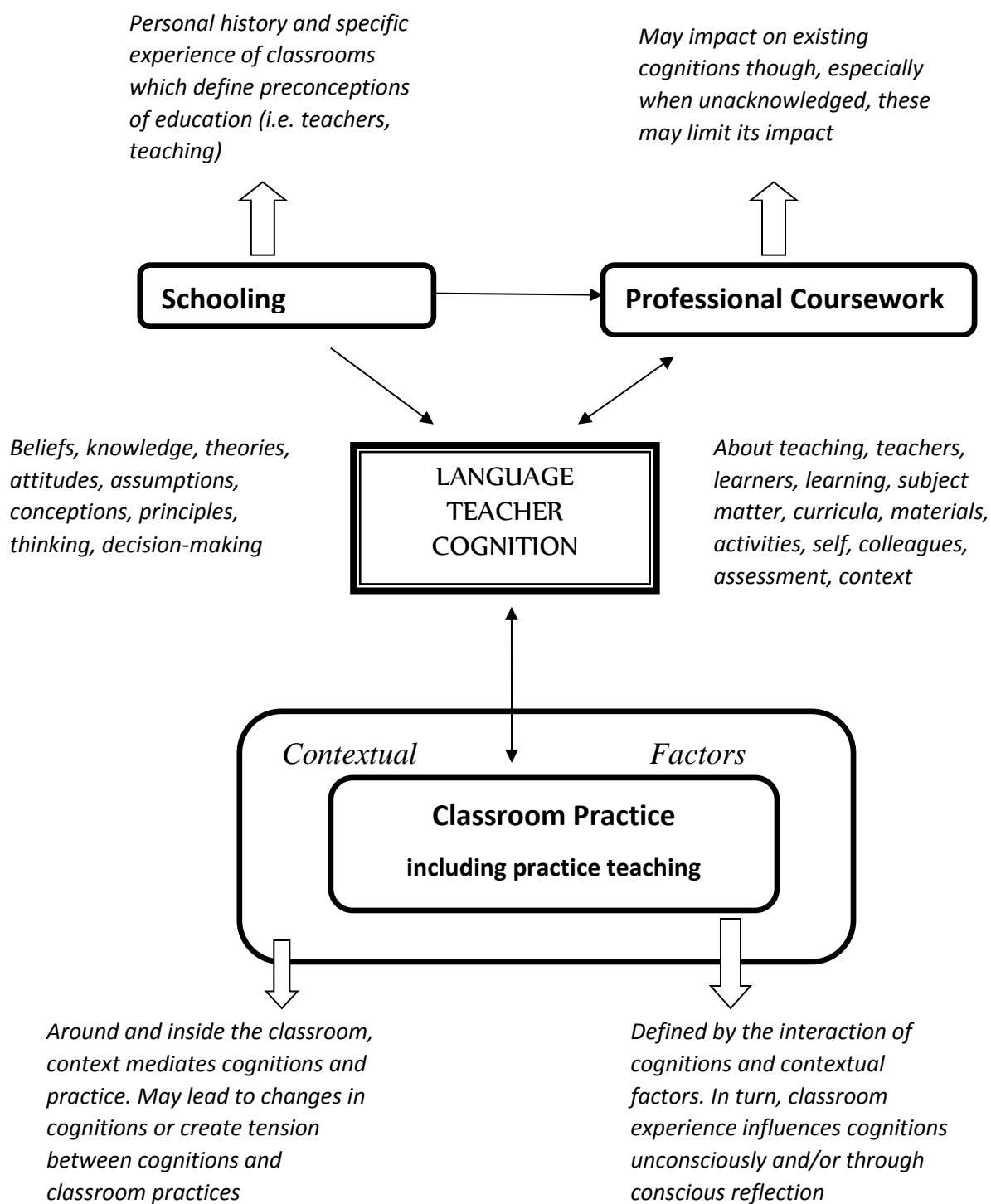


Figure 1 Elements and process in language teacher cognition (adopted from Borg, 2006: 283)

While Borg (2006) shows the relevance of contextual factors in language teacher cognition, Burns (1996) explains how contextual issues help shape language teachers' beliefs and thinking about classroom teaching. As shown by Burns (1996), teacher's thought processes regarding teaching and classroom activities hover around three interconnecting and interacting contextual levels namely institutional, classroom, and instructional contexts. Through a longitudinal study in the context of Canada, Woods (1996: 128) discusses the nature of internal and external contextual factors that help shape ESL teachers decision-making processes: "*External* factors are situational factors which teachers take into account in making decisions ... *Internal* factors are ones internal to the decision-making process itself, i.e., the internal structuring of decisions and the relationships of decisions to each other." Again, contextual factors may appear as situational constraints (e.g. imposition to cover the curriculum strictly, examination oriented teaching/learning expectations from the students, unruly classroom atmosphere, etc) and seem to play a significant role in mediating the correspondences between the language teachers' stated beliefs and their classroom practices (Sinprajakpol, 2004; Sugiyama, 2003).

Teachers' experiences also seem to have a correlation with their handling of situational realities during the classroom teaching. Johnson (1996) reports a study that shows a student teacher struggled with her planned teaching during her practicum classes due to a key tension between covering all the materials within the time and responding to students' questions. Richard and Pennington's (1998) study, in the context of Hong Kong, shows five newly trained English teacher in teaching communicative English diverged from the communicative principles during the actual teaching largely due to large class size, unmotivated students, examination pressure, heavy work load, students' low proficiency in English, and kind of resistance to student centred classroom procedures.

If contextual issues mediate and influence the language teachers' classroom practices, it is also true in many cases that if the educational conditions or situational realities are changed or addressed accordingly teachers' beliefs and practices may change as well (Nishino, 2008). Nishino's (2008) research sets out to investigate Japanese school teachers' stated beliefs and practices regarding communicative English teaching by using questionnaire surveys. Findings suggest that while class hours and large class sizes are the key challenges in implementing communicative English class if however the teachers are provided with more class hours and smaller class sizes CLT can be implemented more effectively. Sanchez and Borg's (2014)

exploratory-interpretive study with two experienced secondary school teachers in Argentina seeks to examine how English teacher's instructional decisions on grammar teaching are conceptualized by cognitive and contextual factors. Findings disclose the fact that the teachers' decision making or instructional decisions in grammar teaching are influenced largely by their perceptions and interpretations of contextual realities along with other pedagogical concerns. Hence, even when teachers teach in the same educational or institutional context, they differ in their instructional choices and it is largely based on their interpretation of contexts which Sanchez and Borg (2014) calls *teacher constructed context*. However, it is true to say that teachers' pedagogical beliefs sometimes resistant to change, so if even the contexts change not necessarily it is going to influence the teachers' pedagogical beliefs.

3.3 Knowledge base of classroom teaching

If contextual realities need to be interpreted and negotiated during the teaching, then it is also important to understand that a teacher needs to develop sufficient knowledge base for this (Borg, 2006). In conceptualising necessary knowledge for a teacher, Shulman (1987: 8) suggests that the knowledge base should contain *content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational needs, purposes, and values, and their philosophical and historical grounds*. It appears that some of the knowledge base (e.g. content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, etc) may be easier to address than the others (Borg, 2006).

As far as teachers' stated beliefs about teaching and their reflections into the actual classroom practices are concerned, Woods and Cakir (2011) makes a broader classification of knowledge base for teacher, namely, *theoretical - practical* knowledge and *personal-impersonal* knowledge. In exploring the dynamic relationship between theoretical-practical knowledge and subjective-objective nature of knowledge, in relation to CLT, Woods and Cakir's (2011: 389) study with six English teachers in Turkey shows that there is no direct connection between teachers' theoretical knowledge and practical knowledge of classroom practices unless that theoretical knowledge is filtered through personal experience. Though Woods and Cakir's (2011) study is not longitudinal, and research correlating teacher's

knowledge and practices ideally needs to be longitudinal to better understand the relationship, still one key implication is that teacher's experience helps shape his/her knowledge base for teaching. Likewise, Gatbonton's (1999) study with seven experienced ESL teachers in Canada tries to map out the pattern of pedagogical knowledge that experienced teachers use for their teaching. Findings of the study show that the experienced teachers show six categories of pedagogic knowledge, namely, (i) handling language items, (ii) factoring in student contribution, (iii) determining the contents of teaching, (iv) facilitating the instructional flow, (v) building rapport, and (vi) monitoring student progress (Gatbonton, 1999: 42).

Though empirical research tries to explore and synthesize aspects of teachers' knowledge (Woods and Cakir, 2011; Borg, 2006; Shulman, 1987) in relation to teaching, a few researchers such as Freeman (2002) and Johnston (1999) problematize the teachers' knowledge base for this postmodern era: "On a macro-level, research orientations had shifted and the interpretative paradigm moved towards a post-modern perspective that asserts that any knowledge depends on a plurality of views, reflects a relativity of position in establishing those views, and can be promoted or 'silenced' depending on how power is used" (Freeman, 2002: 8).

Reported research on teacher cognition seems to suggest that due to varying contextual realities and constraints that mediate in classroom teaching, the theoretical knowledge base alone cannot ensure effective teaching. Teachers' sufficient knowledge has to be essentially experience driven, and theoretical knowledge rather has to be filtered through personal experiences (Woods and Cakir, 2011). Therefore, as it appears, to actualise the PMP in the classroom teachers need to rely on their own experiences to reflect on the teaching and learning with a view to acquiring a sufficient knowledge base to apply their sense of plausibility.

3.4 Teacher cognition and the postmethod pedagogy

As mentioned earlier, through the pedagogic parameter of particularity and practicality PMP requires teachers to articulate their personal ways of teaching (Kumaravadivelu, 2006a, 2001), and theorizing is helpful in achieving this. Theories for practice as opposed to theories of practice (Burns, 1996), maxims of teaching (Richards, 1996), principled practices (Breen et

al., 2001), etc are a few good studies that demonstrate how language teachers validate their own ways of teaching. Some key studies are described below.

Burns' (1996) case study, with six English teachers in the context of Australia, shows that the teacher negotiated her beliefs through the 'intercontextuality' of institutional ideologies or philosophies, personal beliefs and expectations on language, learning and learners; and instructional objectives and planning: "Thinking at one level interacted, became interdependent with and was influenced by beliefs operating at another level" (Burns, 1996: 158). Based on the data of L2 adult classroom practices, Burns illustrates how a teacher's implicit theory for practice emerges through the process of self-reflections, and how beliefs of teaching filtered through various contextual realizations of the teacher. Richards (1996) is of an opinion that during actual teaching, teachers are not only concerned about the content but they also try to implement their personal philosophies of teaching which can be realised as *maxims of teaching*. Richards (1996) discusses eight key maxims of teaching which primarily focus on the classroom management rather than teaching of contents:

- i. The maxim of involvement
- ii. The maxim of planning
- iii. The maxim of order
- iv. The maxim of encouragement
- v. The maxim of accuracy
- vi. The maxim of efficiency
- vii. The maxim of conformity
- viii. The maxim of empowerment

Richards' (1996) *maxims of teaching*, mentioned above, emerges from the two experienced teachers' experience-driven knowledge about teaching, and apparently it is similar to the macrostrategic framework of Kumaravadivelu (1994). Only difference is, while *macrostrategic framework* has emerged from the theoretical as well as pedagogical knowledge base on L2 teaching, Richards' (1996) *maxims of teaching* emerges only from the practicing teachers' experiences. In addition, it seems to lend support to Kumaravadivelu's (2006a, 2001) concept of the "practicality condition" in the sense that it legitimises the practicing teachers' personal theory of practices.

Likewise, the study of Sato and Kleinsasser (1999) with ten Japanese language teachers in the context of Australia shows how these teachers' prior experiences of personal L2 learning as well as subjective teaching experiences help mature their beliefs, knowledge and communicative practices. Despite the fact that all the teachers stated that in-service training programmes influenced their understanding and conceptualisation of communicative teaching approaches, the analysed data seems to suggest that 'it was their (teachers) reliance on themselves that determined to no small extent their understandings' (Sato and Kleinsasser, 1999: 513). Breen et al.'s (2001) exploratory study with 18 experienced ESL teachers in the Australian context is significant to illustrate how language teachers' personal pedagogic principles can be realised through their preferred practices, and how these pedagogic principles can be established for a particular context. As described by Breen et al. (2001), these preferred practices are influenced by the interactive mediation between the background knowledge of the individual teacher and ongoing classroom experiences. Through observations of ESL class lessons and interviews with the 18 teachers, Breen et al. (2001) examined the relationship between the teachers' personal theories of teaching and classroom practices at the individual as well as the group level, and revealed that a single principle of teaching may lead to several distinctive teaching techniques; likewise a single practice may be a reflective of various teaching principles. Findings of this study highlight a particular pattern in the participant teachers' diverse teaching principles which is reflective of 'a collective pedagogy' for a particular context. Breen et al.'s (2001) concept of 'collected pedagogy' should have an impact on the pedagogy of practicality of PMP, as the concept of 'collective pedagogy' demonstrates a possible way to validate and establish the teachers' personal theories of teaching.

These studies (Breen et al., 2001; Sato and Kleinsasser, 1999; Burns, 1996; Richards, 1996) discussed above indicate the reflections of the practicing teachers' beliefs in their personal theory of teaching in the absence of any specific program of training.

3.5 Summary of findings of the literature review and its implication for the research questions

Empirical research on teacher cognition tries to examine the teachers' stated beliefs in relation to classroom teaching, and seems to state that though teachers' beliefs tend to influence their decision making processes in the classroom, contextual factors in varying

degrees mediate between teachers' beliefs and actual practices. Study findings (Sanchez and Borg, 2014; Sinprajakpol, 2004; Sugiyama, 2003; Richard and Pennington, 1998; Woods, 1996) on teacher cognition lend support to the fact that on many occasions due to contextual realities discrepancies occur between teachers' beliefs about what they perceive they are teaching, and what they actually do in the classrooms. Research, referring to teacher knowledge, seems to indicate that theoretical knowledge base is not sufficient for actual teaching unless it is filtered through personal teaching experiences (Woods and Cakir, 2011). Research on teacher cognition also tries to explore the practicing teachers' implicit personal theories of teaching in form of, for example, theory for practice (Burns, 1996), maxims of teaching (Richards, 1996), or pedagogic principles (Breen et al., 2001); which is significant for further research that intends to focus on the teacher generated theory of practice.

In this research, reported studies on teacher cognition reveal that it addresses many theoretical underpinnings of teaching, as well as the research contexts are also widely different (e.g. Australia, Canada, UK, Japan, Hong Kong, Turkey, Argentina). While numerous studies (Nishino, 2008; Mangubhai et al., 2004; Sato and Kleinsasser, 1999; Burns, 1996; Breen et al., 2001; Richards, 1996; Karavas-Doukas, 1996) on teacher cognition focus on the teachers' stated beliefs on the generic teaching of English; and its relationship with the actual practices; numerous studies have been conducted on the teachers' beliefs in relation to grammar teaching (Sanchez and Borg, 2014; Phipps and Borg, 2009; Borg and Burns, 2008; Basturkmen et al., 2004; Borg, 2001, 1999). Again, while many studies have been done to address the relationship between teachers' knowledge and beliefs (Woods and Cakir, 2011; Pajares, 1992; Nespor, 1987), available literature shows that relatively few studies on teacher cognition also have been done in relation to teacher education (e.g. Borg, 2011, 2009), reading practices (e.g. Kuzborska, 2011; Macalister, 2010), vocabulary teaching (e.g. Macalister, 2012), learner autonomy (e.g. Borg and Al-Busaidi, 2012), and local variety of English (e.g. Young and Walsh, 2010).

Despite the fact that empirical research has been done to date on language teacher cognition, no available literature seems to focus on the language teachers' cognition in relation to Kumaravadivelu's (2006a, 2003b, 2001, 1994) model of PMP. Hence, as it appears, it is important to explore the teachers' beliefs and perceptions on the PMP not only because this arena of research is unexplored but also to actualise PMP it is important to

understand the practicing teachers' beliefs on it, as research shows that teachers' beliefs intend to influence their classroom decisions.

3.6 Research questions of this study

In discussing the contextualization of the study (*section 1.3*), I have stated that the research will be conducted with the Bangladeshi school teachers, and in the previous chapter (*Chapter 2*) in discussing the ideas of PMP it has been emphasized that the actualization of PMP is challenging. Teachers in PMP need to be reflective, they need to use their sense of plausibility in making their classroom decisions, along with they need to be capable of theorizing from their teaching. Under this reality, this research project will extract the evidence of PMP from the Bangladeshi school teachers' classroom practices. To address as well as to explore the varying issues related to classroom teaching principles provided by PMP, this research project primarily will attempt to find out the answers of the following research questions in the context of Bangladesh:

- 1) What is the evidence from Bangladeshi English teachers' reported classroom practices that overlap with the construct of postmethod pedagogy?
- 2) What are the contextual realities do English teachers of Bangladesh believe influence their decision making in the classes?
- 3) To what extent are the roles of reflective practitioner and teacher researcher reflected in the teacher's perceptions of their roles?
- 4) How do English teachers of Bangladesh perceive their new responsibilities to be change agents?

Chapter 4 Research methodology

4.1 Introduction

This study is qualitative in nature and data for this study has been collected through semi-structured interviews. In this chapter, research methodology adopted for this research will be discussed in details.

First, I am going to rationalise the reasons for choosing this particular research methodology (4.2), then I will discuss selecting appropriate issues/questions for the interview (4.3), and ethical issues related to this study (4.4). Those discussions will be followed by the piloting of interview (4.5), detailed presentation of data collection and data analysis procedures (4.6), as well as validity and reliability of the study (4.7). The conclusion will summarise some key issues of this chapter (4.8).

4.2 Reasons for choosing interview as research methodology

As stated in the *introduction*, this research will primarily highlight the evidence of Bangladeshi English teachers' applications of PMP from a set of interviews, in which they described their practices of classroom teaching. Thus, it is important for this research to elicit thick descriptive data about what the participants do in their classes, and semi-structured interview seems appropriate for this research as 'qualitative interviews are well suited to examining research questions that focus on participants' meaning making, reflections on experiences, life stories, and perspectives of activities and events' (Roulston, 2013: 3). Likewise, the data of semi-structured interviews of this research provides a chance to examine the reasons of the Bangladeshi practicing teachers' classroom decision-making processes. Also, as the research pertains to teacher cognition (e.g. attitude and reaction) on classroom teaching issues, data extracted through the discussion of actual classroom practices potentially will be more rooted in reality (Phipps and Borg, 2009), thereby ensuring authenticity.

As discussed in *chapter 1 and 2*, this research deals with the Bangladeshi practicing teachers' subjective understanding of PMP, and PMP essentially facilitates the practicing teachers'

articulation of a subjective knowledgebase of teaching with a view to establishing a personal theory of practice, as well as their empowerment. Hence for this study, ideally the research design should also create conditions in which participant teachers can feel empowered by being the part of this research project. Interview is one such research method, by participating into discussions along with articulating their own preferences and challenges of classroom teaching, potentially the participant teachers can also be aware of modern innovations in teaching and learning.

The interview was conducted in Bangla (L1 of the participants), and was administered through Skype from Australia. It is assumed that a long discussion in L1 (Bangla) might help the participants to reflect and articulate sufficiently, though there would be some challenges in relation to translation from L1 to English of the interview transcripts. As discussed by Mann (2011), research on interview in the field of applied linguistics should give more attention on the feasibility of interview conducted in L1.

4.3 Selecting the appropriate issues and questions for the interview

The theoretical underpinnings of this research project are based on three operating principles of PMP, known as, *pedagogy particularity*, *practicality*, and *possibility*; and the macrostrategic framework (Kumaravadivelu, 2006a, 2001, 1994). Therefore, the issues and the questions to be discussed during the interview would essentially revolve round varying issues of PMP. It is important for this study to focus on the issues of PMP that have actual teaching implications. Therefore, during the interviews the teachers' role and their described teaching practices in relation to those ten macrostrategies of the macrostrategic framework were discussed.

At the initial stage on the basis of theoretical constructs of PMP and in relevance with the research questions of this study, some broad areas (*macrostrategic framework*, *three pedagogic principles*, *teacher research*, etc) have been selected to frame tentative questions for the interview. In the next phase, each broad category has been broken into relevant subcategories, and finally representative tentative questions for the interview were framed under the umbrella of all the subcategories. For example, one broad area, innovative ideas for ELT, has been subcategorised into a few sections such as *teacher autonomy*, *learner autonomy*, *teacher research*, *teacher reflection*, etc. Finally, for each subcategory, representative sets of questions have been framed. One challenge though, the questions for

this interview were needed to be framed in such a manner that the participant teachers could have the opportunity to reflect on their classroom practices. It was assumed that the participant teachers might not be aware of the theoretical constructs of PMP. Hence during the interviews no theoretical or technical questions were asked, rather focus was solely on the participant teachers' descriptions of their classroom teaching. Where the questions are polar, they served as a trigger for further discussion, and teachers were prompted to go beyond yes/no answers. For example, given below are some questions developed for the subcategory of *teacher autonomy*:

1. *How do you prefer to take your class, I mean, by strictly following the syllabus or recommended textbooks; Or, you sometimes go beyond the textbooks assuming students will learn better by doing this?*

2. *How often you use other teaching aids/materials other than textbooks?*

3. *Do you think that it is better for meaningful teaching/learning to change teaching techniques according to student's conditions and needs?*

4. *How do you decide when to change technique? What key challenges you usually/may face to adapt your teaching techniques/strategies for different classes of your school? Most importantly do you think it is/will be feasible for real classroom practice?*

Likewise based on the broad categories as well as subcategories, and in relevance with the research questions of this study, a pool of total 32 questions have been formulated for the interview of this study (see *appendix 1*). The sequential patterns of all 32 questions and their addressing areas are given below:

Questions no.	Addressing areas
1 to 10	Teachers' autonomy, learners' autonomy, teacher research
11 to 28	Ten macrostrategies
29 to 32	Particularity, practicality and possibility pedagogic principles of PMP

4.4 Ethical issues

Research of this nature demands serious ethical consideration for the participants as all the participants will be expected to critically express their subjective preferences of ways of teaching along with their assumed existing problems in classroom teaching. Once the interview questions were finalized, the research plan and tentative interview questions were submitted to the Ethics Committee of Macquarie University for the approval.

To avoid potential misunderstanding regarding the nature of the interview, the *participant information and consent form* (see *appendix 2*) clearly explained the procedures. For example, it was explained that the subject matter of the interview would centre on ideas of classroom teaching and practices. The interview would be conducted in Bangla (L1 of the interviewee), and each interview would be of around 60 minutes long. All the conversations during the interview would be audio recorded. No question of a sensitive and personal nature would be asked in the interviews that might potentially cause any harm to participants' personal and professional life. No individual would be identified in any publication of the results as pseudonyms would be used for each participants and deidentified quotes might be used in the research report. To minimize the ethical issue that unintentionally might occur, the *consent form*, outlining the nature of interview, would be provided to each of the participants prior to the interview so that they could decide by themselves about their participation.

4.5 Pilot study

After obtaining the necessary ethics approval, with those tentative interview questions (see *appendix 1*) a pilot interview with a Bangladeshi English teacher was conducted through Skype from Australia to see whether these questions were appropriate to extract sufficient articulations of the participant's implicit stance on PMP. It is important to note that the piloting was significant also in terms of practical issues relating to time issue of the interview along with suitable process of recording of the interview, as it was not a conventional face to face interview. After the piloting which lasted for about one hour, the whole interview was translated into English and transcribed. A review of the data identified some overlapping of the selection of questions in terms of expected responses from the participants. For example

in addressing the *learner as critical thinker*, item 10 (Do you encourage your students to critically examine texts in English? Can you give me an example?) has been framed as question; similarly in addressing *facilitate negotiated interactions*, item 13 (How often you ask question to your students? What is nature of questions whether open ended or close end question?) and item14 (Why open ended/referential questions are important? How does it help the learners?) as well as in addressing *contextualize linguistic input* the items 21 (How often do you provide the learners problem solving tasks? How do you do it?) appeared to elicit similar kind of responses from the participants. Therefore, after the piloting it was planned that to extract the participant teachers' perceptions and described practices on these issues the researcher/interviewer would primarily emphasise items 13 and 14 to avoid unnecessary repetition.

In addition to this, this piloting helped realising the fact that a few questions needed to be rephrased. For example, a significant practical problem emerged regarding the expected responses with the question (item 31) *what are the probable ways to develop your own way of teaching* in the sense that this particular question appeared to be not clear enough to make the participant teacher understand what the interviewer was expecting to discuss. Hence, to make the interviewee clear about the intended meaning of this question the research/interviewer decided to come up with some follow up questions to elicit substantive responses from the interviewee.

4.6 Administering the interviews

After the piloting, the participant recruitment advertisement (see *appendix 3*) was posted on some Facebook groups of the Bangladeshi English teachers and one copy of the participant recruitment advertisement copy was posted on the notice board of Institute of Education and Research, University of Rajshahi, Bangladesh. As mentioned earlier all the interviews would be conducted through Skype and would be audio recorded, hence one assumed problem considering the socio economic conditions of the Bangladeshi school teachers appeared that not necessarily all of them had their own laptop and internet connection. Therefore, as stated in the participant recruitment advertisement copy, the potential participant teachers could come and use the facilities of the Institute of Education and Research, University of Rajshahi to take part in the interview.

The requirement to be the potential participant of the interview was a minimum of *three years* English teaching experience at the primary and secondary levels of the Bangladeshi school. In addition to this, as a goodwill gesture of appreciation of the time the participant teachers would be spending for the interview, all the participant teachers of the interviews would be given an honorarium of \$ 15 each.

4.6.1 Participants of the interview

Fourteen (14) English teachers of different schools of Bangladesh willingly took part into the interviews as a result of seeing the advertisement. The Researcher himself conducted all the interviews. *Table 1* summarises the participant teachers' demographic information:

Table 1 Demographic information of the participant teachers.

Name	Gender	Academic qualification	Teaching experience	Level of teaching	Context
Shreya	F	M.A in ELT, PGEd	3 years	Primary and secondary	Urban
Mitu	F	M.A in English	14 years	Secondary	Urban
Rakib	M	M.A in English, MEd	12 years	Secondary	Urban
Raya	F	M.A in ELT, PGEd	4.5 years	Primary and secondary	Urban
Kafi	M	M.A in English, Med, short trainings	14 years	Secondary	Urban
Mizan	M	M.A in English, Med, short trainings	10 years	Secondary	Urban
Shila	F	M.A in English	3 years 4 months	Primary	Urban
Kader	M	M.A in Political science, M.A in English	11 years	Secondary	Urban
Halim	M	M.A in Sociology, M.A in English	23 years	Secondary	Urban
Shahidul	M	M.A in English	8 years	Secondary	Rural
Samia	F	M.A in English, short training	17 years	Primary and secondary	Urban
Saba	F	M.A in English	7 years	Primary and	Urban

				Secondary	
Sohel	M	M.A in English	4 Years	Secondary	Urban
Mahin	F	M.A in English	5 Years	Primary	Urban

4.6.2 Procedures for data analysis

This study requires an interpretive content analysis as far as data analysis is concerned and usually the data analysis procedures of this nature follows the sequences of (i) transcribing the data, (ii) pre-coding and coding, (iii) growing ideas- memos, profiles, etc recording, and (iv) interpreting the data to draw conclusions (Dörnyei, 2007). Because of the limited time frame and the relatively small scale of the study, all the transcriptions as well as the pre-coding and coding of this study were done manually by the researcher.

A thorough interview transcription formed the basis for data analysis of this study. As the study's focus is on classroom practices, during the transcription of the data, emphasis was given on the content of the interviews rather than for example, *turn taking*, in the conversations. During the transcriptions of the data, pseudonyms were used for all the participants to maintain anonymity. Though 14 interviews were recorded, for the purpose of the data analysis, 12 transcripts were used. The reasons for exclusion of two interviews were that one participant was unable to complete the interview, and another participant seemed to be uncomfortable with the process of interview hence talked so little that it was hard to extract data from his transcript.

At the phase of 'pre-coding' following the theoretical constructs of the interview questions (see *appendix 1*), which have been developed in relevance with the research questions of this study, a number of key issues (e.g. *teacher autonomy*, *learner autonomy*, *reflective practices*, *maximizing learning opportunity*, *teacher research*, etc) have been highlighted which were pertaining to each particular theme.

Probably the most challenging part of the data analysis procedure was the 'coding' phase. During 'coding', firstly, each issue/theme that had been highlighted during the 'pre-coding' had to be unfolded and defined in such a way that the evidence of each such issues could be extracted from the participant teachers' described practices. At the second stage, according

to the defining characteristics of each issue, reading and rereading of each transcript were required to highlight the sufficient evidence from the participant teacher's articulation of classroom teaching. For example, *reflective practice* was one such theme that emerged during the 'pre-coding' of the data analysis of the interviews. And now in the 'coding' phase, evidence of teachers' reflective practices were to be underlined from the participant teachers' described practices and could also be co-related with their actual classroom practices. According to the data, evidence of the teachers' reflective practices could be extracted in few areas such as handling motivational problems of the learners, managing low achievers/inattentive learners, role of English in the society, and necessity of referential questions as well as additional teaching learning materials other than the recommended textbooks.

In this study, 'coding' also necessitated kind of 'profile maintaining' for some of the interview participants which at the end could be used during the interpretation of the analysed data. As the data of the interviews showed, a few of the participant teachers seemed to be unaware of their teaching strategies which eventually might prove to be interesting to interpret. Hence distinctive features of profile of those participant teachers have been noted and might be used later for the holistic interpretation of the findings of this study.

A detailed discussion of the highlighted themes and topics will follow in the next chapter (*chapter five*). The 'interpretation' phase refers to correspondence of analysed data with the particular research questions, and then are compared (in *chapter six*) with theoretical perspectives from the relevant research literature.

4.7 Validity and reliability of the study

Validity in quantitative research pertains to the generalizability of the study, while qualitative research concentrates on the understanding of *particularization* of context-sensitive micro perspectives of lived experiences (Dörnyei, 2007).

As this study sets out to explore and examine the Bangladeshi English teachers' postmethod pedagogic practices, the prime objectives of this research were to underline and understand the practicing teachers' conditions for reflective teaching and decision making, rather than to describe specifics of their classroom teaching.

Reliability in qualitative research refers to the 'degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions' (Silverman, 2005: 224). However, in this study that was not possible because only one researcher was involved. Hence, researcher's subjective interpretation formed the basis of data analysis, and some questions may raise regarding the reliability of the interpretation of the data. However, intra-data reliability was checked by recoding the same transcripts, and high levels of consistency were found.

4.8 Conclusion

This chapter constitutes how and under which conditions the data for this study were collected and analysed. While the theoretical underpinning of open-ended semi structured interview emphasized the *insiders'* point of view (Dörnyei, 2007) which helped to extract the participant teachers' personal understanding of teaching; ideologically, *interviewing* in this research would give the participant teachers a platform to articulate their views on the teaching thereby facilitating their empowerment.

Chapter 5 Data analysis

5.1 Introduction

For this study, interviews were first transcribed, and interpretive content analysis was then performed to identify key themes associated with each of the key areas identified in Kumaravadivelu's (2006a, 2003b, 2001, 1994) framework.

In this chapter, I am going to present a definition of each construct and a detailed analysis of the data. This will be organised under the following headings:

- *Evidence of teacher autonomy* (5.2)
- *Evidence of learner autonomy* (5.3)
- *Evidence of reflective teaching* (5.4)
- *Evidence of elements of the macrostrategic framework* (5.5)
- *Indicators of the particularity, practicality, and possibility conditions of postmethod pedagogy in the data* (5.6)

5.2 Evidence of teacher autonomy

Evidence of teacher autonomy can be found in many aspects of teacher behaviour, namely teachers' independent classroom decisions in teaching or for classroom management, independent evaluation of their own acts of teaching to identify success as well as existing problems, and many more. Theoretically, apart from the fact that teacher autonomy can be viewed as the capacity for self-directed acts of teaching and self-directed acts of professional development (Little, 1995; McGrath, 2000), it has also a political dimension. In the context of language teaching, teacher autonomy also refers to teachers' freedom from control by the administrative and institutional impositions, and the opportunities they have to exercise discretion in curriculum implementation (Benson, 2007). In defining teacher autonomy, PMP literature focuses more on the behavioural aspects of teaching and emphasises that along with the self-directed act of teaching the autonomous teacher needs to come up with a teacher generated theory of teaching (Kumaravadivelu, 1994). Hence, in the context of

Bangladeshi classroom teaching, teachers' understanding of classroom situations, their reflections on the situational realities and opting for classroom decisions on the basis of those realizations may help to develop the kind of teacher autonomy that is fundamental to PMP.

In the Bangladeshi contexts, teachers usually face varying and sometimes unpredictable institutional and situational constraints. For example, with limited available teaching resources, teachers in Bangladesh mostly teach in a large class. Within the given 40 to 45-minutes time slot for a class the teachers regularly face challenges to class management before they introduce their intended lessons. Hence under these circumstances, without having a self-motivated sense of responsibility on the part of the teachers to overcome the difficulties and ensure meaningful teaching, the classroom teaching-learning will fail to meet its expected objectives.

Analysis of the data shows that the teachers displayed evidence of autonomy in the following areas:

5.2.(i) choosing materials,

5.2.(ii) reflecting on the curriculum,

5.2.(iii) opting for suitable teaching techniques and classroom decisions in response to the learners' conditions as well as classroom realities,

5.2.(iv) reflecting on situational and institutional constraints,

5.2.(v) evaluating teaching, and

5.2.(vi) managing professional development.

Details of each area will be discussed below:

5.2.(i) Choosing materials

The data demonstrates that the participant teachers quite frequently go beyond the recommended textbooks to engage students with various tasks and activities. While most of

the teachers mentioned of texts from newspapers or magazines, or books full of pictures/ illustrations as the key teaching resources other than recommended textbooks, it was also evident from the data that nowadays they seemed keen to use computer and multimedia as their key teaching aids. The statement of *Raya* is typical of the responses:

yeah I use but not frequently.. umm.. during lesson plan .. if I feel that I can manage few teaching materials that they can like and enjoy in that case I plan.. if I think something would be appropriate for them.. the method would be appropriate so that they can understand it clearly.. I do it according to their levels .. sometimes I use slides or still pictures .. um even a paper cutting I tried to use into my class

The quotation provided above is significant in that it shows the participant teacher is making independent decision about her teaching practice.

5.2.(ii) Reflecting on the curriculum

Though the teachers' efforts to manage other teaching materials show their eagerness to ensure better teaching-learning of English, they also reflected the limitations in the existing curriculum. For example, in reference to the question of the extent to which they usually go beyond their recommended textbooks *Shreya's* response indicates her dissatisfaction with the textbooks:

Yeah .. I do in fact.... Sometimes I need to do it if I find any interesting and useful matter they (learners) may like it and that into their books those are not illustrated in a good way

Similarly, in discussing the challenges of the teaching context, *Rakib* indicated the curriculum limitations:

Our curriculum... in my opinion it's not appropriate. The texts are not well thought out sometimes... and it's examination oriented.. even the marks distribution is disproportionate I suppose

Perhaps the best reflections on the existing curriculum and an effort of transcend the limitations have been recorded in *Kafi's* response:

Umm...see I will say one thing... first of all we need to re-organise our curriculum (syllabus)... it needs to be shortened.. so that we can be more flexible to teach....we should have some freedom so that I can plan and teach English the way I want to

As it appears, the above quote highlights the fact that *Kafi* actively evaluates the shortcomings of the existing syllabus, and suggests some ideas to address them.

5.2.(iii) Opting for suitable teaching techniques and classroom decisions in response to the learners' conditions as well as classroom realities

Making unscheduled changes to planned teaching techniques and decision making according to learners' needs and conditions appear to be quite common for the participant teachers. According to the data of the interviews, most of the participants rationalise their change of techniques to address the problems of 'low achievers' and for mere classroom management necessity. In discussing the handling of the usual motivational problems associated with the learners, specially at the last period of the day, *Kafi's* statement is illustrative:

I start my class with a plan but due to emerging situations I need to change in many a time.. not a big issue though.. as long as your ultimate objectives remain on track

Here the teacher made an independent decision to change the direction of the lesson.

5.2.(iv) Reflecting on situational and institutional constraints

The discussions on the change of teaching techniques and effective decision taking on part of the teachers can also be viewed from another angle. Participant teachers are concerned with, and try to become sensitised to, the existing situational and institutional constraints that they need to address. In stating the ways to teach all the necessary skills of English regardless of the resource limitations *Raya's* comment clearly indicates her effort to transcend the institutional limitations:

for listening.. they (learners) need to rely on my speaking or through peer learning.. for listening test or practice I don't have audio system for the class.. yeah but at upper class there is provision for listening tests.. and for this class they need to rely on reading comprehension I mean during reading aloud the class listens

The quote extracted from the data of *Raya* shows that she made an independent decision about how to compensate for the lack of technology in her class to provide the learners sufficient opportunities to practice speaking and listening skills. This is clearly a response to the constraints of the teaching environment.

5.2.(v) Evaluating teaching

The data suggests that all the teachers do evaluate their acts of teaching with an intent to identify problems and most common way of evaluating teaching for them is to ask questions of the learners soon after the class. Though one or two participants appear to rely on the formal assessment of teaching by the school administrations but one emerging sense of self-directed evaluation can be noted in *Shila's* response:

I think it's really important to evaluate my own class, to find out my own lacking and also the right approach to present a particular topic. The way of evaluation depends on my topic... every class I ask the students questions about the topic, if they answer correctly then I can understand they understand what I want them to learn, then I realize the class is fruitful

Similarly, *Raya's* statement in relation to teaching evaluation reveals her keenness to identify existing problems in her teaching and reflect on these:

(Its)... kind of self-judgement... I do it quite often.. I felt that..say.. my explanation to one student appears sometimes easy going but to other it fails to make them understand clearly (my explanation).. in that case I think of my ways of explanation and try to figure it out .. what went wrong.. umm... it happens to me almost after every class.. I think of it and most of the time I felt that (laughs).. if I could have done it, say, a bit different way it would have been better for them.. if I come up with few other materials.. those ideas come later into my thinking.

5.2.(vi) Managing professional development

Along with underlining the limitations or weaknesses in their teaching the teachers seem to be keen to enhance their professional development. In reference to what they discuss with their colleagues, most of the participants speak of the issues related to classroom management and to some extent teaching techniques. Data of the interviews clearly underlines the participant teachers' concern for their own professional development and that is evident in the statement of *Rakib* when he reflects on the training initiatives:

government initiatives.. training or workshops.. honestly I should be frank here ... my experience about this training/workshops are not good though... I realised the trainers are not equipped and fail to differentiate the relevance or the aptness of the new methodologies or techniques with the existing ones.... Say we had training on CLT.. we had kind of superficial ideas about it... *we know about student engagement.. but point is how we will engage them..*

I did not get any answer there.. still not sure and I believe like my most of the teachers are not sure.. in fact in the training we know about the same old things in the name of new approaches/methods

While all the participant teachers displayed their views on the issues of their improvement of teaching, a few of them suggest some possible ways to manage their own professional development and that is exemplified in the statement of *Mizan*:

..... I mean we can discuss it in the staffroom but it's not going to serve the purpose.. so we plan to have kind of formal forum where we can share and collaborate our views, challenges n all...at least in a month or so

5.2.1 Concluding remarks on teacher autonomy

To summarise the data it can be argued that the participant teachers seem quite consistent in the behavioural aspects (e.g. choosing materials, change of teaching techniques according to the learners' conditions, classroom decision makings, evaluating success of teaching) of teacher autonomy which at the same time is indicative of their' efforts to transcend the situational realities and constraints. In addition to this, while some of the teachers reflect on nature of the curriculum, a few of the participants appear to be focused on examination oriented teaching learning.

5.3 Evidence of learner autonomy

Learner autonomy in classroom contexts refers to learners' capability to manage their own learning process, mentality to assist peer/fellow learners during the lessons, and ability to use their critical faculties to go beyond textbooks to do research for their better understanding. As far as evidence of learner autonomy in the classroom contexts is concerned, for this study, it is to be reflected through the teachers' stated beliefs about their prevalent classroom practices and observations. According to the data of this research, many facets of learners' autonomy (*academic, social and liberatory*) illustrated by Kumaravadivelu (2001) can be identified when the participant teachers volunteer that not only are their learners used to producing good learning by themselves with a minimum initiation from the teachers but at the same time, the learners, especially the high achievers,

quite often help their fellow learners in that learning process. Some key evidence of learner autonomy will be discussed below.

5.3.1 Academic autonomy

Academic autonomy in PMP focuses primarily on the learners' readiness to take charge of their own learning activities and that is evident in the transcribed data of the interviews of this research. As the data demonstrates, most of the teachers mentioned that their learners had the psychological preparedness and capability to manage their own learning in forms of problem solving tasks or writing a text that need critical engagement, even though the teachers sometimes need to provide guidance about the intended learning outcomes. In reference to teaching techniques for problem solving tasks, most of the participant teachers talked of group work or pair work and emphasized that learners managed to achieve high levels of engagement in such activities. One such example is extracted from *Shahidul's* statement:

well.. I do nothing... say... I give them a reading text to read in groups... then ask them to write down the answers... they discuss among groups and answer it... they do need to think of answers .. find out word meanings ... at the end I give some feedbacks.. it works many a times

5.3.2 Social autonomy

Social autonomy in PMP deals with interpersonal relationships among the learners, and requires learners to demonstrate 'willingness to function effectively as cooperative members of a classroom community' (Kumaravadivelu, 2001: 546). As stated by a few of the participant teachers, on some occasions during the classroom activities usually the high achieving learners help the relatively low achieving learners in problem-solving activities. Data shows that some of the participant teachers often strategize in group formation by mixing students of both the abilities with a notion to encourage the relatively inattentive and low achieving students to be more engaged in the classroom activities, and thus promote social autonomy. The teachers usually use the learners' helping attitude for various classroom activities with the intention to boost the high achievers' confidence and to encourage the relatively low achievers. One such example can be seen in *Raya's* comment when she talked of the issues related to individual learner's problem during a lesson:

In that case I leave to the class, “who can help her?” .. response is good.. many students are eager to express their explanations.. and sometimes you can see good healthy competition among them.. it’s good I think..

5.3.3 Liberatory autonomy

Liberatory autonomy promotes learners’ potentiality and emphasizes the enhancement of their critical thinking so that the learners can reflect on the learning uptake. As described by Kumaravadivelu (2001, 2006a) liberatory autonomy compels learners to be ‘mini ethnographers’ so that they just will not rely on the provided lessons and can have the potentiality to go beyond the institutional teaching learning. The data of the study sheds light on the participant teachers’ beliefs about their learners’ capability of being independent researchers, which is in a sense a defining characteristic of liberatory autonomy. In the interviews often the teachers referred to the fact that the learners use internet and TV channels to enrich their knowledge, hence do not really rely on the textbook based knowledge all the time, which can be interpreted as an indication of liberatory autonomy. In reference to a situation when the teacher is not able to address all the questions raised by the learners related to foreign cultural elements, a few of the participant teachers usually ask the learners to do research on it at home using the internet and Wikipedia and deliver presentations in front of the class. One such experience shared by *Raya* demonstrates one facet of the learners’ research capabilities:

kids you know!! They are really unpredictable.. sometimes they raise few cultural issues that I am not sure of.. in that case I tell them the truth.. “not sure.. tomorrow we can discuss it” or *sometimes I say them “why don’t do a research by yourself and share with class .. browse on the net or see in the Wikipedia”.. many of them has internet access so they can do it..*

The above quote, made by *Raya*, is also identical with a few participant teachers’ responses which in a sense indicate that the teachers’ prevalent practices encourage learners’ liberatory autonomy.

5.4 Evidence of reflective teaching

The analysed data suggests many instances of *reflect in* and *reflect on* on part of the participant teachers. For example, teachers (see *section 5.2*) seem to reflect on issues such as limitations of the existing curriculum teaching materials, significance of teaching evaluation, and emerging situational constraints in relation to classroom decision making. Nevertheless, these instances tend to suggest their critical appraisal of the teaching learning context though not necessarily these lead to establishing the personal theory of teaching which is a key phenomenon of PMP.

Reflective teaching in PMP (Kumaravadivelu, 2001, 1994) refers to the basis for producing a personal theory of teaching. A teacher's autonomous behavioural act of evaluating their own teaching manifests the construct of reflecting teaching. Therefore, with a view to transcending institutional and situational constraints a reflective teacher, according to the model of PMP, during the process of teaching will observe minutely the situational constraints, reflect on those through actions, and will monitor the impact of those reflective actions to ensure whether those reflective practices are worth doing. In this study, evidence of reflective teaching can be inferred from the participant teachers' descriptions of how they evaluate and work to improve their teaching.

As the data of the interviews suggests only two participant teachers (*Shreya* and *Raya*) appear to be reflective in teaching in the way that overlaps the definition applied in PMP. The teachers not only reflect on a few teaching issues that they experience but also, based on their reflections, take necessary actions during classroom teaching to address those issues. Most importantly, they seem to be concerned with the results of their reflective actions whenever those are possible. A brief discussion on such reflective instances of teaching are given below.

Shreya's case study

In reflecting on the challenges to engage the inattentive/slow learners' in the class, *Shreya* states that usually for her classes, inattentive and slow/low achieving learners outnumbered the attentive and high achieving learners. She expresses the belief that to ensure better teaching and learning, it is important to focus on the inattentive and slow/low achieving learners and she primarily works to engage them in the classroom activities through group

work. In doing so, inside the classroom she usually develops mixed groups comprising all types of learners (e.g. inattentive, attentive, slow/low, high achieving learners), and also during parental meetings she asks the parents to encourage their children to actively participate into classroom activities. *Shreya* also targets the inattentive and low achievers when asking questions during the classroom activities to draw their attention to the teaching learning process. As the extract below shows, it appears to work for her:

in a group work I usually mix the students with weak and strong or serious and *what I intentionally do is that I try to ask the questions to the shy ones .. they usually slow in participating but eventually they get involved and they come out of their shyness*

Again, *Shreya's* reflections demonstrate her keenness for professional development. In discussing the training/workshops that she participated it appears from her statement that she tries to make the best use of those programmes to reflect on her teaching:

... when I go to training/workshops I try to ask about the specific problems about a particular techniques or methods that I experienced problems with... I share such things with them and they suggest some ways that I use and it works many a time... in addition to this, our principal and vice principal .. they are experienced and I share our problems with them as well .. and they suggest some ways as well

Raya's case study

Raya's reflections on time management issues in relation to classroom teaching show her understanding of the practical realities of teaching. The extract below demonstrates how through reflections on the limited time frame she came up with a solution suited to her teaching:

time management.. meaning sometimes I find it hard to compile my class in the given time.. students sometimes stay with the slides much longer than I planned...then it happened.. I mean sometimes I take more time in explanations.. well lately for this reason I divide my plan into two classes.. 50% in one class and the rest in other.. so that I can explain in my own way n they can be satisfied with their queries... *thing is when I faced such problems initially then I came up with this idea...meaning substitute option or solution*

As shown above, *Shreya's* successful effort to engage the shy/low achieving classes and *Raya's* decisions to reorganise her classes due to problems she experienced previously, or *Shreya's* eagerness to make the best use of teacher training provisions for her are a few

significant instances that seem to constitute evidence of the reflective teaching according to Kumaravadivelu's (2006a, 2001) model of PMP. Because not only do the participant teachers initiate changes on the basis of their critical appraisal of the situations in their classes but at the same time their efforts also seem to be effective in generating their individual approaches of teaching.

5.5 Evidence of elements of the macrostrategic framework

As discussed in the *section 2.3.1.1*, the macrostrategic framework described by Kumaravadivelu (1994) as an open ended sets of teaching principles, opens up potentiality for the English teachers of the periphery to produce context-specific microstrategies or teaching techniques. It therefore has the potential to initiate changes in classroom practices in the form of influencing subjective decisions about the teaching techniques best suited to the teaching learning contexts. In the same way as for the other aspects of PMP explored in this chapter, teachers cannot be expected to be familiar with the terminology of the macrostrategic framework. Therefore, evidence of implicit awareness of the elements of the frameworks and (where appropriate) also application in teaching was derived from mention of the microstrategies. Data of this research highlights the participant teachers' stated practices regarding this macrostrategic framework and seems to suggest that in addressing some of the macrostrategies (e.g. *minimize perceptual mismatches*) the teachers clarified their reflective practices, in some but not all cases. The table below summarises the aggregated data of application of various macrostrategies used by all the participant teachers (While "X" refers to presence of evidence of macrostrategies, "-" refers to absence of evidence of macrostrategies:

Participant teachers' name	Evidence of Macrostrategies									
	MLO	FNI	MPM	AIH	FLA	CLI	ILS	PLA	ESR	RCC
Shreya	X	X	X	X	X	X	X	X	-	X
Mitu	X	X	X	X	X	X	X	X	-	-
Rakib	X	X	X	-	X	X	X	X	-	X
Raya	X	X	X	-	X	X	X	X	-	X
Kafi	X	X	X	X	X	X	X	-	-	-
MIzan	X	X	X	-	X	X	-	X	-	-
Shila	X	X	X	-	X	X	-	-	-	-
Kader	X	-	X	-	X	X	-	-	-	-
Halim	X	-	X	-	X	X	-	-	-	-

Shahidul	X	X	X	X	X	X	X	X	-	X
Samia	X	X	X	-	X	X	-	-	-	X
Saba	X	X	X	-	X	X	-	-	-	-

Table 2: The aggregated data of application of various macrostrategies used by all the participant teachers

Although it is a qualitative research project, tables are used for each sub-section to summarise the number of participant teachers' mentioning of different macrostrategies as well as examples of reported indicators for each macrostrategy. The details of each macrostrategy are discussed below.

5.5.1 Maximizing learning opportunity

The theoretical construct of this teaching principle is realised in classroom practice when the practicing teachers' *reflect in action* to deviate from the planned acts of teaching to meet the individual learner's needs, and whenever they are ready to utilize the learning opportunities created by the learners. Hence, a teacher needs to maintain a balance between his/her role as the creator of learning opportunities and that of the utiliser of learning opportunities created by the learners. One of the key indicators of this macrostrategy is how the individual learner's problem has been addressed in the class. A learner's question during a lesson opens up opportunities for both the teachers and learners to assess the ongoing teaching learning minutely. According to the data of the interviews, the teachers seem to utilize learning opportunities created by the learners. The data reveals that though the participant teachers focus on the significance of addressing individual learner's problems during a lesson, it is due to practical constraints (e.g. large class size, small class time, etc) that it is difficult to address such problems all the time. One good example of the teacher's role as the utiliser of opportunities created by the learners can be illustrated from *Rakib's* explanation on the importance of answering the *learners' questions* during a lesson:

in that case first I try to understand whether the question is to what extent relevant and interesting...if it's interesting then many will be interested to discuss.. I usually answer those but at the same time my intention is to drag them into my lesson.. its kind of quick response.. also it happened to me .. they asked me questions that I am not sure of in the case I ask the class .. if anybody knows it..

This statement is almost identical with several other participant teachers' reflections, which all indicate that they value the learners' curiosity regardless of its relevance to the ongoing lessons.

Another interesting example of the teacher's role as the creator of learning opportunities can be seen in *Shreya's* statement regarding the nature of questions she usually asks into her class:

.. I mix up questions .. few they (learners) can answer in one or two words or in few cases they need to elaborate.. and *sometimes I deliberately come up with a confused or wrong issue to see whether the students can notice it.. interestingly it leads them to explain me in details that where I was wrong.. it's good I think..*

This stated above teaching technique applied by *Shreya* is innovative in the sense that the teacher deliberately came up with wrong answers (which is unusual in the Bangladeshi context as teachers are believed to be right for all the time) to extract the learners' clear understanding of the given lesson from their explanations. The table below summarises the participant teachers' responses:

Name of Macrostrategy	Number of teachers who mentioned it	Evidence/Example of reported indicators
Maximising learning opportunity (MLO)	***** (12)	Answering questions raised by the learners, innovative teaching technique

5.5.2 Facilitate negotiated interaction

This macrostrategy focuses on the teacher-learner and learner-learner interactions in English and as it assumes these interactions eventually trigger learners' capabilities to produce and comprehend oral texts. The evidence of such interactions can be highlighted from mentions of the answers to referential questions during the classroom activities, and also from the role playing activities among the learners. According to the data of the interviews, the teachers' classroom activities are predominantly of teacher-led question-answer and the participant teachers use open-ended and referential questions to tap the learners' understanding of the given lessons. One example of the significances of *question-answer* is illustrated through *Mitu's* belief:

umm.. *by questions I mean oral and written both...ok? So in speaking.. it helps their speaking skills .. fluency.. thinking practice.. in writing.. it tests their grammar knowledge and knowledge formations...writing skill develops ..*

As stated by the participant teachers, their classroom practices tend to lack interactive activities except for the time of role playing situations for oral communication. It can be argued however, that the teacher-led technique of question asking, mostly referential questions, though in a controlled manner seems to facilitate the learners' capabilities to comprehend the ideas of the lessons and also enhance the chances on part of the learners to produce oral English.

The table below summarises the participant teachers' responses:

Name of Macrostrategy	Number teacher who mentioned it	Evidence/Example of reported indicators
Facilitated negotiated interaction (FNI)	***** (10)	Questioning, role playing

5.5.3 Minimize perceptual mismatches

This teaching principle is about highlighting the mismatch of the teacher's intention and the learners' interpretations, and evidence of such failures can be extracted from the participant teachers' stated experiences. In reference to the reasons for communication failures during the class, all the teachers prioritized the learners' boredom and concentration problems due to long duration of schooling time though a few of the teachers also commented on the learners' prior knowledge in relation to the ongoing lesson, the nature of the lesson in terms of difficulty, and preparation problems on part of the teachers. As the data suggest, all the teachers intend to use various techniques to address those situational problems. For example, sometimes the participant teachers shorten their intended teaching plans, or engage the learners in small informal talk before introducing the lesson, or ask the learners to write something interesting usually from the previous lessons. In reference to explaining some possible techniques to handle such situations *Kafi's* comment appears to be significant:

in such cases.. first I need to understand.. what they are expecting.. are they interested in lessons or they need a break,...I don't try to push hard.. but yeah whatever they do in the mean I try to instil some lesson if possible indirectly

This statement made by the teacher is indicative of his reflective decision making and how it is shaped by the emerging situation in the classroom.

The table presented below summarises the participant teachers' responses:

Name of Macrostrategy	Number teacher who mentioned it	Evidence/Example of reported indicators
Minimize perceptual mismatches (MPM)	***** (12)	Shorten the intended lesson, refer back to pervious lesson, informal talk to ease the situation

5.5.4 Activate intuitive heuristics

The key manifestation of this macrostrategy is when learners can explore the grammatical rules by themselves. Evidence of this macrostrategy can be extracted from the participant teachers' stated grammar teaching practices. The data of this study demonstrates that the whole idea of this macrostrategy is unknown to the teachers therefore it is hard to extract their beliefs on it. In discussing the prevalent grammar teaching practices, the majority of the participant teachers indicated their reliance on the deductive approach, though four of the teachers (*Shreya, Mitu, Kafi*, and *Shahidul*) said that their approaches are inductive. The teachers who claimed to use an inductive approach seemed to agree with the fact that learners can explore grammatical rules by themselves with a minimum prior instruction from the teacher.

For example, in discussing the techniques of grammar teaching *Kafi's* explanations appear to constitute some evidence of the application of this macrostrategy as this teacher tried to create a situation where the learners could have the chance to explore the intended grammar rules by themselves. The given below quote of *Kafi* discloses his techniques of grammar teaching:

say... I will teach voice change (active to passive-passive to active).. in that case I plan for say... 7/8 classes...I don't personally like memorization of rules .. so ... then without mentioning direct the terminology active and passive voice.. I showed /wrote 2/3 sentences.. say..

Sentence 1: 20 thousand workers built the Taj Mahal

Sentence 2: the Taj Mahal was built by 20 thousand workers

Sentence3: the Taj Mahal was built

Now ask them (learners) to reflect on the sentences... how they are different... they already have knowledge about subject and object and verbs.. so I ask them also to importance of subject and object of the sentences.. which one is direct or indirect to extract the meaning... in which situation... subject became unimportant or may be object...like that... after discussing this then finally I explain them in the light of active and passive sentences... according to grammar ... in such cases they can relate it easily...

One thing emerging from this example is that it is the teacher expectation that without having some basic knowledge of grammatical rules and without initiations from the teacher, the learners will not be able to explore grammar by themselves. Those facts are very typical of the Bangladeshi contexts as stated by other participant teachers as well.

The table presented below summarises the participant teachers' responses:

Name of Macrostrategy	Number teacher who mentioned it	Evidence/Example of reported indicators
Activate intuitive heuristics (AIH)	**** (4)	Promoting learner discovery with a minimum instruction (inductive approach)

5.5.5 Foster language awareness

This macrostrategy pertains to teacher's conscious effort to make the learners aware about the theoretical concept of English as a language system, a discourse, and as an ideology. The general language awareness manifests *language as a system* containing linguistic norms and *language as discourse* refers to the internal relationship between form and meaning of a written or spoken text. The critical language awareness, on the other hand, deals with *language as an ideology* referring to a language that tends to serve the interests of the dominant societal forces (Kumaravadivelu, 2006a).

Evidence of this teaching principle can be highlighted from the teachers' stated beliefs on how they view English. The data of this research appears to clarify the participant teachers' explicit effort to address the general language awareness. From their described classroom practices as well as from the discussions in relation to language issues, it is apparent that all

the participant teachers emphasise the importance of real life use of English along with correct grammatical knowledge in teaching and learning of English. In discussing whether it is appropriate to see English “as a language” rather than a content subject in the Bangladeshi context *Raya* comments:

Personally I think *it's a language*.. obviously there is exam issue .. there are texts that they are going focus on.. however .. *it certainly has real life application*.. besides .. for creative writing that they need to do at exams as well .. *they (learners) cannot do well unless they do well in grammar* ..meaning language, right? I mean *they (learners) could have good knowledge about a given topic .. they can even put their critical insight into topics...but not necessarily they can write if they don't know the language* (English).

In relation to the idea of critical language awareness, described by Kumaravadivelu (2006a), the data of this study highlights the practicing teachers' beliefs on the expected proficiency in “standard” English. Though one or two teachers (e.g. *Kader*) still think that the language taught should be like the British variety, the data of the interviews emphasizes the fact that the participant teachers' are aware of their limitations of teaching English in the non-English speaking contexts as well as are in favour of local Standard English. While some teachers think that they should have a local variety of English like the Indian variety of English, most of the teachers tend to look for an intelligible international variety with which the learners can be able to communicate with the people of other countries. A good example of such statement, made by *Kafi*, is given below:

umm.. it should be a good standard.. . you need to understand one thing... our kids are learning English for 12 years beginning from class 1 to 12.. but practically still we fail to have a good attainment of those skills comparing to many other countries I guess. *Don't think we can or should have native like standard but surely we should have our own standardised English after 12 years of effort ..like .. say.. India or other countries... point is to communicate successfully.*

The table provided below summarises the participant teachers' responses:

Name of Macrostrategy	Number teacher who mentioned it	Evidence/Example of reported indicators
Foster language awareness (FLA)	***** (12)	Explicit grammar teaching, awareness of language variety

5.5.6 Contextualize linguistic input

This teaching principle epitomizes the view that English teaching-learning has to be for real life use as opposed to teaching-learning of English that focuses on decontextualized and preselected grammatical items. Evidence of this teaching principle can be highlighted from the teachers' stated classroom practices, and it appears from the data that the participant teachers conceptualise oral proficiency as the primary knowledge for real life use of English. As the data suggest, the classroom activities (e.g. problem solving tasks, role playing, dialogue practice) display the teachers' intention to create ample opportunities for the learners that potentially help them practice English for real life use mostly in speaking, and in writing as well. *Shreya's* description of her classroom activity that helps the learners to practice oral English is given below:

Role playing is a good way to do such practice. I mean when they read something in the book (dialogue) I ask them to relate with their personal life. "in such situation what will you do/say?" I mean ... I form few small groups among them and then ask them to discuss among themselves and after that I ask them to come in front of the class from each group and present your thoughts

Again, *Shahidul's* statement (below) reveals his concerns for the rural contexts of Bangladesh in relation to the progress of the teaching that tries to focus on real life use of English. In discussing how classroom interaction in English can enhance the learners' oral proficiency, his concern seems relevant:

...its not possible everywhere... see, majority of the schools in Bangladesh is in the rural areas and there you won't even find many teachers who can speak in English .. so it's not that easy...anyway I try it all the time.. not that they (learners) all can understand it... but I believe if I continue with it eventually they will understand

The table below summarises the participant teachers' responses:

Name of Macrostrategy	Number teacher who mentioned it	Evidence/Example of reported indicators
Contextualise linguistic input (CLI)	***** (12)	Role playing, dialogue practice

5.5.7 Integrate language skills

This macrostrategy is related to the previous one and to maximise the real life use of English, the classroom teaching should integrate four basic skills (*reading, writing, speaking, and listening*) simultaneously. The data seems to suggest that despite the fact that the teaching techniques may vary among the participant teachers, many of them consciously or unconsciously integrate all the four language skills. As stated by the teachers, though not possible to continue all the time, classroom instructions in English facilitate speaking and listening while emphasis is given on grammar and writing activities. In revealing the notion of language skills teaching practices *Mitu's* thought seems interesting and it is given below:

it depends on the class and my objectives.. sometimes I separate between listening-speaking and reading - writing... when its listening-speaking in that case I focus on oral practices .. but in the writings its on grammar , content *but yeah.. I explain them in English..*

This statement made by *Mitu* is very similar to the responses of a few other participant teachers of this study. Like other participant teachers *Mitu* initially gives the impression that she separates her class for different skills according to the class objectives though her classroom instructions are predominantly in English. It appears from her discussion that she probably fails to notice that classroom interactions in English always facilitate speaking and listening even in cases where the lesson is focussed on reading or writing.

The table given below summarises the participant teachers' responses:

Name of Macrostrategy	Number teacher who mentioned it	Evidence/Example of reported indicators
Integrate language skills (ILS)	***** (6)	Classroom instructions and classroom talk in English

5.5.8 Promote learner autonomy

This teaching principle constitutes teachers' behavioural acts that would influence the learners' attitudinal changes in such a manner that the learners can feel encouraged to manage their own learning as well as they can make the best use of their critical faculty in doing various tasks and activities. As evident in the data, a few of the participant teachers believe that their learners have the potentiality to work independently and on many

occasions as described by some of the teachers, the learners successfully engaged themselves in the problem solving tasks and activities either in group or individually. One statement made by *Mizan* constitutes substantive evidence of this. Learner autonomy may be promoted by influencing the learners' attitudes when in discussing and providing feedbacks on how they can manage their own learning activities:

okay.. umm.. I think it depends on their confidence levels.. *if you can boost up their confidence that they can do by themselves it is possible..* I will give u *one example....* If you ask to write something of their own... individual task... and *if they get positive and encouraging feedbacks from the teacher .. I think it can help them to be self educated..*

The table given below summarises the participant teachers' responses:

Name of Macrostrategy	Number teacher who mentioned it	Evidence/Example of reported indicators
Promote learners autonomy (PLA)	***** (6)	Problem solving task, research at home

5.5.9 Ensure social relevance

This macrostrategy refers to teacher's concern on 'whether to pursue a realistic goal of producing competent speakers with adequate communicative ability or an unrealistic goal of producing imitation native speakers' (Kumaravadivelu, 1994: 42). And as far as teaching techniques for this macrostrategy are concerned, it underlines the practicing teachers' decision making in relation to the assumed target competence of the learners. Analysed data of the interviews appears to problematize the construct of this macrostrategy as in the Bangladeshi context in practice it is hard to differentiate competency from proficiency.

The table given below summaries the participant teachers' responses:

Name of Macrostrategy	Number teacher who mentioned it	Evidence/Example of reported indicators
Ensure social relevance (ESR)	0	Data was not found on it.

5.5.10 Raise cultural consciousness

This teaching principle aims to facilitate the learners' sociocultural knowledge. In place of the traditional approach to culture teaching, it emphasises a versatile teaching where the learners will compare the foreign cultural norms with the local cultural phenomena and use their critical insights in their cultural knowledge comprehensions. Along with the teachers the learners also have to be the cultural informants, thus cultural knowledge will be constructed in the classroom as opposed to being taught.

Evidence of cultural knowledge teaching of the participant teachers can be extracted from their described acts of teaching. According to the data of the interviews, the majority of the teachers follow the traditional way of teaching where they will primarily rely on the textbooks. The exception to this is a few teachers who claim to make occasional use of internet or video clippings prior to introducing new cultural elements from the textbooks. One interesting thing emerges from the data that though many teacher think that it is important to compare foreign culture with the local culture, they do not necessarily actualise such activities in their classrooms. Rather, it is the learners themselves who often initiate such comparisons during in-class discussion, as stated by two participant teachers [*Shahidul* and *Samia*]. In discussing learners' attitudes to foreign cultural elements, one statement made by *Halim* seems to display an example of learners' being cultural informants:

Students these days have number of sources to know about the world culture. So these discussions are not completely new to them, so no major reaction I notice when teaching those topics

Again, in reference to describing how usually the teachers introduce a cultural topic *Rakib's* statement is significant in the sense that it indicates an effort on part of the teacher to encourage the learners to be cultural informants:

yeah.. in the text there are many countries and their facts have been included ... neighbouring as well as western countries...we mostly follow the texts.. but I encourage to their own knowledge on it... beyond the textbooks.. now a days due to TV and internet they can relate it... they

The table given below summarises the participant teachers' responses to this macrostrategy:

Name of Macrostrategy	Number teacher who mentioned it	Evidence/Example of reported indicators
Raise cultural consciousness (RCC)	***** (5)	Teacher led discussion, encouraging learners to do research

5.5.11 Concluding remarks

The analysed data demonstrates the fact that not all the macrostrategies of Kumaravadivelu's (1994) macrostrategic framework were evident in the interview data. This suggests that some may be more relevant than others for the Bangladeshi context. Well supported evidence from the teachers' described practices indicates that MLO, FNI, MPM, FLA, CLI, and PLA are some common teaching principles that largely may govern the teaching and learning of English in the Bangladeshi context. In addition to those, limited evidence is seen for AIH, ILS, and RCC for the Bangladeshi contexts.

5.5.12 Problematising the macrostrategic framework

Though the data of this research demonstrates some evidence of varying degrees of application of almost all the macrostrategies of the framework, some limitations appear to emerge relating to the operational definitions as well as objectives of some macrostrategies. Some relevant limitations have been pointed out below.

In the data, there seems to be an overlapping of the constructs of *ensure social relevance* (ESR) and *foster language awareness* (FLA). While ESR refers to teachers' goal setting for the assumed target competency of the learners, FLA refers to teachers' effort to create language awareness for the learners. As argued above in section 5.5.9, in the test-focused learning environment in Bangladesh, it is hard to differentiate between competency and proficiency in actual classroom teaching. As a result, during the interviews when the participant teachers were asked about the issues of competencies of the learners, all of them interpreted and discussed in terms of proficiency. As it appears, for the Bangladeshi context due to ambiguities in the operational definitions of competency and proficiency, ESR seems to be an additional teaching principle for FLA.

The data of this study also seems to problematize FLA, more specifically the notion of critical language awareness in contextualising the FLA in the Bangladeshi context. Kumaravadivelu (2003b, 1994) suggests that, ideally practicing teachers need to make their learners aware about the implicit imperialistic characteristics of English; for the Bangladeshi teachers the reality appears to be different. As emerges in the data, the participant teachers are undecided as to whether they should be teaching *English as a language* as opposed to *English as a taught subject*. All the participant teachers stated that they perceived and wanted to teach English as *a language* but at the same time, they also raised the examination issue which eventually forced them to consider it as a *taught subject* as well. The perception to see English as taught subject or even examination focused teaching-learning is significant as it may influence (if not yet) the teaching-learning outcomes of English in Bangladesh.

The defining characteristics of AIH necessitates independent discovery of grammar rules by the learners and as discussed earlier in *section 5.5.4*, *not all* the participant teachers are aware of this teaching principle. As the data suggests, teacher-led explicit grammar teaching (e.g. grammar-translation method) is very typical of the Bangladeshi classroom. Transcribed data also shows that even many of the participant teachers seem not to be convinced about the fact that without the help of the teachers or without having some basic knowledge on the grammatical rules, learners cannot explore grammar by themselves. Empirical reported research (Basturkmen, 2012; Borg, 2006, 2003) on teacher cognition supports the view that teacher's beliefs influence his/her classroom decision making. Hence, under this reality, on the basis of the analysed data, it can be argued that this teaching principle contradicts the teachers' beliefs and does not seem relevant in the Bangladeshi context regardless of the fact that it has the potentiality to maximise grammar knowledge acquisition of the learners in other contexts.

Overall, questions may be raised regarding the impact of this macrostrategic framework in actual teaching. The ten teaching principles (MLO, FNI, MPM, AIH, FLA, CLI, ILS, PLA, ESR, RCC) of this macrostrategic framework potentially can encourage a teacher to be well aware of theoretical and ideological values of English teaching, though not necessarily make the teacher produce innovative teaching techniques or microstrategies for actual teaching. It does not discuss how to compensate for the limited teaching resources which are common

problems in the peripheral contexts. In addition, it would not be wrong to assume that the nature of curriculum/textbooks do have impact on the nature of teaching.

To ensure innovative teaching techniques (that PMP facilitates) a review of the organizational construct of this macrostrategic framework appears to be important if it is ever going to be possible to actualise it in the Bangladeshi context. Along with operational and functional description of each of those teaching principles, perhaps flexible guidelines are needed which will describe that how in classroom teaching limitations of teaching resources as well as curriculum/textbooks innovations can be addressed.

5.6 Indicators of particularity, practicality, and possibility conditions of postmethod pedagogy in the data

As discussed in *chapter 2*, *particularity*, *practicality*, and *possibility* are three operating principles through which PMP intends to operate context-embedded and location-specific pedagogy.

The Particularity condition of PMP requires the practicing teachers to be well aware of the teaching learning situations so that they can reflect on the emerging situations accordingly. In doing so the practicing teachers are 'either individually or collectively, observing their teaching acts, evaluating their outcomes, identifying problems, finding solutions, and trying them out to see once again what works and what does not' (Kumaravadivelu, 2001: 539) to come up with the personal theory of teaching in pursuing context sensitive pedagogical knowledge. Evidence of the participant teachers' true understanding of their teaching-learning situations can be realised from their descriptions of the features based on which they usually decide their classroom decisions. As the data of this research displays, the participant teachers hold that the learners' maturity levels, class duration, and large class size are three key classroom features upon which they usually decide teaching strategies. In addition to this, to a few of the participant teachers, availability of teaching resources and teaching aids (e.g. multimedia/computer) seem to be an issue of concern for their decision making process.

Teachers' research doing capabilities or theorising role underline their readiness to produce personal theory of teaching (Kumaravadivalu, 2001). As anticipated by Kumaravadivelu,

teachers' personal theory of practice would legitimise their context embedded knowledge base of teaching and learning. For this research, evidence of the participant teachers' role as theorists can be extracted from their discussion on how possibly they can establish their subjective understanding of teaching as a theory.

As the findings of this research suggest, to all the participant teachers it is a new thing to put forward their ideas on how they can possibly establish their customised ways of teaching as unique teaching methodology sensitive to their own teaching contexts. A few of the participant teachers state that taking it into consideration is a matter for the policy makers rather than teachers. It should be noted that in discussing this whole issue relating to teachers' theorising role the interviewer needs to provide many clues to extract the participant teachers' ideas on it. By doing so, finally, a very few of the teachers did project their ideas on how they could possibly establish their subjective conceptualisations of teaching as a methodology. Interestingly, though the participant teachers initially failed to come up with ideas, eventually they started to suggest some ideas that potentially can be effective. For example, while most of them suggested that they could share their ideas of teaching with their colleagues, and for this emphasised the necessity of training and workshops, a few of the teachers talked of writing in the newspapers/ journal articles or even to upload the recorded teaching in the YouTube. For example, the statement below, made by *Rakib* demonstrates the teacher's true understanding of the theorising role as he talks of how his idea of teaching can be standardized through workshops and how this teaching idea can be made available to other teachers if they want to follow it:

if you want to bring uniformity or standardized teaching.. you need to have workshop on it ... conducted by the practicing teachers.. sharing and discussing.. based on this they will develop slides for all.. teachers will help with ideas and technicians will record it for all.. also government should back this up... also nowadays we have few websites.. we can upload their...

This study has shown that in the Bangladeshi context the teachers appear to reflect on the classroom realities, deviate from the intended teaching plan due to emerging situations, and at many times they seem to come up with innovative ideas to minimise the logistics and other contextual constraints. However, the idea that their relevant innovations and reflections have the potentiality of produce a context sensitive teaching method appears to be a new issue for them.

The Possibility condition of PMP pertains to teachers' role as change agents and it facilitates the view that whatever learning is happening inside the classroom certainly has an impact in the broader social contexts. Evidence of the possibility condition can be extracted from the participant teachers' described practices on how they engage the learners in tasks and activities that require brainstorming on part of the learners. In reference to describing a classroom activity that necessitates brainstorming on part of the learners, *Shreya's* teaching technique seems illustrative:

in class six there is a story of a boy who is a cleaner who became sick for a week or so, so could not clean the suburb.. as a result this suburb becomes stinking and dirty... all the residents start suffering for this .. and after a week when that cleaner start working again then all the residents of that suburb feel his contribution to this society , though usually his work remains unnoticed until he got sick and remained absent from his job... *I discuss the story in the class and then I ask the students try to find out other such people who you think really contribute in the society but they remain unnoticed...* I ask them to think and tell me about such people and their job .. I am really amazed.. some of them wrote about night guard, some of them speak of postman.. common few professions but its interesting to get it from them...I think according to their age group those are good responses.

Also, this study reveals the fact that the participant teachers are concerned about the ideological underpinning of English language and as discussed in *section 5.5.5*, the participant teachers argued for an intelligible international variety of English rather than imitating the native speakers of English. This implicit perception of English may have the result of assisting in establishing the identity of the learners as English users in the non-English speaking context.

5. 7 Conclusion

In this chapter, a detailed presentation of the results of the qualitative data analysis has been given. At the macro level, the analysed data indicates that the Bangladeshi school teachers' classroom practices seem to feature some key characteristics of PMP, and that include *teacher autonomy, maximising learning opportunities for the learners, facilitating negotiated interaction, and contextualising linguistic input*. However, at the micro level the interpretation of the analysed data indicates that despite the fact that some evidence has been extracted from the data on aspects such as *teacher research, liberatory autonomy, activating intuitive heuristic, and raising cultural consciousness*, those can not necessarily be claimed for the other participant teachers of this study.

As it appears from the data, some key features of the pedagogic parameter of particularity and a few characteristics of possibility can be identified in the participant teachers' described classroom practices. However, data seems to suggest the fact that the participant teachers are not ready to establish of their personal theory of practice.

Chapter 6 General discussion

6.1 introduction

Based on the analysed data it can be argued that the participant teachers' described classroom teaching reflects some aspects of PMP as proposed by Kumaravadivelu (2006a, 2003b, 2001, 1994). While a significant amount of evidence (e.g. change of teaching techniques according to the learners' conditions, classroom decision making, evaluating success of teaching, promoting the local variety of English, etc) demonstrates the participant teachers' good understanding of the situational realities of their teaching context, there is relatively little evidence suggestive of their capabilities of generating personal theories of practice in this context.

In this chapter, key findings in relation to teachers' realization of the varying aspects of PMP will be summarised, and correlated with the existing reported literature. This will be presented under the following headings:

- The participant teachers' understanding of *contextual factors* in relation to postmethod pedagogy (6.2)
- The participant teachers' understanding of *the teachers' role* in relation to postmethod pedagogy (6.3)
- The participant teachers' understandings of *teacher research* in relation to postmethod pedagogy (6.4)
- Summary of key findings (6.5)

6.2 The participant teachers' understanding of contextual factors in relation to postmethod pedagogy

The postmethod condition literature emphasizes the importance of practicing teachers' subjective understanding of the teaching-learning contexts, as this leads to the development of a *sense of plausibility* or *principled pragmatism*. Prabhu's (1990) idea of sense of plausibility or Kumaravadivelu's (1994) concept of principled pragmatism focuses on 'how classroom learning can be shaped and managed by teachers as a result of informed teaching

and critical appraisal' of the teaching-learning contexts (Kumaravadivelu, 1994: 31). As discussed in the previous chapter, evidence in the data of this study illustrates the participant teachers' successful efforts to transcend the situational constraints with a view to maximising teaching and learning. As discussed in *section 5.2.(iv)*, *Raya's* effort to compensate for the lack of technology for the learners to maximise sufficient opportunities to practice speaking and listening skills is a good case in point of her critical appraisal of the teaching learning context. In *Raya's* own words,

“for listening.. they (learners) need to rely on my speaking or through peer learning.. for listening test or practice I don't have audio system for the class.. yeah but at upper class there is provision for listening tests.. and for this class they need to rely on reading comprehension I mean during reading aloud the class listens”

Raya's independent decision to transcend the contextual constraints can be related to Kumaravadivelu's (1994) description of teacher autonomy. Burns (1996) explains how the interconnection and interaction of *intercontextuality* (comprising institutional, classroom and instructional contextual realities) influence the teacher in classroom decision making. In relation to this concept it appears that *Raya's* independent decision for her class was influenced by a specific feature of her institutional context (in this case the inclusion of a listening component in the examination), classroom context (her personal philosophy of teaching, view of the language), and the instructional context (the teaching plan she made being based on the basis of availability of teaching resources).

One good illustration of the participant teachers' understanding of the constraints of their teaching-learning context can be extracted from their arguments on the expected proficiency of the learners in English. With reference to discussing whether the learners of Bangladesh can attain 'native'-like proficiency *Raya's* point of argument shows her understanding of the reality of English teaching in the EFL context:

It's not possible.. I mean if they (learners) go and stay such native countries then it's possible but living here in Bangladesh it not possible

As discussed in *section 5.5.5*, one of the participant teachers, *Kafi*, holds a view of an intelligible variety of English that with which learners would be able to communicate with people of other countries. This view of English is identical with that of many other teachers of this research, and this perception regarding the status of the intelligible international variety of English rather than native like proficiency pertains to some characteristics of the

possibility condition of PMP (Kumaravadivelu, 2006a, 2001), as it leads to establishing learners' identity as well as enhancing the learners critical awareness of ideological issues. Kumaravadivelu's (2006a, 1994) concept of critical language awareness emerges from the ideological perception which assumes language (such as English) usually serves the interest of the dominant class of the society. Findings of this study, in relation to teaching principles designed to foster (critical) language awareness as a means of establishing learners' identity as English users in the non-English speaking context, seems to conflict with Waters' (2009: 139) views that teaching methodologies should not be seen and discussed in relation to 'political rights or wrongs'. However as discussed above, the participant teachers' implicit efforts to make teaching decisions based on an ideological view of the role of English is in a sense a political stand in terms of the postcolonial perspective in the Bangladeshi context.

A few key contextual variables emerge from the data, for example, learners' maturity levels, class duration, class size, and availability of teaching resources and teaching aids. These have been seen to exert a very strong influence on the participant teachers' decisions regarding their teaching strategies. Similar findings have been reported by Sinprajakpol (2004), Sugiyama (2003), and Richard and Pennington (1998) showing how various contextual factors (e.g. imposition to cover the curriculum strictly, examination oriented teaching/learning expectations from the students, unruly classroom atmosphere, large class size, unmotivated students, examination pressure, heavy work load, students' low proficiency in English, etc) influence the practicing teachers' classroom teaching. Nishino's (2008) study, on the other hand, in the Japanese context shows that teachers' teaching may change if the institutional conditions or situational realities can be changed according to the teachers' stated beliefs about teaching. This can be related to *Rakib's* belief regarding the intended change he considers would be helpful in ensuring better teaching:

for me.. umm.. if possible a longer time for my class .. mean to say that ..in place of ..say.. 5/6 classes a day if I have 2 classes but for a longer time it would have been better I believe..

Sanchez and Borg's (2014) idea of teacher constructed context is seen in *Rakib* and *Shahidul's* interpretation of the significance of large class size in relation to classroom activity. *Rakib's* reasoning for the suitability of pair work or individual is given below:

I guess group work is not suitable for the class.. seating arrangement is problematic.. also in group work few speak and few don't speak at all and its

hard to monitor ..we can't walk through the lanes.. you know.. *in that case pair work and individual work seem to work better..*

In contrast to Rakib, *Shahidul* justifies his preference of group work under comparable classroom conditions, and his comment has been given below:

I always prefer group work... not pair work... if I go for pair work then I need to come up with 25 pairs that are virtually impossible to monitor in 45 mins..it's kind of problematic

This is particularly interesting, because both *Rakib* and *Shahidul* teach in the same city with a similar teaching context in terms of contextual factors, and their interpretations of large class size in relation to their preferences of group work or pair work are so different.

PMP makes it imperative for the teachers to generate a personal theory of teaching, and in doing so teachers need to have clear ideas about the contexts in which they teach. As discussed above, a number of instances of the participant teachers' stated practices clearly highlight their personal interpretation of contextual factors based on which they seem to take their classroom decisions.

6.3 The participant teachers' understanding of the teachers' role in relation to postmethod pedagogy

According to Kumaravadivelu's (2006a, 2001) model of PMP, a teacher will try to maximize the learning opportunities for the learners, autonomously evaluates his/her own acts of teaching as well as professional development following an ongoing cycle of 'observation, reflection, and action', and will generate a personal theory of practice on the basis of subjective understanding of the teaching-learning context. PMP further charges the teacher with a responsibility to be a transformative intellectual or change agent, hence along with the academic advancement of the learners teacher will work for the personal transformation for both the learners as well for him/herself (Kumaravadivelu, 2012, 2003b).

As far as teacher autonomy is concerned, this study has demonstrated the participant teachers' autonomous acts as the manifestations of their reflective thinking of their teaching contexts as well as of their preparedness to transcend the academic and administrative constraints (Kumaravadivelu, 1994). In relation to classroom teaching, the criterion of teacher autonomy emphasises the practicing teachers' capacity for self-directed acts of teaching (Little, 1995; McGrath, 2000) as well as teachers' capacity for self-directed acts of

professional development (Smith, 2001). While a self-directed act of teaching refers to teacher's autonomous 'sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis... affective and cognitive control of the teaching process' (Little, 1995: 179); a self-directed act of professional development pertains to teachers' capacity to monitor and evaluate their teaching with a view to developing context sensitive pedagogical skills (Smith, 2001: 3). As shown in *section 5.2.(i)*, the participant teachers often use texts from newspapers or magazines, or books full of pictures/ illustrations as the key teaching resources other than the recommended textbooks along with computer and multimedia to ensure a good learner engaging classroom activities. The analysed data clearly indicates that the participant teachers practice a *self-directed act of teaching* as conceptualised by Little (1995), and that is evident in *Raya's* statement when she explained that under which conditions she usually chose teaching materials other than the recommended textbooks. This statement of *Raya* is given below:

yeah I use but not frequently.. umm.. *during lesson plan .. if I feel that I can manage few teaching materials that they can like and enjoy in that case I plan.. if I think something would be appropriate for them.. the method would be appropriate so that they can understand it clearly.. I do it according to their levels .. sometimes I use slides or still pictures .. um even a paper cutting*

Raya's described teaching practices also underline some resemblances to *self-directed acts of professional development* as discussed in Smith (2001), which she claimed as 'self-judgement' [referring to 5.2.(v)] and also it is a key criterion of reflective practice that the PMP argues for. According to the data of this research, some of the participant teachers were concerned of how they could bring improvements in their teaching. While some of the teachers relied on the learners' performance during the post lesson question-answers to assess their teaching; a few of them relied on their own reflections.

The idea of teacher autonomy can also be seen to have a political dimension (Benson, 2007), and Kumaravadivelu's (2003b, 1994) conceptualization of the macrostrategic framework holds such political interpretation of teacher autonomy. This theory as well as method-neutral framework of Kumaravadivelu (2003b, 1994) incorporates open-ended guidelines to the English teachers of the periphery as 'an alternative' to expert-generated centre-based method.

The participant teachers' described classroom practices in relation to the macrostrategic framework (Kumaravadivelu, 1994) were discussed in sections 5.5 to 5.5.12. Evidence of varying degrees of all the teaching principles of this framework have been extracted, but some macrostrategies (e.g. MLO, FNI, CLI) tended to more relevant than others for the Bangladeshi context. Although it is not possible to make strong claims of generalizability, in this study the evidence seems to suggest that MLO, FNI, MPM, FLA, CLI, and PLA are the macrostrategies that have a strong influence on the teaching and learning of English in this context in Bangladesh. In fact, those teaching principles (specially, MLO, FNI, CLI) are common features of a range of teaching methodologies. For example, Kumaravadivelu's (1993) study that proposes a framework with a view to ensuring 'genuinely communicative class' under CLT method is also governed by MLO, FNI, AIH, and CLI. In this respect, findings of this study seem to support Ur's (2013) and Bell's (2003) claim that PMP is not actually free from the features of conventional method (such as CLT), and is in fact derived from the local level of CLT. However, it can also be argued that FLA (referring to critical language awareness) and PLA (in terms of liberatory autonomy) of this macrostrategic framework facilitate English teaching in the non-English speaking contexts with an ideological spirit (referring to non-nativism in English) that other teaching approaches seem to lack. Most importantly, the data of this study provides a good amount of evidence that demonstrates the application of FLA and PLA in the Bangladeshi context.

Again as the data indicates, in the Bangladeshi context FLA has been problematized for a reason (referring to section 5.5.12). Along with general and critical language awareness the participant teachers need to think whether they should be teaching English as a *language* (that they believe they do) or as a *taught subject* (that the examination focused expectations of the stakeholders). In addition to this, Kumaravadivelu's (1994) macrostrategic framework can make the teachers aware about the ideological issues of English as well as ELT, but for actual teaching questions may still be raised whether this framework can make the teachers produce innovative teaching techniques.

Nevertheless, it can be argued that reflection of teacher autonomy can also be extracted from the teacher's teaching that facilitates learner autonomy. As pointed out by Benson (2000: 115), '(I)n practice... language teachers often work in situations where their capacity to grant learners greater freedom in learning is severely constrained' and reasons of this constraint could either be psychological or cultural. Therefore, another dimension of teacher

autonomy is that teachers should have the capacity to enjoy freedom from control over their teaching (Smith, 2001). This dimension of teacher autonomy suggests that teacher should have the mindset to rely on learners' abilities on the self-initiated learning activities, and it refers to PLA of Kumaravadivelu's (2003b, 1994) macrostrategic framework. As discussed in *sections 5.3 and 5.5.8*, the participant teachers believe that their learners have the potentialities to work independently or in groups, and the teachers' classroom practices demonstrate the fact that many times the teachers encourage the learners to work independently during the classroom activities. While for example, *Mizan* believes that "*if you can boost up their (learners) confidence that they can do by themselves it is possible*" (see *section 5.5.8* for details); likewise *Raya* encourages the learners to do independent research using internet for a situation when the learners raised issues that she was not well prepared to answer (see *section 5.3.3* for details).

Evidence of learner autonomy was quite noticeable in the data of this research. As discussed in *section 5.3*, significant amount of evidence of Kumaravadivelu's (2006a, 2001) conceptualized 'narrow' (comprising academic and social autonomy) and 'broad' (constitutes liberatory autonomy) views of learner autonomy has been extracted from the participant teachers' described classroom practices. For actualizing the possibility parameter of PMP, learners' *liberatory autonomy* is significant. A good example of how learners can be critically engaged in problem-posing activities has been illustrated in Auerbach (1992). Auerbach (1992) provides five steps of activities that can ensure learners' critical engagement: (i) describe a cultural text related to a problem pertaining to learners' lived experiences, (ii) ask questions to help students identify and clarify the problem, (iii) ask them to share similar experiences, (iv) help them analyse the root of causes of the problem, and (v) help them strategize possible responses. An identical description of Auerbach (1992) of classroom activities that require critical thinking on part of the learners can be seen in *Shreya's* description of classroom activities in *section 5.6*. *Shreya* how she tried to engage learners producing a text that the learners can relate with their lived experiences. Also, many teachers claimed that their classroom activities were predominantly of problem solving tasks that potentially could tap the learners' critical faculty. It appears that those instances of classroom teaching can be considered as the participant teachers' acts of transformative practices (in some forms of implicitness) especially when their tasks help the learners to be socio-politically aware. Likewise, Fischman (2009: 210) states that "potentially transformative characteristics that are already present in many teachers, even if those are

formulated in naïve forms or in common sense terms”. In relation to teacher’s role as a transformative practitioner Akbari (2008a) holds the view that the idea of PMP is more significant in terms of its philosophical aspects rather than its practical applicability.

As the data of this study suggests, the participant teachers’ autonomous acts emphasise their successful efforts to create and utilize the learning opportunities for the learners in the class either as the creators or as the utilisers of learning opportunities as described by Kumaravadivelu (1994). Findings of this research seem to support the view that there are a few situations when the learners learnt by themselves rather than they have been taught. One example of this was described by *Shreya*, who deliberately misled the learners with wrong answer(s) with a view to drawing the learners’ attention to it, and hence the learners explained in details how or what was wrong in her answer. If the learners can identify the problems and can establish their arguments by themselves during the classroom activities, not only does it clarify their understanding on the topics but at the same time it helps them to practice oral English. This teaching technique of *Shreya* also exemplifies the FNI of Kumaravadivelu’s (1994) macrostrategic framework.

In addition to this, the referential and open-ended questions during the class intend to help the learners to produce oral or written texts. As pointed out by the participant teachers, usually through questions they manipulate the learners to put their critical thinking in answers. In reference to the significance and functions of the referential question-answers *Mitu*’s belief is presented below:

by questions I mean oral and written both...ok? So in speaking.. it helps their speaking skills .. fluency.. thinking practice.. in writing.. it tests their grammar knowledge and knowledge formations...writing skill develops ..

Though *Mitu*’s stated belief on the applications of referential/open-ended questions reveals her intention to make the learners talk, but it may not ensure the effectiveness of the application. In relation to use of referential questions in classroom activities Nunan (1987) argues that not necessarily it can lead to desired interactive communication between the teacher and the learners unless the teacher might emphasize on the learner engaging interesting topics.

The data of this study highlights both an overall pedagogical as well as domain specific (e.g. grammar teaching) teaching practices in relation to PMP. As discussed in *section 5.5.4*, in relation to discussing whether the learners can explore grammatical rules by themselves, only the teachers (*Shreya, Mitu, Kafi, and Shahidul*) who claim to use inductive approaches seem to believe that. The postmethod condition (Kumaravadivelu, 1994) lends support to the view that the learners should be provided with ample opportunities to explore grammatical rules by themselves hence it facilitates inductive approaches. However, reported studies (DeKeyser, 1995; Shaffer, 1989) tend to highlight the fact that there is no significant difference between the inductive and deductive approaches in relation to the effectiveness of learning outcomes; although Shaffer's (1989) study underlines that inductive approach suits more for learning commonly known 'difficult' grammatical items. Borg (1999) argues that in actual grammar teaching, depending on the contextual factors as well as instructional factors, usually the teachers alternate between or blend both the deductive and inductive approaches. As illustrated by Borg (1999), teachers' prior experience as the learners, teacher education, and classroom experiences influence their instructional decision of grammar teaching. In relation to this study, Borg's (1999) stated conditions would be applicable to several of the participant teachers (who follow deductive approaches), as traditionally grammar teaching-learning in Bangladesh is form focused and test oriented.

A number of studies (e.g. Phipps and Borg, 2009; Basturkmen et al., 2004; Borg, 2001; Borg, 1999; etc) have been conducted to examine the teachers' beliefs on grammar teaching and its impact on their classroom practices. Borg's (2001) study with two English teachers clarifies the assumption that teachers' self-perceptions of their knowledge about grammar (KAG) have an impact on the teachers' teaching. Findings of Borg (2001) show that one teacher appeared to be confident in his KAG and that was evident into his variety of instructional strategies for grammar work. Again, another teacher seemed to lack confidence in grammar teaching and it is evident into his limited instructional strategies for grammar teaching. In reference to Borg (2001), in this study, it can be argued that the participant teachers' perceptions on their KAG might influence their decision making on grammar teaching approaches (e.g. deductive and inductive). That is probably why (as discussed in *section 5.5.4*) *Shreya, Mitu, Kafi, and Shahidul's* described practices of grammar teaching (*inductive approach*) can be correlated with their beliefs that their learners can acquire grammatical rules by themselves. Similarly, the majority of the participant teachers'

practices of grammar teaching (*deductive approach*) can be identified with their beliefs that the learners cannot learn grammar by themselves. Phipps and Borg's (2009: 388) study tries to classify teacher's belief system in form of core belief and peripheral belief: "a characteristic of core beliefs is that they are experientially ingrained, while peripheral beliefs, theoretically embraced, will not be held with the same level of conviction". Phipps and Borg (2009) intends to suggest that teachers' core beliefs usually dominate their actual actions. Again, the participant teachers' grammar teaching practices in this study can be interpreted in relation to Phipps and Borg's (2009) idea of core and peripheral beliefs. Though it is difficult to differentiate between which one is experience-driven knowledge and which one is not, even Phipps and Borg (2009) did not explain this, but it can be said that the participant teachers' described practices of grammar teaching might have been dominated by their core beliefs.

So far through discussion the participant teachers' understanding of teacher's role(s) in relation to PMP has been presented, and emphasis was given on the evidence of teachers' autonomous acts of teaching. However, in PMP teacher's role is not only limited to teaching, rather, the exclusivity of PMP lies in teacher's role as the theoriser of the context embedded knowledge base of teaching. Teachers' role as theorists has been discussed in the next section.

6.4 The participant teachers' understandings of teacher research in relation to postmethod pedagogy

It can be argued that in PMP the concept of teacher research as well as reflective teaching have gained a new dimension. While in the mainstream teacher education teacher research refers to work on the improvements of the established theories of teaching and learning in the form of action research or collaborative research between the theorists and the teacher/researcher; contrary to this, teacher research in PMP requires the teachers to produce the personal theories of practice (Kumaravadivelu, 2006a, 2001). In doing so, teachers in the PMP need to be reflective practitioners but their reflections should not be limited only to *reflect in* and *reflect on* the classroom teaching. Akbari et al.'s (2010: 212) description of reflective teaching follows three basic steps in which a teacher 'critically examines his/her practices, comes up with some ideas as how to improve his/her performance to enhance students' learning, and puts those ideas into practice'. As it

appears, in PMP reflective practice has been preconditioned with four steps in which teacher will critically examine his/her teaching with a view to ensuring improvements in teaching, use a sense of plausibility to generate ideas as how to improve teaching to enhance students' learning, put those ideas into practice, and finally will monitor the impact of those actions to ensure whether those reflective practices are worth doing.

Reflective practice in PMP tends to transcend contextual constraints and leads to the establishment of the teachers' own theories of practice. As discussed in *section 5.4*, in this study precisely two participant teachers' (*Shreya* and *Raya*) reflective teaching practices can be identified with definition of reflective practice applied in PMP. *Raya's* reflections on time management with a view to producing effective learning for her learners helped her to generate own ways of teaching by reorganizing her classes according to the needs. Also *Raya's* decision seemed to lend support to her emerging sense of plausibility as illustrated by Prabhu (1990). The statement of *Raya*, given below, provides an example of her reflective practice:

time management.. meaning sometimes I find it hard to compile my class in the given time.. students sometimes stay with the slides much longer than I planned...then it happened.. I mean sometimes I take more time in explanations.. well lately for this reason I divide my plan into two classes.. 50% in one class and the rest in other.. so that I can explain in my own way and they can be satisfied with their queries... *thing is when I faced such problems initially then I came up with this idea...meaning substitute option or solution*

The described classroom practice of *Raya* is significant in the sense that, firstly, she tried to reflect on the emerging problems (e.g. relatively little class time); secondly, she came up with a successful solution for her class by her own terms as a means of overcoming the situational realities; which features some characteristics of Kumaravadivelu's (2006a, 2001) idea of teacher generated theory of practice. A number of reported research studies (Breen et al., 2001; Burns, 1996; Richards, 1996) show how a personal theory of practice can be validated in actual teaching. Burns' (1996: 174-175) study with six participants in the Australian context shows that how through self-reflections a teacher's implicit personal theory for practice emerges: "these implicit theories for practice, motivated by the multilevel contexts surrounding specific classroom activities, appear to activate and shape patterns of classroom interaction, roles and relationships and, therefore, to create for learners particular kinds of opportunities for learning". This above mentioned example of

classroom practice of *Raya* is important because it also shows a resemblance to Burns' (1996) theories for practice. It was motivated by *Raya's* multilevel cognitions such as her beliefs to ensure effective learning, positive mind-set to overcome the situational constraints, and provide a possible solution. Similarly, Richards (1996: 286) is of opinion that "teachers are generally concerned with more than simple issues of curriculum content. When they teach they also attempt to implement a personal philosophy of teaching which reflects their understanding and beliefs about what good teaching is and how it is achieved".

Nonetheless, in the Bangladeshi context, for a practicing school teacher to adopt the role of reflective practitioner seems to be challenging. This study indicates that the whole idea of teacher generated theory appears to be a new thing for the participant teachers. In relation to postmethod teachers' extra responsibilities as theorists as well as transformative intellectuals, Akbari (2008a: 648) is quite critical about assumptions of PMP that all the teachers have to be qualified and eager to conduct postmethod classes: "We should also remember that for many teachers, teaching is a job not a career... they are not often willing to participate in any professional development that would task them with extra responsibilities".

As mentioned in *section 5.6*, in reference to discussing how possibly they can establish their personal theories of teaching as a teaching methodology suited best to their context, initially the participant teachers were not sure about their intended responses to it. However, with the initiations from the researcher/interviewer some teachers suggested few ideas (e.g. share views with colleagues, writing articles, organise workshop/seminar, or even upload the recorded teaching in the YouTube) which seemed to suggest some features of *dialogizing*. Dialogizing among the peer/colleagues with a view to sharing views of personal beliefs/philosophies/experiences on teaching may help the practicing teachers enrich their professional development (Kumaravadivelu, 2012).

One statement of *Rakib* in *section 5.6* is significant as it highlights the issue of 'uniformity or standardized teaching' for establishing his theory of practice for his context, which is similar to Breen et al.'s (2001) concept of 'collected pedagogy'.

6.5 Summary of key findings

The findings of this study demonstrate the fact that though the participant teachers' described classroom practices feature several characteristics of Kumaravadivelu's model of PMP, evidence does not necessarily lend support to the participant teachers' understanding of (or ability to apply) all the constructs of PMP.

This study's findings highlight the teachers' clear understanding of the teaching-learning situations, and it is evident in the examples of the participant teachers' independent decision making processes in the classrooms. Thereby, it will not be an overstatement to state that the participant teachers' described practices address the particularity of parameter of PMP to a larger extent and their classroom teaching is governed by principled pragmatism.

Evidence of teacher's role as the theoriser of a context sensitive location-specific personal theory of teaching was extracted from the participant teachers' descriptions of reflective teaching. As discussed above in this chapter as well as in *section 5.4*, most of the participant teachers seemed not to be reflective to the extent that the features of personal theory of teaching could emerge from their described teaching. In addition, the data of this study gives the impression that the participant teachers' teaching experience and knowledge are not sufficient for them to be teacher-researchers. Nevertheless, there are a few examples (referring to *section 5.4* and *5.6*) extracted from the data which suggest the application of teacher's role as theoriser. Hence, a weak application of the practicality condition of PMP (Kumaravadivelu, 2006a, 2001) seems to exist in this study.

The study's findings highlight some significant phenomena of the possibility parameter of PMP (Kumaravadivelu, 2006a, 2001) from the participant teachers' described classroom practices. A good number of examples have been extracted from the data regarding classroom activities pertaining to learners' critical engagement (referring to *section 5.6*) as well as activities that potentially can help the learners to do research either independently or in group (referring to *section 5.3.3*). Also, the teachers appear to be concerned about the ideological aspects of English, and argue for an intelligible international variety of English (referring to *section 5.5.5*) which eventually may lead to establish the identity of the learners as English users in the non-English speaking context.

On the basis of the findings of this study, a new model is proposed. The three-layered diagram below shows the levels of postmethod macrostrategies that can be categorised as *Dominant*, *Developing*, and *Incubating* in the Bangladeshi context.

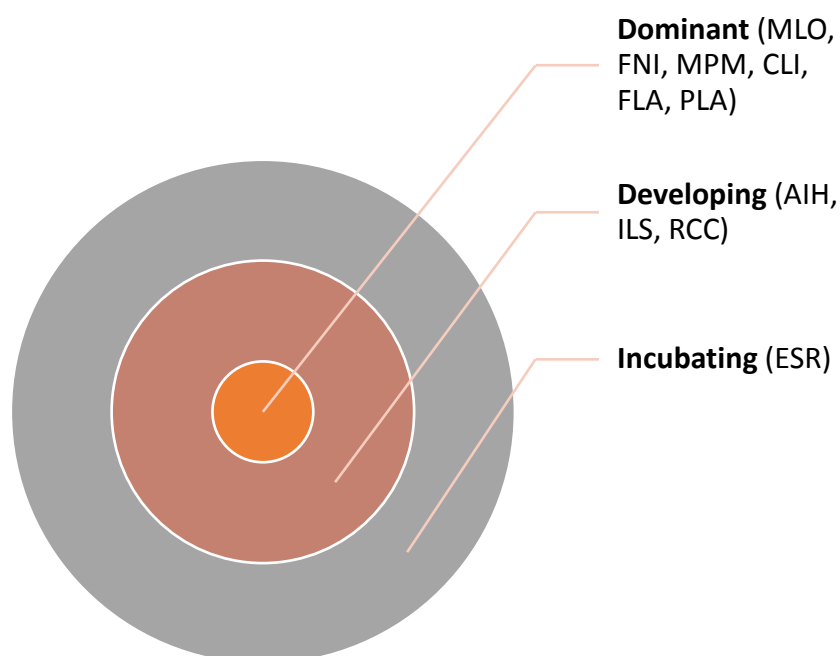


Figure 2 The three-layered diagram

Dominant macrostrategies comprise of MLO, FNI, MPM, CLI, FLA, and PLA of the macrostrategic framework, and those tend to govern the teaching and learning of the participant teachers. In addition to this, some evidence of AIH, ILS, and RCC is also extracted from the data. It appears though, the applications of those teaching principles (AIH, ILS, and RCC) are not conscious preferences of the participant teachers, hence those are implicitly *developing* in the Bangladeshi context. ESR is the one teaching principle, as discussed in *section 5.5.12*, tends to work as an additional for FLA, thus seems to be *incubating* for the Bangladeshi context.

This three-layered diagram can be used for future references in Bangladesh or other comparable contexts in investigating the actualisation of the postmethod condition.

Chapter 7 Conclusion

7.1 Introduction

Findings of this study indicate that though many features of PMP can be identified in the participant teachers' described classroom practices, not necessarily all of these practices are reflective of their conscious understanding of the postmethod pedagogic practices.

7.2 Answers to the research questions

The first research question refers to the extent of participant teachers' application of PMP in their classroom teaching. The study's findings seem to indicate that the participant teachers undertook self-directed acts of teaching, and to an extent self-directed acts of professional development. Evidence in the analysed data demonstrates that the teachers tried to overcome the situational constraints with a view to maximising better teaching and learning. As it appears, the teachers were capable of applying their *sense of plausibility* to assist in their classroom decision making processes. The teachers' intentions were to provide lessons of English that have real life use rather than preselected decontextualized grammar teaching, their classroom activities encouraged the learners' brainstorming as well as critical thinking.

The classroom practices as described by the participant teachers suggest that MLO, FNI, MPM, CLI, FLA, and PLA were the dominant teaching principles of the macrostrategic framework that tended to govern their teaching. Also, though not frequent, some evidence of applications of AHI, ILS, and RCC macrostrategies were recorded in the participant teachers' described classroom practices. A proposed model of *three-layered diagram* (referring to *section 6.5*) summarizes the use of macrostrategies in the Bangladeshi context.

Along with the teacher autonomy, PMP encourages the teacher to promote learners' autonomy. Findings of this research indicate that during classroom activities the teachers

sometimes engaged the high achieving learners to help the shy/low achieving learners in task completion. Also as stated by the participant teachers, their learners were to an extent capable of taking charge of their learning activities in terms of producing written texts (in problem solving tasks) or doing independent research.

In this study, the participant teachers' views on the role of local and intelligible international varieties of English reflect their good understanding of the non-English speaking context. For example, except for one or two teachers, most of the participant teachers argued for an intelligible international variety of English as the target of learners' oral proficiency. It is significant in the sense that the teachers' awareness of non-native variety of English potentially may influence the learners in establishing their identity as the English users of the non-English speaking context. The participant teachers' stand regarding local varieties of English also indicates their understanding of the ideological manifestation of PMP.

The findings of this study indicate that the practicing teachers are yet to be ready to generate a personal theory of practice, though a few evidence of teaching practices extracted from the data of this study seem to be compatible with the teacher's role as a theoriser as discussed in Kumaravadivelu (2006a, 2001).

The second research question investigates the participant teachers' understanding of contextual factors of their teaching context. To actualize the PMP principles in the classroom, it is essential on part of the teachers to acquire sufficient knowledge on the teaching-learning contexts, so that they can critically reflect on it (Kumaravadivelu, 2001). Also, empirical research studies (Sanchez and Borg, 2014; Nishino, 2008; Sinprajakpol, 2004; Sugiyama, 2003; Richard and Pennington, 1998; Woods, 1996) that try examine actual classroom teaching in relation to the teachers' stated beliefs on teaching concur that contextual factors (e.g. situational realities, contextual constraints) mediate between beliefs and actual practices, and influence the teachers' teaching. Learners' maturity levels, relatively limited class time, large class size, and availability of the teaching resources (e.g. computer, multimedia) were some key contextual features that appeared to influence the participant teachers' classroom decisions in this study. As it appears, in the Bangladeshi context, those features are common to most of the Bangla medium schools (Kirkwood, 2013; Hamid and Honan, 2012) and are considered as contextual constraints. Some substantial examples that indicate the participant teachers' understanding of the contextual features

and their efforts to transcend those situational realities are recorded in sections 5.2.(iii) and 5.2.(iv).

The third research question of this study deals with the practicing teachers' beliefs in their role as the theorists of the local knowledge-embedded teaching. While the practicing teachers' role as the theorists of the personal theory of practice seems to show compatibility PMP, a strong criticism (e.g. Akbari, 2008a) on the actualization of PMP has been made in relation to the practicing teachers' additional responsibilities as the theorists. As discussed in *section 6.4*, the concept of reflective practice in PMP is preconditioned with four phases in which the teacher will critically examine his/her teaching with a view to ensuring improvements in teaching, use the sense of plausibility to generate ideas as how to improve teaching to enhance students' learning, put those ideas into practice, and finally will monitor the impact of those actions. Hence, this reflective practice will potentially lead to establishing a personal theory of teaching. The data of this study demonstrates that the majority of the participants were not reflective enough, so that from their described practices no such evidence extracted might indicate the existence of teacher generated theories. There were two exceptions; as discussed in *section 5.4*, *Raya's* successful effort to address the time management issue for her class or *Shreya's* willingness to make the best use of the training provision for her are some examples that not only display their reflective teaching but also highlight a glimpse of teacher generated theories of improvement in teaching.

Nevertheless, the idea of teacher research that intends to generate a personal theory of practice (rather than to work on the adoptability and adaptability of teaching under/with an established teaching method, e.g. CLT, through action research) appears to be unfamiliar to the participant teachers.

The last research question concerns the participant teachers' views on their roles as transformative practitioners. If prevalent modern innovations in ELT necessitates the teachers to be a reflective practitioners, PMP extends and changes it to the transformative practitioners whose primary role is to work as the change agents (Kumaravadivelu, 2003b) with a view to helping the learners in their personal transformations. It has been suggested that a transformative practitioner's teaching should essentially emphasize problem posing classroom activities (Auerbach, 1992). The findings of this study seem to suggest that the

participant teachers' teaching did in fact emphasize classroom activities that required the learners' critical engagement with the texts and problem solving. (see *section 6.4.*)

To sum it up it can be argued that while the participant teachers' described classroom practices demonstrate their good understanding of the teaching-learning situations; their understanding of teacher research in relation to generating the personal theory of practice appears to be less than clear. Although evidence demonstrates that the participant teachers' classroom tasks and activities are to an extent problem solving in nature hence compel the learners to use their critical faculties, this practices do not fit the definition of transformative practices as defined by Kumaravadivelu (2003b).

7.3 Implications of this study

One key implication of this study refers to the associated limitations of the macrostrategic framework (Kumaravadivelu, 2003b, 1994) in relation to the Bangladeshi context. It can be argued that to make the framework appropriate some additional teaching principles need to be accommodated that will address the limitations that have been identified in this study.

One major obstacle to the application of the framework is its failure to take into account the limitations of teaching resources. If this macrostrategic framework (Kumaravadivelu, 2003b, 1994) is to be applicable in the peripheral context (such as Bangladesh) then the issues relating to limited teaching resources need to be addressed. The findings of this study have indicated that there are some aspects of the organizational construct of this macrostrategic framework which need to be reviewed before it is possible to actualise it in the Bangladeshi context. This is not in conflict with the original conceptualisation of the framework, as Kumaravadivelu (1994: 43) maintains that the ten teaching principles are an interim plan which has to be 'continually modified, expanded, and enriched by classroom teachers based on ongoing feedback'.

Another implication of this study is that to actualise the postmethod pedagogic principles in the classroom teaching of the Bangladeshi context, the teachers need to be better oriented with the *theorising* role in relation to generating the personal theory of practice. Also as it appears, the articulation of subjective understanding of teaching is important to generate the personal theory of practice, and the practicing teachers should have some opportunities to articulate and share their views on teaching. Teacher training programmes provided for

the ELT practitioners in Bangladesh should address this issue. It can be argued that to prepare the teachers for PMP, ELT teacher training should emphasize the prospective and in-service teachers' awareness of (i) the ideological issues in relations to English and expert generated teaching knowledge base, (ii) teacher research, (iii) reflective practices, and (iv) articulation of subjective understanding of teaching as well as teaching-learning situations. Borg's (2011) study shows how a training programme can help the teachers to articulate their beliefs on teaching, and how articulation of beliefs on teaching can have good impact on the in-service training programme. To make prospective teachers more aware of the ideological issues in ELT, Hawkins and Norton (2009) discusses a model of critical language teacher education constituting *critical awareness*, *critical self-reflection*, and *critical pedagogical relations*. Kumaravadivelu (2012) specifically suggests a modular model of teacher education comprising five constituent modules of *knowing*, *analysing*, *recognising*, *doing*, and *seeing*. As stated by Kumaravadivelu (2012: 17), any teacher education must promote the conditions and capabilities for the present and prospective teachers to (i) develop their professional, procedural, and personal knowledge base; (ii) analyse learners' needs, motivation, and autonomy; (iii) recognise their own identities, beliefs, and values; (iv) perform teaching, theorising, and dialogizing; and (v) monitor their own teaching acts. Hence, as it appears, to actualise PMP in the Bangladeshi context the teacher education programme should incorporate those ideas discussed above.

7.4 Limitations of this study

One key limitation of this study is that the data for this research was collected only through semi-structured open ended interviews. Where possible, mixed methods and triangulation are preferable. However, as the prime objective of this study is to record the Bangladeshi school teachers' understanding of the applications of PMP in their contexts, teachers' articulations of their subjective preferences of teaching provided quite a rich source of data.

Because of the small number of participants of the interviews, questions may be raised by readers more familiar with quantitative approaches, about the generalizability of the outcomes of this research. As stated it clearly in *section 4.7*, this study seeks to explore the practicing teachers' understanding of PMP from their described classroom practices rather than to describe specific phenomena of their teaching. Therefore, this study does not aim to generalize the findings.

Also, interviewing through Skype can be considered as a possible shortcoming of the study. Not many school teachers of Bangladesh have access to an internet connection. Hence, there is a possibility that teachers who are more reflective and keen for professional development may fail to participate in the interview for this study only because they do not have access to Skype.

7.5 Future directions for further research

This study raises interesting avenues for further research on the actualization of PMP in the Bangladeshi context. This could be undertaken in the Bangladeshi context by applying multiple research methods comprising semi-structured open ended interview, classroom observation, and structured questionnaire surveys with a view to providing a multidimensional understanding of the practicing teachers' applications of PMP. A study, applying multiple research methods, might highlight the practicing teachers' beliefs and understanding of PMP along with their actual classroom practices as far as the applications of postmethod pedagogic principles are concerned.

References

- Ahmad, A. M. (2014). Kumaravadivelu's Framework as a Basis for Improving English Language Teaching in Saudi Arabia: Opportunities and Challenges. *English Language Teaching*, 7 (4), 96 - 110.
- Akbari, R. (2008a). Postmethod Discourse and Practice. *TESOL Quarterly*, 42 (4), 641 - 652.
- Akbari, R. (2008b). Transforming lives: Introducing critical pedagogy in ELT Classrooms. *ELT Journal*, 62 (3), 276-283.
- Akbari, R., Behzadpoor, F., & Dadvand, B. (2010). Development of English language teaching reflection inventory. *System*, 38(2), 211 - 227.
- Auerbach, E. R. (1992). *Making Meaning, Making Change. Participatory Curriculum Development for Adult ESL Literacy. Language in Education: Theory & Practice* 78.
- Basturkmen, H., Loewen, S., and Ellis, R. (2004). Teachers' Stated Beliefs about Incidental Focus on Form and their Classroom Practices. *Applied Linguistics*, 25 (2), 243 - 272.
- Bangladesh Bureau of Statistics (2011). *Population and Housing Census 2011: Household, Population, Sex Ratio and Literacy Rate*.
- Bell, D. M. (2007). Do teachers think that methods are dead? *ELT Journal*, 61 (2), 135 - 143.
- Bell, D. M. (2003). Method and Postmethod: Are They Really So Incompatible? *ELT Journal*, 37 (2), 325 - 336.
- Benson, P. (2007). Autonomy in language teaching and learning. *Language Teaching*, 40(1), 21-40.

Benson, P. (2000). Autonomy as a learners' and teachers' right. In Sinclair, B., McGrath, I., & Lamb, T. (Eds.), *Learner autonomy, teacher autonomy: Future directions* (pp.111- 117). Harlow: Longman.

Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System*, 39 (3), 370 - 380.

Borg, S. (2009). Language Teacher Cognition. In A. Burns & J. C. Richards (Eds.), *Second Language Teacher Education* (pp. 163 – 171). Cambridge: Cambridge University Press.

Borg, S. (2006). *Teacher Cognition and Language Education: Research and Practice*. London: Continuum.

Borg, S. (2001). Self-perception and practice in teaching grammar. *ELT Journal*, 55 (1), 21 - 29.

Borg, S. (1999). Studying teacher cognition in second language grammar teaching. *System*, 27 (1), 19 - 31.

Borg, S. and Al-Busaidi, S. (2012). Teachers' beliefs and practices regarding learner autonomy. *ELT Journal*, 66 (3), 283 - 292.

Borg, S. and Burns, A. (2008). Integrating Grammar in Adult TESOL Classrooms. *Applied Linguistics*, 29 (3), 456 - 482.

Breen, M. P., Hird, B., Milton, M., Oliver, R., and Thwaite, A. (2001). Making Sense of Language Teaching: Teachers' Principles and Classroom Practices. *Applied Linguistics*, 22 (4), 470 - 501.

Burns, A. (1996). Starting all over again: From teaching adults to teaching beginners. In D. Freeman & J. C. Richards (Eds.), *Teacher Learning in Language teaching* (pp. 154 - 177). Cambridge: Cambridge University Press.

- Canagarajah, S. A. (1999). *Resisting linguistic imperialism in English teaching*. Oxford: Oxford University Press.
- Chaudhury, T. A., & Karim, M. Z. (2014). CLT Approach in Developing English Reading Skills in Tertiary Levels in Bangladesh. *Asian Journal of Education and e-Learning*, 2(1), 47 - 55.
- Chick, K.J. (1996). Safe-talk: Collusion in apartheid education. In H. Coleman (Ed.), *Society and the language classroom* (pp. 21-39). Cambridge: Cambridge University Press.
- Chowdhury, R., & Kabir, A. H. (2014). Language wars: English education policy and practice in Bangladesh. *Multilingual Education*, 4(1), 1-16.
- 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.
- DeKeyser, R. M. (1995). Learning second language grammar rules: An experiment with a miniature linguistics system. *Studies in Second Language Acquisition*, 17 (3), 379 - 410.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Erling, E. J., Seargeant, P., & Solly, M. (2014). English in rural Bangladesh. *English Today*, 30(04), 15-21.
- Fairclough, N. (1989). *Language and power*. London: Longman.
- Fischman, G. E. (2009). Afterword. In S.L. Macrine (Ed.) *Critical Pedagogy in Uncertain Times* (pp. 207 – 15). London: Palgrave/Macmillan.
- Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. *Language Teaching*, 35 (1), 1 - 13.

- Gatbonton, E. (1999). Investing Experienced ESL Teachers' Pedagogical Knowledge. *The Modern Language Journal*, 83 (1), 35 - 50.
- Hamid, M. O. and 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.
- Hawkins, M. and Norton, B. (2009). Critical language teacher education. In A. Burns & J. Richards (Eds.), *Cambridge guide to second language teacher education* (pp. 30 - 39). Cambridge: Cambridge University Press.
- Holliday, A. (1994). *Appropriate methodology and social context*. Cambridge: Cambridge University Press.
- Huda, M. E. (2013). Post-Method Pedagogy and ELT in Bangladesh. *Global Journal of Human Social Science Linguistics and Education*, 13 (7), 7 - 14.
- Jarvis, G. A. (1991). Research on Teaching Methodology: Its Evaluation and Prospects. In Freed, B. F (Eds.), *Foreign Language Acquisition Research and the Classroom* (pp. 295 - 306). Lexington: D. C. Heath and Company.
- Jarvis, H., & Atsilarat, S. (2005). Shifting paradigms: From a communicative to a context-based approach. *English Language Teaching Journal*, 50(1), 9 - 15.
- Johnson, K. E. (1996). The vision versus reality: The tensions of the TESOL practicum. In D. Freeman & J. C. Richards (Eds.), *Teacher Learning in Language teaching* (pp. 30 - 49). Cambridge: Cambridge University Press.
- Johnston, B. (1999). The expatriate teacher as postmodern paladin. *Research in English teaching*, 34 (2), 255 - 80.
- Kagan, D. M. (1990). Ways of evaluating teacher cognition: Inferences concerning the Goldilocks principle. *Review of Educational Research*, 60 (3), 419 – 469.

Karavas-Doukas, E. (1996). Using attitude scales to investigate teachers' attitude to the communicative approach. *ELT Journal*, 50 (3), 187 - 198.

Kirkwood, A. (2013). English for communication in Bangladesh: baseline research to establish the pre-existing environment for the 'English in Action' project. *System*, 41 (3), 866 - 879.

Kumaravadivelu, B. (2012). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing*. New York: Routledge.

Kumaravadivelu, B. (2006a). *Understanding language teaching: From method to postmethod*. New Jersey: LEA Publishers.

Kumaravadivelu, B. (2006b). TESOL methods: changing tracks, challenging trends. *TESOL Quarterly*, 40(1), 59 - 81.

Kumaravadivelu, B. (2003a). A postmethod perspective on English language teaching. *World Englishes*, 22 (4), 539 - 550.

Kumaravadivelu, B. (2003b). *Beyond methods: Macrostrategies for language teaching*. New Haven: Yale University Press.

Kumaravadivelu, B. (2001). Towards Postmethod Pedagogy. *TESOL Quarterly*, 35 (4), 537 - 560.

Kumaravadivelu, B. (1994). The Postmethod Condition: (E)merging Strategies for Second/Foreign Language Teaching. *TESOL Quarterly*, 28 (1), 27 - 48.

Kumaravadivelu, B. (1993). Maximizing learning potential in the communicative classroom. *ELT Journal*, 47 (1), 12 - 21.

Kuzborska, I. (2011). Links between teachers' beliefs and practices and research on reading. *Reading in a Foreign Language*, 23 (1), 102 - 128.

- Li, D. (1998). "It's always more difficult than you plan and imagine": Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, 32 (4), 677 - 703.
- Liu, D. (1995). Comment on B. Kumaravadivelu's "The Postmethod Condition: (E)merging Strategies for Second/Foreign Language Teaching": "Alternative to" or "addition to" method? *TESOL Quarterly*, 29 (1), 174 - 177.
- Little, D. (1995). Learning as dialogue: The dependence of learner autonomy on teacher autonomy. *System*, 23 (2), 17 - 181.
- Macalister, J. (2012). Pre-service Teacher Cognition and Vocabulary Teaching. *RELC Journal*, 43 (1), 99 - 111.
- Macalister, J. (2010). Investigating teacher attitudes to extensive reading practices in higher education: Why isn't it everyone doing it? *RELC Journal*, 41 (1), 59 - 75.
- Mangubhai, F., Marland, P., Dashwood, A., and Son, J. B. (2004). Teaching a foreign language: One teacher's practical theory. *Teaching and Teacher Education*, 20 (3), 291 - 311.
- Mann, S. (2011). A Critical Review of Qualitative Interviews in Applied Linguistics. *Applied Linguistics*, 32 (1), 6 - 24.
- McGrath, I. (2000) Teacher autonomy. In B. Sinclair, I. McGrath and T. Lamb (eds.) *Learner autonomy, teacher autonomy: Future directions* (pp. 100 – 110). London: Longman.
- Murray, J. (2009). Teacher competencies in the post-method landscape: The limits of competency-based training in TESOL teacher education. *Prospect*, 24 (1), 17 - 29.
- Nespor, J. (1987). The role of beliefs in the practice of teaching. *Journal of Curriculum Studies*, 19 (4), 317 - 328.

- Nishino, T. (2008). Japanese Secondary School Teachers' Beliefs and Practices Regarding Communicative Language Teaching: An Exploratory Survey. *JALT Journal*, 30 (1), 27 - 51.
- Nunan, D. (1987). Communicative language teaching: Making it work. *ELT journal*, 41(2), 136 - 145.
- Pajares, M. F. (1992). Teachers' Beliefs and Educational Research: Cleaning Up a Messy Construct. *Review of Educational Research*, 62 (3), 307 - 332.
- Pennycook, A. (2001). English in the world/the world in English. In Burns, A. & C. Coffin (Eds.), *Analyzing English in a global context: A reader* (pp. 78 - 89). London: Routledge.
- Pennycook, A. (1998). *English and the discourses of colonialism*. London: Routledge.
- Pennycook, A. (1989). The concept of method, interested knowledge, and the politics of language teaching. *TESOL Quarterly*, 23(4), 589 - 618.
- Pennycook, A. (1990). Towards a critical applied linguistics for the 1990s. *Issues in Applied Linguistics*, 1 (1), 8 - 28.
- Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
- Phipps, S. and Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37 (3), 380 - 390.
- Prabhu, N. S. (1990). There is no best method- why? *TESOL Quarterly*, 24(2), 161 - 176.
- Prabhu, N. S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
- Richards, J. C. (1996). Teachers' Maxims in Language Teaching. *TESOL Quarterly*, 30 (2), 281 - 296.

- Richards, J. C. (1990). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.
- Richards, J.C. and Pennington, M. (1998). The first year of teaching. In J. C. Richards (Eds.), *Beyond Training* (pp.173 - 190). Cambridge: CUP.
- Roulston, K. (2013). Interviews in Qualitative Research. *The Encyclopedia of Applied Linguistics*, 1-9.
- Sanchez, H. S. and Borg, S. (2014). Insights into L2 teachers' pedagogical content knowledge: A cognitive perspective on their grammar explanations. *System*, 44 (1), 45 - 53.
- Sato, K. (2002). Practical understandings of communicative language teaching and teacher development. In S. J. Savignon (Ed.), *Interpreting communicative language teaching* (pp. 41-81). New Haven: Yale University Press.
- Sato, K. and Kleinsasser, R. (1999). Communicative Language Teaching (CLT): Practical Understanding. *The Modern Language Journal*, 83 (4), 494 - 517.
- Shaffer, C. (1989). A Comparison of Inductive and Deductive Approaches to Teaching Foreign Languages. *The Modern Language Journal*, 73 (4), 395 - 403.
- Shamim, F. (1996). Learner resistance to innovation in classroom methodology. In H. Coleman (Ed.), *Society and the language classroom* (pp. 105 - 121). Cambridge: Cambridge University Press.
- Shin, H. and Crookes, G. (2005). Exploring the possibilities for EFL critical pedagogy in Korea: A two-part case study. *Critical inquiry in language studies: An international journal*, 2(2), 113 - 136.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57 (1), 1 - 22.

- Silverman, D. (2005). *Doing Qualitative Research: A Practical Handbook*. 2nd edition, London: Sage.
- Simone, R. I. (1987). Empowerment as pedagogy of possibility. *Language Arts*, 64 (4), 370 - 382.
- Sinprajakpol, S. (2004). *Teachers' beliefs about language learning and teaching: The relationship between the beliefs and practices*. (PhD thesis, State university of New York at Buffalo).
- Smith, R. C. (2001). Teacher education for teacher-learner autonomy. *Language in language teacher education*.
- Stem, H. H. (1985). Methods that work: A smorgasbord of ideas for language teachers. *Studies in Second Language Acquisition*, 7(2), 249 - 251.
- Stewart, T. (2006). Teacher-researcher collaboration or teachers' research? *TESOL Quarterly*, 40 (2), 421 – 430.
- Sugiyama, A. (2003). *Beliefs and reality: How educational experiences in the United States affect teaching practices of Japanese EFL teachers*. (PhD thesis, State university of New York at Buffalo).
- Tickoo, M. L. (1996). Forward from Bangalore. In B. Kenny and W. Savage (Eds.), *Language and development: Teachers in changing world*. London: Longman.
- Ur, P. (2013). Language teaching method revisited. *ELT Journal*, 67 (4), 468 - 474.
- Waters, A. (2009). Ideology in Applied Linguistics for Language Teaching. *Applied Linguistics*, 30 (1), 138 - 143.
- Woods, D. (1996). *Teacher Cognition in Language Teaching*. Cambridge: Cambridge University Press.

Woods, D. and Cakir, H. (2011). Two dimensions of teacher knowledge: the case of communicative language teaching. *System*, 39 (3), 290 - 318.

Young, T. J. and Walsh, S. (2010). Which English? Whose English? An investigation of 'non-native' teachers' beliefs about target varieties. *Language, Culture, and Curriculum*, 23 (2), 123 - 137.

Yu, L. (2001). Communicative language teaching in China: Progress and resistance. *TESOL Quarterly*, 35 (1), 194 - 198.

Zakeri, E. (2014). Postmethod Era: Amalgamation of Methods, a Real Example. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 5(2), 523 - 529.

Zeng, Z. (2012). Convergence or Divergence? Chinese Novice EFL Teachers' Beliefs about Postmethod and Teaching Practices. *English Language Teaching*, 5 (10), 64 - 71.

Appendices

Appendix 1 Interview questions

Underlying construct of postmethod pedagogy

Questions

Teacher's autonomy	1) How do you prefer to take your class, I mean, by strictly following the syllabus or recommended textbooks; Or, you sometimes go beyond the textbooks assuming students will learn better by doing this (e.g. newspaper, audio/video clippings)?
	2) How often you use other teaching aids/materials other than textbooks?
	3) Do you think that it is better for meaningful teaching/learning to change teaching techniques according to student's conditions and needs? How do you decide when to change technique?
	4) What key challenges you usually/may face to adapt your teaching techniques/strategies for different classes of your school? Most importantly do you think it is/will be feasible for real classroom practice?
Teacher's reflection / critical appraisal of teaching or teaching-learning context	5) How do you evaluate your teaching? Why do you think it is important to evaluate class teaching?
	6) Do you discuss/consult with your colleagues?
Teacher research and peer consultation	7) How do you find out about developments in teaching methodology?
	8) Do you think students can learn better if they try to manage their learning activities by themselves (alone or with fellow students)?
Learners' autonomy	9) How can you encourage and engage students into such activities? Do you really think, students of your class will enjoy such tasks/activities?
	10) Do you encourage your students to critically examine texts in English? Can you give me an example?
Learner as critical thinker	
Maximizing learning opportunity	11) How often you address individual student's problem in the class? Why

		do you think it is important to do so?
Facilitate interactions	negotiated	<p>12) Do you ask the students to choose a topic on which the class will be conducted?</p> <p>13) How often you ask question to your students? What is nature of questions whether open ended or close end question?</p> <p>14) Why open ended/referential questions are important? How it helps the learners?</p>
Minimise mismatches	perceptual	<p>15) Do you some time find yourself in such a state that despite your all efforts you fail to make the learners interested in the class or you fail to make them understand the topic? In such a situation what you usually do? Why it happens?</p>
Activate intuitive heuristics		<p>16) How do you teach grammar? Direct or indirect way? Deductive or inductive way?</p> <p>17) Do you think learner can learn grammatical rules by himself?</p>
Foster language awareness		<p>18) How do you see English, is it a language or a subject like other subjects in school?</p> <p>19) If it is a language do it needs to be native like? What should be target culture?</p>
Contextualize input	linguistic	<p>20) How often you encourage the learners to discuss on topic? Role playing?</p> <p>21) How often you provide the learners problem solving tasks? How do you do it?</p>
Integrate language skills		<p>22) What according to you, students of your class need most to focus on learning- grammatical rules or reading skills or oral fluency or combination of all?</p> <p>23) Considering the existing teaching aids/resources how far you think you can create opportunity for your students for teaching/learning of four basic skills?</p> <p>24) Most importantly are you confident enough to teach these skills?</p>
Ensure social relevance		<p>25) Do you think learner should attain native like competency? Why or why</p>

not?

Raise cultural
consciousness

26) How do you usually introduce the cultural elements/norms of English speaking countries to the students?

27) What do you think is it or is it not important to know about other cultures whose language is not English into English class? Do you think is it important to compare these cultural norms with the students own cultural norms? Most importantly are you confident enough to teach these skills?

28) Without almost any exposure to real English speaking country's context and culture to what extent it is difficult to teach those? How do you compensate for these difficulties?

Particularity condition of
postmethod pedagogy

29) What are some specific features of your context that affect your decisions?

Practicality condition of
postmethod pedagogy/

30) To what extent you are enthusiastic to develop your own way of teaching considering your resource limitations as well as students' needs and expectations for more effective teaching/learning environment?

Teacher research

31) What are the probable ways to develop your own way of teaching?

Possibility condition of
postmethod pedagogy

32) What change do you think should be made to how you teach? What changes are possible in given time for example in next 5 years?

Appendix 2 participant consent form



Department of Linguistics
Faculty of Human Science
MACQUARIE UNIVERSITY NSW 2109
Phone: +61 (0)2 9850 9605
Fax: +61 (0)x xxxx xxxx
Email: jill.murray@mq.edu.au

Chief Investigator's / Supervisor's Name:

Chief Investigator's / Supervisor's Title

Participant Information and Consent Form

Name of Project: Bangladeshi English teachers' understanding and appreciations of modern ideas for classroom teaching

You are invited to participate in a study of professional development in relation to context- sensitive location specific teaching/learning ideas in English language teaching. The purpose of the study is to understand the Bangladeshi English teacher's reactions and attitude to postmethod pedagogy.

The study is being conducted by Rubaiyat Jahan (Student ID: 40466841) to meet the requirements of Master of Research under the supervision of Dr Jill Murray (jill.murray@mq.edu.au, Office Phone no. 9850 9605), Department of Linguistics.

If you decide to participate, you will be asked to participate in one semi-structured interview through skype. The duration of the interview, which will be conducted in Bangla, will be around 60 minutes and the whole interview will be audio recorded. Questions and issues of this interview only will be on classroom teaching ideas and practices. No questions of a sensitive or personal nature will be

discussed in this interview that may potentially cause any harm into your professional and personal life. The participation into this interview is totally voluntarily act though the participants may enrich themselves professionally by participating into this interview.

Any information or personal details gathered in the course of the study are confidential, except as required by law. No individual will be identified in any publication of the results as pseudonyms will be used for each participants and deidentified quotes may be used in the research report. Data will be kept in the office locker of the chief investigator and only the researchers will have access to the data. A summary of the results of the data can be made available to you on request by email.

Participation in this study is entirely voluntary: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without consequence.

I, *(participant's name)* have read *(or, where appropriate, have had read to me)* and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep.

Participant's Name: _____
(Block letters)

Participant's Signature: _____ Date: _____

Investigator's Name: _____
(Block letters)

Investigator's Signature: _____ Date: _____

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

(INVESTIGATOR'S [OR PARTICIPANT'S] COPY)

Appendix 3 Participant recruitment advertisement copy

ARE YOU INTERESTED TO KNOW ABOUT MODERN IDEAS FOR CLASSROOM TEACHING?

A research study will be conducted to better understand a sample of Bangladeshi English teacher's reactions and attitude to modern ideas of classroom teaching.

We are looking for:

- English teachers who teach at school
- Who teach at Primary and/ Secondary and/Higher Secondary levels of school
- Who have English teaching experience of minimum period of three years

Interested participants are requested to contact Mr. Ahsan Raqib, Lecturer, Institute of Education and Research (IER), University of Rajshahi, Bangladesh

Alternatively, interested participants can contact directly to Rubaiyat Jahan at this following email address: rubaiyat.jahan@students.mq.edu.au

Participants will be asked to participate in one to one semi-structured interviews through Skype which should last no more than 60 minutes. The interview will be conducted in Bangla.

All the participants will get a payment of 1000 taka each (approximately Australian \$ 15) as honorarium soon after the interview will be completed. In addition to this, potential participants can enrich their professional knowledge by participating into the discussion of interview(s). Also, taking part into the interview would be a unique experience for the participants who further want to do research.

Appendix 4 Interview Transcripts

Transcript 4.1

Researcher: hey how are you doing? Im Rubaiyat. As just told you, if you fail to understand me ask me clearly do that I can repeat the questions, right?

Shreya: yea.

Researcher: good. Introduce your self pls

Shreya: I am ...

Researcher: tell me since how long you are teaching and in which classes you teach?

Shreya: I have teaching for 3 yrs and I regularly take classes of class 3 and class6

Researcher: u love teaching?

Shreya: y

Researcher: how many classes you need to take in each week?

Shreya: around 20-22

Researcher: opps. Its hard work, right?

Shreya: hmm

Researcher: that means each day you have 4 classes on average?

Shreya: yea

Researcher: umm..when you teach do you use other materials than recommended textbooks?

Shreya: yea..i do in fact. (other than textbooks) sometimes I need to do it if I find any interesting and useful matter that they (leaners) may like it and that into their books those are not illustrated in a good way.

Researcher: okay

Shreya: I take help of other books and prepare lecture sheets for them. I usually I do it for English 1stpaper .. I mean I can use these types of materials but for grammar teaching this scope is limited .. I think

Researcher: ok. So what constitutes English 1st paper, I mean what are the topics u have in english 1st paper?

Shreya: well..umm.. inenglish 1st paper you will have short stories or paragraphs .. by using those chunk of texts u can discuss .. umm.. many special things (Genre).. um.. I mean it open so if I want I can even use leaflet as well as materilas..its open to discussion

Researcher: ok. Umm.. as u said you use materials e.g leaflet .. do you think this helps you to take good classes?

Shreya: yea..good class in the sense kids (students) become more interested .. I mean if I use something from a magazine than textbooks they could see it ..I mean something new that makes them more interested and keen I suppose ...when I use something different they become more interested.. I notice in that case class response also increases.

Researcher: ok then what I assume into your class there are many types and standards of learners, right? So when you organise your class you keep that into your mind..

Shreya: yea ..certainly I need to consider these.. but in the junior classes I cannot use these materials ... but at the seniors I can use these easily.. they like it and even the guardians usually disagree with the way of teaching.. in the junior class scope is limited... their maturity level is low and the their parents want that their study should be book centred so that they can do well in exams.

Researcher: and when you plan you class according to the conditions of the students ..does it mean you change your teaching technique

Shreya: yea obviously it changes with the materials

Researcher: how do u decide when u need to change your techniques?

Shreya: just before enter the class.

Researcher: yea ..but on the basis of what... I mean how do you evaluate the learners' conditions or standards?

Shreya: well it depends on in which class or level the learners are studying or /and what I am trying to teach them (teaching objectives)..which way would be good for them... which I am trying to teach them whether through my teaching is it possible at all..

Researcher: okay.. I got your point. Umm..what are the challenges you think you face to bring the changes into your teaching techniques according to the situations of learners?

Shreya: umm.. I think material collection is primary challenge .. I mean I can come up with a material that can be good for ..say 10 students but not for others (say 5/7).. so I need to find and come up with materials that can be useful for the average all students of the class... and I think I need to prepare such a material with which I can use different types of methods during my teaching.. I don't usually use a material that the students cannot participate..in such material don't think u can see good result (teaching).. need to use some materials that ensure students participations.. I mean through their participations sometimes you can extract good learning issues.

Researcher: hmm..and so you think the time or effort you invest is worth of doing. Is it feasible?

Shreya: hmm yea..it works.. usually not all the time u can have success but whenever I tried it works to an extent

Researcher: okay..and do you think of evaluating your class .. I mean ..say ..if it occurs to your mind sometimes that how your teaching going on? Say, may be after one week or 1/2/3 months of teaching ..do you feel that ...

Shreya: umm .. (laughs) .. I mean I can't ask them straightway ..about my teaching but what I usually do I ask questions that I taught already or take tests .. also during the parental meetings they provide us feedbacks .. plus.. we have classroom monitoring system .. usually the management people or senior staffs they usually monitor class n give us feedback about the techniques or methods (of teaching)I am using. .. it is important because for me as with their feedbacks I can understand whether my teaching is satisfactory for the students as well as the administrations... it indeed helps me to understand my teaching.

Researcher: okay I can get that by taking tests you can understand what they have learnt from the class ..but what abt your teaching? How do u evaluate? I mean apart from the administration do you or your colleagues ever plan to discuss your teaching.. I mean how n u should proceed..and all..

Shreya: yea I do it quite often... I discuss with other English teachers.. I mean I am teaching for few years and I think I need to know many things from the seniors (experienced staffs)..if I ask them I can learn many things from them.. if I feel that the way im teaching me as well as the learners are not interested to learn in that case I ask them some specific questions about the techniques or methods.. "sir, im trying to use this technique but its nit working at all, what should I do now to make it successful for my class? "

Researcher: okay..good. I wanna know another thing in this regard. U just said about methods, how do you guys know about different teaching methods?

Shreya: now a days we (i) don't get chance to know.. I mean during our study we know about methodologies.. besides, we attended few trainings.. from their we know also.. during the there are also few small workshops where the trainers help us to conduct few methods.. I mean when I go to training/workshops I try to ask about the specific problems about a particular techniques or methods that I experienced problems with... I shared such things with them and they suggested some ways that I used and it works many a time... in addition to this, our principal and vice principal ..they are experienced and we share our problems with them as well .. n they suggest some ways as well.

Researcher: okay .. I wanna ask you another issue .. I mean do you think if students take initiatives into their learning ..do they learn better?

Shreya: yea certainly ..certainly they can learn much better.. yea but number of such students is really limited. I mean, in my experience you hardly find students in my classes or in schools that they take charge of their class/lessons.. I found few students who brought few issues into the class that showed their special interests .. I like it n try help them exploring these things/issues. Yea but ratio is poor, say out of 40 its like 5/7. I noticed those students ..they did well in the exam as well, their performance is good. They can conceptualise clearly..

Researcher: how do u usually encourage the leaners to take charge of their learning?

Shreya: umm ..usually try to use group work or task .. those who are doing fine with them I try to add few of the learners who are not interested to participate.. and that sometimes

make them encouraged..n sometimes during the parental meeting we talk to the guardian about these issues and ask help to encourage their kids.

Researcher: what about the learners, do they enjoy this types of tasks?

Shreya: yea ..specially group work..

Researcher: if I ask you what do you think why this types of activities are important for students?

Shreya: its engaging and it helps to develop their confidence in the sense that they could have the feeling that they can manage their learning... its big thing for my class as many submissive learners feel encouraged ... I can give you one example.. in a group work I usually mix the students with weak and strong or serious and what I intentionally do is that I try to ask the questions to the shy ones .. they usually slow in participating but eventually they get involved and they come out of their shyness.

Researcher: yea I get your point.can you explain this with specific example from your class? And to what extent this tasks help them to tap their critical faculty?

Shreya: (laughs)..well I will try.. in class vi there is a story of a boy who is a cleaner who became sick for a week or so, so could not clean the suburb.. as a result this suburb becomes stinking and dirty... all the residents start suffering for this .. and after a week when that cleaner start working again then all the residents of that suburb feel his contribution to this society , though usually his work remains unnoticed until he got sick and remained absent from his job... I discuss the story in the class and then I ask the students try to find out other such people who you think really contribute in the society but they remain unnoticed...I ask them to think and tell me about such people and their job.. its kind of homework .. I am really amazed..some of them wrote about night guard, some of them speak of postman.. common few professions but its interesting to get it from them...I think according to their age group those are good responses..

Researcher: true..yea..

Shreya: into their writing there are grammatical mistakes but still I like their efforts...most importantly they enjoyed it..

Researcher: good ... I am interested to know another thing... during teaching do you try to address all the students' problems? I mean just to ensure everyone is learning from your class...how do u do this?

Shreya: yea, after few classes I can have some ideas about all the students of the class..so I know their preferences and their nature.. what usually I do.. I ask them to sit in the front bench and ask most of the questions who are a bit 'weak' or shy in the class... in one of our classes there are few students ..they seem to be really unmindful and inattentive.. initially I was kind of lost to address them.. then I started questions the almost frequently.. now it works .. they seem to enjoy participating in discussion...try to answer questions..so this a way I can suggest to address each student

Researcher: okay .. I get your point and think its good move..umm.. one more thing.. do you ever try to rely on the learners to select topic for your class.. I mean.. 'what do you want to discuss or write'?

Shreya: ahh there are few options..meaning I can organise my class on my own preferences but prob is we need to follow a schedule to complete syllabus.. so not possible to do it all the time .. some times I do it for a change of atmosphere of the class.. I ask them ..what should we do today or so... kids become joyous.. ‘miss lets discuss this or that today’ and I started with their choice but eventually I guide them intentionally to my plan of lessons (laughs)..meaning don’t leave my plan but at the same time value their preferences..

Researcher: okk..umm.. how frequently ask question during teaching..

Shreya: umm..yea .. I plan it during the lesson plan..meaning.. I know which are things of this lesson the learners need to focus much and which will be the things difficult to understand.. I try to ask questions on such things..for example in a lesson there is a conversation between the shop-keeper and buyer.. in that case ask prior to lesson.. how many of you like shopping.. with whom usually you go to shopping.. what are things you bought recently during the shopping... do you talk to shop-keepers.. what sorts of conversations .. when they start talking from their experiences .. with that cue I introduced my topic.. and interesting from them I could relate many points of my lesson..i mean my plan is to involve them into ‘dialogue practice’ .. n it automatically leads towards my plan..

Researcher: yea I got that..nice.. umm.. but what about the nature of questions.. .. say...after a lesson you may ask questions to know about their uptake, right? I mean you can ask questions in many ways, right? Tell me something about your pattern of questions?

Shreya: yea I do it.. I mix up questions ..some of questions they (learners) can answer in one or two words or in few cases they need to elaborate.. and sometimes I deliberately come up with a confused or wrong issue to see whether the students can notice it.. interestingly it leads them to explain me in details that where I was wrong. its good I think..

Researcher: and to your mind , what sorts of questions are important for them? I mean ..helps them to clear their ideas?

Shreya: hmm.. I think when the students can explain in details by answering my question sit helps them a lot..get it, what I mean to say..

Researcher: yea..sure.. now lets talk of one interesting thing.. from your talk I can see you really are devoted to teaching.. you put the best effort to produce good teaching.. but does it occur to you or may be have you experienced sometimes that after all your good intentions and effort still the your class is not working.. learners are not involved .. your plan is not working..not necessarily it happens quite often..

Shreya: yea sometimes it happens..i mean when I ask few questions in between the class I can sense such things... sometimes their faces can show such things..in that case I ask them which part of the lesson you didn’t understand .. feel free to ask me.. I will explain again..in that case few or many students say about their probs.. n all

Researcher: okay..but did it occur to your mind why did it happen?

Shreya: why it happened? Umm..

Researcher: ye.. I mean did you think on it, ever

Shreya: (laughs)..during the class I need to think about many such things.. thing is in a class there are few numbers those who can get something from the lesson.. ye about I think one reason is if its along class sometimes they can be bored..and sometimes they lost concentrations..sometimes I feel to change topics to bring back in the lesson.. specially those who sit by the side of windows it happened to them ..

Researcher: okay..let talk of grammar lesson/teaching.. you teach grammar . right?

Shreya: hmm

Researcher: How do you prefer to teach it..your way of teaching.. explain if

Shreya: I prefer inductive way .. I mean if I explain structure first and then provide examples .. I feel like its not helpful at all..i mean when I was student , I learnt grammar in that way and I feel it's a better option to learn grammar.. so took it from my experience that my students will learn better in that way.. um in fact I applied both deductive and inductive and I found students like most inductive way ..

Researcher: umm ..good ..can u give me an example of such teaching..

Shreya: yea..usually I begin with few examples .. then explain them the rule, e.g. in case of voice change .. I write on the board few sentences..from active to passive.. then I explain them the change in the structures and then ask them to notice the changes in other sentences .. I find students like it

Researcher: good..do you think is it possible on part of the learners to learn/acquire grammatical rule by themselves.

Shreya: (laughs) at my age I think its possible..but for them its difficult.. reasons is there are many rules the learners are not aware of .. so if they are not provided with some explanations of such rules they cannot understand by themselves.. umm I guess its possible but difficult for my class

Researcher: yea I get your point..but how about few basic things for class 2/3 .. not necessarily you need to deal with heavy structure .. say for example use of articles or identifying noun and pronoun.. e.g. you give the kids a text full of articles and noun and pronoun and ask them to read it and come up with such things... do you think they can manage it?

Shreya: yea that's possible.. I mean it happens in my class.. I intentionally wrote "She go..." the students noticed it and questioned me .."Miss .. I think it would be "goes".. I said "excellent"..can you explain the class why its "goes".. she replied "because its 3rd person singular number" .. or again when I asked some of them to write on the board if someone messed up in sub+V agreement other students noticed it clearly and explained it..

Researcher: you tell me on thing now..how do you see English .. meaning is it a subject like geography or biology or a language ..

Shreya: umm..honestly ..for me it's a combination of both.. yea certainly .. mean umm.. its depends on situations.. when I teach grammar .. I feel like it's a subject because if they do grammatical mistake in that case they loose marks and will not d well in exams...so its like a subject like other subjects of school. Umm it's a combination I think..

Researcher: umm... if u consider it as a language mean apart from the exam issue..do you think the learners should be learn acquire it as native like

Shreya: nope I don't think so..it's a language of different country and culture.. its impossible to have native like proficiency when you are learning it in a non-native context.. however there should be some standards to achieve .. its desirable..

Researcher: umm good..okay.. what about the culture.. we know all language has cultural phenomena ..

Shreya: hmm ..sure..

Researcher: does it occur to you which target culture English represent and most importantly how you teach cultural elements ..

Shreya: well we teach few things that emerges automatically.. I mean..when a student greets "Good morning" or say "thank u" its part of culture right?

Researcher: yea..umm.. ok..justsking one more thing.. I mean when we learn a language we know that it has real life implication, right? So can u tell me how you usually address this ting into your class..so that students can have some real life experience..

Shreya: for daily life use?

Researcher: ya..

Shreya: role playing is a good way to do such practice. I mean when they read something in the book (dialogue) I ask them to relate with their personal life."in such situation what will you do/say?" I mean ... I form few small groups among them and then ask them to discuss among themselves and after that I ask them to come in front of the class from each group and present your thoughts..

Researcher: so you do it often?

Shreya: I do it in english 1st paper (reading text)... in english 2nd (grammar) paper the scope is little.

Researcher: ok..another thing is that.. almost similar issue.. do you often engage them with problem solving tasks, I mean tasks that encourage them to do some brain storming..

Shreya: umm.. I think almost everyday.. I believe it helps them to be engaged into lesson and it clears their understanding..

Researcher: umm wait imlost I think.. thanks god its piloting.. (laughs)..

Researcher: yea ..just wondering, into your teaching do you focus in one specific skills (e.g. writing) or reading or a combination of all ..meaning in a piece of text you can focus on many things at a time, right? E.g. grammar, vocab, pronunciation , etc.. do you address things all at a time or separately?

Shreya: umm..for my case I focus writing and grammar at a time. You cannot learn writing without it is grammatically correct, right? For *reading* I think I take both vocab n content, and pronunciation... during reading usually grammatical issue doesn't matter.. I guess.. I usually

do not teach grammar during reading..but after the reading I sue few lines from that text to identify grammatical rules..

Researcher: so In a sense you combine all as it appears..

Shreya: hmm ..a combination

Researcher: umm ..considering the existing resources .. do you think you can teach all the necessary skills ..

Shreya: yea...see ..its not about lack of resources .. I feel it is really repetitive ..through out the year to use the same materials .. if I can have other teaching resources that's better for my class.. but if you don't manage other things .. its okay.. you have to go .. there are some limitations from the management as well.. its not into our hands..

Researcher: yea I can understand your point..just wondering with all this existing things are you able to take clas and address the basic skills?

Shreya: umm..yes its possible.. I think but speaking..we lack in speaking... the way we teach ... traditional way.. ummits not good for speaking skills..

Researcher: what could be the reasons?

Shreya: reasons..umm.. our exam is writing based.. no option for speaking tests.. though recently a small speaking test battery has been introduced .. that will be for twice a year.. so they lack in speaking.. class presentations may help in speaking but this again we cannot do frequently

Researcher: how about you, are you confident enough to teach all these things?

Shreya: hmm hmm..yea..not a prob for me

Researcher: say for example ..what about pronunciation.. how do you think pronunciation or accent..

Shreya: umm. I don't show my weaknesses in front of the class.. I can manage it..umm another thing is that we usually mix both english and bangla while we speak or they cannot understand it properly..

Researcher: ahh. .. what about the cultural issues in the text/ how do you handle it.. meaning food, dress etc.. you get my point, right?

Shreya: hmm ..yea in the english 1st paper .. there are lot of ytings like that.. various cultural element.. they enjoy it specially when they try to compare it with our local issues.. they find it interesting when see the differences between us and other cultures.. they ask me many a times why it is like that? Not necessarily I can answer them all the time..

Researcher: okay ..so are thye interested to know about other cultures?

Shreya: yea ..they are ..and they speak of this tings and try to relate it with TV programmes where they watched it something like that..

Researcher: and how do you think of teaching this things without having good exposure to such cultures?

Shreya: yes it happens ..they ask me something that I am not sure of ..

Researcher: okay..howdo you address these things?

Shreya: in that case I ask the class if anyone knows about thins thing at all? Sometimes I got response from them..or in many cases I tell them that " in the next class I will help you with this .. but why don't guys do a research at home.. use internet .. see what you can find"

Researcher: okay ..now I will drag you to a gross level.. I mean what are things you consider to make your decision of teaching techniques?

Shreya: umm.. 1st of all I need to know the class size (student), there level I mean their age level.. I need to think at this particular level what should be appropriate..then ..their maturity group.. I mean I need to work on such a way that I can reach the weak students as well as the mature ones..challenge is that to focus on the weak ones I need to address the competent ones as well .. besides in need to keep into my mind about administration as we have some target to follow .. meaning in a specific time frame I need to complete certain portions of the syllabus.. it is important also.

Researcher: as we discussed n u said, do you think that you can come up with your own teaching methodology/way of teaching? How can you do it?

Shreya: ahh in our case we usually show our lesson plan to our administration..if they think its okay then we proceed .. I mean I need to explain them..besides they monitor our classes regularly so we get feedback from them as well

Transcript 4.2

Researcher: hey how are you doing? I really appreciate your time. Tell me something about yourself..your name, experience, teaching load, n all

Mitu: I am... I am teaching for 12 years and y ai love teaching..

Researcher: good..In which classes you teach.. and how many classes u need to take in a week?

Mitu: I take class in 6 to 10 ..in a week I take 18 classes..

Researcher: ok..if you don't mind please tell me something about your academic background..

Mitu: um..yea sure.. I did my maters in English and I recently completed Med

Researcher: you enjoyed teaching, right? What do u like to teach...grammar or text

Mitu: yea., laughs ..grammar.. though I take all

Researcher: tell me how often you go beyond the textbooks while teaching... meaning using of other teaching materials...resources..

Mitu: hu..yeai use other materials too...

Researcher: hmm..such as?

Mitu: umm..handouts or pictures.. or charts..

Researcher: okay..how do you develop /manage this thing.. say e.g. u can use paper cutting fr newspaper or something like that..

Mitu: I prepare myself ... or sometimes ask students to help me ..kind of assignments.. then I keep these things for further use..

Researcher: okay..umm.. how do you involve them in preparing such materials? Cn u explain ..

Mitu: umm..yea..its kind of home work or assignment.. I instruct them to draw something or make a chart ..they do it ..usually those are topic related.. then keep it for

Researcher: they .like this assignments ...?

Mitu: yea..butprob is I don't have locker here in school to keep this thing.. I need to carry all the time.

Researcher: u use this things in every class?

Mitu: yea..

Researcher: or u prefer for upper class than in junior ..

Mitu: umm I need to use mostly n prefer for junior classes..they like it .. but ye I use this for class 9/10 as well.. e.g for class 9/10.. I can use their text..pic s of the texts.. I can ask them to describe the pics or illustrations before introducing the texts..guessing or explaining by their own words..

Researcher: umm., one ting.. do your teaching techniques change according to students levels?

Mitu: yea..kind of.. a few ..

Researcher: okay..a few or small changes... but how do you decide when to change or .. based on which things u decide..

Mitu: say..students are inattentive .. in that case I need to ask many questions to bring back their attentions.. when I see students who seem not involved I concentrate on them... say.. engage them in discussion.. when they notice that I m focussing on the inattentive they become serious

Researcher: oakly..anything else.. meaning.. how your approach to class 10 differs from say class6?

Mitu: yea..few changes.. e.g my choice of words in the sentences.. again for junior I prefer laud reading while for seniors/matures its silent..

Researcher: okay..if I ask you.. whyits important to change your ways of teaching according to their levels..

Mitu: primarily I mean to engage all of them to my teaching... say..to meet my objectives..

Researcher: though you hinted already..im asking u again.. what sorts of challenges you face for these things..

Mitu: basically time factor I would say..as told you .. I need to prepare this things by myself... so I need to find a slot at home to do his things..however I believe if you have will and desire for your class you can do it.. like I enjoy doing ..umm.. anotherprob .. we need to complete the syllabus in due time .. in doing so sometimes we need to compromise with the elaborate plans..

Researcher: oka..good.. I get it ..how do you think about your own teaching... do you feel to evaluate it?

Mitu: (laughs)..yea.. I always think of my own development..classroom is the place where I can develop my teaching..

Researcher: hu..how do you evaluate then your teaching? Meaning ..how do you get that your teaching is fruitful or in the right directions

Mitu: umm..we usually do not have assess system.. its individual .. I can understand while teaching..from students responses..i can also get at looking their faces.. if I lack/miss anything..

Researcher: so you mean to say that from the students..by asking them after the lessons?

Mitu: umm..hum.. I understand where my probs are..

Researcher: yea..Im asking you again..how do you realise this things..

Mitu: interactions with the students..question answers

Researcher: okay..do you discuss this tings with your colleagues..

Mitu: yea I do and I am interested always...umm..some of the colleagues .. I think don't want to discuss this..may be shy.. but I do it.. I share this often..

Researcher: okay..right you are.. its not to be shy and you do the right things I guess. ..tell me how do you get to know about the various techniques or methodologies.. recent developments of it..

Mitu: training..workshop.. CPD training..also I am doing Med..

Researcher: so this trainings n all help you to orient about this things? Helpful?

Mitu:yea...

Researcher: if I now ask you..for classroom decision.. teaching.. what are the features you consider in organising your plan...what would you say..

Mitu: umm..u mean to say.. classroom reality or student level?

Researcher: umm..may be both.. tell me what you think..

Mitu: see..for large class .. number of students.. hard to work on pair or groups... I think individual work is better...

Researcher: I see..good.. anything else..

Mitu: for large class ..making them silent and engage into tasks isn't easy.. few visuals.. I mean for junior classes..pics or illustration help me to draw their attention..

Researcher: what about their levels or standards..

Mitu: yea..while grouping for activities.. I always try to mix them up.. I mean good and relatively bad students..high and low achievers.. personally I prioritise the low achievers or inattentive students.. I try to encourage them..praise them in their participations...I have a feeling that if you don't focus the low achievers they may feel oppressed or undermined.. about the mixing.. usually high achievers help the low.. its not bad at all..

Researcher: mm..do you think they can manage their learning by themselves.. meaning.. if you offer some opportunity

Mitu: mean to say at the classroom or at home?

Researcher: at the class im talking about

Mitu: I think they can do it..participatory approach is something like that.. they try to come up with their own understanding but I suppose teacher's monitoring is essential too.

Researcher: okay.. In that case what types of activities you usually offer to them..

Mitu: anything that they can put their thinking... in reading e.g. I ask them read n discuss among themselves about the ..say.. summary or underlining sub+v agreements .. but monitoring is needed in the sense .. in many a time I see few students don't participate.. remain silent or few of them are not sure what to do.. so I walk around and talk to them.. sometimes initiate the idea building..

Researcher: okay..they enjoy this things, right? Umm..do you try to tap their critical thinking through tasks and activities.. meaning critically engaging tasks where they will involve in deeper thinking..

Mitu: yea they enjoy it..but realty is cant possible to have all the time this activities.. time is limited for a class and as mentioned earlier ..sometimes we need to meet up the deadline for syllabus... hence have to be exam focussed...

Researcher: what about their critical thinking?

Mitu: yea..umm..

Researcher: if possible please elaborate it..examples if possible..

Mitu: umm..yea.. for any topic.. I mean say..there is a story "Ghost" ... after the reading.. I can ask them some w/h questions... say why do you like it... what are the things you find interesting in the story... so that they can think and say their personal opinions...

Researcher: oaky..anything..

Mitu: sometimes before you I start a new topic ... I ask them few such questions ..in warm up time..

Researcher: not topic related?

Mitu: ...not topic related directly but later they can relate it...it helps them to think ... it needs practice.. I suppose...

Researcher: It works...

Mitu: yea..honestly I think this generation is much more advanced and smart.. mayb due to media or channel ..they are good in English ... easily can pick up things..

Researcher: ok..u told it already ... just asking almost the same issue... why do you think it is important to deal with the individuals in the class.. low achievers..

Mitu: yea I do it..sometimes by rotations I do it.. told u.. nobody should have the feeling that they are undermined... also.. I target and believe that each of them must have the opportunity to explore their potentialities... their development in four skills or creativity flourish ..

Researcher: okay..tell me now.. during the individual or group works .. discussions.. do you allow your students to choice their topics or you do it ..

Mitu: (laughs)..umm...both... I hear from them then I opt topic..if you leave it to them, it will be chaotic...they become divided.. point is I need to complete this in a limited time frame.. soits my verdict (laughs)

Researcher: OKAY..usually during the teaching...tell me about the frequency of your questions... nature of questions..

Mitu: yea I do ... but not sure what do you want to tell..if possible make it clear for me...

Researcher: yea..say ..during or after/before the teaching...you ask questions to know whether they understand the class, right?

Mitu: yea..yea.. I do all the time ask them "if not sure ask me?"

Researcher: tell about the nature of questions..

Mitu: meaning..w/h questions or y/n questions..

Researcher: that im asking you... few questions can be answered in y/n or few questions needs explanations..

Mitu: both ..mixed ..

Researcher: why do think its important have open ended (w/h) questions..

Mitu: yea..to verify their understanding.. I usually begin with y/n ..then relate it to open questions so that they can clear their understanding on topics.. they can explain their views..

Researcher: yea..why it is important ... explaining answers

Mitu: umm..by questions I mean oral and written both...ok? so in speaking.. it helps their speaking skills .. fluency.. thinking practice.. in writing.. it tests their grammar knowledge and knowledge formations...writing skill develops ..

Researcher: kool... my b critical thinking?

Mitu: yea... sure..during tasks..

Researcher: lets tell me..say you are teaching.. that time one or few ask you something totally different issue ... they are interested to know... not irrelevant but not related though..

Mitu: if it is irrelevant...

Researcher: no..don't mean that.. say.. you are explaining a grammar rule that time one wants to know a vocab..

Or something like that..

Mitu: yea in that case I help them..surely.. they come to learn n know.. so its natural.. but usually after their questions I try to drag them into my desired/ plan/intended area... they should have curiosity for things and I should help them..

Researcher: its one interesting thing im interested to know..say.. did it happen to you....meaning not frequently...it can happen sometimes.. that after your all the efforts somehow they fail to connect to the class... you trying like you always do.. but its not working for this day.. why do it happen? What do you do in that case..

Mitu: umm..yea it happens .. sometimes at the last classes...they seem tired and don't want to involve.. I think timing of the class is issue..in that case I leave them on them for a while.. ask them what they feel to do... sometimes they ask to listen story.. for junior class.. for upper class I give them few writing tasks.. it helps me bring their concentration back .. kind of mental support.. relaxation.. or sometimes I make my class really shorter..

Researcher: so mean to say that u try to motivate them ..make them a bit relax..

Mitu: in such situations I need to deviate from my class..that's fine.. should not force at all.. I am not that strict ..

Researcher: lets talk of grammar teaching...tell me your approach..how you do it..

Mitu: approach.. I would say ..mixed.. three way you can say.. deductive and inductive both... meaning .. I usually provide them examples initially to notice then eventually I explain rules... or other way around.. I explain the rule 1st then give examples to practice..also.. another approach is from the textbook... say .. I give them a text/topic to read and side by side I write few clues in the board...ask them to extract ..say conjunctions or prepositions.. that they can identify...

Researcher: okay..then..

Mitu: umm think... examples to rule (inductive) is better for my classes though many usually do the deductive approach..kind of memorising the rules.. I think few students like deductive n few inductive..yea its true for exam's sake .. they need to memorise even rules (structures)

Researcher: oaky..interesting u said tow or three approaches.. u apply.. my question is do you apply approach according to level or conditions of the class or for every class its kind of mixed ..of all..

Mitu: umm its mixed I suppose..when I start grammar .. I do both deductive some and inductive too..say for present indefinite tense I will start with deductive .. but when I will feel that they get it right in that case I introduce past indefinite tense inductively.. and initially I don't use text from the books (3rd approach).. also depends on the conditions..

Researcher: do you think student can explore and identify grammar rule by themselves..you said like that .. u do it

Mitu: umm... depends .. I guess they need some briefing

Researcher: but you said your third approach..you give them text to explore grammar or items ... in such case you brief them it?

Mitu: no..in my class.. I leave them to do by themselves...see how far they can do it..then I provide them feedback.. and explain the issues that they are not sure of..

Researcher: oaky..meaning ..its inductive...approach

Mitu: yea..umm,...

Researcher: tell me how do you see English..is it a language or a subject.. like other subjects..

Mitu: umm..think both.. it's a language .. but it's a subject as it is related to pass/fail in the exam.. to do well in the exam.. in many cases they focus on certain topics of the texts.. but for a language they need to attain few skills.. need to go beyond the texts.. good thing is that the new syllabus offer s the learners to write something that is not text depended... they need to write by themselves... so its tests their writing and thinking skills..

Researcher: okay...what about its standard... meaning ..do you think we should have or target native like proficiency

Mitu: umm yea sure..its of no use if I fail to use in the real life situations.. say.. I can write but cannot speak in that case I can't communicate right? It's a language so its use is for communication...now if I cant do that then what the use of that language..

Researcher: okay..for communication.. so how do you ensure their learning that they can use it in real life situation..

Mitu: its classroom talk..it has to be English.. I encourage them always... between me n them..among themselves during discussion. Or group work..see in our context classroom probably the only place where they have exposure to English and practice it.. for many of my students it the only exposure.. not necessarily their family have such orientations... to them classroom is the only place..

Researcher: okay..good..

Mitu: I also encourage them to practice speaking at home... if you are shy try n do it with your junior..it can help developing your fluency... your confidence..

Researcher: and now when you teach ... do you try to focus on all the skills at a time ... try to integrate skills or try focus on the one ..e.g. in writing class grammar only.. in reading u focus on vocab and contents..

Mitu: it depends on the class and my objectives..some times I separate between listening-speaking and reading –writing... when its listening-speaking in that case I focus on oral practices .. but in the writings its on grammar , content but yea.. I explain them in English..

Researcher: what about the existing resources... we know we don't have many n you told it already..considering all this do you think its possible to teach them all the skills?

Mitu: see..we have limitations (physical, logistics) but importantly .. one psychological issue.. I know few teachers they don't speak in english ... don't instruct in english..point is if they (we) don't them how we can expect it from them...yea we don't have audio-visual systems that many in that case I use role playing.. conversations.. to help them in oral fluencies.. we have a language lab , one room , but prob is not that I can take my class here all the time I need to.. as others are also queuing for it.. they need it as well ..say.. daily in our school we have 60 englsih classes beginning from 1 to 10 but in a day we can provide only 6 classes into that lab.. so the rests are to manage in the classroom, right. So classroom talk is probably the way..to develop their skills along with writing n reading..

Researcher: okay..

Mitu: prob is say..accent.. pronunciation.. they rely on ours on it.. but if we can use audio-visual systems in that case they can have better access to accent or pronunciations.. british like .. that is why our students, can some of them, can speak but in many a times they fail to understand when a foreigner speaks.. so I think its also important to ensure listening systems for them..ya they can do it at home too.. meaning watching tv or cartoons..

Researcher: I get your point..hmm.. so do you think they should acquire accent like natives..?

Mitu: yea I think so.. I mean by writing correct sentences you can pass the exam..but say.. when you will go abroad that time you may be in trouble... communication failure.. can do..

Researcher: right you are..when I came here in Australia I face the same prob.. I cant understand their accent... even they cant follow me though I thought said what I wanted to say.... umm..what about cultural things.. I know into your books there are many foreign cultural issues..how do you teach this .. who do you present before class..

Mitu: umm.. I try to know 1st about their own experiences.. .. how they think of it.. meaning ..how they celebrate ..what are the things they like most...

Researcher: what about other cultural foreign elements..how do you introduce ... how do they see these things...

Mitu: yea... cultural elements...and few things about other countries..mostlyour neighbouring countries..e.g. India, Nepal..its hard to say many things about countries .. I mean when you dont know many things about those countries.. I use internet materials in such cases.. (laughs)..as those included in the text...now it's the responsibility of the government to take us those countries..

Researcher: okay..one more thing.. do you face any sorts of challenge in discussing these things..? I mean not necessarily you may need to all the things right? What usually you do that time...

Mitu: about foreign countries?

Researcher: yea.... Cultural things..say.. food...or festivals.. like chines new year.. haven't heard of it before I visited Malaysia..

Mitu: ok..in that case I start questions/asking the class .. whether any of them knows about it... try to see if I can get any response from them at all....if they know then I ask them to share the class... its good for them... or if anyone doesn't sure in that case .. I assure them that in the next class we will discuss this things..meanwhile you can do some research on it at home.. I believe that in the class we all can help in learning..even I also learn many things each day from the class... if happens.. few ask questions in my class that are not only relevant but at the same time help me to think on it with new perspectives..

Researcher: we are about to finish our talk..you said many interesting things.. your thinking is really unique in many ways I would say.. .. your way of thinking on teaching is your own teaching methodology..now if I ask you.. can you tell me how can you make/establish your idea of teaching as a methodology... some possible ways..

Mitu: umm.. I think it's a decision to be taken by the government .. NCBT..not sure.. um.. yea somebody can visit my class.... not necessarily would be happy that I am following a particular method..though we hear it quite often.. teacher is the best method...thing is to address the objectives teachers will apply certain techniques...

Researcher: yea that's the point..if I ask you ..how can make everybody aware of your specific techniques...how can you establish your methods of teaching... what will you do

Mitu: ummm... its for students .. I think I need to share with other teachers.. (laughs).. writing a book.. may be..

Researcher: yea good going..anything else

Mitu: if its kind of new ..then I suppose I need to come up with a book

Researcher: yea..right you are.. but before that what more you can do

Mitu: I can practice with students..my colleagues can see it.. discuss.. umm.. but not sure how I can reach to policy makers .. I am not a part of it..umm ..to make it for all... I think I can write about it in the newspaper ..

Researcher: okay..good...so mean to say.. discussing with colleagues, sharing views, observing the class , writing I the newspaper.. you can umm .. good.. we are almost done.. tell me if I ask you .. what are the changes in your teaching you are expecting for a better teaching..

Mitu: umm..its all about my professional development.. I want to see myself more efficient..if my pronunciation could have been better.. regularly frequent use of multimedia..

Researcher: last one thing..if I ask you .. in given 5 years how do you want to see your English class?

Mitu: its development of both of us..development of students and development of the students.. if I really want to teach them better.. I need to develop myself better..not that I know all the things.. need to be dedicated.. umm.. plus.. I think multimedia..technology.. that can help them to use English in real life situations..

Researcher: okay... mean to say ..your class should be technologically rich... and more professional development on part of the teacher

Mitu: yea..hmm...

Researcher: okay..thanks ..its nice talking to you... appreciate your time.. I really learn many things from you..

Mitu: thank you too..

Transcript 4.3

Researcher: hey how are you doing? Thanks for spare some time. Please introduce yourself... your name, where do you teach, at what levels, your work load, n all

Rakib: I amumm..i have been teaching for around 12 years...teaching at class 8,9,10...

Researcher: okay..good.. what about your workload.. how many classes in a week?

Rakib: umm.. I guess 22 class a week..

Researcher: so many class!! if you don't mind I would like know about your academic background..

Rakib: I did my masters and undergrade in English ... also I did my MEd..

Researcher: oaky..good ..you enjoy teaching, right?

Rakib: ye I enjoy a lot... it's a good school... so the overall standard of the students is really good... I enjoy teaching them..

Researcher: so tell me what do like to teach.., grammar or other texts... short story..poems..

Rakib: I teach both..yea.. but I like literary texts.. mostly

Researcher: okay..tell me how often you go beyond the textbooks while teaching... meaning using of other teaching materials...resources..

Rakib: umm.. I like to teach using power point..the thing im planning to discuss I usually organise in the power point.... Even the grammar structures or tasks ..rather than writing on the board I do it in power point..

Researcher: so u use slides..okay.. do you use materials for your slides from other books or sources.. or just from the recommended texts..

Rakib: umm..not all the time.. say there's a text called "the creed of rowing river" ... its about river and a city.. but for this I used real news clipping from national news channel.. its about the flood affected areas of Bangladesh.. so after that they can easily relate it to the text I discussed...as its all about a family ...how they suffer during the flood..

Researcher: okay.. I see you put your effort for your class..do your teaching techniques change according to students levels?

Rakib: yea.. I do ..see ..in my class there are around 60 students.. they differ in their aptitude.. level of understanding.. so when I teach I need to think of all ...

Researcher: so how do you decide when to change the techniques?

Rakib: umm ..by asking them questions.. to get the idea.. how needs what types of help...besides.. after few classes of a particular section (class) you can have kind of general idea about nature of the learners..

Researcher: okay..what sorts of challenges you face for these things.. meaning change of techniques.. use of innovative ideas... for the class

Rakib: umm.. I think probs..syllabus cover... I need to complete the syllabus in a given time..if I want to focus and address all the probs its requires more time.. it happens .. the disparity between the high and low achievers sometimes is big.. n honestly sometimes its not in the hands of teachers.. I mean in many times I need to explain the same thing according to their needs..its takes time

Researcher: okay..so time factor.. syllabus completion in the given time...anything else

Rakib: yea..our curriculum.. in my opinion its not appropriate.... The texts are not well thought out sometimes... and its exam oriented... even the number distribution is disproportionate

Researcher: right..right.. okay.. still with all this probs.. you are trying and you think it works for them, right?

Rakib: yea..I think so.. slides...are helpful for them... for me its good in the sense that I have a kind of saved items which I can use according to my needs... yea kids enjoy also.. specially visual materials at the junior levels..

Researcher: okay.... how do you evaluate then your teaching? Meaning ..how do you get that your teaching is fruitful or in the right directions

Rakib: yea..during official visit ..yea.. not always .. also.. our head mistress sometimes visits classes...talks to students.. I guess response is good ..

Researcher: umm..butits about management .. I get that..but what about yourself.. do you evaluate ..

Rakib: I assume I teach well.. (laughs)... satisfied

Researcher: yea ..its good that you are confident about your teaching.. butim asking you how do you realise that you teach well.. possible ways...

Rakib: nope its not like that I ask them to evaluate my teaching in a written format...(questionnaire) .. I can see it into their faces..

Researcher: okay..i get it now.. do you sometimes discuss this with your colleagues

Rakib: ye a I do in fact..we discuss... yea recently we discussed few class management issues .. meaning few students we have are hard to engage into activities.. my suggestion was to ask them straight questions frequently... rather than put them into groups.. yea if I think I should know or share with them I do it... in fact many new ideas are developing everyday, not necessarily we know all these though we should know these.

Researcher: good..okay.. now I am interested to discuss.. in a broader sense .. teaching methodology... I mean u talk to techniques..or innovation in teaching... recent development.. how do you come to know about this development

Rakib: umm...government initiatives.. training or workshops.. honestly I should be frank here ... my experience about this training/workshops are not good at all... I think the trainers are not equipped and fail to differentiate the relevance or the aptness of the new methodologies or techniques with the existing ones.... Say, we had training on CLT.. we had kind of superficial ideas about it... *we know about student engagement.. but point is how we will engage them.. I did not get any answer there..* still not sure and I believe like me most of the teachers are not sure.. in fact in the training we know about the same old things in the name of new approaches/methods

Researcher: okay..that's fine.. : if I now ask you.. for classroom decision.. teaching.. what are the features you consider in organising your plan...what would you say..

Rakib: my priority is..what things can make my learners more attracted .. not sure whether it belongs to any methodology (laughs)..

Researcher: that s fine..don't just bother.. about methodology.. tell me about your own point if view.. that's I am interested to know

Rakib: umm..yea.. whether I should use video clippings or text materials that I need to think 1st.. meaning I need to drag into my plan through this...my presentation is also important.. may be I am going use something from their books but I will introduce it in such a way that they should feel something new they are going to discuss today!!

Researcher: okay..you focus on to attract them...what else?

Rakib: umm..another is nature and number of activities... I need to calculate the time as well.. I need to complete it in 40 minutes, right? I need to make sure by this given time can all the leaners get chances to do the activities..whether I can have sufficient time for questions answers.. I need to follow my objectives based on this things..

Researcher: okay..anything else..

Rakib: umm ..more?

Researcher: yea e.g. for tasks you may think of class size or even availability of technology..those are few tings you can consider as well..

Rakib: hmm... time for evaluations for the tasks..its important...also.. group formation.. for pair group or group work.. I need to mix up between low and high achievers..

Researcher: tell me what types of tasks and activities usually you ask them to do?

Rakib: in relevance with exams...multiple choice, gap filling activity, question answer, etc... student should have the feeling that these things are worth of doing..

Researcher: ok..those are tasks but how do you do this thing? Ways of doing this tasks..

Rakib: mean to say group work, pair work?

Researcher: yea..go on

Rakib: can be done in many ways.. I guess group work is not suitable for the class..seating arrangement is problematic.. also in group work few speak and few don't speak at all and its hard to monitor ..wecant walk through the lanes.. you know.. in that case pair work and individual work seem to work better..

Researcher: okay..do you feel like .. whether its group/pair/individual work.. if you encourage them to learn by themselves they can learn better...they can identify their own probs..

Rakib: yea I think so..in individual or pair work .. say intend to focus on one specific thing.. but they ask or come up with few other things.. they can learn better...comparing to if I just explain them..

Researcher: okay in that case can you please give me one example of such instance...

Rakib: umm..say in a pair work I instruct them to ask from their peer about their hobbies and then I ask them to share what they listened from their pairs.... Then I ask them to think and discuss of the nature of the hobbies... why it is interesting ..n all.. I mean ..though it begins with simple questioning practice but it also ends with kind of deep thinking..i would say..

Researcher: that's good idea... what if I ask you to involve them into activities that tap their critical thinking...how do you do ..in oral or written or reading.. whatever..

Rakib: its something I told just now..umm.. okay..i did this... say...I formed groups then ask them to think and note down in group say.. five apparent probs u see in your school, or what are few key changes you desire for this school...like that.. they do it...sometime they speak of library or play ground..not all the time they can proceed ... in that case I need to initiate talk..

Researcher: great..umm I will drag you back a bit.. as you mentioned.. during teaching you try to address individual learner's prob?

Rakib: umm not that its possible at all time..but after few classes I can I guess the general nature of the class so its kind of easy at that point of time to help the ..low achievers or inattentive students.. in that case I can easily work to involve them into the lessons

Researcher: and why its important to focus on the individuals..

Rakib: see its my thinking..at this initial stage of schooling each of them has the same potentiality... but its due to nature of the individual someone is different from others.. now

being a teacher its my duty to give them equal opportunity to flourish their potentiality.. meaning they come to school with this vision, right? Nobody should feel oppressed..

Researcher: ok..during the activities do you always choose the topics or sometimes u leave it to them

Rakib: hmm..mostly me but topic are usually open in nature.. each can have their own opinion into the topics

Researcher: what about the frequency of the questions..and nature..

Rakib: its always and not planned in a sense..sometimes start with questions or sometimes in between and of course at the end of the lessons too..

Researcher: what about the nature of the questions..

Rakib: all sorts of ... short and broad..meaning ..open ended .. analytical.. say .. I gave the example of the text again "Creed of the river" (a story)... in that text at the end I ask questions where they can relate their experience to the text..for example in BD we have flood each year so even the kids know about it and the story is about flood, river erosion n all.. so it goes I that way..

Researcher: u hinted it ..still I will ask you again...what is significance of open-ended or analytical questions

Rakib: umm..apparently.. I think... it gives you the chance to speak more to begin with..if you ignore grammar it helps to develop their fluency (oral)... also it is important that it reflects whether they are thinking at which level...

Researcher: good..umm.. tell me .. u are approaching according to your plan at that time a or few of them will ask you some that are not relevant at that point of time but also important to know for them too.. in such situation what do you do..

Rakib: in that case first I try to understand to what extent the question is relevant and interesting...if it's interesting then many will be interested to discuss.. I usually answer those but at the same time my intention is to drag them into my lesson.. its kind of quick response.. also it happened to me .. they asked me questions that I am not sure of in the case I ask the class .. if anybody knows it.. then

Researcher: why it is important

Rakib: its important coz under no circumstances their curiosity should not be compromised... if this questions are relevant then its good it may serve my purpose better.. meaning I can also pick this point into my lesson ..besides... sometimes a change in the flow of class in that form is good .. otherwise there's a chance of boredom

Researcher: im interested to know..say.. did it happen to you...meaning not frequently...it can happen sometimes.. that after your all the efforts somehow they fail to connect to the class... you trying like you always do.. but its not working for this day.. why do it happen? What do you do in that case..

Rakib: yea..it happens.. usually at the end/last class...but doesn't mean I give up my plan.. there's no choice.. as I need to complete syllabus in due time.. in that case.. I deviate..say..

ask them to write something they knew from the previous classes... I shorten my plans and lessons..

Researcher: why do u think it happens..situations..

Rakib: its monotony...boredom..they need to do six classes at a stretch... that makes them tired I guess..

Researcher: tell me about your approach of grammar teaching....

Rakib: grammar teaching..say I will teach use of article or preposition or right form of verbs (sub+V agreement).. in that case I make them understand the structure or rules and then ask them to practice....its direct... honestly I prefer to teach them in traditional way..

Researcher: okay..so you explain rules then practice..?

Rakib: yea,...

Researcher: do you think that they can explore and understand grammar ..identify probs..if you leave them with a text.. they will do themselves..

Rakib: if you explain some then ask them to practice they will but don't think if you just leave on to them its gonna work..

Researcher: tell me how do you see English..is it a language or a subject.. like other subjects..

Rakib: I take it as a language...as it has writing as well as oral practice..

Researcher: if it's a language then what would be its standard..native like ..

Rakib: umm for my language class I down load a software which actually utters north American accent..as it mentions into that software.. in the class I play it and ask them to pick from the accent.. pronunciation... I also try to do my pronunciation following it ..it doesn't sound like it though.. .but I try to assure pronunciation that is clear and most of us can understand..

Researcher: do u think we can teach native like accent or pronunciation..

Rakib: (laughs) nope not possible..now we are speaking in skype may with the advent of technology its has a chance in future..

Researcher: when you teach ... do you try to focus on all the skills at a time ... try to integrate skills or try focus on the one ..e.g. in writing class grammar only.. in reading u focus on vocab and contents...

Rakib: I integrate all the skills..speaking-listening all the time.. reading ..and during writing its grammar mostly.. however writing practice we do at the end of the year before the exam following the syllabus.. ay ask them to write paragraph, report or like that..

Researcher: what about the existing resources... we know we don't have many n you told it already..considering all this do you think its possible to teach them all the skills?

Rakib: (laughs) yea lucky we have language lab but prob is in many times we find that there is no electricity..also not that we can take all the students as we have just lab..

Researcher: what about you? Are you confident to teach those all skills

Rakib: yea.. I am confident..noproblem on my part except the pronunciation/accent... I can utilise my ability to help them..

Researcher: what about other cultural foreign elements..how do you introduce ... how do they see these things...their attitudes to this..

Rakib: yea..in the text there are many countries and their facts have been included ... neighbouring as well as western countries...we mostly follow the texts.. but I encourage to their own knowledge on it... beyond the textbooks.. now a days due to tv and internet they can relate it... they.

Researcher: what about the local culture... do you compare with local... or their attitude to foreign or local culture..

Rakib: it occurs sometimes... say kind of comparison between dresses , food, n all.. professions.. etc..

Researcher: ok..and attitude

Rakib: look I tell them one thing... your are a global citizen... no culture is bad or good... they are what it is...I think their attitude is positive in that sense..prob is I think the texts would have been better..

Researcher: oaky..now tell me about yourself... do you face any prob in discussing foreign cultures.. not necessarily you know all the issues..

Rakib: in that case I ask help from the others... try to make sure if anyone knows about it... otherwise I make it clear to them that I am not sure but may be in the next class we can discuss it...ask them to do some research on it... they can do browsing or see Wikipedia..

Researcher: we are about to finish our talk..you said many interesting things.. your thinking is really unique in many ways I would say.. .. your way of thinking on teaching is your own teaching methodology..now if I ask you.. can you tell me how can you make/establish your idea of teaching as a methodology... some possible ways..

Rakib: (laughs)..never thought in that way.. I mean my way of teaching could a standard..

Researcher: yea ..ok ..but for your own class it is the standard.. go on...if we want to take it as the best method for your class context only..now if you wanna establish it how could you probably do..

Rakib: oaky.. I get it ..to my mind.. we (colleagues) need to discuss and share a plan regarding teaching.. say.. we develop our plan into slides and share and discuss why I think I am doing this and why it is appropriate for the class..

Researcher: okay..good...

Rakib: hmm..also training.. all of us need to have sufficient training ..need to know about teaching issues.. and importantly I think we need technological back up... need to have technologist.. we teachers are not good in using technology...so need help for developing slides..now there should be a system like youtube..where we can put (upload) our slides of teaching that any one of other schools of Bangladesh can see and use it.. if they want to follow it they can do it or they can have some idea from it and develop their own..

Researcher: excellent..

Rakib: if you want to bring uniformity or standardized teaching..you need to have workshop on it ... conducted by the practicing teachers.. sharing and discussing.. based on this they will develop slides for all.. teachers will help with ideas and technicians will record it for all.. also government should back this up... also nowadays we have few websites.. we can upload their...

Researcher: great..just my last question.. what if I ask you to have change into your teaching right now for better teaching..

Rakib: umm..for me.. umm.. if possible a longer time for my class .. mean to say that ..in place of ..say.. 5/6 classes a day if I have 2 classes but for a loner time it would have been better I believe..

Researcher: ..and ..in given 5 years how do you want to see your English class.. hypothetically?

Rakib: umm.. I want myself to be more professional and equipped..in teaching.. more confident...

Researcher: anything else..

Rakib: technological support... we usually have texts but if possible few animations.. year wise ... student should have feeling that if we don't go to school we gonna miss a lot..

Researcher: thanks a lor...

Transcript 4.4

Researcher: as you said you enjoyed teaching ..just wondering .. do you sometimes go beyond your recommended textbooks .. I mean you use other materials other than textbooks

Raya: yea I use but not frequently..umm.. during lesson plan .. if I feel that I can manage few teaching materials that they can like n enjoy in that case I plan.. if I think something would be appropriate for them.. the method would be appropriate so that they can understand it clearly.. I do it according to their level ..sometimes I use slides or still pictures .. um even a paper cutting if I tried to use into my class

Researcher: kids enjoy it, right?

Raya: yea.. I think they seem interested and they use these references further ..it helps them understand things easily

Researcher: ok..umm.. to do this thing you need to work in many ways I suppose.. umm do you change your teaching techniques according to the needs n levels of students?

Raya: yea it certainly depends on the levels of students.. I can use one slide but with different approaches according to my teaching objectives and class levels..my way/nature of explanation differs accordingly... class to class or level to level

Researcher: and in doing so what are the challenges you face usually

Raya: challenge? Umm..there are few technical probs.. I mean I prepared a slide but I may not get multi media ..in that case I need to find a substitute option .. again, sometimes I fail to find appropriate materials in that case I try to make by myself..

Researcher: anything else..

Raya: umm..yea (laughs).. time management.. meaning sometimes I find it hard to compile my class in the given time.. students sometimes stay with the slides much longer than I planned...then it happened.. I mean, sometimes I take more time in explanations.. well... lately for this reason I divide my plan into two classes.. 50% in one class and the rest in other.. so that I can explain in my own way and they can be satisfied with their queries... thing is when I faced such problems initially then I came up with this idea...meaning substitute option or solution

Researcher: as you said you try to change or accommodate your techniques according to their levels or conditions..umm.. how do you measure or evaluate their levels or conditions..

Raya: I think from my class..after few classes its easy to assess the class conditions.. from the performance or participations in group work or other tasks I can assume their individual weakness or good things..

Researcher: so u mean to say it s classroom experience?

Raya: yea its classroom experience..umm.. I faced I mean it happened ..from the experience or my observation of one particular class I used that for other classes. .. specially the probs that I encounter I try to address those in the coming next lasses.

Researcher: what about your teaching? Do you try to evaluate your teaching

Raya: umm..yea kind of self-judgement.. I do it ..i do it quite often.. I felt that..say.. my explanation to one student appears sometimes easy going but to other it fails to make them clear (my explanation).. it that case I think of my way of explanation n try to figure it our .. what went wrong.. umm it happens to me almost after every class.. I think of it n most of the time I felt that (laughs)..if I could have done it, say, in a bit diff way it would have been better for them.. if I come up with few other materials.. those ideas come later into my thinking

Researcher: okay..umm..do you feel to discuss this with your peers/colleagues

Raya: yea ..sometimes.. specially those who are experienced enough..i share with them my probs and sometimes we discuss kind of probable solutions.. in that case ... I explained them the probs I faced in the class e.g. "how should I handle this or that thing" they give me some suggestions.. if not all the time it works but it is helpful though

Researcher: ok..good.. these all things.. techniques, classroom manage, etc are part of teaching methodology, right? Tell me how do you come to know about these teaching methodologies

Raya: mostly during my masters in ELT and also from my diploma training in teaching..i think I become clear with those concepts .. my masters was totally centred on English teaching and diploma was on general teaching.. I think the combination for me is fruitful..

Researcher: umm..how about the your experience as a learner.. do you think it contributes in some way..

Raya: yea .. I used to have few teachers in my class who usually came up with examples 1st then tried to relate it to the lessons .. I liked that ..and yea now do it whenever I got chan.. meaning ..if I can relate few examples with the text or content that I am teaching .. I do that

Researcher: now you tell me which features of class you consider for classroom decision?

Raya: ahh.. I follow my lesson plan.. I mean learning objectives..what I am planning to focus through my teaching .. that I keep in my mind always..

Researcher: anything else?

Raya: umm..

Researcher: e.g. class size or their ability..

Raya: ohh. That's of course ..yea and time management.. when I organise group work/ pair work e.g. I need to do everything.. listen to each students in 40 min class that time management is important and its kind of package I plan all the time.. how long they will discuss among themselves.. and how long they will present n all.. and group formation is important..

Researcher: and when form group how do you do it..is it mixed or //

Raya: yea.. I do mixed group..it take time n in fact we, colleagues, also discuss this things.. for a particular class what should be the best possible mix of students.. n all and it saves time when you need who is going well with whom..its kind of advantage..

Researcher: ok..now ..od you think if you leave them at their liberty to choose topics for class ..how does it will work.. do you think they meaning out a text?

Raya: already told you I guess.. I did it in fact today.. they need to do some "unseen competency based" issue that are not books centered, I leave these to them to select a topic and ask them to discuss either in a group or in pair.. e.g. in today's class was on letter writing.. they know the format already so I asked them write what they want to write and whoever they want to write.. they wrote then we discuss about the choice of words or overall contents.. if necessary at the later part I help them in editing or give correction of grammatical mistakes..

Researcher: they like it?

Raya: yea very much..usually after such classes they in fact ask for such classes..

Researcher: ok..and just wondering how do you try to engage them critically with the texts?

Raya: yea.. I do it sometimes ..orally or sometimes in writing.. I give you an example..in the composition there are some example they could see in books.. but I give them some homework on those compositions ask them to add few new things that you like and make it a better composition.. again in case of creative questions I do the same thing.. ask them to think on it and share in the class .. not necessarily they can manage it all the time but some of them try.. after that I help them to clear their concepts.

Researcher: now tell me how do you address individual learner's prob..

Raya: well as I tell them all the time if you are not sure feel free to ask me.. I am ready to help you as much as you need .. do not say yeas if you are not sure.. I try to create an environment in such a way that they feel at ease to open up with me..also it has few interesting features.. when someone tells me that she is not sure of the tings, many other students seem ready to volunteer her.. I in fact encourage this thing in my class.. I just need to initiate the interactions

Researcher: why it is important ..do u think?

Raya: it is important..coz they should not feel inferior.. I have few students who usually slow learners ..um I need to focus on my plan to address them specifically .. I ask they all the time ..sometimes take them to the board and ask them to write.. for reading I give them queue to follow..

Researcher: umm what about that situation when say one students raises hand and said "im not sure about the issue" how do you address ths?

Raya: in that case I leave to the class, "who can help her?" ..response is good.. mant students are eager to express their explanations.. and sometimes you can see good healthy competition among them.. its good I think..

Researcher: do you ask them to choose topics sometimes..

Raya: umm..yea for writing class I do that often.. ask them to choose some recent events .. but it depends on the situations.. not possible for all the classes..

Researcher: ok.. And what about your nature of questions..during teaching to what extent you ask questions to them

Raya: yea I do it..sometimes small (close) or sometimes big (open) .. it depends.. i need to make sure whether they understand what I m trying to explain.. and sometimes I intentionally say something wrong and ask them whether im write.. they respond.. nope madam you are wrong.. it should be actually this or that..

Researcher: you just said you ask both types of questions..whyits important to ask open questions..in what situation you ask open questions..

Raya: umm ,well usually after I finished a lesson.. I mean I ask them to explain me with examples..or sometimes basis of one answer I refer to others if they want to add something else.. I provide a good time for question-answer sessions

Researcher: trhey enjoy it?

Raya: yea..sometimes they become so enthusiastic that they started shouting.. "mam I'll say"

Researcher: do u ever face like..does it occur to you or may be have you experienced sometimes that after all your good intentions and effort still the your class is not working.. learners are not involved .. your plan is not working...not necessarily it happens quite often.

Raya: ye ..it happens sometimes..

Researcher: what do you do in that case?

Raya: well I give them something to research on the lesson as a homework.. I ask them to read carefully at home and underline or mark things that you are not sure of..we are going to discuss this again in our class tomorrow.. In fact in the next lesson I keep sometime to give feedback of the previous lesson..

Researcher: what about your point of teaching? Why did it happen? From teaching related issues ..

Raya: umm..it could happen.. as I told you .. when I start my 1st class in the morning my fluency is diff from say my 3rd or 4th class of the day.. the way I explain in the 1st class the examples I used would be diff at the later classes and the later classes are much more spontaneous than the 1st one.. I guess..also it varies with their attentiveness.. sometimes they seem to lose attention.. it happens .. I mean due to some outside distractions it happens or sometimes after the class I felt that if I should have proceeded with different plan the class would have been better.. I suppose..

Researcher: Ok..let's talk about grammar teaching.. how do you work on it..what approach do you follow?

Raya: what do you mean by approach? ..

Researcher: well in technical term... whether direct or indirect, deductive or inductive?

Raya: well it's mixed ..though I prefer to give some examples ..say..identifying nouns..from real life to notice ...

Researcher: ok..umm.. so when do you give them those examples .. I mean before or after you explain them the rules..

Raya: after I explain the rules ..

Researcher: do you think they can identify grammatical rules by themselves..say.. you give them a text.. they will read it and identify the change of tense or the use of articles..

Raya: umm not sure how they can notice if they do not know the rules..say.. if they are not sure what constitute articles.. then how will they identify.. yea rather.. if you tell them what are the articles and ask them to notice the use they could probably do it.. umm so I think they need some rules to know or explanation before they can work on it by themselves.. e.g. In case of tense.. they at least need to know few basic of present or past or future tenses then they can explore.. I suppose..they need a guideline..

Researcher: now let's talk of one interesting thing..how do you see English.. is it a language or a subject.. like other subjects of the syllabus..

Raya: personally I think it's a language..obviously there is exam issue .. there are texts that they are going to focus on.. however ..it certainly has real life application.. besides ..for creative writing (genre) that they need to do at exams as well .. they cannot do well unless they do well in grammar ..meaning language, right? I mean they could have good knowledge about a given topic ..they can even put their critical insight into topics..but not necessarily they can write if they don't know the language (English).

Researcher: and what about ..their level of proficiency.. do you think they can and should learn it like a native speaker?

Raya: its not possible.. I mean if they go and stay such native countries then its possible but living here in Bangladesh it not possible..

Researcher: yea I get your point..but how do you see this.. whether we should hypothetically go for it or we should have our own English language

Raya: nope..i think if possible we should try to acquire native like .. I mean it should be ultimate objectives ..hypothetically.. I think though who have native like proficiency can be good teachers for students..but I believe it has to start since early childhood for native like proficiency

Researcher: ok..however as you told earlier .. they need to have the proficiency that they can use in real life situations.. how do you help them for this thing?

Raya: Yea .. I do role playing..dialogue conversations from the texts.. I mean use their texts for such things with a motif..by doing so from their texts they not only practicing dialogues for real life applications but it helps them to prepare for their texts.. in the exam usually there some tasks and activities they need to do from these texts.. besides I tell them “don’t follow the texts all the time.. in real situations what will you like to say and how you gonna do it?” they do it.. n then I provide some feedbacks.. such as how you should end this conversation, or how you oppose or argue during the conversations...sometimes following a text I ask them to do role playing.. and they do it

Researcher: one more thing..while teaching in which skill you primarily focus.. meaning grammar (writing), or reading skill or spoken , or all together all these things.

Raya: umm..all together.. four skills I guess.. I mean if cant write or speak she/he will fail to clear his/her position to others ..likewise if he/she cant read or understand others’ language he/she is not going to responds in right way.... Yea but focus changes according to texts e.g. in reading texts focus in on reading and comprehending the ideas than the grammatical rules..

Researcher: okay..um.. just interested to know .. to what extent you are confident to teach all the skills barring the fact that you surely have very limited resources..

Raya: (laughs)..for listening.. they need to rely on my speaking or through peer learning.. for listening test or practice I don’t have audio system for the class.. yea but at upper class there is provision for listening tests.. and for this class they need to rely on reading comprehension, I mean... one of them does reading aloud and the class listens

Researcher: ahh..what about foreign cultural elements.. you do have some issues into the texts, right? Meaning..dresses from various cultures/contexts, food, or festivals..

Raya: yea..it has some ..but not many I guess..

Researcher: so how do you handle or address these cultural issues..

Raya: umm.. I try to relate this issue with our own contexts..meaning.. if in UK they greet in that way.. as opposed (or similar) to it how do you greet in the morning or in the evening...kind of correlation or comparison I should say.. though not much such issues you

will find in the text that you can compare with our contexts.. yea I usually try to present positive things about the foreign cultures..

Researcher: you said you usually try to present a comparison between the cultures..why do you think it is important?

Raya: umm..important.. yea.. it is important because I think we should not see alien cultural elements negatively..

Researcher: what about the opposite view..meaning ..few may like only the foreign cultures during studying or comparison..

Raya: yea ..surely.. this why comparison is also crucial.. I mean ..it brings out positive and negative things about the cultural elements..

Researcher: generally speaking..what are the challenges you face while teaching those cultural issues.. I mean not necessarily living in Bangladesh you can ,,,

Raya: in my case what I do .. I need to study on it as well..otherwise there is chance of information gap...kids you know!! They are really unpredictable..sometimes they raise few cultural issues that I am not sure of.. in that case I tell them the truth.. “not sure.. tomorrow we can discuss it” or sometimes I say them “why don’t do a research by yourself and share with class .. browse on the net or see in the Wikipedia”.. many of them has internet access so they can do it..i cant remember now but it happened to my class earlier in this year

Researcher: ok ..lets wrap it.. you said many things about your teaching.. you observe your class before you prepare lesson plan.. you develop your techniques according to students’ level/conditions.. now tell me do you ever think in that way that you can develop your own way of teaching.. sensitive to your classes only..

Raya: yea I think I do..told you earlier.. I always think of it... after the class it occurred many a time that “should I have done (use of technique) this in place of that would have been better for my class” ..sometimes I fight with myself and sometimes I feel I am satisfied with my teaching...meaning I successfully meet up my objectives...

Researcher: umm..if I ask you .. come up with few ways through which can produce your own methodologies of teaching

Raya: meaning? umm

Researcher: I mean if I ask you to pin down theoretical bases of your own ways of teaching..what would you say.. what you can do you think?

Raya: umm..one method I know I called eclectic method.. whenever and whatever is relevant can pick and use.. meaning if you think lecture method is appropriate for this particular class you need to go for it.. what is suitable ..honestly I don’t think I have my own method...its eclectic..

Researcher: ok.. I got your point..umm.. . I will drag you a bit back..how do you decide or get which method is suitable for this particular class conditions...you earlier told me you observe.. and what else you think you can do

Raya: yea.. I can do n sometimes I do.. I mean you need to know their background knowledge..if you can check it initially it can help you though I think with the time it change as well. ..i think its important to put all this together prior to lesson plan...also before deciding on the methods u need to consider the availability of the techniques and teaching aids that you have access.. again everything varies from lesson to lesson... in some lesson you need more lecture n in some you need more examples .. sometimes they need to do more role playing.. it goes in that way..

Researcher: umm ..we are about to finish.. just one more thing.. if I ask you what are things into your teaching you need to change?

Raya: in my own teaching?...ummm..my ways of teaching, right?..

Researcher: you can say so..

Raya: if I can come up with more materials for my class... if I can make my class more practical oriented...meaning I need more technical support in doing so and my effort as well..

Researcher: ok..say in given 5 yrs time.. where do you want to see your classroom teaching..

Raya: obviously more effective and fruitful comparing to this days..the probs I have in my teaching want to improve on it.. umm...what should I say.. not sure honestly..

Researcher: okay that's not a prob..lets help you with that.. for classroom teaching teaching resource is important , isn't it?

Raya: yea of course.. I meant that by saying technical support actually..if we can have technologically equipped class its would have been better I suppose..

Researcher: okay..thanks a lot for your time.. I really appreciate that .

Transcript 4.5

Researcher: thanks for joining me... I really appreciate your help...please tell me ..about yourself... your teaching carrier and all..

Kafi: I am... teaching in Madrasa school... I have been teaching for around 14 years I suppose...

Researcher: your work load

Kafi: yea.. I need to take 17 classes a week and I teach in 6 to 10...

Researcher: your academic back ground..

Kafi: I did my masters in English..and also im doing Med.. and I have few trainings on teaching..

Researcher: you enjoyed teaching?

Kafi: yea.. I like my job..

Researcher: okay..tell me how often you go beyond the textbooks while teaching... meaning using of other teaching materials...resources..

Kafi: yea .. I do ..nowadaysits easy to use electronic materials.. besides other books or paper or journal.. dictionary..

Researcher: umm..u mean to say.. paper cutting...a piece of text from a book ..n all

Kafi: ye we can use that...

Researcher: how you use this? At which level...

Kafi: basically..to teach and practice grammatical items..

Researcher: at which level ..

Kafi: umm... at the upper levels.. 8/9/10..

Researcher: okay..if I ask you.. in a week on average in who classes you use such materials..

Kafi: not all the time.. 50% time on average..

Researcher: it works for them..

Kafi: yea..and I think you can do many things in a limited span of time..

Researcher: okay..how.. can you please explain...a bit

Kafi: say..umm.. even if I do prepare some practice material for them .. compose and make it look like sticker...may be a simple gap filling task...that I can distribute in the class.. rather than writing on the board .. its saves time..

Researcher: do your teaching techniques change according to students levels?

Kafi: yea it changes..say.. I start my class with a plan but due to emerging situations I need to change in many a time..not a big issue though.. as long as your ultimate objectives remain on track..

Researcher: okay.. I am interested to know. .. how do you decide when to change your teaching techniques

Kafi: for upper levels (9/10) its easy to teach .. but for the minors (class 6) I need to plan many ways to make them understand... bring the contextual issues more during the explanation...in that case I need to reduce task activities and increase explanations.. for relatively seniors (mature) I can engage them more in activities..

Researcher: so mean to say... focus shifts from explanations to activities according to their levels...okay..so what are challenges you face to do so..

Kafi: time is a factor... meaning ..in a given 40 mins its hard to come up with everything... practically I always.. compromise plans.. in such situations.. besides other practical factors.. umm.. say.. load shading (electricity)... or for some reasons the school closes or just before that class the closes.. (political unrest.. strikes..).. it is a prob

Researcher: ..how do you evaluate then your teaching? Meaning ..how do you get that your teaching is fruitful or in the right directions

Kafi: ye ai do it... I do think on it or you can guess it from the students.. I guess probably the best way to see this from the exam performance or class test

Researcher: umm..see I will tell you one thing.. do you really think their exam performance will reflect your teaching?... say for exam or even for class test .. they can study at home not necessarily they need to attend your class...get my point, right? Please tell me how you think of you teaching..as you mentioned this..

Kafi: umm. Okay..say I taught few things.. now after few classes if as them something to write or even ask questions and if they fail to deliver properly then I can sense that there is a prob or issue with my teaching of that particular lesson... in that case I need to repeat...kind of revise

Researcher: do you discuss this with your colleagues... formally or informally..

Kafi: yea we do ..obviously... sometimes if we think we need to know or discus ..or sometimes we just talk of classes (informal).. in the staffroom... it helps u know... specially practical probs during manage a class...

Researcher: I am interested to discuss..in a broader sense .. teaching methodology... I mean u talk to techniques..or innovation in teaching... recent development.. how do you come to know about this development

Kafi: primarily... from research papers or journals..also from online publications.. also locally training initiatives by the govt.....though I think those initiatives are not uptodate...

Researcher: okay..so how do you know personally..

Kafi: umm..journals and online...source...training

Researcher: okay..do you think if you give them a more freedom to learn do you think they can manage their learning...

Kafi: yea that's possible I suppose..yea if you plan that you will leave them with a prob to solve they can do it.. it works...either at the class or at their home they can

Researcher: so please give one example like this ..where ..

Kafi: Say..what usually I do.. mm.... I copy of a small text for all them and ask them to underline the new words, then try to find out the meaning, parts of speech, its synonyms and antonyms..also in that case I need to provide them some resources... say pocket dictionary...they do it.. like it as well.. or sometimes it is more open to think... current issue of the country.. try to extract their views on it.. they think ... n write .. argue.. it's a good practice I guess..,

Researcher: that's good idea... what if I ask you to involve them into activities that tap their critical thinking...how do you do ..in oral or written or reading.. whatever..

Kafi: umm..one easy example I can think now.. in reading comprehension.. you can mix questions with easy and analytical... there are few answers that they can find in the text .. in the lines .. but there are few questions where they need to think and put their logic to

answer... open ended questions...from easy to hard.... Higher ability questions....they can do it individually or in groups...

Researcher: now I will ask you..what are features you consider to take classroom decisions...

Kafi: umm.. I think ..exam issue... I need to prioritise which are things to focus ... also..time.. student conditions (level)...

Researcher: during teaching you try to address individual learner's prob?

Kafi: umm..all the students individually? Not possible all the time... but yea..eventuallyI try that..

Researcher: okay..then tell me .. you are asking questions Class response is mixed to average but one or two specific learners are really poor..you realise that you don't have the basic ..that you taught during...say previous few classes.. what you do that scenario..

Kafi: umm..in that case I need to return to the basic or preliminary lessons to make them or reorient them ... I need to do it..its not bad as when im discussing that again those who knew that already they can take chance to refresh their understanding...

Researcher: why it is important to address this individual's difference?

Kafi: its important and I try to address but reality is not all the time you can do it..

Researcher: im interested to know..say.. did it happen to you...meaning not frequently...it can happen sometimes.. that after your all the efforts somehow they fail to connect to the class... you trying like you always do.. butits not working for this day.. why do it happen? What do you do in that case..

Kafi: it can be related to subject knowledge... I mean ..if their previous/prior knowledge of the given topics was not clear then in that case it can happen.. in such situations... you need to start all over again.. I suppose..

Researcher: are there other reasons do you think..

Kafi: umm..yea.. due to environmental issue.. that affects their concentrations.. in such cases.. first I need to understand.. what they expecting.. are they interested in lessons or they need a break,...I don't try to push hard.. but yea whatever they do in the mean I try to instil some lesson if possible indirectly..

Researcher: what about topic selection..? do you always do it or let them as well

Kafi: nope..they do as well.. say...in paragraph writing or in speaking I ask them choose their topics...and instruct to speak for ay 3min each..

Researcher: and during teaching..to what extent you ask them questions?

Kafi: yea we do a lot..to understand whether they are getting my lessons...

Researcher: what about the nature of the questions...

Kafi: depends on the topics..small (close) or big (open ended) questions...but I think both types of questions have its relevance and necessity... meaning.. close ended questions ... I ask during introducing the topics.. and during initial teaching...but close ended ones usually I

ask at the end of the lesson.. objectives are to assess whether their understanding of the lessons..

Researcher: anything to add... importance...

Kafi: umm even in group work or pair work..questions help them to comprehend their ideas... sometimes initiate the issues..

Researcher: see I am just adding things for you..say you are teaching at that time one or two students asked questions that are not related but again not irrelevant too... in that case what you do..

Kafi: ahh..in that case... I answer to these questions ... may be not instantly but yea I will get back to those..point is there is no way you can ignore it..

Researcher: importance...

Kafi: 1st of all to respect and address one's curiosity... also..if we discuss.. the whole class will know that things eventually...

Researcher: lets discuss grammar teaching... if ask you what would you say...what is your approach

Kafi: umm..personally... I prefer to introduce grammar with examples then go on to explanations...

Researcher: okay..great.. if you can explain things with examples ..

Kafi: say... I will teach voice change (active to passive-passive to active)..in that case I plan for say... 7/8 classes...I dont personally like memorization of rules .. so ... then without mentioning direct the terminology active and passive voice.. I showed /wrote 2/3 sentences..say..

Sentence 1: 20 thousand workers built the Taj Mahal

Sentence 2: the Taj Mahal was built by 20 thousand workers

Sentence3: the Taj Mahal was built

Now ask them to reflect on the sentences... how they different... they already have knowledge about subject and object and verbs..so I ask them also to importance of subject and object of the sentences.. which one is direct or indirect to extract the meaning... in which situation... subject became unimportant or may be object...like that... after discussing this then finally I explain them in the light of active and passive sentences... according to grammar ... in such cases they can relate it easily...

Researcher: so its inductive approach...I guess

Kafi: yea .. I don't like the traditional grammar teaching..

Researcher: so you think ... they can explore and learn grammar by themselves

Kafi: yea... they can do it...sometimes for this you may need to spend more time on it but I suppose they can do it..its good for them as well

Researcher: now let talk... how do you see English..is it a language or a subject?

Kafi: it is language of course... also our new curriculum also addresses this thing nowadays

Researcher: what about the standard of the language... native like..

Kafi: umm..it should be a good standard.. . you need to understand one thing... our kids are learning English for 12 years beginning from class 1 to 12.. but practically still we fail to have a good attainment of those skills comparing to many other countries I guess. Don't think we can or should have native like standard but surely we should have our own standardised English after 12 yrs of effort ..like ..say.. India or other countries... point is to communicate properly..

Researcher: umm... during the teaching..how do you try to help them using it in real life situations..

Kafi: see ..our opportunity for this is minimal... apart from practicing in classrooms... but I ask them to try and speak at home...with parent or brother-sisters...or even in the school they can try among themselves... also I have a plan .. though not implemented so far.. may be develop a language club I the school where all the students of the school can free to join and practice speaking..

Researcher: when you teach ... do you try to focus on all the skills at a time ... try to integrate skills or try focus on the one... e.g. in writing class grammar only..in reading u focus on vocab and contents...

Kafi: umm..obviously... I think all the skills come together during teaching... another thing is that I prefer to introduce literary texts in lessons wherever there's an opportunity..

Researcher: what about the existing resources... we know we don't have many n you told it already..considering all this do you think its possible to teach them all the skills?

Kafi: its challenging..specially to make them practice speaking and listening.... though we have audio-visual systems .. but still its not that we can access it all the time.. think then about those schools that do not have these resources...practically still i rely on the classroom talk...

Researcher: what about you? Are you confident to teach those all skills

Kafi: im confident... but still sometimes wondering... about the output....umm... I think it could have been better..see.. point is ... other few factors are related with this output.. not sure should I think in that way.. umm.. overall standard of my school's students seem to be low comparing to other few schools...I think with the time it will improve... another thing is ..our new curriculum very recently from this year introduced formal testing of listening-speaking...so I will have some impact ...

Researcher: what about other cultural foreign elements..how do you introduce ... how do they see these things...their attitudes to this..

Kafi: its interesting.. . sometimes I use internet and multimedia to show them many things... its due to technology ..its easy to access those and eventually bring our the comparison with local issues...

Researcher: ok..and attitude

Kafi: its positive... one thing you need to understand... for such things they don't rely on the class..its due to media and tv channels they know and see many things...they come with prior knowledge..

Researcher: oaky..now tell me about yourself... do you face any prob in discussing foreign cultures.. not necessarily you know all the issues..

Kafi: umm..if I have internet in my class in that case its easy to explore... but if it is not then... I usually make it a homework on it...ask them to research on it and also we are going to discuss it in the next class...

Researcher: we are about to finish our talk..you said many interesting things.. your thinking is really unique in many ways I would say.. .. your way of thinking on teaching is your own teaching methodology..

Kafi: umm..not sure.. 1st of all my way of teaching do not think belong to any specific method..

Researcher: yea..now if I ask you.. can you tell me how can you make/establish your idea of teaching as a methodology... some possible ways..

Kafi: umm...see I will say one thing.. 1st of all we need to re-organise our curriculum... it needs to be shorten..so that we can be more flexible to teach....we should have some freedom so that I can plan and teach English the way I want to be... and monitoring is also important to see whether my teaching is actually working or not... say.. my teaching techniques are working or not... not me if possible some other will see this and give me feedback on it... in that case it should work...

Researcher: anything else..

Kafi: umm... and with the practice there will have some change may occur... also to my mind with this idea we can share with local experts or other teachers...

Researcher: great... anything else..

Kafi: umm..see also you need to know about such things from rural areas... I mean different socio-economic conditions... we can match it...

Researcher: okay..its good idea.. I'll ask you one more thing in that case... your idea is unique... but how do you actually match or compare these ideas of teaching if you don't save this or record this... how will you address this prob..

Kafi: yea... how can i? umm.. need to think... kind of written records... what I am intending to teach.. step wise record.. and explanations... you need to keep notes... and see say for example 10 teachers do the same thing in that case... we can do analysis and compare..

Researcher: excellent...okay.. I'll help you with one simple idea... just record you class..video record ..

Kafi: yea... yea... another is ..we can have multiple recording... say I will record my planned teaching... again.. I will record my class to see the differences... and it will show me how my plan is working...

Researcher: if I now ask you what are changes we want into your teaching to better performances...

Kafi: umm... not sure..told you ... time .. class duration is really small.. if possible need a longer classs..but again.. work load is hard.. soits like number of classes would be less but duration would be longer...yea but its not possible though.. to minimise workload we need more teachers for school.. and it's a huge issue..

Researcher: ..and ..in given 5 years how do you want to see your English class.. hypothetically?

Kafi: after 5 years.. I want my class talk and conversation in English..at least 90%... or 80% may be.. and technological support...good job environment ... also some recognition of my job.. not necessarily it has to be monitory.. you know our country.. there's no difference whether I work hard or I don't.. it's the same.. accountability...

Researcher: okay ..that's it .. thanks for your time... thanks..

Transcript 4.6

Researcher: hey how are you doing?

Mizan: good. How r u

Researcher: imgood ..thanks..we are going to discuss few things relating to your teaching..

Mizan: ok..no prob

Researcher: tell me how long have been teaching...your work load in a week.. your academic background..

Mizan: I have been teaching for over a decade... umm.. I need to take 25 classes a week... and I take classes at class 8, 9, and 10. I did my undergrade and masters in English.

Researcher: okay..that's a lot job.. u enjoy teaching, right?

Mizan: yea... of course..

Researcher: okay.. I am sure I can explore many things from your teaching..tell me .. do you rely on text books only or sometimes go beyond textbooks..

Mizan: yea... nowadays... supplementary writing materials we get from the daily star.. its good n I use it along with textbooks.. besides I tried few other texts .. but honestly as u know cos of the large class and exam pressure its hard to do so...besides recently I had one training on the use of digital contents .. slides ..n all I did use in my few classes .. I feel they are interested in slides ...think I am going to do it frequently..though the content of the slides is from the texts..

Researcher: so do u have multimedia n projectors in your schools...

Mizan: yea we have ... we can use it for upper classes

Researcher: okay... umm... do you usually change your teaching techniques according to your class conditions and levels of students..

Mizan: yea..umm.. in class we need to change our strategies or techniques ... but not in a radical way.. yea but we do.. I can give one example... say I am teaching them voice change... active to passive or passive to active ... after the explanation I see few get it alright but few are not.. and talking to them I feel that they are not even sure of basic structures .. in that case I allot another class if possible to explain them the structures again..

Researcher: okay... can I ask you... what are the challenges you face in changing such strategies ...

Mizan: umm..one challenge I would say.. umm.. when for example I need to allot another class for the students to explain again few basic things that time those who knew this already become bore or for them its wastage of time.. 2nd issue is time..another of my observations is that usually those I find a bit weaker they are also irregular in the class.. so even if I spend special offer for them they don't continue at all..

Researcher: Ok.. I can understand your point..umm.. do you ever think of your teaching.. I mean do you try to evaluate your teaching... and why do you think its important to evaluate..

Mizan: yea ..of course...see.. for my case there's issue of mental satisfaction.. I love my job...teaching..now its important for me to have this feeling that through my teaching they are learning.. it's a good feeling.. that's why I think its important to evaluate teaching... when I see my student can answer at the satisfactory level.. can write correct sentences .. ask good questions.. I assume my teaching is going well...again contrary to this, when I see they are not responding well.. or looking a bit confused.. say after few classes its not progressing at all, that time I get that may b there's some prob with my approach..

Researcher: so basically you try to evaluate your teaching though their class performances..

Mizan: yea..

Researcher: okay..um.. do u discuss it with your colleagues.. about your teaching.. sharing your views ..

Mizan: yea..sometimes with.. thing is we in fact decide once to share our views in a formal way.. in a workshop .. I mean we can discuss it in the staff room but its not going to serve the purpose.. so we plan to have kind of formal forum where we can share n collaborate our views, challenges n all...at least in a month or so..

Researcher: what bout informal..

Mizan: yea..we do that often.. they ask me or I ask them about practicality..

Researcher: okay..and if I ask you how do you know about this teaching techniques or methodologies..

Mizan: umm ..we had few trainings .. from the ministry of education.. n workshops.. also during MA we have a course on ELT.. from there as well

Researcher: ok..now can u tell me on the basis of which features of your classroom you decide your teaching techniques or take classroom decisions..

Mizan: umm... can u explain ..a bit ..

Researcher: classroom features..say class size, sitting arrangements, availability of resources...n all

Mizan: okay..umm...say ..for class 10 .. they are matured .. so ..there class would be different from .. say class 6/7, right?.. then I give individual tasks .. or group works.. sir.. not sure what to say..

Researcher: okay.. I will go there later..u tell me .. what if you leave everything to them.. do you think they can learn by themselves?

Mizan: okay..umm.. I think it depends on their confidence levels..if you can boost up their confidence that they can do by themselves it is possible.. I will give u one example.... If you ask to write something of their own... individual task... and if they get positive and encouraging feedbacks from the teacher .. I think it can help them to self educated..

Researcher: okay..may I ask you.. how do you work to boost up their confidences

Mizan: ok..say.. I will discuss the basic format of a job application..the I'll ask them to write various kind of job applications.. now thing is... they need to come up with their ideas to complete the applications .. when I 'll mark it or give feedbacks and if they find it worked well.. they may feel more confident and ..if they have some basic ids and if you can tap those in a proper way this may lead to new learning without your direct assistance.. and of course good corrective feedback is important for this as well...

Researcher: well said..umm.. if I say you .. how do you work on to ensure their critical engagement while learning or ..

Mizan: on the tasks..

Researcher: yea but what would be the nature of tasks..

Mizan: umm...say..its kind of individual task though later they compare their texts with each other... I will ask them to write report on any topic... after writing.. I usually ask them to compare their texts among themselves and it helps them gather and enhance their knowledge base on that topic.. I also try to focus on the unique or unconventional ideas, if any, from their writing ..this things I suppose help them... but at the same time I must say that for this thing their basic knowledge on grammar is important... if they don't know grammar they can express their views..

Researcher: ok..um.. what if they read ... during reading how can you make them critically engage..

Mizan: umm..for reading it's the same.. they will read and then they can be asked to summarise the texts or.. few questions can be made to ..also we ask for meaning of words as well as synonyms.. and which parts of speech is this word..

Researcher: oaky..i will ask another thing in relation to what you just said...in doing such activities if you found one or few students are still struggling to perform .. how do you handle this thing...what do u do in such case

Mizan: told you already..during the class I try to do it all the time.. butprob is type of students are not regular .. its again a prob.. however I try to ask questions all the time .. listen to them..

Researcher: say..you are teaching according to your plan but say one or few students ask you something else.. who do you react to it.. what do you think of this situations.. how do you handle?

Mizan: yea ..even if its not relevant I answer.. if occurs many a time.. um.. its important coz it may create a psychological barrier to them.. and this may lead to further they may bother to ask questions.. its important for me as well.. meaning being a teacher I believe that I need to address their ...um.. all curiosity ..

Researcher: right...

Mizan: I need to spare some time from my plan but I do it..otherwise their curiosity will be marred..

Researcher: oaky..just said many things about writing.. um.. just wondering do you allow the students to select topics to write or discuss..

Mizan: umm... nope..honestly .. I decide...reason is ..we need to complete the syllabus in due time.. u know our country.. for many reasons our classes hamper.. so we cant be thus flexible... another thing is that we have a pressure from the parents... they are so exam oriented .. sometimes it is an issue.. yea but I get your point.. we should do it to enhance their creativity.. its kind new idea im getting now.. meaning even when we were students.. we didn't do this way.. but it's a good idea I suppose

Researcher: that's fine..umm.. if I ask you... during teaching how often u ask questions..

Mizan: its much.. I mean we do it all the time..to evaluate learning uptake .. we ask questions..

Researcher: what about the nature of questions..

Mizan: usually ..knowledge base and comprehensive types.. I mean I ask questions to see whether they can relate to other broader perspectives or not... however it depends on the class level..for class 9/10 its appropriate I suppose..

Researcher: its one interesting thing im interested to know..say.. did it happen to you...meaning not frequently...it can happen sometimes.. that after your all the efforts somehow they fail to connect to the class... you trying like you always do.. butits not working for this day.. why do it happen? What do you do in that case..

Mizan: its on the individual level I suppose..meaning.. if I am late due to some other school work to enter into the class .. my plan disturbs and it could happen.. or again it could happen to students.. I many a time usually at the last class it happens..they become tired or bore.. so they don't want to focus ...

Researcher: so in such situation what do u do ..

Mizan: um.. I switch to my plan B..umm.. say my plan was to elaborate discussion but rather I ask them write something that they knew already.. I notice one thing..writing helps to pull their concentration back to the extent..

Researcher: lets talk of grammar teaching...what is your approach..please explain with examples...

Mizan: umm..okay.. say .. I am teaching parts of speech...in that case.. 1st talk of characteristics of noun, verb, or adverb... then following the syllabus I ask them to identify those parts of speech...e.g. fill in the gaps... similarly..in teaching tenses.. I use grammar translation method... explain the rules and then ask them to practice it either in form of translation from English to Bangla or change of tenses.. say from present indefinite to past indefinite.. n so...

Researcher: so from your words what I get ... 1st you explain the rules then offer them tasks to practice, right?

Mizan: yea... yea.. I need to give them the structure initially ..

Researcher: okay..um.. do you think they can learn or identify the grammar rules by themselves..

Mizan: yea those are really good they can do it..i mean they can practice by themselves... from the test papers..

Researcher: no... I don't mean that... I mean to say..if in the class you provide them some texts to identify the few rules before you explain them these...

Mizan: um... not sure what do you mean by this...

Researcher: okay..say teach them present indefinite tense... now if you give them a text full of present and past tenses.. now student can have the chance to identify this change from present tp past tense by themselves.. in fact they may/will ask you about what they notice.....so now I am asking you..

Mizan: yea I think its possible... but they need to instruction prior to tasks otherwise they most probably will not sure what to identify..in that case ..say... you need to tell them 1st like present tense there are few sentences on past tenses..

Researcher: ok...

Mizan: umm..if you don't mention it I don't think its going to work...

Researcher: so mean to say that they need to give some guidance 1st...

Mizan: hmmm..right

Researcher: now just simple thing..u in fact mentioned it .. how do you see English.. is it a language or a subject..

Mizan: it's a language... though during the exam it appear like subject... but it is a language that we try to teach

Researcher: okay...what about its standard... meaning ..do you think we should have or target native like proficiency

Mizan: ahhh... accent... it not possible... u can understand... umm... we can try but reality is we can't achieve/teach native like proficiency ...

Researcher: ahh..well.. as u mentioned it's a language.. then naturally it has real like applications.. right? So how do you handle this thing in the class?

Mizan: umm..see usually we try to speak in English for their oral proficiency... u know .. now in syllabus there's options for dialogues ... I mean student can practice it... so we can practice it through role playing.. say in a conversation there are few character .. in that case I allocate characters among the students.. and then they read out the dialogues...

Researcher: ok..

Mizan: um..there are many types of conversations... besides I also ask them to perform.. say...how to ask for directions to go this place ... how to ask information about a particular thing..

Researcher: okay..one thing I should ask you... what about problem solving tasks?

Mizan: yea..see.. I think in any tasks we tend to have this options..where they can think and write ...

Researcher: and when you teach ... do you try to focus on all the skills at a time or try focus on the one ..e.g. in writing class grammar only.. in reading u focus on vocab and contents..

Mizan: umm..its not possible for all classes but yea I try to teach all the things.. say.. when I am teaching grammar ..its only grammar and its needed.. another things is that if you see the textbooks you will see there are separate sections for each section... so we can follow this ... now about speaking and listening.. when I say something its their listening.. and when they answer its their speaking ... it goes in that way...

Researcher: okay..

Mizan: another thing is that we don't have audio visual systems for practicing listening n speaking..i think if we have this then their pronunciation would have been better

Researcher: right..barring all the odds .. you are confident to teach , right?

Mizan: yea .. I think so.. I mean .. I don't feel any problems except the lack of logistics..

Researcher: umm..what about cultural things.. I know into your books there are many foreign cultural issues..how do you teach this .. who do you present before class

Mizan: umm..honestly ..we follow books.. for such things we don't go beyond that.. in the class we discuss say table manner sin UK..or dresses of red Indians..

Researcher: do you sometimes or even the students show interest to compare with local cultures..

Mizan: yea..in fact there is a story that brings this issue.. a character comes to Bangladesh from usa into a student exchange programme and the story shows the comparison as

illustrated by this character.. in terms of food, dress, greetings.. umm.. students like this story..

Researcher: okay..one more thing.. do you face any sorts of challenge in discussing these things..? I mean not necessarily you may need to all the things right?

Mizan: yea ..it happened indeed.. (laughs).. I was not sure of yoga..they asked me about this.. that time I just said its some kind of exercise.. but not clear about the features.. lets do one thing.. tomorrow.. we can discuss in details... but usually we try to stick with the books..

Transcript 4.7

Researcher:Please tell your name.

Shila: I am...

Researcher:Where are you teaching.

Shila: laxmimur Govt. high school.

Researcher:How many years have you been teaching?

Shila: It's been 3 years 4 months .

Researcher: Which grade do you teach?

Shila:VII,VIII, IX....

Researcher:Around how many classes do you have to take in a week?

Shila:near about 24.

Researcher: You do enjoy your class, right?

Shila: Yes,i like it and enjoy it.

Researcher: Tell me about your academic background.

Shila: I had my honors and masters degree on English from Khulna B. L. College.

Researcher: Seems you have very few experience of teaching. One thing, do you only follow the prescribed textbooks or you look for other resources?

Shila: Mostly I follow the textbooks. Since I am a little bit involved with a daily newspaper named 'Daily Star', I collect relevant pictures and cartoon from that newspaper; they send a paperwhere there are different exercises with cartoon illustrations; like- seem and unseen comprehension and all.

Researcher: How do you think it may help your students? Do they enjoy those?

Shila: To develop student's language skills and create motivation i usually use newspaper cutting. And my students really enjoy these cartoons and all.

Researcher: Do you use these materials regarding the level of your students?

Shila: Yes, i use different materials in different classes regarding the difficulty level. I also try to find advance and slow learners and address them accordingly; but we cannot always do as we intend to, due to examinations and all. Also we have a large classroom where it is quite difficult to address these issues.

Researcher: Let us go back a little, What kind of troubles do you usually face when taking class? Do you get the logistic supports you need for your class?

Shila: Actually our school is quite old, we have lack of many facilities. Other than common classroom facilities, there is one multimedia projector in my school, but i usually do not get chance to use it.

Researcher: How do you evaluate your own class? Why do you think this is important?

Shila: I think its really important to evaluate my own teaching, to find out my own lacking and also the right approach to present a particular topic. The way of evaluation depends on my topic... every class i ask the students questions about the topic, if they answer correctly then i can understand they got to understand what i want them to learn,then i realize the class is fruitful.

Researcher: Do you discuss with your colleagues about the development of your class?

Shila: As a new comer i always discuss with my experienced colleagues when we sit informally, but we do not usually have any formal meeting to talk about further development of our classes.

Researcher: Could you give any example of the topics discussed in your informal meeting?

Shila: Mostly we discuss about teaching methods and classroom control.

Researcher: Since u r very new in this profession, how do you get the concepts of new teaching methodology?

Shila: Usually we are given special training when any new techniques or strategies are introduced. Recently I attended two training sessions in teachers training college. I learnt many things in those trainings.

Researcher: How do you define the appropriate strategy, technique for a particular class? How do you get prepared for your class?

Shila: I plan my class based on the subject content; few things ialso keep in consideration- the time span of the class, student's understanding, way of presentation etc.i try to present the topic in easiest possible way so that all the students can understand.

Researcher: What kinds of problems do you usually face other than large classroom, time constrains...?for example, if you do not get multimedia support for your class...

Shila: Sir actually I do not use multimedia at my class, in fact I do not have scope to use that technology. Also there are learners of different abilities, it is difficult to address them in a large classroom.

Researcher: Do you ever think it is possible for the students to learn better if they plan their learning activity themselves?

Shila: Yes i believe it is. We should guide the students to flourish all their creativity. Sometimes i ask them to summarize a text so that i can compare and help the weak ones to catch up with others.

Researcher: How many students do you have to deal with at grade VIII or IX?

Shila: We have two sections; in each class we have around 60 students.

Researcher: You just said that you engage them in group work, do you think students enjoy this kind of activity?

Shila: Yes they do, but honestly i do not feel like much to conduct group work. Often i found number of students inactive at their group, only good students performs all activities. That's why I do not use group work so frequently.

Researcher: What kind of strategies do you follow to develop creativity among students?

Shila: Based on an unknown topic sometimes i ask them to write paragraphs.

Researcher: Ok, how do you understand whether all the group members are active or not? How do you locate the inactive members?

Shila: Usually in a group, advance and attentive members do their work quickly, but slow members act quite inactively and i take special care of them when i notice this kind of members in a group. Sometimes i give them individual task to ensure their learning.

Researcher: Suppose during the class, one of your students asks you a question irrelevant to the topic you are teaching. What do you do in such situation?

Shila: I instantly answer their question if it's within my knowledge. Because if i dampen their curiosity they might be demoralized and hesitated to ask any question next time.

Researcher: Ok fine. One thing, do you often ask questions at your class? What kind of questions do you prefer- open ended or close ended?

Shila: Yes i do use questions. It makes them think deeply about the learnt topic. And yes, when it requires some explanation, i prefer open ended questions; especially in the case of 'why' questions. But during the class, i also use close ended questions as well.

Researcher: Did u ever face a situation when your students don't find your class interesting despite all your efforts? What do you do then?

Shila: In such cases i don't pressurize them to concentrate in class rather i try to continue the class in relax mode, like- having an informal chitchat or something. After a while, i tactically try to link the informal discussion to my subject topic.

Researcher: Why do you think this happens? I mean the boredom of students?

Shila: Actually there are too many classes back to back in our routine, from 10 am to 4 pm. After school, students also have to attend classes at several coaching centers... too busy days they have to pass, so eventually at school they feel their classes tiring and boring.

Researcher: Ok great. Now, let's come to a specific topic that is grammar. How do you teach grammar? Can you give an example?

Shila: I usually follow traditional lecture method when teaching grammar. Because i believe that it is necessary to know essential rules of grammar to construct sentences correctly. After explaining when they learn the rules properly, i give several examples for their practice; like- changing voices of the sentences we use in everyday life.

Researcher: Do you think your learners can learn grammar by themselves?

Shila: No I think without teacher's help it is not possible to learn grammar. At least they need to be taught the primary concept, and then they might be able to do exercises by themselves.

Researcher: How do you see English, is it a language or a subject like other subjects in school?

Shila: I think its a language, as i am a student of English, i try to present it as a language in my class.

Researcher: What is your mode of teaching? In Bangla or English?

Shila: I used to take in English at earlier. But later i found that it was a bit difficult to the students to understand if i take class in English. Then i started using Bangla besides English.

Researcher: Do you think your students need to speak native like English?

Shila: Yes of course, oral skill is very important. And i think it is possible for our students to learn british standard English. After all, they have to attain strong speaking skill to compete globally.

Researcher: But there are other countries where people do not speak English in American or British accent; like- Japan, China, France...

Shila: Yes, but they are facing trouble too. I think we should at least try our level best to attain native like skills.

Researcher: Do you ever try to develop their practical skills which have a good implication in real life?

Shila: Of course, that is why I make them speak about an unknown topic, so that they can overcome their shyness and develop their skills. In fact we have dialogues in English syllabus. Students practice these dialogues in class and they really enjoy it.

Researcher: Ok... which skill do you think is more important? reading, listening, writing or speaking?

Shila: I think all these skills are important.

Researcher: Do you think the logistic supports you get are sufficient to conduct your class properly?

Shila: No sir. In fact it has been quite difficult to manage our classroom. There are students of different level like advance learners and slow learners. It's quite difficult to address all of them at a once. If the size of class was reduced to, say- 30, it would be much easier. Also, if students of different level of ability would be grouped separately addressing their needs would be much easier.

Researcher: There are many cultural elements in the English textbook. How do you teach these particular topics?

Shila: I do not follow any specific strategy. Students come to know about the cultures when going through any text about any particular context; like- food habit of Chinese people, or social behavior in British society etc...

Researcher: Do you ever compare the elements of the foreign cultures with the culture of Bangladesh?

Shila: Yes, it comes eventually when i explain the elements of other cultures.

Researcher: How do the students react when studying those topics? Do they react positive or negatively when discussing the foreign cultures?

Shila: i always emphasize on the positive sides; like- how they behave in a public place in Britain.

Researcher: Do you ever face a situation when students ask you a question what you do not know? What do you do in these cases?

Shila: I admit my ignorance and provide the answer later. But i never give any wrong information.

Researcher: Do you encourage them to find out the answer themselves?

Shila: yes, i do it sometimes.

Researcher: Another thing, do you think it is possible for you to develop a unique teaching strategy of your own?

Shila: Yes, for example- sometimes in order to involve all students first i ask someone to say a sentence in english and the next one translates it in Bangla and then next one says another sentences and so on. I found everyone engaged and attentive in this way; i guess this strategy as successful at my class.

Researcher: Which things do u want to change in your class?

Shila: Classroom size, now the teacher student ratio is 1:60, i want it as 1:30. I think i could help my students more then. Also, i wish i could use multimedia to make my class better.

Researcher: How do you want to see your classroom after five years?

Shila: Hm... in English classroom they will respond in English.

Researcher: Thank u falguni, it was a great discussion with you.

Shila: Thanks a lot sir.

Transcript 4.8

Researcher: tell me your name and teaching experience

Kader: I am... I am working since 2003

Researcher: in which classes you take class

Kader: I teach English in class 6, 7 and 10. From next year I will also teach in class 9

Researcher: how many class in week

Kader: Few days ago he work load was very high, recently it is comparatively relaxed as a part –time teacher joined in the school. Now I have to take 20 classes peer week.

Researcher: do you enjoy your classes?

Kader: In schools like ours one, there are 6 to 7 classes each day. Here usually, we have to take 5 to 6, sometimes 7 classes per day. In that sense, I am relaxed now, I take 3 classes per day. I took 6-7 classes per day before the new staff and a part-time teacher joined in the school. Then, it was very difficult for me to make lesson plan and prepare myself for the class.

Researcher: your academic qualification pls

Kader: I have done my hons. and masters from Rajshahi university in Political science. I have done another masters from a private university in English.

Researcher: any professional training?

Kader: Yes, I have a lot of trainings. I took BRAC peace, TQI, LTIP training, Master trainer training, recently I took training on curriculum from Dhaka.

Researcher: do you stick to your text book or sometimes go beyond that?

Kader: Obviously, I have to go outside the text at times to set examples. I use examples ...

Researcher: not verbal examples I mean to say other materials, teaching aids which u took?

Kader: yes, I brought paper, magazine etc. There is another chapter in the text in class 7 named dictionary where I brought dictionary to learn them what is dictionary and teach them how to find a word in the dictionary in systematic process.

Researcher: other TA u use?

Kader: Now teaching process is very much improved. Once, we have made teaching aids for classroom use. But, now there are many orgs which supply teaching aids to schools. For example, BRAC provides many charts, graphs, posters which we brought to class and discuss and show them.

Researcher: TAs are according to students need or self-planned?

Kader: When I prepare lesson plan, then I plan for the teaching aids also. I prepare the aids after planning according to classroom need to make my lesson effective.

Researcher: do you need to change your teaching plan sometimes?

Kader: Not many time, but if this happens I change the plan and teach them in another way.

Researcher: how do u understand when to change?

Kader: I understand I have to change the technique when I see students are not interested and the aid is not helping to make the lesson easy. Then I find another way and teach them.

Researcher: so what are the challenges u face doing this?

Kader: I face a lot of problems like generally I took 4 classes. I need to prepare myself for 4 classes and make lesson plan. Besides, if I want to bring TA for every class, it takes a lot of times to prepare. We have many official works like registration, form fill up, exam duty, committee responsibilities as a member etc. besides the class work. Another point is that, I am a English teacher. But sometimes I have to take sociology classes. So, it is difficult to adjust

Researcher: so u think your teaching is effctive?

Kader: Yes my teaching is effective.

Researcher: do u evaluate ur teaching?

Kader: Yes, I try. I ask my students to evaluate myself. Many of the students take private tuition from me and they replied I teach well. My HM also says I teach well. So, school wants to include me in class 9 though I have a lot classes. I believe, if I prepare myself to teach and want to complete the lesson on time effectively I can teach. Sometimes, I try to discuss with my colleagues but it is not fruitful. They don't take it easily, count it as a matter of prestige as they can be treated less competent, if they ask anything to know.

Researcher: how do u know about different teaching technique?

Kader:I learn different teaching techniques from different trainings. We also learn which method is applicable for which training from the trainings like TQI

Researcher: which features of class you need to consider for your decision?

Kader: I consider the chronology of the lessons, how they will answer the questions, gain the skills etc. Again, I consider the class size. Few days ago, some foreigners from Britain came to visit our school and they were surprised to see 160 students at a class. There they were very tensed to effectively teach 119 students in a school, where we teach 160 in a class! So, class size is a big challenge. There are different categories of students: brilliant, medium and weak. I keep some desk work for the brilliants and arrange to seat them separately. We can't take same teaching strategy for A+ achievers and pass mark gainers. So, I take different strategies to teach them like seating arrangement according to merit, give homework and check, give class works and maintain regularity.

Researcher: do u think learners can learn by themselves?

Kader: May be many of the students of other schools are able to do that, but the students of our school are not able to do this type of works as they belong to lower class society. Many students work at house as servant, pull rickshaw or van and other works like that as our school locates in a poor geographic region. They don't get time to do any homework, they don't show creativity they are mostly dependent on us.

Researcher: how do u do activities that compel them to do brainstorming?

Kader: Yes, I try such types of brainstorming which I learned at the trainings. For example, I say one word and ask to say another with the last letter of the previous word. But, they can't do well in such types of brainstorming. But, they enjoy it. They are not able to do this without help. I apply new things and they enjoy learning.

Researcher: or creativity task?

Kader: Yes, I give creative works. For example, ask to write a letter outside the text book using the given clues.

Researcher: do u focus on Individual attention?

Kader: Yes, I give special attention and care to some of my students. We target some students who are capable of getting A+, I give extra attention and care to them, observe their class presence, carefully check their homework and give tasks. On the other way, a group of students want to pass, we treat them like that. We want to increase pass rate and increase the number of A+ and golden A+ achievers. The number of students is decreasing in the higher classes as the number of public exam increase (PSC, JSC etc.)

Researcher: how do u react when they ask u something that is not relevant to your topic?

Kader: Of-course, I motivate students to ask questions. I never try to stop the curiosity of a student. I always try to answer and help them. A student in my class asks many things and bring many extra works which I check and answer her questions.

Researcher: creative writing, study guided by student

Kader: Yes, when I think it is important to develop their speaking, I practice role play, dialogue in different situations like position of post office, bank account opening etc

Researcher: ask students in class?

Kader: Yes, I question and through the questions the discussion topic comes in light. For example, I will teach Mobile phone. Then, I ask which devices we carry to communicate with others. They answer telephone, mobile, internet etc. Then, I ask which one is easy to carry. Then, the name of mobile comes in front. Then, I declare Todays lesson.

Researcher:can not move according to plan, can't understand

Kader: I never face such a situation. Sometimes, due to vacation we don't get enough class. Then we have to short the lesson. But I never skip anything.

Researcher: students not get interest?

Kader: Normally it does not happen. But, in the last period students become restless and wait to go home. Their attention become less, many of them pack their bags and do not interested to learn. Then, I try to motivate them by explaining the importance of the lesson, say possibility to come in exam.

Researcher: grammar teaching?

Kader: At first, I work in the basic areas. Suppose, when I teach Narration I check the basics like subject-object, tense, reported verb, reported speech identifying skills etc. When the

basics are clear I start Narration by giving a sentence. Teach how to change in direct and indirect form with examples. I explain the process in detail like reporting verb change, "" omission etc. After sentence I go to Passage narration. I show them one sentence and give them another to change and I check and explain.

Researcher: classroom questionning?

Kader: I ask to practice by giving some sentence in board. Till majority of the students raise their hands I never satisfy.

Researcher: text identify?

Kader: Yes, I practice it. In the first paper, students do it. For example, I ask them to find superlative, comparative degrees from a text and ask to identify the lines. Students are also able to understand the grammatical rules by themselves if provided proper guideline.

Researcher: How count English? Subject or language?

Kader: It should be count as a global language. You know, it is an international language and the pronunciation differs among Asians, Africans, American and British. I try to teach in original British language and pronunciation as it is 'Paralisis' not 'Paralysis'. In this issue, Usually, students are weak in speaking and listening, we focus there and try to improve these skills. The daily Star started a program where our school get involved.

Researcher: satisfy with class settings and confident as a teacher

Kader: Yes, I am confident and we can continue teaching in the provided facilities.

Researcher: real life application?

Kader: Yes, there is a real life application of the skills. If you want to get a good job, good command in English will help you. You will be helpful in also higher education and communication.

Researcher: real application of English?

Kader: Yes, I tell these things. If they don't know the grammatical rules she/he can't speak, can't write an application. So it is very important in real life.

Researcher: English culture in text?

Kader: when the students get bored I gossip about the British culture with students. The British are a very gentle nation, they never gossip in the public transport as there is a possibility of disturbing the driver which may cause an accident. But, we gossip a lot in public places. We criticize without knowing facts. They take appointment before meeting someone, not before or after. They care for time a lot.

Researcher: why comparison?

Kader: It is important so that the students can get familiar with these types of culture, and cope themselves in these types of situation.

Researcher: u don't know something about culture, what u do?

Kader: I never face that types of situation, students don't ask these types of questions.

Researcher: Possible to self-teaching methodology develop?

Kader: Yes. It is possible. Traditional idea is that teachers only teach in classroom. If I give some of the students some more homework which I will write in a separate khata and check these in the free times that will help the group of students. I can give them the extra care in the off periods in library.

Researcher: Need to change one side of your teaching?

Kader: I am poor in writing, sometime my students can't understand what I write. It will be better to be loud as my students can't hear me in large classroom from the last benches.

Researcher: After 5 years how u want to see?

Kader: Now I have to continue my English class in Bangla as my students can't understand if I conduct my class in English. I want to see my class in a form when I don't have to mix Bangla and English in time of lecture giving; my students will be able to understand and communicate in English. Multimedia will be helpful also in reducing the class pressure and attract the students.

Transcript 4.9

Researcher: Please tell your name.

Halim: I am...

Researcher: Where are you teaching?

Halim: Rajshahi Govt. P. N. High school.

Researcher: Which grade?

Halim: VIII, IX, X...

Researcher: Around how many classes do you have to take in a week?

Halim: Let me count... 14... more or less.

Researcher: You do enjoy your class, right?

Halim: Yeah, actually I've been kind of habituated with my job.

Researcher: Tell me about your academic background.

Halim: I had my honors and masters degree on sociology.

Researcher: How many years have you been teaching?

Halim: It's been almost 23 years.

Researcher: Seems you have pretty lots of experiences. One thing, do you only follow the prescribed textbooks or you look for other resources?

Halim: Mostly I follow the textbooks, since the students these days mainly focus on their examinations. However, sometimes I look for other resources based on relevance.

Researcher: Like?

Halim: Stories, grammar from different resources... outside the syllabus.

Researcher: Do you take help from Newspaper, books?

Halim: For grammar teaching I don't follow any textbooks usually.

Researcher: What do you take to the classroom for your preparation?

Halim: Just a piece of paper sometimes, only key words written on it.

Researcher: Do you change your teaching strategy to address individual difference at classroom?

Halim: Not really, sometimes I try to give special task to the slow learners, but I don't usually follow any different strategies for particular individuals. In fact I do not feel any major differences in my way of teaching in different grades, since the new curriculum is almost indifferent from VI to X; also, even the students of grade V are very advanced these days.

Researcher: So, you are claiming you do not have to adjust your strategies according to different grades, rather they do?

Halim: Yes. In fact nowadays it is common trend to go to private tutors, which helps them to go through the syllabus in advance.

Researcher: Did you ever try to assess your own teaching?

Halim: Yes of course, but I am not fully satisfied with my class. We do not get sufficient time for preparation. For example, we have to use multimedia in some classes, but we are not provided adequate time to prepare lesson for multimedia class. We in most cases have to take quite a lot classes a day which reduce our preparation time for any particular class. Also, large classroom is another problem we have to face very often.

Researcher: How do you evaluate your own class?

Halim: When I find my students satisfied with their class, or I get complement from the guardians or the administration I feel like I succeed. Sometimes I take test after teaching a particular topic, and I get an idea of my class after seeing the result of my students.

Researcher: Do you discuss with your colleagues about the development of your class?

Halim: Sometimes we discuss when we sit informally, but we do not usually have any formal meeting to talk about further development of our classes.

Researcher: Could you give any example of the topics discussed in your informal meeting?

Halim: Mostly we discuss about the new thing introduced in the curriculum.

Researcher: Though obviously you are aware of the teaching methodologies since you have 23 years of experience, but how do you find out about developments in teaching methodology?

Halim: Usually we are given special training when any new techniques or strategies are introduced.

Researcher: Did you attend this kind of trainings?

Halim: Not so many trainings did I attend. But when my other colleagues go for some training, they share their learning when they return.

Researcher: Is it kind of formal discussion?

Halim: Sometimes it is arranged formally.

Researcher: Do you ever try to relate your own experience as a student?

Halim: Actually things are quite different in recent time. In fact the things we learnt in grade IX-X is now taught to the students in lower secondary level. We could be much competent if this curriculum was taught at our times.

Researcher: Which aspects do you consider when determining the teaching strategy for a particular topic?

Halim: When deciding what to teach I usually emphasize on the topics which are important for the examinations. I consider the particular topic when determining the appropriate strategy for classroom.

Researcher: Can you tell about the problems you face at your class, like- large classroom, time constrains...?

Halim: Yes, there are many issues related to the class. For example, I admit that using multimedia helps to enhance the quality of the class. But we do not have the arrangement in every classroom. It would much better if we could use more of this technology. Also, it requires a lot of time to prepare a digital content; it would be really helpful if we could get some ready-made contents to use at classroom.

Researcher: Do you think it is possible for the students to learn if they try to manage their learning activities by themselves? Do you really think, students of your class will enjoy such tasks/activities?

Halim: Yes I think they can, sometimes during assessment I find really innovative and interesting ideas in their answer sheets which I even never thought before.

Researcher: Do you believe students can learn better in this approach?

Halim: I believe students can learn in both ways.

Researcher: Ok... how do you think it is possible to encourage and engage students in learning activities by themselves?

Halim: May be by asking questions at the classroom, by involving them in the discussions in a way so that they feel free to express their view about a particular topic.

Researcher: What kind of task or activities do you use at classroom to engage your students?

Halim: Different types of quiz like- MCQ, filling blanks, paragraph writing etc...

Researcher: Do you give them any thought provoking tasks?

Halim: Yes, sometimes I ask them to complete a story with a given plot. But the problem is there are quite a few students who are really interested in such activities- like one or two. Most of the students in general try to skip the task.

Researcher: Can you give me any example of a task that makes your students think critically?

Halim: Yeah, like I said before- completing a story, or writing paragraph of a new topic.

Researcher: Is it possible to do the same in case of reading?

Halim: Yes, sometimes I ask them to speak about something at class. Students, especially the weak ones; often hesitates to speak English, but I encourage them by assuring there is no shame at all in doing mistakes. Also, I try to involve them in reading activities.

Researcher: You were saying about the weak students, do you try to address them individually?

Halim: Yes, I try to guide the weak students individually and try to help them to improve.

Researcher: Do you ever let the students choose the topic of the task themselves?

Halim: Not actually, I decide the topics of the tasks.

Researcher: How often you ask question to your students?

Halim: Anytime during the class, when I feel it needed.

Researcher: What is nature of questions whether open ended or close end question? Why open ended or close ended questions are important?

Halim: Depends on the topic. I use both types of questions at class. Open ended questions are very helpful as this type of question makes them think in divergent ways. On the other hand close ended questions helps to measure their knowledge in a particular topic.

Researcher: Suppose during the class, one of your students asks you a question irrelevant to the topic you are teaching. What do you do in such situation?

Halim: I instantly answer their question if it's within my knowledge. In some cases, when I don't know what the answer should be, I admit it to the students and assure them that I will provide the answer on the next class. I believe it is my responsibility as a teacher to help my students.

Researcher: Do you some time find yourself in such a state that despite your all efforts you fail to make the learners interested in the class or you fail to make them understand the topic? In such a situation what you usually do? Why it happens?

Halim: I do not have to face such situation very frequently, but when I do; I do not pressurize them to concentrate in class. Rather I let them relax a little bit and then conduct the class in a flexible way.

Researcher: Ok great. Now, let's come to a specific topic that is grammar. How do you teach grammar? Can you give an example?

Halim: Yes, suppose I am teaching 'Voice'. First I explain the active and passive voice, the grammatical rules, and then give them exercise.

Researcher: Do you think your learners can learn grammar by themselves?

Halim: No I think without teacher's help it is not possible to learn grammar. At least they need to be taught the primary concept, and then they might be able to do exercises by themselves.

Researcher: How do you see English, is it a language or a subject like other subjects in school?

Halim: To be honest, both we teacher and student mainly focus on the examination. We tend to prepare our students so that they can do well at the exam. So our mindset has been changed in a way that we treat English indifferently than all other subjects. We often forget that this is a language and all.

Researcher: Do you ever try to develop their practical skills which have a good implication in real life?

Halim: Of course, that is why I make them write or speak about an unknown topic, to develop their skills.

Researcher: What do you mainly focus on- learning- grammatical rules or reading skills or oral fluency or combination of all?

Halim: I mainly emphasize on oral skills. Often do I overlook the grammatical mistakes and encourage them to speak English.

Researcher: Why do you think so?

Halim: Because it is a common tendency to hesitate to speak a different language, even when they know the grammar and all. So learners need to go through a lot of oral practice to get rid of that hesitation.

Researcher: Are you confident about your teaching skills?

Halim: Not actually, I think there are lots of things I need to improve.

Researcher: If it is a language do it needs to be native like?

Halim: I do not think so; rather it should be customized in our way considering our students.

Researcher: There are many cultural elements in the English textbook. How do you teach these particular topics?

Halim: I do not follow any specific strategy. Students come to know about the cultures when going through those texts.

Researcher: Do you ever compare the elements of the foreign cultures with the culture of Bangladesh?

Halim: Yes, it comes eventually.

Researcher: How do the students react when studying those topics? Do they react positive or negatively when discussing the foreign cultures?

Halim: Not actually, because students these days have number of sources to know about the world culture. So these discussions are not completely new to them, so no major reaction do I notice when teaching those topics.

Researcher: Do you ever face a situation when students ask you a question what you do not know? What do you do in these cases?

Halim: I admit my ignorance and provide the answer later.

Researcher: Another thing, do you think it is possible for you to develop a unique teaching strategy of your own?

Halim: Yes, in fact I think each and every teacher has their own strategy which is unique. No two teacher conduct classes at exactly the same way.

Researcher: If you are asked to define your very own teaching strategy which aspects will you consider when explaining your strategy?

Halim: Like... the way I identify and address their weaknesses... this is very important aspect....

Researcher: Which parts do you need to change to improve your teaching skill?

Halim: I think if I could be more confident and competent in English my class would be much better. Practicing the skills is very important, colleagues can practice with each other; but all of us are not always very serious about it.

Researcher: How do you want to see your classroom after five years?

Halim: A well-equipped classroom, with proper multimedia and other facilities.

Transcript 4.10

Researcher: how r u doing... thanks for your time... please introduce yourself..

Shahidul: I am.. I have been teaching for 8 years at the secondary level. .. mostly..

Researcher: okay...

Shahidul: I graduated in English and masters in English as well

Researcher: you enjoy teaching... right

Shahidul: yea... I enjoy ... specially... literary texts..though scope of it in curriculum is really limited..

Researcher: ..tell me how often you go beyond the textbooks while teaching... meaning using of other teaching materials...resources..

Shahidul: yea.. I do.. I took it as teaching aid..

Researcher: okay..what sorts of..

Shahidul: not much... usually posters... I show them and ask about it... they start guessing then I introduce the topic

Researcher: they enjoy it..? anything else...

Shahidul: yea they like it... (laughs)... yea sometimes .. sometime I buy chocolates for them... its nothing .. just to cheer them up..

Researcher: okay.. I see you put your effort for your class... do your teaching techniques change according to students levels?

Shahidul: yea I do..in fact you need to... if u stick with strictly one technique...the class will be disorganised.... Cos you never can predict their interests..not necessarily you can assume their conditions prior to teaching a lesson...some of them are weak and some of them are good.. soits kind of situational issue.. situation demand... so I need to strategize according to condition...

Researcher: so how do you decide when to change the techniques..

Shahidul: umm.. mostly... from the questions... their nature of questions can give me a sense of their uptakes... their understanding...say... after a lesson naturally not all of them will be clear of it... now if I explain the same thing exactly like the previous way the its of no use... naturally 2nd time I need to use other technique to make them understand... make them easy for them...

Researcher: okay... its what you do during the teaching..but what about the change of techniques when u teach in class 6 and say in class 10... is there any change in your approach..

Shahidul: yea certainly..reason ..comparing to level 6 the students of class 10 are relatively matured... so for class 6 im a bit more flexible than of class 10...

Researcher: anything else... okay..what sorts of challenges you face for these things.. meaning change of techniques.. use of innovative ideas... for the class

Shahidul: umm..the thing i use for my class is easily available...no don't think its prob for me... also they like it so don't want to think in that line...

Researcher: umm its you are talking about teaching aid.. I suppose..but what about the change of techniques...any challenges?

Shahidul: umm... well its duration I should say... also class size... big class size... now in my understanding the big class you will have the number of weaker students would be higher...

so to address their probs I need to change my techniques.. it costs time.. right? In that case in the given 45 minutes its hard for me to execute my plan..

Researcher: okay.. ..so in that case you will be in prob to complete the syllabus. in time... ok... how do you evaluate then your teaching? Meaning ..how do you get that your teaching is fruitful or in the right directions

Shahidul: umm... not possible to evaluate all the time.. I guess u can understand it through the learners... though there are few options to evaluate teaching... another teacher can monitor your teaching..anyway... if I ask questions and from their responses you can have a good ideas about the lesson/class...

Researcher: u yourself often think of it... may be after the class...how did it go..

Shahidul: yea..it occurred to me quite often.. in fact after the class I think of it... whether it was a good class at all... what more I should do to make a better class..

Researcher: oaky..do you discuss this with your colleagues..

Shahidul: yea .. I do it ..its helpful for me... meaning.. I have few senior teachers... their opinion helps me..

Researcher: what sorts of discussion/sharing you have with them....

Shahidul: about the approaches of teaching... its important cos... for each class we have three sections... now ..say I take class of 9 A but other teachers take classes of 9B and 9C.. in that case we need to have kind of uniformity .. it helps the students I suppose..

Researcher: good..okay.. now I am interested to discuss.. in a broader sense .. teaching methodology... I mean u talk to techniques..or innovation in teaching... recent development.. how do you come to know about this development

Shahidul: I did my BEd..from their... also trainings...

Researcher: those trainings are helpful..???

Shahidul: yea..kind of... importantly those help me understand the importance of many techniques.., I guess without this I may not keep doing/practicing those... say.. for example.. brainstorming...honestly I haven't even heard of it before the training... but after the training I realised that its (brainstorming) really important...likewise...group work, pair work... participatory approach... n all

Researcher: just interested to know... what about your experience as a student... do you use that into teaching?

Shahidul: umm.. look it comes automatically in my case... the things (approach) that were good for me try to present before them ... the same way..

Researcher: okay..that's fine.. if I now ask you.. for classroom decision.. teaching.. what are the features you consider in organising your plan...what would you say

Shahidul: okay... umm.. I decide on the class size... for group work its important to consider... usually 3/4 students are ideal for group work but in my class I need to form groups with 7/8 ... the more group you have the more time is needed to follow the activities...so naturally it's

a big issue.. time is also an issue.. for the same reason... I need time to provide feedback to all the groups ..besides in the groups you will have both categories of students... weak and strong...interestingly I noticed I don't need to work all the time.. those who are good and who can become the teacher of those who cant..

Researcher: oaky... in that case I will ask you. ..do you think student can manage their study/lesson by themselves... if you leave it onto them..

Shahidul: yea I think they can... um... needs kind of guidance from the teacher... meaning they may need kind of initiations sometimes...

Researcher: can you illustrate such scenario..though you mentioned one already.. how do you encourage them...

Shahidul: well.. I do nothing... say... I give them a reading text to read in groups... then ask them to write down the answers... they discuss among groups and answers it... they do need to think of answers .. find out word meanings if not sure ... at the end I give some feedbacks.. it works many a times...

Researcher: so its group work or pair work...

Shahidul: I always prefer group work... not pair work... if I go for pair work then I need to come up with 25 pairs that virtually impossible to monitor in 45 mins..its kind of problematic..

Researcher: okay..now tell me how do you usually critically engage them with tasks... why it is important..

Shahidul: its important as this helps them to open up their potentiality... I notice one thing when they really feel that by brainstorming they come up with something they appear to be more confident..its important...

Researcher: what sorts for tasks or activities ..

Shahidul: see its interesting... nothing special... I just form few groups and ask them to do a research on..say.. Rabindranath Tagore... they do it by themselves... its kind of competition..not that they provide you information but mutually them produce a nice piece of text on the topic..

Researcher: ok... during teaching you try to address individual learner's prob?

Shahidul: yea I do it... usually that time of population is not big though...

Researcher: why it is important do you think..

Shahidul: very important..see ..in a class there is a continuity ... now if few fails to progress at the expected level in that case they need care or the will be lagging behind the overall plan of the class will be in prob...

Researcher: what about topic selection..? do you always do it or let them as well..

Shahidul: not really.. . see we have one obligation... we need to complete the syllabus.. so I decide this .. but its true for better language learning its good for them..

Researcher: what about the question patter during the class...

Shahidul: I do during the teaching... its mix ... short questions or big questions...usually I begin with close then eventually proceed to open or explanatory ..

Researcher: after your all the efforts somehow they fail to connect to the class... you trying like you always do.. but its not working for this day.. why do it happen? What do you do in that case..

Shahidul: yea I face it sometimes..reason I guess is various... it is because of classroom management failure or even sometimes tired ...

Researcher: how do you handle this ..

Shahidul: umm.. I in that case begin with a common interesting topic that almost all of the know already... they feel that its easy to do so lets do it..umm it brings their attention back ..i suppose..

Researcher: what would you say..your grammar teaching approach..

Shahidul: umm.. I think if I straight begin with rule/structure they will feel bore or complicated... so ...say I am teaching them 'tense'..in that case I begin with discussing time... present... past... future...they easily can relate it... relate it with 1st language.. then eventually I bring the rules associated with these tenses... explain them...then ask them to practice ...

Researcher: do you think they can explore grammar by themselves...

Shahidul: umm ..never tried it honestly... but I guess they need kind of briefing...

Researcher: tell me..how do you see English.. is it a language or a subject...

Shahidul: I personally see it as a language..try to teach like a language... but our education system forces us to consider it as a subject...

Researcher: right... umm..what about its standard... is it native like...

Shahidul: umm..nope don't think that like UK or USA... but there should be kind of standard so that we can understand them and they (native) can understand us ..i need to use that language..thats all..

Researcher: what about the real life application... how do you address this in the class

Shahidul: speaking... classroom talk is important... need to ensure oral practice in the class..it helps them I guess...

Researcher: anything else..

Shahidul: but its not possible everywhere... see, majority of the schools in BD is in the rural areas and there you wont even find many teachers who can speak in English .. so its not that easy...anyway I try it all the time.. not that they (learners) all can understand it... but I believe if I continue with it eventually they will understand...

Researcher: so when you teach..do you try to integrate all the skills together... or separate it..

Shahidul: umm..kind of... see when I instruct mostly in English whatever the topic is.. it taps speaking, listening, reading or writing... its mix...

Researcher: what about the existing resources... we know we don't have many n you told it already... considering all this do you think its possible to teach them all the skills?

Shahidul: its going on barring all the odds... without almost any logistic support ... its hard but yea we all are doing it ..

Researcher: you are confident to teach, right/

Shahidul: yea I do...

Researcher: what about other cultural foreign elements..how do you introduce ... how do they see these things...their attitudes to this..

Shahidul: I begin with few general knowledge questions... try to tap their curiosity... then introduce the text/topic...

Researcher: do you compare these with local issues...

Shahidul: yea... in fact they bring such issues... for example... dresses or festivals...

Researcher: what about other cultural foreign elements..how do you introduce ... how do they see these things...their attitudes to this..

Shahidul: they seem interested to know about foreign cultures...

Researcher: do you face any prob in teaching such...

Shahidul: usually I am prepared... but if it occurs... in that case I tell them that I will get back to you tomorrow..

Researcher: we are about to finish our talk..you said many interesting things.. your thinking is really unique in many ways I would say.. .. your way of thinking on teaching is your own teaching methodology..

Shahidul: group work or brain storming..its kind of method..

Researcher: see... its broader than that I guess. .. your group/pair work or something like that are few strategies.. not methodologies...what about your own methodology.. how can u establish it...

Shahidul: umm..its not possible to establish it... as it not static... it changes with situations..i suppose... not possible to do with a strict method...so...

Researcher: yea.. I get your point..but teach everyday considering all the situational constraints/realities...now my point is that's your method...

Shahidul: umm I need to share with others I guess... teachers... can inform authority...

Researcher: anything esle..what you are going to share...

Shahidul: my teaching...ideas.... If they like then they can follow it... naturally it will establish...

Researcher: okay... or may be also you can share n find few common features..

Shahidul: yea right

Researcher: now tell me how you can share with other schools..

Shahidul: umm... kind of meeting with all the teachers..sharing n discuss

Researcher: anything else?

Shahidul: exchange of views n experiences...

Researcher: I'll tell you one thing...so far your ideas are good but everythings seem oral...how you gonna save these ideas ..get my point?

Shahidul: umm ... we can have recordings of classes.. or kind of written documents...

Transcript 4.11

Researcher: thanks for joining me..pls tell me something about your self

Samia: imyesmin... teaching in PN high school... I've been teaching for 17 years

Researcher: oh..that's great... im sure I'll know many things from u..tell me what do you like to teach

Samia: umm... grammar..

Researcher: ok... okay..tell me how often you go beyond the textbooks while teaching... meaning using of other teaching materials...resources..

Samia: yea.. I do..either teaching few aids.. or some stickers...

Researcher: do your teaching techniques change according to students levels?

Samia: sometimes I do... say during the class if I found they became a bit noisy and don't want to participate in that case I start asking questions to them... or sometimes I ask them a writing tasks..

Researcher: also any other reasons..you think?

Samia: umm..if they fail to understand the topic/item.. in that case I need to repeat it again.. but in a different techniques...also though not frequently.. I use slides...

Researcher: they enjoy it..

Samia: yea..they do .. specially slides or visuals things..

Researcher: what about the challenges u face to change your techniques...

Samia: umm... the weak and inattentive students... despite my varied techniques it hard them to motivate sometimes... in that case I mix them during group formation..it works to the extent..

Researcher: what your teaching? Do you evaluate your teaching..sometimes..

Samia: yea... I do it.. I assume I teach well though I have one prob..meaning I cant talk at a long stretch .. I have prob into my throat..

Researcher: okay..that's not a prob at all I suppose.. but what about your ways of teaching? Do you evaluate it...

Samia: (laughs)... from their response I can sense it... their facial expressions also...

Researcher: why it is important

Samia: for your sake... self development... improvement

Researcher: do you sometimes discuss with your colleagues..this tings.. teaching... improvement in teaching

Samia: not frequently... but yea sometimes..

Researcher: so what sorts of discussion?

Samia: umm..it depends.. recently... its curriculum.. as it is new.. the textbooks are also new... so we discussed the organization of the books n all.. tasks..

Researcher: so if I now ask you..how do you know about the new development of teaching.. say teaching methodologies..

Samia: umm..trainings... I had few trainings..from there CPD, ELTIP,

Researcher: trainings are worth of doing?

Samia: yea ..for me it is.. when I started my carrier that time I didn't have any idea on group work, pair work... I learnt from there... also various tasks and activities..

Researcher: what are now I will ask you..what are features you consider to take classroom decisions

Samia: umm...new curriculum is different... previously we tended to focus on grammar..but now I need to focus on the content... meaning of the texts that important.. real life applications... besides.. exam is also important.. which are topics seem critical for them...

Researcher: ok..that's about textbooks.. n exam.. what about the classroom itself...what are the features of classroom..

Samia: umm..student levels...

Researcher: okay..do you think if you leave them with their texts can they manage their learning by themselves

Samia: umm..there are some who can handle it.. I mean if you give them some hints it will work for them..but I guess not for all of them...there are few for whom its difficult...they are kind of inattentive.. so ..for them its not suitable I suppose

Researcher: umm if I ask you...how can you engage them in such activities..

Samia: yea,.. I will make few groups and give them some topics ..ask them to write say.. ten lines on that .. each group will write .. then they can compare among groups and come out with a good piece of text .. sometimes competition helps them...

Researcher: and what about critical engagement..how can you ensure that..

Samia: it depends on the topic..some topics need more critical engagement..

Researcher: what about the individual probs in the class

Samia: yea..certainly.. I try to use other students to help them initially... its important ..i usually do not involve until its required...

Researcher: why it is important do u think... I mean to address individual learners..

Samia: umm..class is for all.. being a teacher its my duty to work for all of them.. whether its for exam or for real life use..i need to work for all of them.. I need to ensure everybody's understanding...

Researcher: what about topic selection..? Do you always do it or let them as well..

Samia: its mutually... I suppose..

Researcher: what about the nature of the questions..

Samia: yea... usually I never go for a long lesson... I divide my lessons into several small parts... I discuss some then ask them questions..then again I go on...even they also ask many questions during discussion..

Researcher: nature of questions...close or open... analytical..

Samia: well its mixed... both

Researcher: why open ended questions are important ..

Samia: well it reflects their clear understanding...also...it helps in their oral proficiency....thinking practice..

Researcher: okay..its great.. are u in a situation ever that after all your effort you see none of your plan is working for this particular day...kind of communication failure.. not necessarily it happened quite often...why do you think it happens?

Samia: umm ... it could happen ... may be I lack my concentration..or may be the topic is kind of hard...I need to take more time to make them understand that I didn't do in that case...

Researcher: so what do you do in such situation?

Samia: I repeat it in the next class..

Researcher: yea but what about that particular time ..what do you do then?

Samia: umm... in that case I ask them to write something ..and finish the class

Researcher: lets talk of grammar teaching..tell me how do you teach ..your approach..

Samia: say.. I am going to teach "narration" ... in that case I first ask them whether they have any idea on it..then I explain them the rules and then give them some examples... the I ask them to do few by themselves.. I give them many examples..i focus on the practice.. the rules..

Researcher: so its deductive... okay... do you think learners can explore or learn grammar by themselves..

Samia: umm.. I guess they can do it.. I mean from the text they can explore it..but need to provide kind of briefing...guidance..

Researcher: how do you see English... a language or a subject..

Samia: both..but primarily I see it as a subject .. but also for real life use I need to help them in oral communication..

Researcher: so why do you see it a subject...primarily

Samia: u know our education system..its exam oriented, right? So I need to ensure that... but doesn't mean I undermine the necessary skills of that language..

Researcher: what about the proficiency..native like?

Samia: its local... see I speak but not like a native speaker so there is no way I could teach them ..like a native

Researcher: so how do you ensure/help them for real life use?

Samia: see...its classroom talk... I ask them questions in English and encourage them to answer it in English..it's a good practice.. also instructions.. role playing...

Researcher: so you encourage them to speak in English..

Samia: yea..some of them are shy... but it goes with all the odds

Researcher: so when you teach you focus on all the skills at a time?

Samia: yea... whatever I teach somehow all the skills emerge ..as the instructions I provide is in English..

Researcher: what about topic selection..? do you always do it or let them as well

Samia: yea we logistics support... we don't have sufficient...

Researcher: what about cultural issues... foreign cultures..

Samia: I try to teach these with visual materials... it attracts them..

Researcher: do you bring the local cultural issues in discussing these..

Samia: yea..it comes automatically... even they compare sometimes...

Researcher: any challenges you face in teaching those..

Samia: nope ..nothing I guess as prepare myself prior to my class..

Researcher: okay.. say you are teaching n mean the time one or two ask you something that you are not sure...in such case what u usually do?

Samia: umm.. I clearly say them I am not sure about this but in the next class I will tell you about it..

Researcher: another thing, say you are teaching..something.. that time some or few or one asks you a question that is not related to the topic but also not irrelevant.. what u do in that case?

Samia: if I know I will answer it surely... I don't ignore that at all..

Researcher: why its important to answer

Samia: if its related the I need to answer

Researcher:yea but what if its not related but also not irrelevant?

Samia: umm..

Researcher: okay..if I now ask, what you think ..your teaching belongs to any particular method ?

Samia: umm.. (laughs).. to my mind I teach in my own way..

Researcher: okay..if I say you now.. how can you establish your teaching as a methodology

Samia: umm..not sure

Researcher: okay forget it... if I ask you which are the things you want to change into your teaching for better improvement

Samia: personally.. I think I need to work on my oral fluency..

Researcher: what if I ask you, say after given 5 years how do you want to see your class

Samia: certainly technologically well equipped... and if possible a small class comparing to current class size..

Researcher: anything you want say...we are done..

Samia: umm... new textbook .. it has few probs I suppose... the words used in the text usually we don't use in everyday language and I find it odd... also the reading text are lengthy... and another thing...the textbooks contain many foreign cultural issues... but not much of our local... I believe our local things should have been more ..my personal view.. the kids should know more about our own culture first..i think those are few probs that should be addressed

Researcher: okay..thanks for you time.

Transcript 4.12

Researcher: so lets begin with few small talk..tell since how long have u been teaching

Saba: its like around 7 years.. I mean used to teach in one English medium school and until recently I joined here in this school

Researcher: okay..tell me something about your work load and in which classes you r teaching

Saba: currently im teaching in class 1,2, 3 and 6 and and weekly I need to take 20 classes

Researcher: ohh that's huge..tell me something about academic background..

Saba: I did my graduation and masters in English

Researcher: ok..umm as I see u r teaching for many years.. just wondering do u ever feel to go beyond your recommended textbooks

Saba: umm... primarily I tried to focus on the syllabus the if we can spare some classes in that case I do it..umm.. yea sometimes I use few things related to syllabus.. not that I do it often..

Researcher: can u explain it a bit..

Saba: umm..say e.g. they need to write a paragraph on "my father".. in that case I don't ask them to read it what is in the textbooks, rather ask them to write from their own experiences.. about their father.. how they feel about it..n so and also when they write of their own I need to provide feedbacks on it... either grammatical or at the organizational... or spelling..

Researcher: okay I get your point..how u try to relate topics with real life .. beside this do you use any other resources.. e.g. Video clip or paper cutting,,

Saba: nope ..honestly I did not use these things.. but yea I have plan to do so.. as in this school we have audio-visual system so I can use them .. thing is in my previous job I don't have this thing..i think this aid helps in spoken .. say pronunciation.. it helps me too for such things..

Researcher: do you think ..you plan your teaching according to the classroom conditions or you just plan ..

Saba: yea .. I need to consider their situations certainly... I need to accommodate and customise according to their conditions..say e.g. in class 1 if I use some fancy words ..its likely they are not going to understand...rather I should use easy going familiar words , right? I mean I need to reach to their level

Researcher: okay..as you said you need to reach them, meaning, you change your techniques .. right? What are challenges you face in doing so

Saba: yea there is one prob though... I need to put my best effort all the time... I mean... need to focus always on the weak students..need to ask them most of the time to make sure they are getting from the class..

Researcher: and it works right?

Saba: yea I think.. I mean during parent meetings they appreciated my teaching..

Researcher: good..um what about your teaching? Do u assess your teaching sometimes or feel to do so?

Saba: yea sometimes I talk to few of my senior colleagues ..when sometimes we discuss teaching I get many things from them.. and also we have provisions to visit others' classes.. I

did it already.. I liked it and tried to compare with my teaching..i mean I purposively selected one teacher's class which I believe would be something meaningful for me.

Researcher: okay...so u think observing other's class or discussing this will enrich your teaching ?

Saba: yea obviously.. I always think this ..how can I make them understand better or make them enjoy my classes

Researcher: umm..on more thing.. im interested to know...u talk of techniques or say in general new ideas of teaching methodologies.. how do u know about this thing

Saba: how do I know? Umm. Primarily through teaching of my own..a training also though I did not get change for many trainings .. however initially at the beginning of my carrier (in an English medium school) .. I didn't take class all by myself..its kind of peer teaching.. a senior used to teach and I used to follow n assist her.. that also kind of training for me if you say so..

Researcher: okay..that's good.. umm ..tell me u are saying you teach by urself.. so on what basis you decide what and how are you going to teach?

Saba: I do it spontaneously ..n in this school there is a rule that you need to submit a lesson plan prior to start of the semester.. a thoroughphase wise plan and it is monitored by vice principal

Researcher: yea i get your point.. but my question is what are the things of your class you consider in making your lesson plan...say e.g. class size, number of student, availability of resources.. n all

Saba: oh...okay..yea I think about number of students and what I am planning to teach.. what are the examples I should use.. something like that

Researcher: no I mean to know how do you think n plan this things..anyway..

Saba: I need to divide my 40 minutes into different sects for discussion, tasks and marking or feedbacks of the tasks..

Researcher: okay..do you think if students can explorer their learning or if they can identify their own problems in relation to learning.. do they learn better?

Saba: yea that's for sure ..however.. but they are kids u know? They are dependant always..

Researcher: yea but do you give them some tasks that engage them in thinking...they will think and come up with their own ideas on the given topics.

Saba: yea I can do it in creative writing class ..or otherwise there is little opportunity to do such things...besides sometimes I ask them to write or speak of ..say... what did you in the last weekend.. it helps me to see their oral fluency or in case of writing.. their grammatical knowledge...not that they can say or write many things but they come up with 2/3 sentences

Researcher: ok that's good..and do you think they enjoy this things/

Saba: amm..not everybody likes it I suppose.. many of them remain silent.. not sure what to say.. or may be feeling shy.. In that case I need to give them queues to encourage..

Researcher: okay..u just said during the creative writing u give them some space to explore by themselves.. can u please explain it a bit?

Saba: well I need to initiate the ideas ..say e.g. if its about daily routine.. I start asking them about how they begin their day usually..they start participate then I ask them to write about it..

Researcher: okay..what about reading a text.. I mean do you encourage or involve learners in critical engagement of texts..for example.. how they think of a txt after reading it..

Saba: umm. I think for class 1,2,3 it would be daunting.. but yea for class 6 I do it.. meaning after reading the story (e.g.) I ask them to tell the whole class of about the gist or moral of the story.. they try it

Researcher: how do you address the individual student's prob..meaning ..

Saba: yea i do it almost all the time..there are few students from their look I can get they are not sure about the .. say ..constructions or even vocab.. I explain them everything..ask them about their probs.. then they participate.. some of them can pronounce the word but don't know the meaning.. In such case I need spend more time on them..

Researcher: why do you think it is important to address the individual's prob?

Saba: reason ..is simple.. meaningits our objectives to ensure learning for all.. importantly if you focus on individual she/he can be engaged in class n eventually the class will be more interactive.. that what we all want, right? Another thing at junior level..students care attention..

Researcher: okay.. I get your point..umm u said you leave the learners on their own during creative writing, but how often you let them choose the topics to write or speak..

Saba: umm..honestly I provide them topics.. I don't give them the priority..

Researcher: now tell me how often you ask questions them..and the nature of your questioning

Saba: yea i do that while I teach..ask them small and open questions.. say.. in the junior class after introducing a word .. I ask them to use that word to make a sentence..and those who I think are relatively weaker I tend to ask them many questions all the time..its important to understand for me to know whether they are getting anything at all from the lecture.. for confirmations I need to ask them..

Researcher: tell me about the nature of your questions..meaning ... they can answer in one word in few questions and for few patterns they need to explain..

Saba: yea I ask them explain..

Researcher: and this questions help them to understand clearly, isn't it?

Saba: yea..

Researcher: lets talk of one interesting thing now..u said many things so far.. about your teaching.. how you assess their levels, how you tap their critical faculty during reading or

creative writing class.. but did you ever find yourself in a such a situations that after your all the efforts the class is not working..

Saba: usually it doesn't happen to my class..

Researcher: no.. I mean to say after your all the trying you are failing to involve the learners?

Saba: ye ait happens ..and in that case I talk their guardians.. request them to take care of this ..

Researcher: umm. Yea I get that..but what you do in the class in such a situation...let me explain it again.. what do you think why it happens? Reasons?

Saba: reasons..may be some of them are really weak.. or don't like a particular thing.. grammar

Researcher: ok..its their prob.. what about your teaching's point of view? Did you think about your perspective?

Saba: meaning..my inability?

Researcher: ok..something like that..

Saba: umm..it could be .. u know.. as told you..i always think if I can come up with better ideas of teaching.. though I never feel its my inability

Researcher: well I think its not about what you personally think..its about how you present things in the class...okay I am asking you something else.. how do you teach grammar? Just explain me please

Saba: say I am teaching use of article ..in that case 1st I will explain them what is article.. with which alphabet usually you need to use an or the .. vowels.. then I write in the board ..

Researcher: do you let them to explore grammatical rules... e.g. even in a junior level..you can give them a small text and ask them to explore the a or an

Saba: umm..not that I do it .. but after the explanation I write few sentences and ask them to underline the articles..

Researcher: okay..do you think the learners can explore and learn grammar by themselves? Say if you

Saba: umm. .. at this level.. not sure.. haven't tried it..

Researcher: okay.. I will ask you something else... how do u see English? Is it a subject or a language

Saba: it's a language ..an international language...

Appendix 5 Ethics Approval email

Fhs Ethics <fhs.ethics@mq.edu.au>

May
19

to Dr, Dr, me

Dear Dr Murray,

Re: "An exploration of Bangladeshi English teachers' reactions to postmethod ideas for classroom teaching"(5201400381)

Thank you for your recent correspondence. Your response has addressed the issues raised by the Faculty of Human Sciences Human Research Ethics Sub-Committee and approval has been granted, effective 19th May 2014. This email constitutes ethical approval only.

This research meets the requirements of the National Statement on Ethical Conduct in Human Research (2007). The National Statement is available at the following web site:

http://www.nhmrc.gov.au/files_nhmrc/publications/attachments/e72.pdf.

The following personnel are authorised to conduct this research:

Dr Jill Murray
Dr Peter Roger
Mr Rubaiyat Jahan

Please note the following standard requirements of approval:

1. The approval of this project is conditional upon your continuing compliance with the National Statement on Ethical Conduct in Human Research (2007).
2. Approval will be for a period of five (5) years subject to the provision of annual reports.

Progress Report 1 Due: 19th May 2015
Progress Report 2 Due: 19th May 2016
Progress Report 3 Due: 19th May 2017
Progress Report 4 Due: 19th May 2018
Final Report Due: 19th May 2019

NB. If you complete the work earlier than you had planned you must submit a Final Report as soon as the work is completed. If the project has been discontinued or not commenced for any reason, you are also required to submit a Final Report for the project.

