A Narrative Inquiry into the Development of Four Bangladeshi EFL Teachers' Cognitions

A Dissertation submitted to the Department of English of East West University as a partial fulfillment of the MA in ELT degree

By

Rehnuma Tabassum
Student Id: 2011-2-92-009

Mr. Bijoy Lal Basu, Dissertation Supervisor
Associate professor
Department of English
East West University

March 2014

Abstract

This qualitative study aims to explore the development of four tertiary level EFL teachers' cognition in the context of Bangladesh. In Bangladesh at tertiary level aspiring teachers get recruited as lecturers mainly based on their academic results and research publications. These teachers seem to have excellent content knowledge and experience of learning English in formal and informal settings. However this study indicates that besides content knowledge they need practical knowledge of teaching, and proper understanding of the profession (i.e., challenges and complications in teaching, teacher-student relationship and so on) before joining the profession. Questions arise, how do EFL teachers at tertiary level learn to teach who usually do not receive any formal teacher training? Do they really face complications in their first years of teaching? If yes, how do they cope with those complications? What type of training can be provided to them? This research aims to answer these questions. Using the paradigm of narrative inquiry this study explores the experiences of four EFL teachers' at tertiary level— two of them are novices and two experienced— as they join teaching and learn to teach. Findings of this research indicate that the participant EFL teachers at tertiary level face many complications in their initial stages of learning to teach, which in many cases remain unresolved due to lack of proper direction. This study also recommends teacher education program, run by experienced EFL teachers and researchers working in this field, for tertiary level EFL teachers as a platform where they can share their everyday experiences of learning to teach. Furthermore, this research points to the need for special journal issues to publish EFL teachers' narratives so that EFL teachers who might have been going through similar complications can be benefited. This research carries direct implications for in service and pre-service EFL teachers, and experts involved in EFL teacher cognition research, and the development of effective teacher training programs.

Acknowledgements

My sincere gratitude goes to my supervisor Mr. Bijoy Lal Basu for his consistent support, patience and guidance throughout the journey of my MA dissertation. His knowledge, expertise, and most importantly emotional support made this journey possible. He made me believe in myself. I feel lucky being his supervisee.

I am thankful to Mr. Harunur Rashid Khan for enriching my knowledge in every possible way while conducting this research. I thank Mr. Manzur Alam and Mr. Zohur Ahmed who stood by me throughout this journey.

I especially want to thank my research participants who shared personal accounts of their own journey of becoming teachers. Without their cooperation this research could not have been done.

At a personal level, I thank my friends Shourav and Meghna for their love and support. I thank my students and juniors whose confidence in me inspired me to work harder. I thank my childhood friend Tusher for being my biggest emotional support.

Most importantly, I am grateful to my mother for standing beside me in every crucial moment of my life. I thank my father who never let me feel down. I thank them for their unconditional love and support.

Table of Contents

Abbreviations

EXT1= Experienced Teacher 1

EXT2= Experienced Teacher 2

NT1= Novice Teacher 1

NT2= Novice Teacher 2

ELT= English Language Teaching

EFL= English as a Foreign Language

GTM = Grammar Translation Method

CLT= Communicative Language Teaching

List of figures and tables

Chapter 1

Introduction

[T]eachers are not empty vessels waiting to be filled with theoretical and pedagogical skills; they are individuals…with prior experiences, personal values, and beliefs that inform their knowledge about teaching and shape what they do in their classrooms. (Freeman & Johnson, 1998, p.401)

How do language teachers know what they know? How does language teacher cognition form and develop over time? The movement of teachers' professional development away from "knowledge transmission model"[1] addresses such questions, and asserts that teachers are "knowing professionals or agents of change" who should not be undermined as passive knowledge seekers attending teacher education programs to learn to teach (Johnson & Golombek, 2002, p.1). With this view, this research contributes to the narrative studies of teachers' experiences that ascertain teachers' ways of knowing and experiences as central to teacher education. Studies of this kind not only bring forth teachers' life experiences, it "values" teacher educators and teachers (whether pre-service or in-service) as experts whose voices need to be heard in "decisions making" regarding their professional development (Gerardo & Contreras, 2000, p.24). In general, teacher cognition research or studies on teachers' life experiences focus on teachers' individual experiences of learning and/or teaching, and attempt to understand teachers' practices in relation to their learning and/or teaching contexts. Teacher cognition, as defined by S. Borg, refers to the "unobservable cognitive dimensions of teaching–what teachers know, believe and think" (2003, p.81). Research in this field delve into "teachers' mental lives" which shapes their practices (Welberg, 1977; in Freeman, 2002, p.2), and thus

---

[1] In "knowledge transmission model" teachers are viewed as "object of study" and researchers through their study determine best practices of teaching ignoring actual teachers' voices in this regard (Johnson & Golombek, 2002, p.1)

views teachers as knowing professionals who can articulate the reasons behind their actions, which is often impossible for anyone to make sense of from simple classroom observations.

1.1 Problem statement

Need of tertiary level EFL teacher training in the context of Bangladesh has been identified as a barrier in the path of EFL teachers' professional development by researchers (Sultana, 2005; Rahman, 1998; in Mahmuda, 2012; H. Khan. 2008; R. Khan, 2009; Mazumder, 2012). These studies though emphasized introducing quality training to EFL teachers, hardly any of them specifically addresses how should be the training programs for EFL teachers at tertiary level. Mazumder though suggests establishing an institute by the Ministry of Education and University Grants Commission to train novice teachers on "teaching-learning methodology and pedagogical research"; simultaneously experienced teachers will also be required to attend training each year so that they can be informed about latest teaching techniques and pedagogy (2012). Mazumder's argument seems convincing apparently, though it the author seems to echo the "knowledge transmission model" (Johnson & Golombek, 2002, p.1) as he did not focus on the importance of listening to teachers' voices.

More to the point, at universities in Bangladesh aspiring teachers get recruited based on their academic results (Mazumder, 2012) and research publications. Teachers at tertiary level join the profession mostly after completing a four year honors and one year masters degrees in English language and/or literature where they are introduced to basic language learning and teaching theories, and sometimes language teaching pedagogies (in case of MA in ELT). However these programs are not primarily designed (except MA in ELT) to prepare students for teaching profession (teaching is considered to be an option like many other options i.e., journalism, government jobs, bank jobs and so on). Mazumder who conducted studies "to

understand the critical to success (CTS) parameters in higher education quality improvement process", and had an opportunity to conduct workshop for "faculty development workshops and seminars" at many public and private universities in Bangladesh and at University Grants Commission of Bangladesh asserts that the aspiring teachers might join teaching with great content knowledge, yet only their content knowledge does not ensure quality education (2012). The author contends that his studies pointed out teacher development and training program as "most important and critical factor for success in quality improvement" (*ibid*). With similar vein, this paper problematizes the practice of not providing any pre-service or in-service training for language teaching professionals who are teaching or going to teach at tertiary level.

Furthermore, up to date English language teacher cognition research seems to be quite a new scope of research in the context of Bangladesh, but there is hardly any study available in this area. Researchers working in the field of Bangladeshi English language teacher development though argue for quality teacher training (i.e., Harun & Al-amin, 2013; H. Khan. 2008; R. Khan, 2009) have not yet attempted to shed light on teachers' real life experiences or the stories of their professional lives. It seems that these teachers' voices or their mental lives are still in the background. In the context of Bangladesh there is a real dearth of research on English language teachers' development of cognitions. Besides, constant argument for English language teacher training, keeping aside the argument for studies into teachers' mental lives and training on reflection, seems inadequate.

1.2 The present study and its aims

This study contributes to the literature on English language teacher development in the context of Bangladesh in its attempt to bring forth tertiary level EFL teachers' experiences of learning and teaching. Through this study English language teachers and teacher trainers in Bangladesh would

understand why it is of paramount importance to shed light on language teacher cognition to help them flourish as language teachers. Furthermore, the study is significant as it employs *narrative inquiry* (comparatively a new method in the context of Bangladesh) of knowing about teachers' mental lives.

The purpose of this research is to understand the development of novice and experienced EFL teachers' cognitions at tertiary levels in the context of Bangladesh, and the factors that advance the change in cognitions from teachers' narratives of their experiences. Studies in this field have much focused on the cognitions of pre-service language teachers than in-service (S. Borg, 2009), for which this study attempted to shed light on the cognitions of novice and experienced EFL teachers in an EFL setting like Bangladesh. This research contributes to researches in the field of language teacher cognitions that call for uniformed language teacher education programs which will help practitioners in making sense of their practices, and will also at the same time help them to bridge the gap among their prior experiences as language learners and teachers, new knowledge, expectations and so on. Through this process novice teachers will come into contact of the knowledge and experiences of teachers who are already in this profession for years (experienced teachers). In addition, this research contributes to the call for "narrative inquiry into language teachers' experiences" (Johnson & Golombek, 2002) to better understand the practices of the professional in the field of language teaching. The current study investigates into the journey of EFL teachers as novices to more experienced at tertiary level in Bangladesh.

This paper argues that university English language teachers who already have some exposure to language learning theories and basic teaching methods, need training on practical knowledge of teaching and reflective practices which would help them develop professionally.

One of the major parts of reflective practices is narrative research or narrative inquiry, one of the focuses of this study, which enables the inquirer to delve in-depth of a particular issue. In this research I will attempt to explore the idea that simple implications of language teacher education program that provides content knowledge (ELT methodologies, teaching pedagogies, syllabus and materials designing and so on) might not be applicable in case of tertiary level teachers who usually have excellent academic record (i.e., good results and research publications), because they can learn about methods and techniques from attending workshops, seminars, research journals and many other sources. This paper exhibits that language teachers' language learning and teaching experiences play crucial roles in shaping their cognitions related to their practices, and thus calls for teacher education programs that can equip the practitioners with ways and ideas of conducting narrative inquiry into their practices. Furthermore, teacher education program of this kind ought to act as a platform for EFL teachers, novice and experienced, to share their stories of teaching.

1.3 Operational definitions

1.3.1 Novice teachers

Novice teachers are "newly qualified" teachers having 1— 3 years of teaching experiences (Farrell, 2012).

1.3.2 Experienced teachers

Teachers having more than 3 years of teaching experiences (Farrell, 2012).

Chapter 2

Literature Review

Teacher cognitions refers to "what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom" (S. Borg, 2003, p.81). Teacher cognition is "the store of beliefs, knowledge, assumptions, theories, and attitudes about all aspects of their work which teachers hold and which have a powerful impact on teachers' classroom practices" (S. Borg, 1998, p.19). It studies teachers' beliefs in relation to teaching, learning, learners, the subject matter and how an individual views himself or herself as a teacher or how he or she views the role of a teacher (Calderhead, 1995; in M. Borg 2001, p.187).

Research in the field of second and foreign language teacher cognition is comparatively a recent phenomenon emerged only in mid 1990s (S. Borg 2009, 2003, 1999; Gatbonton 1999). In teacher cognition studies researchers treat teachers as "thoughtful people" who have prior experiences as students and teachers, and whose individual beliefs and values contribute in shaping their practices in real classroom practices (Freeman & Johnson, 1998, p.400-401). Language teacher cognition researches delve into "teachers' mental lives" and show how this "mental lives" of teachers address teachers' classroom practices, and at the same time explore "the process of becoming, being, and developing professionally as a teacher" (S. Borg, 2009, p.163). S. Borg emphasizes that "the hidden relations for teachers' instructional decisions" can only be explored through studies on teacher cognitions (1998, p.26). Moreover, teacher cognition research examines teachers' thinking process assuming that teachers are "rational professionals who make judgements and decisions in an uncertain and complex environment" (Shavelson & Stern, 1981, p.456; in Ellis, 2006). With a similar vein, S. Borg argues that though the

institutional and other contexts of language teaching, going to be explored in following sections, might act as barriers for teachers to implement their beliefs completely, it cannot be denied that teacher cognitions have significant roles to play in real classrooms (1998, p.23).

In general, language teacher cognition studies conducted on in-service teachers, as I have attempted in this study, bring forth the concept that teachers' actions or practices are not always shaped by their cognition, yet teacher cognition is also a subject of change over time by teachers' actions and experiences (S. Borg, 2009; p. 166). This study attempts to study the changes in cognitions in both novice and experienced EFL teachers at tertiary level and the factors that caused changes in teachers' cognitions. As a part of that endeavor, some recent and past research findings have been accumulated in this chapter to analyze different aspects of language teacher cognition.

2.1 Factors influencing development of language teacher cognitions

Teachers' professional lives, their working place and the circumstances they face as individual practitioners are considered to be important factors in influencing the development of teachers cognition, and therefore researchers argued for a change in theories, classroom methodologies and other contents, often promoted by teacher education programs, in a way that would address the above mentioned issues (Freeman & Johnson, 1998, p.405). Freeman and Johnson propose three domains of the knowledge base of language teachers that highlights how language teachers learn to do their work: "the teacher learner", "the social context" and "the pedagogical process" (1998, p.406).
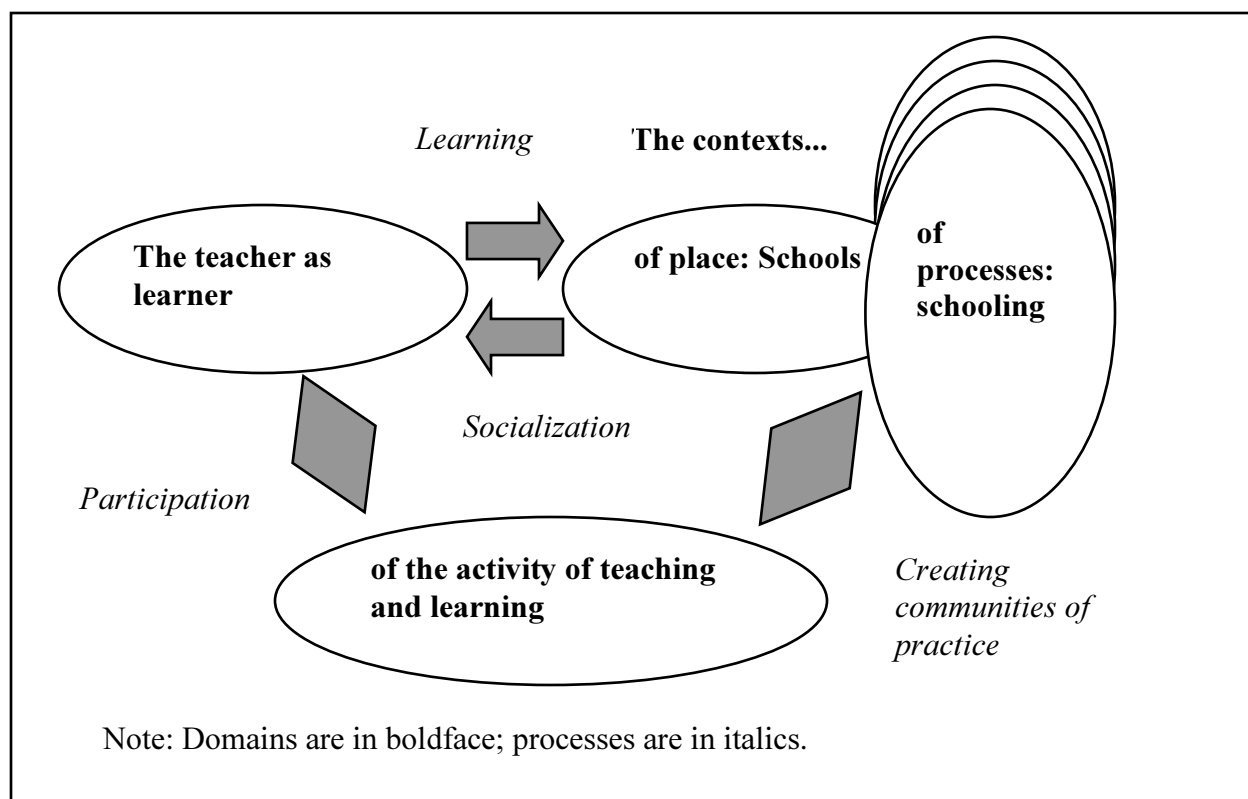
Figure 1 Framework for the knowledge Base of Language Teacher Education (reproduced from Freeman & Johnson, 1998, p.406)

The first domain in the diagram "the teacher learner" focuses on the learning process of language teachers (p.407). This domain views language teachers as learners of language teaching. This domain redefines the images of teachers as experts always ready to transfer their knowledge to students like "conduits", and projects teachers as individuals having their own beliefs and thinking in relation to language teaching and learning, and who are in their way to learn to teach language (*ibid*). The second domain "the social context" emphasizes on understanding the role of schools and schooling as "social and cultural context" for teacher learning. Lastly, the third domain "the pedagogical process" is concerned with the activity of real classroom teaching (Freeman & Johnson, 1998; p.407-410).

To some extent with similar understanding S. Borg (2003) identifies three major constructs of language teacher cognitions: teachers' life long experiences in schooling, teacher education programs and classroom teaching experiences (figure 2).

Extensive experiences of classroom which defines early cognitions and shapes teachers' perceptions of initial training

May affect existing cognitions although especially when unacknowledged, this may limit its impact.

Schooling → Professional coursework

Beliefs, knowledges, theories, attitudes, images, assumptions, metaphors, conceptions, perspectives.

Teacher Cognition

About teaching, teachers, learning, students, subject matter, curricula, materials, instructional

Contextual factors → Classroom practice including practice teaching

Influence practice either by modifying cognitions or else directly, in which case incongruence between cognition and practice may result.

Defined by the interaction of cognitions and contextual factors. In turn, classroom experiences influence cognitions unconsciously and/or through conscious reflection.

Figure 2: Teacher cognition, schooling, professional education, and classroom practice (reproduced from S. Borg 1997, 2003)

Figure 1 and figure 2, suggested by Freeman & Johnson (1998) and Borg (1998), explore common sources that construct teacher cognitions. In both figures 1 and 2, the first construct seems to be language teacher personal language learning experiences which can be both in formal and informal settings. The second construct is teachers' experiences as participants in

teacher education programs, and the third construct is teachers' real experiences of teaching and culture of their workplaces. These three constructs of language teacher cognitions will be briefly explored with reference to other relevant literature in next three sub-sections.

2.1.1 Early formation of language teacher cognition: language learning experiences

Language teachers' initial cognitions related to language learning and teaching starts forming from their early experiences as language learners both in formal and informal settings (Freeman & Johnson, 1998; S. Borg, 1998, 2003; Ellis, 2006; Numrich, 1996). The first domain of the knowledge base of language teachers in figure 1, "the teacher-learner", shows that much of language teachers' knowledge of language teaching comes from their experiences as students in formal and informal language learning context, and as learners of language teaching (Freeman & Johnson, 1998*)*. In figure 2 the same concept, in one way or another, has been addressed under the segment entitled "schooling" through which S. Borg (1997; in Borg, 2003) draws how teachers' experiences of early schooling is directly connected to teacher cognition. Teachers in these figures have been treated as individuals who join the profession with their own values, beliefs and prior experience of learning that often contribute in what they do and how they do in the classroom, quite in contrast to traditional view of looking at teachers "empty vessels" who need adequate understanding of theories and appropriate pedagogy (Freeman & Johnson, 1998, p.401). To clarify, for instance, teachers who learnt a language successfully under grammar translation method might find it appropriate implementing that method while teaching language to their students, on the other hand teachers who learnt language in interactive ways might find it difficult to apply methods or techniques that focus on grammatical accuracy (Borg, 1998).

The influence of teachers' prior language learning experience have been identified by many scholars (Lortie, 1975; in Ellis, 2006; Freeman & Johnson, 1998; S. Borg, 1998, 2003; Ellis, 2006; Numrich, 1996), however there is argument regarding the extent teachers' learning experience contribute in shaping their cognition. Lortie (1975) in one side argue that students' (future teachers) experiences of observing teachers teaching forms "powerful imprints" in mind "which are not necessarily erased by teacher training programs" (in Ellis 2006), in another side with similar strength Ellis (2006) and Bailey et al. (1996; in Ellis 2006) assert that teachers do not always replicate their classroom experiences as learners, instead they choose what to select or delete based on their experiences of learning and teaching. Therefore, Numrich (1996) and Ellis (2006) rightly argue that teachers to a great extent depend on their language learning experiences, and adapt strategies they found effective as students. Those do not have such experience of learning a foreign or second language therefore lack proper understanding in this regard (Ellis, 2006).

In this regard, Numrich's (1996) analysis of dairy studies conducted by novice ESL teachers reveals that from prior language learning experience teachers only follow the strategies they think can bring positive changes in their learners' learning. For instance, the study shows that a participant who noted her early childhood method of language learning (memorizing 5-10 new words everyday) as a failure did not try to follow that as a teacher, rather the participant followed interactive approach of language teaching which she followed in adulthood and learnt an L2 successfully. Quite similarly, Ellis's (2006) study shows that the participant language teachers tend to guide their students following different language learning strategies which they followed as L2 learners. For instant, in Ellis's (2006) study a participant named Anna mentions that she asks her students to compare the patterns of their L1 and L2 because as students she

applied the same technique and succeeded to learn her L2. Ellis (2006) concludes arguing that for monolingual teachers who do not have experiences of learning an L2 in formal settings (where the target language is often the only medium of instruction), it is likely that they can learn about learning an L2 mainly through formal training and reading of related materials, which might often fall short in understanding L2 learners' real barriers. And therefore, these monolingual teachers might not be able to explore language learning strategies or communication strategies similar to bilingual teachers. Bilingual teachers, in this case, are expected to have greater flexibility in understanding students' situations. However, Ellis's (2006) study puts aside the influence of teachers' experiences of language teaching or participating in teacher education programs in shaping teachers' practices, and the factors often seems to prevent teachers from applying their own strategies of language learning and teaching which is one of the major focuses of the current study.

Thus it seems convincing that the knowledge teachers earn through academic learning (in schools or teacher education programs) and the knowledge they gain through experience of teaching in real classroom equally contribute to their "professional competence" (Wallace, 1991; in Ellis 2006). While in some cases language teachers from their own language learning experiences adopt some strategies, they also reject several techniques especially when they recognize the pitfalls of those techniques (Numrich, 1996).

2.1.2 Changes in language teacher cognition: from language learning experience to participating in teacher education program

Teacher education programs play significant role in shaping the trainee teachers cognitions about teaching and learning (S. Borg, 1999; M. Borg, 2005). However, it is not guaranteed that all the principles introduced in teacher education programs will be implemented by teachers in real

classroom practices *(*S. Borg, 1999*)*; often after training the participants' beliefs change to a small extent (M. Borg, 2005).

M. Borg's study on a participant in a pre-service teacher training reveals that the participant's beliefs on language learning and teaching remained almost same as at the beginning of training (2005). The author argues that the participant's beliefs related to language learning and teaching though formed from her schooling and work experience, most of the experiences of schooling shared by the participant were negative (*ibid)*. For instance, the participant before and after teacher training expressed her views against didactic teaching methodologies through which students' involvement is ignored, and emphasized on developing respects for students to ensure good learning environment which in fact seems to be an outcome of her negative learning experience in school. The author concludes that this negative experience of the participant regarding language teaching methodology and learning environment developed her concern for teachers' classroom performance putting a side the actual challenges of teaching (e.g., lesson planning). Initially the participant viewed teaching only as classroom performance which she observed in her school as student, in M. Borg's word the "front-stage behaviors", in contrast to teachers' hard work for planning and preparation before conducting classes, the "backstage elements" which is not observable to students (2005, p.25). However after the training the participant seemed to be aware of teachers' role in planning and fulfilling the aims of teaching.

Quite significantly, this study further strengthens the role of language teachers' prior language learning experience, and projects that often these experiences are so powerful that remained unchanged even after formal teacher training.

2.1.3 Changes in language teacher cognition in actual classroom teaching contexts

However, the cognitions teachers develop through real language learning experiences or as participants in teacher education programs are often seem to be challenged by real classroom teaching practices. This section addresses the factors influence teachers' cognition just after they join the profession.

2.1.3.1 First year teaching practices

Language teachers' experiences of language learning and participating in teacher education programs are often challenged by their first year teaching experiences. Veenman (1984) termed the transition of teachers from teacher education program to real classrooms as "reality shock" as often the beliefs teachers form during teacher training program are challenged by the authority of the workplace (in Farrell, 2009). Language teacher education program that often put extra emphasis on improving teachers' knowledge about language teaching methodologies do not address the real complications teachers might face in their first year of teaching, and thus novice teachers often see their beliefs related to language teaching and learning in conflict with the requirements of their workplaces (Farrell, 2006).

Language teachers' transition from teacher education program to classroom practice studied by Farrell (2006) provides strong argument in this regard. The author studied the phases of development of one English language teacher (named Wee Jin) in the first year of that teacher's teaching career. Farrell outlined three major complications faced by Wee Jin in the first semester of teaching— language teaching approach, content of teaching and professional relationships with colleges and authority. From Farrell's (2006) study it is found that the complications related to language teaching approach and content arose when Wee Jin's

experiences of learning language and participating in teacher education program were in conflict with the requirements of the school. Wee Jin notes that the language teaching approach (student centered interactive approach) he learnt during teacher education program was unacceptable by the school authority, and this decision was in turn quite difficult for Wee Jin to accept. The second complication regarding language teaching content was in conflict with his personal experience as a language learner. Wee Jin mentions in his journal that the imposed "department produced materials" controlled his scope of implementing materials, and therefore new teaching ideas in the classroom. Data drawn from Wee Jin's journal exhibit that it was difficult for Wee Jin to cope with the exam centered teaching approach nourished by the school authority as he thinks that this type of attitude might be a barrier for successful language learning. The third complication was the school's "culture of individualism" that left him alone in his first year of teaching. Interestingly, when Farrell (2006) attempts to focus on how Wee Jin resolved this complications, in most cases it is found that Wee Jin remained quite unsuccessful in resolving his complications. In case of teaching approach and content he had to negotiate with his beliefs and school's requirements to much extent, and as a result he was quite unsatisfied and confused regarding which way to choose. And the third complication "collegial relationship" remained unresolved.

Farrell concludes his study arguing that though the aim of this research is not to highlight the complications face by a first year language teacher, through this type of study pre-service language teachers will be benefited. The aim of this study, as mentioned by the author, is to inform teacher educators that teacher education program need to address the real complications faced by novice teachers. Before entering into the real classroom if teachers have proper

understanding of what they might face in their professional life it will help them resolve their complications following this type of case studies (Farrell, 2006).

2.1.3.2 Identity Transformation: from language student to language teacher

Along with the role of other factors, as have already been discussed, the question of teacher identity has been identified by researchers as an influential factor in shaping teachers' cognition (Kanno & Stuart, 2011). Kanno and Stuart's (2011) study argues that "the construction of a teacher identity is integral to novice L2 teachers' learning-to-teach processes" (p.237). Through two case studies conducted on two graduate students in MATESOL program in a U.S. university, the authors exhibit how novice ESL teachers learnt to teach, and how their learning-in-practice shapes their teacher identities. The authors clarifies that the main purpose of their research, the idea originally derived from Freeman(2002) as they mentioned, is to highlight how "L2 teachers' mental process initially form, change and ultimately develop within the institutional contexts of teacher education programs and classroom practice experiences" (p.237).

In their theoretical discussion of "learning-in-practice" and "identities-in-practice" Kanno & Stuart refer to Britzman's(1994) differentiation between "role" and "identity" (2011). According to Britzman (1994), "role in a public function often assigned externally, whereas identity involves inner commitment" (in Kanno & Stuart's, 2011, p.239). Again, in reference to Danelewicz's (2001) ideas on teacher identity the authors assert that "becoming a teacher is nothing short of identity transformation" (in Kanno & Stuart's, 2011, p.239). the authors clarifies that becoming a teacher is not like playing any assigned by someone else, rather the whole process takes place in the mental horizon of the practitioners; and through teaching practices they feel like being teachers (2011).

The authors identify Lave and Wenger's theory of situated learning (Lave, 1996; Lave & Wenger, 1991; Wenger, 1998; in Kanno & Stuart, 2011, p.239) as a useful framework to explore "L2 teachers' identity formation in the context of classroom practice" (p.239). the authors argue that according to Lave and Wenger's (1991) concept of learning-in-practice, the novice teachers' learning to become teachers is not simply for the learning of "its own sake", rather they learn to become part of the community that they want to be (in Kanno & Stuart, 2011, p.239).

The authors moves on to clarify the concept of "identities-in-practice" (Lave, 1996;p.157; Wenger, 1998,p.215; in Kanno & Stuart, 2011) by arguing that according to Lave and Wenger the practitioners do not bring a "well formed" identity in their practice, nor the identity "incidentally emerges as a result of acquiring a particular skill set on knowledge", rather practitioners develop their identities as they "engage in practice" (in Kanno & Stuart, 2011, p.239). The authors thus suggest that the student teachers (in this case pre-service teachers) struggle to be "'language teachers' (original emphasis) in particular communities of teachers and learners" (p.239). from the authors argument it becomes apparent that the journey of becoming a teacher or language teacher thus is connected to the social settings of the practitioners, and therefore they shape their identity in relation to what is expected by the community (the community involves their colleagues, authority, students and so on) they are part of.

The authors therefore assert the concept of "identities-in-practice" with the claim that it refers to "a mutually constructive relationship between identity and practice. Identities develop…as one takes part in the practice of a community and learns the ways of being and doing in the community…Practice shapes identity, whereas identity, in turn, affect practice" (2011, p.240-245). Danielewicz (2001 in Kanno & Stuart, 2011) states that the process of becoming a language teacher involves the individuals so strongly that becomes part of the

individuals' identity (p. 239). In Kanno & Stuart's words "becoming a teacher is noting short of identity transformation" (2011, p. 9).

Kanno & Stuart (2011) examines how novice ESL teachers learn to teach, and how through this experience of learning their identities as language teachers are shaped. Two graduate students (Amy and John) in a MATESOL program at a U.S. University have been observed for a year (divided in three quarters) as they first time taught ESL classes. The study highlights the transitional process of novice language teachers; how they learned to teach language in light of their experience (the authors mention this transition as teachers' learning-in-practice). For instance, the study shows that even though two participants at the beginning were quite uncomfortable in exercising the teacher authority, with the course of time they discovered that they need to be little authoritative for better classroom management of to ensure students' proper learning. In addition, the participants also realized their strong identification with students needs to be changed to avoid unwanted situations (tardiness, late or no submission of assignments and so on) arousing in the classroom in the first quarter. Similar to these complications, in light of their first quarter teaching experience the participants developed strategies to deal with their weakness (e.g., Amy developed strategies to deal with her weakness in grammar and vocabulary).

An important finding of this research, as Kanno & Stuart (2011) mention, is that novice teachers' changes are not always positive (p.248). The authors point out that some positive qualities they found in the participants while observing them in their first quarter of teaching were lost as they gained experience. For instance, the "level of excitement" regarding the profession they witnessed in the first quarter changed into "business like attitude" later (p.242). Authors mention, as two participants developed their identities as teachers, simultaneously they

detached themselves from students, and in consequence while in the beginning for any unwanted situation (tardiness, late or no submission of assignments and so on) the teachers blamed their inability to engage students in classroom activities, in second and third quarter of teaching the participants found students guilty for being unable to get involved in classroom activities.

2.1.3.3 Teachers' changes in teaching practice

Over time as teachers learn to teach their practices of teaching are shaped and reshaped from their everyday experiences of teaching, attending seminars and workshops and different activities. Investigating 112 second language teachers through teachers' self-reported questionnaire and few interviews Richards et al. (2001) highlights seven major areas of changes in teachers' Approach to Language Teaching over time—

1. Learner centeredness (22%)

2. Basic teaching philosophy (21%)

3. Materials and resources (15%)

4. Language learning activities (12%)

5. Teaching grammar (10%)

6. Teacher confidence (9%)

7. Others:

7.1 Learner errors (3%)

7.2 Teaching the language skills (3%)

7.3 Teacher effort (2%)

7.4 Teaching procedure (1.4%) (adapted from Richards et al. 2001; p.6)

The study shows that over time a significant number of teachers' teaching approaches have been more learner centered; they focused more on learners' need and preference than before, and by

doing these they mentioned that they valued their learners as individuals (Richards et al., 2001). Interestingly, as the authors found, some teachers mentioned changes in their teaching approach as away from learner centeredness. The participants reported that teacher centeredness allows them to cover the syllabus within a short span of time, which becomes difficult in a learner centered classroom. In the second category of changes (basic teaching philosophy) the participants pointed out changes in teaching methodology, classroom activity, areas of focus in lessons, and testing. For instance, some teachers reported shift in their teaching approach from structural to communicative, communicative to analytical approach, and some other teachers reported their teaching approach as more interactive, activity based and sometimes more project based and so on. Regarding teaching materials and resources many teachers mentioned that in early years of teaching their main focus was to cover textbooks though, over time they learned to use authentic and self-created materials alongside the prescribed textbooks. In case of grammar teaching and learning activities, a significant number of teachers (see figure 3) marked that they now focus more on fluency and communication whereas in early years their preferences were accuracy and grammar. While reporting on level of confidence, most teachers stated that their experience of teaching helped them becoming more realistic from idealist, and over they have become more confidant is designing materials and test.

Similar to Richards et al.'s (2001) study Bailey (1992) also studied teacher change. Some of these changes are:

- Shift from teacher centered classrooms to student centered classrooms
- Variations in material selection
- Shifted focus from accuracy to communication
- Explicit teaching of grammatical rules decreased

- Attitudinal changes

- Group works were preferred than individual work

- Students' involvement in classes increased

- Approaches in teaching children were changed (adapted from Richards et al. 2001; p. 5)

The findings of both studies are quite aligned. In line with identifying the changes occur in language teachers' practices as they develop with time, an important part of this lies in the sources to a large extent responsible for these changes in teachers' practices.

2.1.3.4 Sources of teacher change

Major sources of teachers' change in teaching practices over time have been identified by Richards et al. (2001). Through this study the authors listed the following major sources of teacher change based on the responses of their participants:

1. In-service courses (or in-service teacher training) (49.1%)

2. Seminars/conferences (42%)

3. Student feedback (41.1)

4. Self-discovery (34.8%)

5. Trial and error (33%)

6. Collaboration (32.1%)

7. New texts/curriculum (20.5%)

8. Contact with others (17.9%)

9. Research (8.9%)

10. Tired of doing the same thing (8%)

11. Other (7.1%)

12. Teaching journal (5.4%)

13. Feedback from supervisor (4.5%) (adapted from Richards et al. 2001, p.9)

This study indicates that in service courses, seminars and students' feedback are top three sources of in-service teachers' change. The teachers reported that participation in in-service training, seminars and conferences helps them to stay updated about new resources and techniques of ELT, and also through these they get to share their own understandings with other experts and colleagues. Besides, the participants mentioned that students' feedback help them to reflect on their teaching practices and bring changes in their teaching methods accordingly. In addition, "self discovery" and "trial and error" helped them to reflect on to what extent they have been successful in achieving their goal in teaching. Collaboration with colleagues, and contact with experts through seminars and workshops have been identifies as catalyst in bringing change in teachers' practices. Moreover, new curriculum and text book have been mentioned as factors that obviously bring changes in theaters' practices. On the other hand, participants reported almost no changes due to their research work, feelings of boredom or feedback from supervisors. From this study it becomes apparent that for teachers, students' feedback, teacher training and self discovery play significant role in developing their cognitions related to language teaching. However the authors suspected that one of reasons of choosing in-service training as the most influential source of change by the participants might be that when the authors collected data for their research all participants were attending an in-service training program.

2.2 Language teachers' development, narrative research and teacher education program

This section briefly discusses the concept of language teachers' development, components of language teacher education programs and emergence of narrative research in the path of language teachers' development.

2.2.1 Language teachers' development

In defining the concept of language teachers' development Mann's (2005) review article entitled "The language teacher's development" was found relevant. The aim of teacher "training" is to introduce methodological and theoretical issues related to trainees (Mann, 2005). On the other hand, according to the "European view" of teacher development it is "that teachers themselves undertake and that is guided by the teachers concerned" (Miller (2004: 2) quoted Johnston (2003:120); in Mann, 2005, p.104). Mann defines "professional development" as "career oriented" which has "a narrower, more instrumental and utilitarian remit", and asserts that "teacher development is more inclusive of personal and moral dimensions" (2005, p.104).

Mann from his reviews of important terms (i.e., "development", "training", "professional development" and so on) and on the basis of the arguments of many scholars (i.e., Freeman (1989), Miller (2004), Johnston (2003) and many others) summarizes that the language teacher's development is a "bottom–up process" in which central focus is on individual teachers' "insider views" and therefore "efforts are instigated by individuals and groups" (e.g. Cheng & Wang 2004; in Mann, 2005, p.105), in contrast to "top down approach" in which "educational leaders and principles" (Glickman, 2002; Sparks, 2002; in Mann, 2005, p.105) or more clearly conceptual theories and teacher educators play central roles. Moreover, these programs though "independent of the organization", yet can perform better if supported by institutions (*ibid)*. Furthermore, through this program as participants articulate their experiences and beliefs inside, they simultaneously make sense of the factors contribute in shaping their beliefs and experiences (*ibid)*. This is therefore an ever continuing process that includes teachers' "personal, moral and value dimensions" which should be incorporated in training and such development programs designed for language teachers (*ibid).* In short, Mann's summary of the conceptual understanding

of teacher's development suggests that the urge of professional development in teachers should not be directed by any outside stimulus, but from teachers' inner self. Moreover, knowledge is not something transferred in a top-down process from teacher educators to practitioners (Richards, 1998; in Mann, 2005, p.107), rather it should be co constructed with the involvement of both parties (Roberts, 1998; in Mann, 2005, p.107).

The argument of "self-development", governed by "self direction", seems to be in the core of the definition of "language teacher development" (Mann, 2005). "Self direction" refers to the "characteristics of an individual that predispose one toward taking primary responsibility for personal learning endeavours" (Brockett & Hiemstra, 1991, p.29; quoted in Mann, 2005, p.104). Referring to the work of Johnson and Golombek (2002) Mann (2005) strengthens his argument for teacher development as attributes to teachers' "self-development". Mann maintains that Johnson & Golombek highlights 'an epistemology of practice that characterizes teachers as legitimate knowers, producers of legitimate knowledge, and as capable of constructing and sustaining their own professional practice over time' (2002:3; in 2005, p.107). The author therefore contends:

> Greater interest in the individual teacher has meant greater consideration of types of teacher knowledge, rather than seeing knowledge as a series of topics. A description that focuses more on the individual teacher and various constructs of teacher knowledge would include content knowledge, pedagogical knowledge, curriculum and materials knowledge, knowledge about second language acquisition (SLA) and learners, and knowledge about context. (2005, p.107)

Here comes Johnson and Golombek's (2002) argument on language teachers' development through narrative inquiry. Johnson and Golombek (2002) advocate narrative inquiry "conducted

by teachers and *for* teachers" to understand language teachers' practices of language teaching in details (p.6).

2.2.2 Narrative inquire and teacher education program

In the field of English language teacher development narrative inquiry – a form of narrative research – is conducted to share subjective information among ELT professionals to bridge gap, and to bring positive changes in the field of English language teaching and learning (H. Khan, 2008). Therefore, narrative inquiry conducted by teachers can reveal teachers' process of development as it is "driven by teachers' inner desire to understand" their experiences; and therefore narrative inquiry can be a process through which teachers' unheard stories of learning and teaching can be brought in the fore front (Johnson & Golombek, 2002, p.6). In the way of conducting narrative inquiry as teachers revisit their experiences, the practitioners become aware of their "complexities" (*ibid*) which they otherwise might not be able to address. Johnson and Golombek assert:

> [N]arrative inquiry enables teachers to organize, articulate, and communicate what they know and believe about teaching and who they have become as teachers. Their stories reveal their ideas, perspectives, understandings, and experiences that guide their work. Their stories describe the complexities of their practice, trace professional development over time, and reveal the ways in which they make sense of and reconfigure their work. Their stories reflect the struggles, tensions, triumphs, and rewards of their lives as teachers … narrative inquiry enables teachers not only to make sense of their professional worlds but also to make significant and worthwhile change within themselves and their teaching practices. (2002, p.7)

By "arguing their stories to themselves or others" through narrative inquiry teachers can have in depth understanding of their growth as language teachers, how do they do their works, how they think and solve their problems, and how their practices in past and present is governed by their thoughts and beliefs (Farrell, 2013, p.80). Farrell (2013) through his study on an ESL teacher's reflection on her *critical incidents* claims that being the participant of this study as that teacher reflected and analyzed a *critical incident* occurred in her classroom the participant teacher "gained greater awareness of herself as a teacher and her practices" (p.85). Research shows that teachers "who are better informed" of their practices knows well of their stages of development (Richards & Lockhart, 1994; in Farrell, 2013, p.86), and thus can take initiative accordingly to upgrade themselves to the next level. Farrell mentions that this type of story telling is termed as "narrative reflective practice" (original emphasis) which helps second language teachers to reflect on their experiences of language learning and teaching, and thus enriches their perceptions of themselves as language teachers (2013, p.80).

One of the significant parts of narrative inquiry seems to be that it inquiries into teachers' *mental lives* which often remains in the backstage. Narrative inquiry in this regard makes teachers aware of their actions and beliefs. Thus, narrative inquiry into teachers' *mental lives* or beliefs appears to be a significant segment to be considered in teacher education programs. Emphasizing on importance of studying teachers' mental lives in teacher education programs Freeman (2002) mentions:

> The central challenge for teachers is to …find meanings in… experiences. If teachers' mental lives are storied narrative webs of past and present experience, if their knowledge is reflective of their position in the activity of teaching, then it makes sense that reflective practice must become central pillar in teacher education. (p.11)

Thus it seems convincing that the primary concern of language teacher education programs should be to understand teachers' experiences (Freeman, 2002). The author in his review article entitled "the hidden side of the work: teacher knowledge and learning to teach" states research in the field of teacher education made a shift from "process-product approach" to "qualitative and hermeneutic studies of teaching and learning"; in case of the earlier approach the main aim was to understand teachers' activity in terms of students' learning, however the later approach holds "teachers' mental processes" at the centre to understand teachers' practices (p.2).

The author rightly suggests that teacher education programs in the first phase should "teach [practitioners] the skills of reflectivity" (Stanley, 1998; in Freeman, 2002, p.11), and in the second phase it should equip teachers with "the discourse and vocabulary" which can help trainee teachers to reflect on their practices (Freeman, 1996; in Freeman, 2002, p.11). Freeman adds that through "well-crafted mentoring [teacher education] programs" novice teachers can come into contact with experienced teachers and thus can be benefited from the knowledge and experiences of experienced teachers (*ibid*). Traditional teacher training programs tend to *prescribe* so called *best practices* of teaching rather than empowering teachers with numerous scopes and possibilities, and therefore these programs end up replacing what teachers have known through years as learners and practitioners with the program' new offerings (Freeman, 2002). Through traditional teacher training programs' "one-size-fits-all" approach (Freeman, 2002, p.11) the trainee teachers can never articulate what they already know and believe, and thus often might assume their already existing knowledge as faulty. These type of teacher training programs cannot guarantee a successful teaching career to its practitioners because teacher' needs in teaching are not fixed, and it cannot be determined by others or even by the teachers themselves before stepping into the real world of teaching (*ibid)*.

Major teacher education programs are still following "knowledge transmission model" of learning in which only individual teachers are held responsible for not reaching the desired goal of teaching (Freeman, 2002). Rather than viewing context (i.e., classroom) simply as site for teachers' "behaviour to unfold" research in the field of language teacher development demands viewing context as mediational factors that contribute in shaping teachers' ways of thinking and practices (Freeman, 2002, p.11). Apart from centering on classrooms as the only context of teachers' development, this new approach considers the role of students, parents, colleagues and other members as factors shaping teachers' practices (*ibid)*.

2.3 English language teacher education in Bangladesh

Studies show that in different times many initiatives have been taken by governmental and non-governmental organizations to train English language teachers at primary, secondary and higher secondary levels (R. Khan, 2009, p.7; Mazumder, 2012; Sinha & Idris, 2013; Harun & Al-amin, 2013), yet regarding the development of English language teachers at universities no such training is available (R. Khan, 2009, p.7; Mazumder, 2012). For instance, in 1997 ELTIP (English Language Teaching Improvement Project) was initiated jointly by the government of Bangladesh and UK to facilitate primary, secondary and higher secondary level teachers' understandings of CLT approach (Sinha & Idris, 2013, p.91). Initiatives to develop English language teachers from primary to higher secondary level has also been taken by different projects run in support with English in Action (a UK based organization) (Harun & Al-amin, 2013, p.69).

Most of the English language teachers teaching in different level do not have quality training on second or foreign language teaching (R. Khan, 2005). R. Khan identified that the reasons behind this might be that very few universities offer MA in ELT program, and even if

they offer such programs focus is primarily on theoretical knowledge (2005). The author found that in 2002 the English department of a university offered an MA in ELT program that incorporated the reflective approach in its content of syllabus, to familiarize Bangladeshi English language teachers with the "concept of reflection" (2005, p.2). This program is designed for English language teachers at different levels, and does not target any specific group of teachers (school teachers, college teachers or university teachers).

As mentioned earlier, that teachers who join teaching at tertiary level with good academic results have theoretical knowledge of teaching (Mazumder, 2012), but to implement theories at work they need to go through some sort of training.

2.3.1 Recent literatures on English language teachers' development in Bangladesh

Recent studies on English language teachers' development in the context of Bangladesh reveals that there is a call for reflective teaching (R. Khan, 2005) and action research (to be conducted by teachers) for teachers' professional development (R. Khan, 2009; Harun & Al-amin 2013).

Rubina Khan (2005) in her small scale research entitled "Using the reflective approach in teaching practicum" conducted on trainee teachers' and supervisors' perceptions about the component of an MA in ELT program offered by the Department of English of Institute of Foreign Language of Dhaka University in 2002 (which is quite in line with Rechards et el.'s (2001) study reviewed earlier) mentioned that that MA in ELT program was different than traditional teacher training programs mainly focus on theoretical understandings of the trainees. In that program there were scopes for participants to reflect on their classroom teaching, to observe, and to maintain portfolio to record their observations and reflections (R. Khan, 2005). The author through her study found that both the supervisors and the trainees appreciated the

practical value of the program and inclusion of reflective teaching approach (i.e., the practicum. In addition, the trainees reported change in their teaching approach (i.e., teacher centered classrooms changed to student centered), their attitude towards students (i.e., they became tolerant to students' mistakes), their role as language teachers (i.e., from authoritative to facilitator and guide) and so on due to their participation in that ELT program. In short, R. Khan (2005) asserts that a reflective teacher training program can be an effective way for teachers' continuous process of development.

Quite aligned with this article, another article entitled "Developing professionally" authored by R. Khan (2009), urged for Bangladeshi English language teachers' engagement in Continuous Professional Development (CPD) projects to stay updated about recent developments in ELT. R. Khan mentioned that through CPD projects novice teachers can come in contact with experienced teachers which might be of crucial importance in their early teaching career. Teachers in this way might be able to fight with burnout[2] and be aware of their week points, which would help them to take necessary steps accordingly to maximize their ability as language teachers (R. Khan, 2009, p.6).

Similar to R. Khan (2009), an urge for CPD with specific focus on action research and reflective teaching is made by Harun and Al-amin (2013). The authors in their article provided models for reflective teaching and action research, following which teachers can conduct action research and reflect on their classroom practices. Their small scale survey on forty English language teachers at different schools and colleges in Dhaka city reveals that majority of the participants were unaware of action research and reflective teaching model. In addition, the

---

[2] Burnout is "a potential threat" that destroys teachers' motivation for their professional development, puts stress on teachers and in consequence teachers become reluctant in changing or developing their teaching style, materials and so on (R. Khan, 2009, p.6).

authors found that in English language teaching community in Bangladesh there is no tradition of keeping teaching journal among the practitioners; they do not share their problems with their colleagues, and even they do not allow their colleagues to observe their classrooms, as they think it might cause threat to their career (2013, p.75). Harun and Al-amin's (2013) study seems to be focused mainly on refection on language teachers' classroom practices.

While other scholars (as mentioned above) emphasized on importance of initiating effective LTEP for English language teachers in Bangladesh, Sinha and Idris (2013) compared English language teachers' (at school level) actual performance in classroom to their expected roles prescribed by the CLT approach in the national curriculum. The authors identify that in most cases teachers failed to practice teaching in light of CLT approach prescribed by the national curriculum board. One of the significant findings of Sinha and Idris's (2013) study is that along with many other factors, the authors found teachers' language learning experience under GTM method responsible for their inability in implementing CLT in classrooms in many cases. The authors also identified another three convincing issues in their attempt to find out reasons behind teachers' inability to perform the role prescribed by CLT approach — heavy work load, lack of quality reaching, and uncooperative administration. The authors stated that as teachers as in most cases were required to cover prescribed syllabuses in a short span of time, they hardly got any time to reflect on their practices, and think of ideas to implement CLT. In addition, for lack of quality training for teachers many teachers failed to comprehend their role prescribed by CLT (*ibid)*. Other significant causes were lack of logistic support and cultural notion. In many cases teachers reported taking classes with large number of students, unmovable benches, and no technological support. In the context of Bangladesh as maintaining discipline in the classroom seems to be one of the major criteria of "an ideal teacher" (Karim, 2004; Rahman,

1999; in Sinha & Idris, 2013), implementing CLT (where the classrooms are expected to be students centered with lots of discussion, group works, pair works and so on) in most cases was identified to be in contrary with this cultural notion (Sinha & Idris, 2013). In those cases, the school cultural did not permit implementing CLT properly in the classrooms (*ibid)*. In addition, the theoretical knowledge of CLT provided through training failed to equip them properly to perform it in practice. In short, from Sinha and Idris's (2013) study it appears that through training though in some cases though it was possible to bring changes in teachers' beliefs, due to many other institutional factors their participant teachers failed to act on their newly constructed beliefs, and most importantly the training these teachers received regarding implementing CLT in classrooms did not address their early language learning and teaching experiences, and in consequence in most cases that training ended in failure.

2.4 Locating the current study

A close look at the recent literatures on English language teachers' development in the context of Bangladesh (as argued in the previous section) reveals that much study has been done on reflective teaching. The authors called for teaching practicum that will create scope for language teachers to reflect on their practices. In addition authors also argued for teaching practicum that would address language teachers' real complication in applying target approaches (i.e., CLT). However, it appears that none of these studies focused on language teachers' *mental lives* (see Freeman, 2002). In addition, language teachers' prior language learning experiences, and how they learn teaching are out of the focus of researchers working in the field of language teachers' development in the context of Bangladesh. Scholars highlighted the importance of adapting reflective teaching approach in the way of language teachers' development, but did not focus on an important sector which can be quite effective in developing language teachers' understanding

of their beliefs; experiences and ways of development-*narrative inquiry*. Furthermore, novice English language teachers' initial struggle to fit into the academia has not been mentioned by these scholars.

Keeping these points in mind, the current study aims at exploring how language teachers learn to teach with the course of time. In this way of exploration English language teachers' language learning experiences, their initial struggle as novices in this field, and their process of development with time will be the major objectives of this study.

Chapter 3

Methodology

3.1 Central research questions

This research paper attempted to find answers to the following research questions:

Research question 1: How does tertiary level EFL teacher cognition develop (and change) over time in the context of Bangladesh?

Research question 2: What are the factors that shape EFL teacher cognition and their classroom teaching practices?

Research question 3: How do EFL teachers deal with any complications that arise as they begin to make sense of themselves as teachers?

Research question 4: How do experienced EFL teachers differ from novice EFL teachers in relation to their cognitions and practice?

3.2 Research design

This study is a qualitative investigation into how experienced and novice EFL teachers view their development from a language learner to language teacher, and what are the influencing factors in developing their cognitions related to language learning and language teaching. A narrative research paradigm has been used for this study as it is considered to be one of the best approaches in qualitative study to understand change and capture "detailed stories of life experiences" of individuals (Ary et al., 2010, p.470).

This study delimits itself to four English language teachers working at different universities in Dhaka. Participants of this study teach Basic English language courses at universities, in some cases some advanced linguistic courses. The teachers who teach English literature are excluded from this study.

3.3 Theoretical framework

The conceptual framework of this study is primarily drawn from Vygotskyian Sociocultural theory (Vygotsky, 1978; Leont'ev, 1981; Wertsch, 1985; in Golombek & Johnson, 2004) as many scholars working in the field of language teacher education (Johnson, 2009; Johnson, 2006; Golombek & Johnson, 2004, p.309) find this theory effective in researching teachers' development. The sociocultural perspective on human learning has shifted the traditional view of looking at language teacher education as limited to language teaching methodologies or approaches, and developed new theoretical framework that views teachers as "learners of teaching" and their professional development as "inquiry-based approaches" (Johnson, 2009) which is a major focus of the current study.

Johnson (2006) elaborates on epistemological underpinnings of sociocultural turn through which teachers' learning process can be explored. Johnson in reference to other theorists contends, "the epistemological stance of the sociocultural turn defines human learning as a dynamic social activity that is situated in physical and social contexts, and distributed across persons, tools and activities (Rogoff, 2003; Salomon, 1993; Vygotsky, 1978; Wertsch 1991)" (2006, p.237).

Therefore in sociocultural view of learning great emphasis has been placed on "social activities that the individual engages in" in different stages of life and how these activities become part of the mental horizons of individuals and "reappear as mental activities in the individual" with the course of time ((Leont'ev, 1981; Vygotsky, 1978,1986; Wertsch, 1985,1991) for L2, see Lantolf, 2000; Lantolf & Appel, 1994; in Johnson, 2006, p.237-238)

In light of sociocultural theory, the new emerging bodies of research in the field of L2 teacher cognition refer to the learning process of L2 teachers "as socially negotiated and

contingent on knowledge of self, students, subject matter, curricula, and setting" (Johnson, 2006, p.239). It empowers language teachers "as users and creators of legitimate forms of knowledge" who decide what synchronize with their students' sociocultural and historical background (*ibid*). Quite significantly, these researches in its way to explore sociocultural aspects of language teachers' learning and development shed light on "an epistemological gap" between language teachers' actual learning (to teach) and teaching processes and how they are trained to carry out their work in teacher education programs (*ibid*).

Following the underpinnings of this theoretical framework in support of sociocultural perspective of teacher learning the current study takes into consideration the role of different social contexts into shaping teachers' cognition.

3.4 Settings and sampling

The data for this study was collected from two novice and two experienced EFL teachers working in the English departments of different private universities in Bangladesh. The selection of participants involved two stages. In the first stage two groups of novice and experienced EFL teachers were chosen who were teaching English language at universities. In the last stage participants' feasibility was prioritized; they were chosen based on their willingness to participate in the study and their personal relationships with me so that I could approach them whenever needed. The participants were interviewed in formal setting (in their workplaces) as it was inconvenient for the participants to manage time outside the universities. Therefore, the settings might influence their narration as they were asked question regarding their working environment and other issues related to the policies of the departments. It seems obvious that they might hide complicated issues regarding the policies of their institutions. However, sometimes they have been asked to clarify some issues through email and Facebook.

Participants of this study are four English language teachers working in different private universities in Bangladesh. Two of them are experienced teachers with more than 10 years teaching experiences, and two are novice who have more than one year of teaching experience. Brief introduction of the participants are given below:

Table of background details of participants

Participants	Teaching experience	Educational qualification
Experienced Teacher 1 (hereafter EXT1)	More than 20 years	MA in English literature; MA in applied linguistics (abroad); Diploma in TESOL (abroad)
Experienced Teacher 2 (hereafter EXT2)	Almost 15 years	MA in applied linguistics (abroad); MPhil (abroad)
Novice Teachers 1 (hereafter NT1)	3 years	MA in English (Bangladesh)
Novice Teachers 2 (hereafter NT2)	1 and half years	MA in ELT (Bangladesh)

3.5 Instrumentation

Unstructured interviews, story telling, participant (Connelly & Clandinin, 1990, p.5-6) and non-participant observations, stimulated recall interviews (S. Borg, 2009, p.167-168;Gatbonton, 1999) were used as instruments to collect data for this study. As language teachers' cognitions are unobservable different instruments have been used simultaneously to make their cognitions "explicit" (S. Borg, 2009, p.167). Background interview was used to encourage teachers to share their life experiences both as a student and a teacher. On the other hand, observation inside and

outside classrooms was used as an instrument to generate questions related to their change in teaching practice. Unstructured interviews, story telling and participant observations were used to generate data for this study as this study used the paradigm of narrative inquiry, which is a form of narrative research, and these instruments of data collection are considered to be salient features of narrative inquiry. A digital voice recorder and a mobile phone recorder were used simultaneously to record the interviews with the permission of the interviewees.

3.6 Data collection and data analysis procedures

As a first step of collecting data, the challenge was to convince the teachers to participate in this study. I explained to the teachers how the findings of this study could be beneficial to their teaching career. Information of the research was partially shared with the participants to motivate them to participate in the study assuring their anonymity. When the teachers agreed, appointments were made with them. The interviews were taken mostly before and after classes, and sometimes later at their appointed time. Through classroom observation, questions related to language teaching practice were developed. The interviews were more like narrations, not structured, but sometimes semi-structured.

The first step of data analysis began with the transcription of participants' interview from recordings. A *Retrospective life history* approach (Hitchcock & Hughes, 1989; in Cohen et al., 2000) was adapted to delve into participants' lived experiences as language learners, participants in teacher education program and language teachers. With the transcribed interviews the stories of the participants were retold using the words and expressions used by the participants as much as possible. Data of this research are thematically-edited *(ibid)* and was analyzed following thematic approach of data analysis (Dörnyei, 2007).

```
                        ┌─────────────────┐
                        │ Transcription of │
                        │   interviews     │
                        ├─────────────────┤
                        │ Pre-coding and coding │
                        └─────────────────┘

┌──────────────┐      ┌──────────────┐      ┌──────────────────┐
│ Analytic memos │     │   Vignettes   │     │ Interview profiles │
└──────────────┘      └──────────────┘      └──────────────────┘

                        ┌─────────────────┐
                        │ Thematic analysis │
                        └─────────────────┘

┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│ Analysis against existing │ │ Analysis based on │ │ Analysis against │
│ literature       │       │ research questions │ │ theoretical framework │
└──────────────────┘  └──────────────────┘  └──────────────────┘

                        ┌─────────────────┐
                        │    Findings     │
                        └─────────────────┘
```
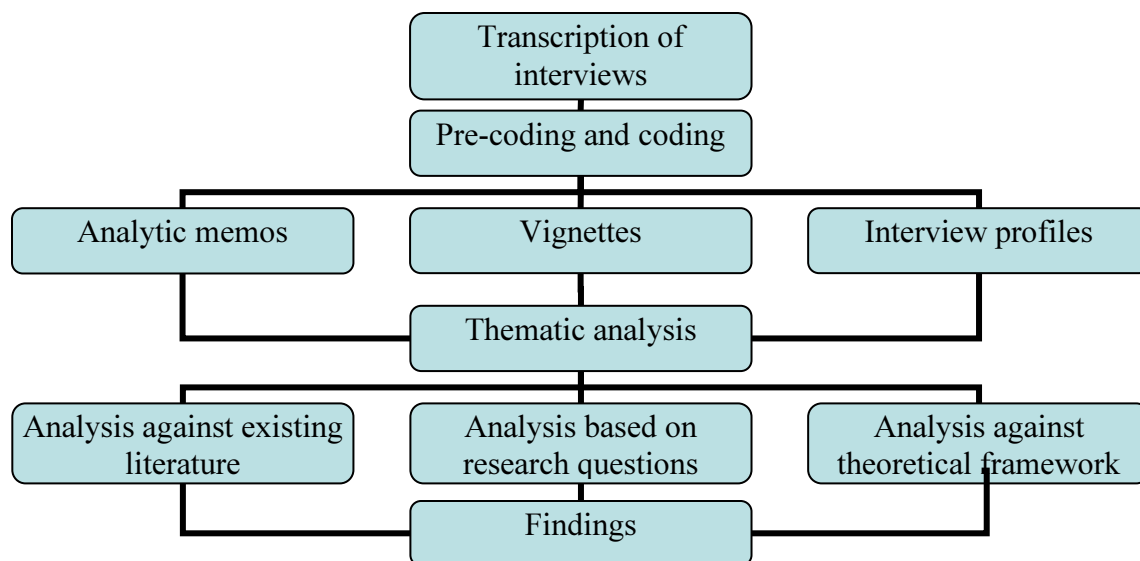
Figure: Data analysis procedure for this study (based on Dörnyei, 2007, p.242-256)

3.7 Obstacles encountered

To convince teachers to participate in narrative research was a challenging task as narrative researches are known to be time consuming. Each interview lasted for a minimum of one hour to maximum three hours, for which it was difficult to get participants' schedule for interview. The researcher could not convince more female participants to take part in this study, and female teachers were rigid in participating in narrative research study. Another obstacle was to convince novice teachers as they were quite worried if this study would in any way hamper their reputation or become a threat to their job, though they were assured that their identity would not be revealed by the study or the researcher. The whole data collection and analysis were completed only by the researcher without any assistance, and the whole process was very time consuming. It took three to four hours to transcribe a one hour interview.

Chapter 4

Research Findings

Part 1: Discussions on Overall Responses of the Participants

4.1 On deciding to teach

Four dominating factors were found through the participants' narrative depending on which they decided to teach. These factors are briefly described in following sections.

4.1.1 Parental influence

Two of the participants (EXT2 and NT1) mentioned parental influence as a reason for choosing teaching as their profession. Both EXT2 and NT1's parents were teachers, and thus they developed an understanding of this profession since childhood. In childhood, EXT2 helped his parents in counting marks, and for NT1 it was his father who inspired him to be a teacher like him. It seems that at an early age because of being close to this profession these had a passion for this profession. However, NT2 did not mention parental influence as a reason behind her decision to join this profession (see Appendix 1 for details of participants' stories).

4.1.2 Teachers' influence

Relationship with teachers in student life comes across as a very significant theme in EXT1's and NT2's inquiry. EXT1's inquiry reveals that his decision to join this profession was to a great extent inspired by his teachers. Being influenced by his teachers' personalities, and art of teaching EXT1 chose to teach. EXT1's narrative highlights his warm relationship with his teachers, how his teachers' complement and inspiration motivated him to work hard throughout his life.

[E]ven after so many years now whenever I am in any doubt or confusion I still recall what my teacher said to me. He always used to tell me, "You can do this. You can do this for sure. I am telling this only to you, and not to your other friends, because I know that only you can do this." Those words of my teacher still ring in my ears… (EXT1, 31 October 2013)

Similarly, NT2 joined teaching as her teachers advised her to do so. This theme is also very prominent in NT1's inquiry. NT1's narrative highlights that he was very touched by his teachers' teaching style and knowledge, which occupied a significant place in his teaching. It appears that, NT1 always had an image of his favorite teacher in mind when he joined teaching, and which is why he often wanted to follow what his teachers followed.

4.1.3 Images of a good teacher

From the responses of the participants it appears that for all the participants the images of a good teacher revolves around teachers' knowledge and their interpersonal relationships with students. For instance, according to EXT2 the good teacher should have "good rapport" with students, and in contrast when a teacher becomes rigid to his students, he or she just creates an invisible wall between teacher-student relationships. According to EXT1 good teachers have their "door always open" for their students. Describing an incident from his childhood where his friend caught fever being severely beaten by one of his teachers, he went on to explain that a teacher should not demonstrate such activities that create fear in students' mind. In his words:

[I]f a teacher's attitude creates fear in students' minds that means that the door of that teacher is always closed for those students. A teacher should learn to control his emotions…his anger and frustration… teachers should genuinely feel for their students…and most importantly, your behavior with your students should be constant.

Remember, your students do not expect any inconsistent attitude from you. Your behavior with them should be constant…this is also true in case of your other relations… (EXT1, 31 October 2013)

For NT1 good teachers should be knowledgeable, and NT2 opines that good teachers should be able to "make the class interesting" to students. NT2's narrative stresses that the style of a good teachers' teaching should neither be exam oriented, nor teacher centered, rather ideal teachers should listened to their students' opinion. By doing this she thinks that teachers can learn many things from their students. However, three participants though expressed their views of good teachers, but failed to identify specific qualities attributed to good language teachers. Only EXT2 mentioned that good language teachers need to be open to students as in most cases language learners need lots of motivation to learn the language properly.

4.1.4 Sense of respect

NT1's narrative suggests that one of the dominant influences behind his decision to teach is the sense of respect associated with this profession. For NT1 the way his students paid respect to him was an important factor. In this regard NT1 explained:

[W]hen I walk through the road and students see me, they respect. They pay the respect and this gives me a sort of like…like…good feelings…students who are even not from my department they also pay the same respect…this is really a very good feeling which is why I am still in this profession… (NT1, 07 November 2013)

Quite similar to NT1, NT2 also believed that teachers should be respected and obeyed by their students; and eventually at some point of teaching when she found her students disobeying her it was shocking for her. Interestingly, both experienced teachers did not directly mention any statement like this. It seemed that they joined the profession mainly out of their own interest,

they were not much bothered about whether they were duly "respected" or "obeyed" by their students.

4.2 Novice language teachers' learning to teach

The study finds that the participant teachers faced different complications in their initial years of teaching. These complications occurred as a result of influence of different factors.

4.2.1 Complications in First year English language teaching

As teachers were asked question regarding their initial English language teaching complications they identified poor pronunciation and limited vocabulary as their problems. EXT2's complication was regarding lots of interferences of Bangla sounds in his English pronunciation which made it difficult for his non-Bengali students to understand him. He resolved this problem with the help of his students. He asked his students to point out whenever they could not understand his pronunciation, and thus he became quite successful in improving his English pronunciation. In case of EXT1, initially in his English pronunciation there was inference of his regional dialect. He worked on his pronunciation following IPA symbols. For NT2, her first year teaching complication was regarding her poor stock of vocabulary. She noted that initially her students used to ask her to translate English words to Bangla whenever they encountered any unknown word in their reading text in her classroom. NT2 most of the time did not know the Bangla translation of those words students asked her. She then decided to carry a dictionary herself in the classroom to deal with this situation. She also asked her students to carry their dictionaries in classrooms so that they could find out the meaning of unknown words themselves (see Appendix 1 for details of the narratives).

4.2.3 Building rapport with students

From the participants' narrative it was clear that rapport building with students is an invariable theme. After joining teaching, EXT1 tried to maintain a consistent behavior with his students. He noted that through positive and negative experiences with his teachers at childhood he learnt to control his emotional outburst in front of his students. Though EXT1 understood the importance of building rapport with students, in his early career he could not understand how to do that. EXT1 observed another teacher's classroom (who was popular among his students) and noticed that that teacher used information related to his students' family background and lifestyle as examples of different topics in classroom, and that teachers was calling students by name. EXT1 noted that he adapted the same technique to build rapport with his students and he was amazed with the outcome. In addition, EXT1 mentioned that he maintains good relationships accordingly with his ex-students, and by doing this he shoulders his responsibility as a teacher. He mentioned that he wanted to be remembered by his students with the same passion he remembered his teachers. In a similar vein, EXT2 mentioned that he tried to maintain a friendly relationship and make good rapport with his students. His narrative reveals that he is fairly open to his students. In line with this, NT1 and NT2 also mentioned that they try to maintain good relationships with their students. Though they identified this point as important in case of teaching, they did not show much enthusiasm in talking specifically to what extent they are friendly with their students providing specific examples.

4.2.4 From teacher centeredness to student centeredness

Change in teaching approach was a common theme for most participants of this study. EXT1's narrative shows that when he was a novice teacher of English at a college in a rural area of Bangladesh in 1990s he followed GTM and AL method in a teacher centered classroom, because

that were the methods he saw his teachers and colleagues following. However, after years of teaching he realized that teaching grammatical rules or vocabulary deductively does not last long in students' memory. He then attempted to make his classroom student centered and interactive. He asserted that the change occurred on his teaching approach not just because he was taught to make language classrooms interactive in his TESOL program, but mainly because of his attending of workshops and seminars he came to know about the theoretical underpinnings behind the concept of an interactive language classroom, and when he applied that in his classroom he found his students accepting this technique easily. Though his teaching experiences he found that interaction facilitates students' language learning process.

Another highlighting point in EXT1's narrative is his idea to involve students in group work in language classroom. EXT1 pointed out that in his classroom he never let a student seat alone; he divides students in groups before starting classes. He noted that students are not free to choose their group partners, he does that himself. By doing this he thinks he creates a collaborative atmosphere of learning in classroom. In this way students are also forced to work with people they do not like. He pointed out, often some of his students though do not like to form group with people they avoid in their personal life; EXT1 explained that in this way students learn to work with people who they do not consider their friend. From his personal experience EXT1 thinks that due to professional reason people often have to work with people they do not like personally. In EXT1's words:

> In my classroom I never let any of students seat alone. I engage them through group
>
> works…sometimes I feel that some students are not liking it, but I think we live in a
>
> world *যেখানে জীবনের প্রয়োজনে নানান সময় আমাকে নানান মানুষের সাথে মিশতে হয় (*where we

need to work with many different people for various reasons) … I think learning should

not take place in isolation; it is a social process… (21 November 2013)

He stated that he himself went through this problem as a novice teacher, and gradually learnt to compromise with such feeling due to professional reason. EXT1 thus wants his students to learn professionalism before they face the real professional world.

Likewise, EXT2 and NT1 also mentioned changes in their teaching approaches. EXT2 mentioned that earlier he avoided students' group work. He taught grammatical rules to some extent explicitly. Over time and his reading of language acquisition theories made him realize that interactive classroom, students' pair work and group work can enhance students' language learning. EXT2 in this regard stated:

[F]rom my experience I can tell you that knowledge [in the classroom] is constructed by

both teachers and learners…earlier when my classroom was more instruction based that

was not the case. I realized from their expressions that I could not…actually reach

them…so my classrooms are now kind of seminar…interaction has become more

important… (23 October 2013)

On the other hand NT1's teaching approach was semi-interactive though, due to the interference of authority and his students' negative response he had to shift to lecture based teaching. NT2 did not mention any significant change when she was prompted to mention if any change occurred in her teaching approach. She mentioned that earlier she used to give tasks to students, yet was quite reluctant to check students' performance; after one and half years of her teaching she realized that students became demotivated to perform as she did not check students' performance.

4.2.5 Role of a teacher

From the participants' narrative it is visible that they are concerned about their role as teachers. NT1's belief regarding the role of a teacher becomes explicit when he mentioned that if students were not benefited from what he tried to implement, there was no use of doing that. NT1 compromised with his beliefs on usage of technology in language classroom, mainly when he realized that students were having difficulties in coping with his ideas or techniques. From his decision to chose students' preferred ways of learning NT1 clearly stated that his main job was to facilitate students' learning:

> [W]hen I started teaching them (students) I noticed that they were unable to understand even simple English words. Initially I used to ignore it. When we were students we also used to have such problems. This inability to understand something actually inspires students to study. Bu the situation is totally different here. Instead of being inspired to study seriously, they score low in exams. So what can I do in such situation? I now explain them everything in Bangla. The interesting thing is that, university authority still wants me to teach only in English, but I thought what I was teaching to my students if that was no use of them what is the point of teaching then?... (NT1, 07 November 2013)

Quite similar to NT1, NT2 also remarked that even though previously her main target was to finish the syllabus, after a year of teaching she realized that her main job was to improve students' proficiency in language. Therefore, along with the prescribed syllabus she started planning her lessons on listening activities using audio, video and movie clips in her classrooms. NT2 knew that she was going beyond the syllabus provided by the authority; however she explained that the most important thing for her was that at the end of the day she felt satisfied with her teaching. Regarding the role of a teacher, EXT2 pointed out that as he gained

experience in teaching he understood that teacher should be sympathetic to students' limitations and problems. And thus, he chose not to pressurize students for better performance, instead he often talked to students to understand what particular problem they faced in classrooms or during exams.

4.2.6 Teacher talk

Both EXT1 and EXT2 agreed that with time their amount of talking in the classroom have become less. Earlier, they did not focus much on students' interaction. Gradually, they learnt to create space for students' performance in the classroom. In contrast, for NT1 it was otherwise. NT1's amount of talking was less when he was implementing interaction in his classroom, however when his classroom was changed to lecture based he had to take the whole responsibility of his students' learning and thus his amount of talking increased.

4.2.7 Error correction

Error correction was a common theme in EXT2 and NT2's inquiry. EXT2 stated that earlier he corrected as many mistakes as possible in students' scripts. With his experience of teaching later he realized:

> [M]arking all the mistakes and correcting them does not work. It will not work because students' attention becomes overloaded. They can't at a time pay attention to so many things… I believe that selective marking works better than marking errors all over the script... (EXT2, 23 October 2013)

The outcome of the decision regarding error correction was then a satisfactory for him. Besides, from NT2's narrative it seems that she was quite frustrated regarding checking students' scripts. She mentioned that though she corrected every mistake in students' script, students were

reluctant to correct those mistakes; they often even did not want to check or get their scripts back from her. In her words:

> I correct their mistakes repeatedly… but at the end of the day it seems that what I teach them I don't find any reflection of my teaching in my students' script, not even 1%... very frustrating (NT2, 07 November 2013)

After one and a half years of teaching, NT2's complication on error correction remained unresolved. However, EXT1 and NT1 did not mention any complication regarding checking students' scripts, it might mean that they were not much bothered about error correction and considered it as part of learning.

4.2.8 Expectation from students

Teacher's expectation from students was found to be a highlighted theme is EXT2, NT1 and NT2's narratives. EXT2 in his narrative stated that, with time his expectations from students turned to be "more realistic". Though earlier he expected his students to learn everything he taught in classroom, as he gained experience as a language teacher he realized that students have their limitations as language learners. In a short span of time students could not learn whatever their teachers taught, even if they wanted to. NT1 and NT2 in their narratives said that their students failed to live up to their simple expectations like taking notes in classroom and be attentive to study. NT1's frustration in this matter reflected in his narration:

> [T]hey never take notes in class. I don't know what might be the reason… When I was a student I used to take note of everything teacher said in the class. My students don't do this, even if I ask them to do so, I felt very about this… what I do now is that, I don't ask them to do anything… I have stopped expecting that they would to come in the class

preparing their study or at least would response to my questions in the class. (NT1, 07 November 2013)

These novice teachers though had to cope with that situation, yet could not find any satisfactory solution to their frustrations.

4.2.9 Reality shock and critical moments

NT1 and NT2 talked about their critical moments on the subject of their workplaces' environment and students' attitude. As NT1's narrative exposes that his students' attitude and teaching environment were quite opposite to his experiences as a student and as a pre-service teacher in an ELT program. As a student and pre-service teacher, NT1 learnt about the usage of technology in language classroom, and most importantly a significant part of his knowledge of ELT is surrounded by classroom interaction, group work, pair work, and multimedia presentation. He noted that as a novice when he attempted to make use of technology and interaction in classroom, the university authority and his colleagues found it in contradiction to their teaching policy:

[W]hen I joined here I faced problem regarding the seating arrangement of students… when I asked students to form groups, it seemed that they heard of the term for the first time… I don't know how to react on this … if I divide them in groups or pairs they don't understand how to work in groups or pairs… instead of discussing about the topic, they remain quiet… even if I ask them to discus something in Bangla, they can't do that either. Whatever I planed to do to make my class interactive are in vein… yet, I didn't loose hopes so easily, I tried at least to form pairs in class… but I noticed that the authority is not happy with my teaching techniques, even my colleagues were not ready to accept it… their attitude was like, "what the point of doing this things?"… (NT1, 7 November 2013)

His initial experiences with the university authority and his colleagues also seem bitter; guidelines issued by the authority did not match with his beliefs. NT1's story highlights that though for the time being compromised with his beliefs, but could never accept it; and thus decided to quit teaching in that institution.

NT2's narrative seems to be surrounded by her frustration regarding joining teaching at tertiary level. One of the significant parts of NT2's narrative is her journey in the way to be accepted by her students as their teacher. After joining teaching at a university she started realizing that her students were to some extent reluctant to follow her instruction. Bunking classes and making noises in classroom were regular phenomenon for her students. She also noted that often she had communication gap with her students, which resulted into many unexpected situations (i.e., her students complained against her in the department office). She identified herself with not being "moody" like "traditional teachers" for why her students were not taking her seriously. She then tried to be reserved with students like her other colleagues. She even changed her attire from *shelwar-kamiz* to *sari*. However, this change created another complication— she felt that she was trying to be someone else; she could not establish herself the way she wanted to. Besides, due to the influence of some other factors (i.e., insincere and disobedient students) she felt that she was not eligible for teaching university students, if could have been better if she joined any English medium school.

4.2.10 Anger/emotional management

In his inquiry EXT1 drew attention to teachers' intrapersonal management. EXT1 stated that earlier when he was a novice teacher he could not understand how to manage his emotional outburst. Sometimes he disliked some students and colleagues for their attitudinal problem; in that case he could not hide those feelings in front of that person. Later he observed that his

emotional outburst or anger might have very long lasting negative effect, especially on his students. He thus learnt to control his emotions even if he was severely angry with someone of his students. NT2, similarly, though at early years of sometimes failed to control her anger and burst out at students, later she realized that when she got angry both herself and her students remained upset for hours. She realized that through her anger she was actually creating mental distance between herself and her students. Therefore, with time she learnt to control her anger, and even if sometimes she got angry she apologized to her students for that.

4.2.11 Medium of instruction

Medium of instruction is another dominant theme for most participants. All participants' L1 is Bangla, and they studied in Bangla Medium schools and colleges where Bangla was used as the medium of instruction. EXT1 and NT2 found Bangla as a medium of instruction at their universities along with English. On the other hand, NT1 and EXT2 studied at universities where English was the only medium of instruction. Regarding the medium of instruction, EXT1 and NT2 mentioned that they often translated words and sentences in Bangla depending on their students' demands. NT1 though did not like to explain issues in Bangla, his students' poor knowledge of English forced him to do that; it seems that he was quite unhappy in doing that. However, EXT2 noted that he could not remember if he ever used Bangla in the classroom to explain anything to students. He followed only English as the medium of instruction throughout his teaching career. As his narrative shows, even if his students wanted to share something in Bangla, he forced them to speak only English in classrooms. EXT2 explained that that was how he created opportunities for his students to practice English who live in an EFL country like Bangladesh. EXT2's language learning experience also reveals that he learnt English to some

extent in a natural environment through interaction with his foreign friends, and in consequences that was reflected in his teaching practices.

4.2.12 Beliefs regarding teacher education programs

A notable theme of EXT1's narrative refers to his belief regarding teacher education program. When he was talking about his TESOL degree he mentioned that that program "enlightened" him about many techniques and methods of English language teaching, yet he does not think that that program brought any dramatic change in his teaching style. He thinks that most teacher education programs are not designed so that teachers can replicate, rather teacher education program are designed to make practitioners aware of different techniques of teaching. For instance, he mentioned that in TESOL he learnt to use authentic materials in language classroom, yet when he returned to teaching in Bangladesh he did not try immediately to use authentic materials. He thought that as his students' English skill was not that advance it would not be wise using authentic materials. However, after sometime when he started teaching at a university he started using authentic materials in his classroom because his students were then advanced learners of English language. EXT1 explained:

> [Due to that TESOL degree] there is no doubt that lots of changes occurred inside, but in reality I could not always make it happen, neither I always wanted to do it, everything is not not necessary either... everything I learnt studying abroad does not match my students' learning style here... (EXT1, 21 November 2013)

He thus does not think that teacher education program had any significant influence in his classroom teaching. In contrast to that, from NT1's narratives it appears that he possess strong beliefs regarding what he learnt from participating in a MA in ELT program. When he became a teacher he strongly wanted to apply his knowledge of ELT in practice. His beliefs on teacher

education program totally differ from EXT1's beliefs in this regard. Thus, this finding indicates that teacher education programs that fail to make participants familiar with practical or real teaching scenario and complication that might arise in real teaching ultimately creates serious complications in teacher cognitions.

Part 2: Findings based on existing literature and research questions

The previous chapter presented the discussions based on overall findings of this study. This chapter discusses the findings based on research questions of this study, and existing literatures in the field of English language teacher cognition.

Research question 1: How does tertiary level EFL teacher cognition develop (and change) over time in the context of Bangladesh?

This study indicates that the participants' early language teaching cognitions started forming mainly through "apprenticeship of observation" (Lortie 1975, in Ellis 2006), prior language learning experiences (Freeman & Johnson, 1998; S. Borg, 1998, 2003; Ellis, 2006; Numrich, 1996) in both formal and informal settings, teacher education programs (S. Borg, 1999; M. Borg, 2005) and formal classroom observation (only in case of EXT1).

In the participants' narratives the theme "apprenticeship of observation" (Lortie 1975, in Ellis 2006) and prior language learning experiences are two highlighting themes. For instance, in case of NT1 these experiences became so influencing that for him it became almost impossible to ignore. From his narrative it appears that for him his teacher Mr. Hume was an ideal teacher whose technique of making ELT classrooms interactive through pair or group work was quite impressing to NT1, and when in practice NT1 failed to follow that he became frustrated. And, in case of EXT2 his prior language learning experiences under English-only medium of instruction at university level was so strong that it seems that he forcefully wanted to maintain the same when he became a teacher, without paying much attention to students' preferences. More to the point, in case of EXT1 "apprenticeship of observation" (Lortie 1975, in Ellis 2006) and prior language learning experiences reflect upon his preference for fictional text than non-fictional as language teaching materials.

However, a striking part of the participants' narrative asserts that not in every case Lortie's "apprenticeship of observation" proved to be an influential factor. For instance, all participants shared experiences of learning English under GTM in school (for EXT1 it was upto his first graduation), yet they never felt like replicating that method when started teaching at tertiary level (except EXT1; he replicated GTM initially). Frustration regarding GTM method is reflected both in EXT1 and EXT2's narratives:

> [T]here is nothing special to talk about my schooling I guess…it was all GTM with lots of memorization… and when I became teacher initially I followed that method (GTM) quite comfortably. I did not have any option other than doing that, all I knew was GTM, the method under which I was taught for almost 17/18 years… (EXT1)
>
> [I]t was all memorization (laugh)… I memorized everything: letters, applications, paragraphs, essays, summaries and many more things even up to my graduation to some extent (laugh)… for a long time I could not believe that I could write something on my own… it was a very difficult time indeed… (EXT2)

The reason might be that before they joined teaching, CLT replaced GTM in the national curriculum prescribed for secondary and higher secondary certificate exams. However, one might think that how the curriculum of secondary and higher secondary certificate exams may affect the curriculum of university. In that case, it seems that in the era of CLT (during 1996) the language teachers teaching English in Bangladesh became aware of implementing communicative language teaching, and thus the idea of interactive classroom came into forefront. Therefore, though the participants had experience of learning English under GTM in school, their latest experience of learning English in interactive classroom dominated. This argument is aligned with Bailey et al.'s (1996) argument, "the 'apprenticeship of observation' or any other

experience, will only determine our professional behaviour to the extent that we permit" (in Ellis 2006). Teachers' L2 learning experience has also been highlighted in Numrich's (1996) dairy studies of language teachers. Numrich's study asserts that from prior language learning experiences the participants replicated only the techniques they found helpful.

Development in two participants' (EXT1 and NT1) cognitions occurred to a large extent due to their participation in teacher education programs. In case of EXT1 changes occurred more in his perceptions than in real classroom practices. He maintained that the new knowledge he gathered participating in that program brought changes more in his thought process than in real classroom practice because he believed that everything he learnt from studying westernized teaching techniques might not match with the learning practice of his Bangladeshi students. EXT1 explained:

([Due to that TESOL degree] there is no doubt that lots of changes occurred inside, but in reality I could not always make it happen, neither I always wanted to do it, everything is not not necessary either... even everything I learnt studying abroad does not match my students' learning style here… as a language teacher you do not have to stick to the system or techniques you have learnt from different sources. (EXT1)

In contrast to EXT1, NT1's participation in teacher education program changed him both inside and outside. Due to his strong beliefs regarding the theoretical knowledge of his teacher education program he desperately wanted to follow what he exactly learnt from that program. NT1's narrative in this matter in one way or another resembles Farrell's (2006) findings. However, the attitude shown by EXT1 in regard of language teaching programs or his reluctance in applying the knowledge he gained from teacher education program seems to echo researchers' argument not to imply "one-size-fits-all" approach (Freeman, 2002, p.11) in teacher education

programs that fails to address individual's context of learning and teaching. However, his attitude of learning everyday from different peoples and using that knowledge to enrich his language classrooms seems to be a new finding. In short, language teacher education programs brought changes different ways in EXT1 and NT1's cognitions (S. Borg, 1999; 2003; M. Borg, 2005), however in case of NT1 it seems that the effect of teacher education program was not that much appreciative as it was in case of EXT1.

Data drawn from this research indicate that over time many changes occurred in participants' language teaching cognitions; changes are visible in their current teaching approaches. The findings of this study, in this case, are quite aligned with the findings of Richards et al.'s (2001) study on teacher change. However, there are three fundamental differences between Richards et al.'s (2001) study and the current study.

The first difference between Richards et al.'s (2001) study and current study is the procedure of data collection. Data of the previous study was collected through survey questions and because of that, as Richards et al. (2001) mentions, it might happen that the responses of the participants were influenced by the survey questions. It seems that in case of survey question based researches the participant cannot talk about some issues that are not mentioned in sample survey questions. Keeping that in mind, the current study applies narrative inquire as its method of data collection so that participants' actual stories could be explored.

While focusing on teachers' changes in cognitions, this study also found that some beliefs of teachers are so deeply rooted that that could not be changed in any circumstances, which was not identified in Richards et al.'s (2001) study. For instance, EXT2 through out his life (as a student and later as an English teacher) strongly believed that in the English language classrooms in an EFL country where students get almost no scope to interact in English in natural settings,

only English should be the medium of instruction. He quite clearly admitted that he would force his students to speak English in his classrooms to ensure their good speaking skills. No change occurred in this belief. In case of NT1, though apparently he learnt to take classes without any technological support, yet his belief regarding the benefits of using technology in language classroom remained unchanged. And therefore, NT1 decided to quit teaching in an institution where everybody was against his beliefs. NT1's belief regarding classroom activity also remains unchanged.

The study also highlights the development of cognitions of novice EFL teachers as they join and continue teaching. The participants' journey of becoming language teachers, as their narratives suggest, is in support with Kanno & Stuart's (2011) study that claims that teachers' cognitions or development in teaching practices is not only influenced by their prior language learning experience or teacher education program, but at the same time it is informed by teachers' continuous process of identifying themselves as teachers. All participants in this study seemed to struggle to accommodate themselves in the academia where teachers are though to be *knowledgeable*, *friendly*, *sympathetic* and sometimes *serious*. Each participant one way or another tried to be like someone who would be well accepted by the community of teacher-student, which has been termed as *identities*-in-*practice* (Lave, 1996; p.157; Wenger, 1998, p.215; in Kanno & Stuart, 2011); moreover when the participants came to identify themselves as teachers, their practices were also shaped accordingly. For instance, while talking about his teachers, NT1 expressed that for him a teacher is someone who is knowledgeable and sincere to his or her work. And thus to become a teacher he tried to provide extra information related to the topic of discussion to his students, which was also previously done by one of his teachers when NT1 was a student. Another significant part of NT1's narrative is that at initial stages of his job

though he desperately wanted his students to follow his preferred ways of teaching (he brought his laptop for students' use) he did not force his beliefs on his students when he found the conflict between his beliefs and students' preferences; rather he tried to match up with them. It is worth mentioning here that NT1's main inspiration to join teaching was his sense of respect related to this position, and at this point it seems that NT1 did not impose anything on his students(but compromised with his beliefs) as it might create problem between teacher-student relationship.

EXT1 similarly mentioned that in his first year of teaching he taught students synonyms of words deductively not just only for the sake of teaching, yet he tried to impress his students with his own enriched stock of vocabulary. Both NT1's and EXT1's image of an ideal teacher seem similar. Further, EXT1 through her teaching experiences learnt that as a teacher his behavior with his students should be constant. Even if he sometimes became angry with his students' attitude, he over the years learnt not to express his emotions in front of his students; for him that was how a teacher ought to be like. As a novice teacher though EXT1 was quite rigid with his students, with time EXT1 became friendly with students. He admitted that initially the tension of controlling the classroom made him rigid, but after some years he learnt that even after being friendly and easy going he could manage his students. And being able to do that EXT1 felt that he was following the footsteps of his teachers, he was becoming like the teachers he admired most as a student. And, in case of EXT2, when he identified that a teacher should be sympathetic to his students' failures or inabilities, he stopped being over ambitious regarding the performances of his students. Not only that, he understood that he needed to be open and friendly with his students to let them feel that they could come for his help whenever needed. And thus, EXT2 felt that his relationship with his students improved a lot.

In short, the participants' narratives reveal that their prior language learning experiences played crucial role in forming their initial cognitions related to language learning and teaching in different ways. From their early experiences (in schools and clleges) of learning English under GTM EXT2, NT1 and NT2 knew that that was how not to teach a language. And then, when EXT2, EXT1, NT1 and NT2 received higher education they learnt more about language teaching. Their initial experiences as students in different levels thus contributed in forming their early cognitions of learning and teaching languages. After that when two of them joined teacher education program their cognitions again started developing (or changing) from a different perspective.

Research question 2: What are the factors that shape EFL teacher cognitions and their classroom teaching practices?

This study identifies that apart from individual language learning experiences and experiences of participating in teacher education programs, there are other factors like workplace environment, students' perceptions, collegial relationships, personal expectations and so on that shaped the participants' language teaching cognitions.

Like many other factors, workplace environment has significant role in shaping participants' cognitions. This topic emerged in participants' narrations repeatedly. Both experienced teachers reported that the universities they work in hardly interfere in their teaching. Their universities issue guidelines, but does not mention anything about how to teach, what contents to teach or what not to teach. And that was why they thought that they could develop their teaching the way they wanted. For instance, EXT2 mentioned that he was quite happy with his work environment. He never felt any complication due to the interference of the authority in his work. These teachers' development seems to be smoother since their university authorities

gave them that freedom to work the way they wanted. Their narratives reveal that they were quite satisfied in choosing to teach. Significantly, this satisfaction reflected in other parts of their narratives where they showed concern for their relationship with their students, their teaching approach and materials, their professional development and so on. In short, it appears that when they were given freedom of their work they also in return shouldered responsibilities as teachers. On the other hand, the university where NT1 works in does not give him much freedom of deciding his ways of teaching. The authority decides everything and bestows it upon NT1. Even in the cases where NT1 tried to explain his points of argument (regarding interactive classrooms) the authority did not feel like listening to him. And finally, being frustrated by the authoritative nature of his workplace NT1 decided to quit teaching in that place. NT1's development as a language teacher seems to be disturbed by institutional dominance. In short, this study thus sheds light on both positive and negative influences of workplace environment in teachers' development, and reveals that positive environment in workplaces can sustain teachers' motivation for their development.

According to the participants' narratives, FEL teachers' relationship with students seems to be a factor influencing their cognitions. The narratives highlight the participants' concern for their relationships with students, or more specifically they are concerned regarding their acceptance into the student community. For instance, narrative of EXT1 regarding his relationship with his students shows that his good relationship with his students enhances his confidence as a teacher:

[M]y students call me whenever they feel like, even if it is 11 at night, and I don't mind if they call me even when I am driving my car… (Laugh)… Many of them call me before facing any job interview, and say that they feel nervous… I just give them some ideas

regarding what type of questions might be asked, and try to boost up their confidence…to

be honest, my teachers did the same for me… (EXT1, 31 October 2013)

In another part of his narrative EXT1 mentioned that following another teacher's techniques of

making rapport with students when he started to be friendlier with his students the whole

atmosphere of his classroom improved a lot. Similar to this, EXT2 mentioned that he tried to

maintain good relationship with his students as he believes that it enhances students' language

learning process.

Data drawn from participants' narratives suggest that an influencing factor in shaping

their early cognition is the images of their favorite teachers in their mind formed in their student

life. The participant teachers' expectations from their students, their relationship with their

students are one or another seems to be shaped by these images of their favorite teachers in their

mind. For instance, as the above quotation of EXT1 suggests he behaves well with his students

because that was how his teachers behaved with him. This statement of EXT1 also reveals that

he expects the same respect or behavior from his students that he has for his teachers.

Joining conferences, reading books and journal articles found to be a factor influences

EFL teacher cognitions from the narratives of EXT1 and EXT2. Especially, in case of EXT1 it

was found that much of his knowledge of language teaching and learning derives from his

participating in national and international conferences and reading of scholarly articles.

However, this theme was totally absent in NT1 and NT2's narratives. From interviewing them it

was found that they were not much aware of the benefits of participating in conferences, neither

they were much interested in reading scholarly journal articles of ELT. While talking about

reading journals, NT1 mentioned that when he was a student he used to read some, but in the

university he started teaching there was no access to any international journals like JSTOR or Oxford University Press.

Self-realization appears to be a factor in many cases for change in participants' cognitions. Quite interestingly, the participants never mentioned any point of their teaching career when they seek any kind of help from their colleagues or received any sort of guidance from their colleagues.

Factors that contribute in change in language teacher cognition have also been addressed by Richards et al. (2001). Interestingly, whereas in Richards et al.'s (2001) study sources of teachers' major changes was students' feedback, in current study most changes occurred in teachers' teaching approach due to their self-realization and personal reading of related research works. Among four participants, only EXT1's change in techniques of teaching vocabulary can be termed as "trial and error" (Richards et al. 2001), and only he mentioned his attendance at workshops and seminars as a reason behind his move from teacher centered classroom to students centered, interactive and task based classroom.

The alarming finding of this current study seems to be the minor role of students' feedback in changing teachers' teaching approach. Students' feedback was mentioned as a source of change only in three cases— EXT2 mentioned that he stopped teaching grammar explicitly because he realized that his students felt boredom in doing that; NT1's amount of talking increased in his classroom because he preferred students' style of learning; and regardless of the imposition by the authority to use only English as the medium of instruction NT1 chose to use Bangla in classroom as his students often faced difficulties in understanding English words and sentence structure. Therefore, it seems that students' voices are rarely heard by teachers while choosing teaching approach.

Findings of this study regarding the above discussion seems new in light of the literature reviewed for this study in the literature review section. Though findings came out of NT1's narrative to some extent matches with Farrell's (2006) findings, no such comparison between different workplaces (or teaching institution in this regard) was found.

Research question 3: How do EFL teachers deal with any complications that arise as they begin to make sense of themselves as teachers?

The narratives of the teacher participants of this study suggest that as novices all of them fought with different complications and gradually learnt to teach. One of the significant complications has been articulated by NT1 regarding his workplace environment. NT1's first year teaching complications arouse, as it appears, due to conflicts between his prior experiences of language learning and participating in ELT program, which can be termed as "reality shock" (Veenman 1984, in Farrell 2006). NT1's story is to some extent similar to Wee Jin[3]'s story described by Farrell (2006) as reviewed in the literature review section. Interestingly, Wee Jin did not actually compromise with his beliefs due to the pressure of the authority of his workplace; he tried to balance everything, and at the same time preferred what his students preferred most. In most cases NT1 compromised with his beliefs of language teaching to survive in that institution, however it was visible in his narrative that for him how difficult it was to compromise with his beliefs when he opined that he would quit teaching in that institution till he get an opportunity to teach somewhere else. In this case it appears that the restrictions imposed by the authority taught him to teach in diverse ways, yet could not change his beliefs formed through his learning experience and ELT program. NT1's narrative in this regard suggest that even after working for three years in same institution he could not successfully settle this complication.

---

[3] teacher participant in Farrell's (2006) study

In case of EXT1 and EXT2, their first year language teaching complications was related to their English pronunciation. Their complication arouse when they noticed that they were being unable to pronounce English sounds properly due to the interferences of the sounds of their L1. EXT1 solved that problem working hard on his English pronunciation with the help of IPA symbols. Interestingly enough, EXT2 improved his English pronunciation with the help of his non-Bengali students. Both experienced teachers thus successfully resolved their complications with English pronunciation. Farrell's study that addressed first year language teachers' complications, however, could not come up with stories revealing how first year teachers sometimes (or often) can find amicable solutions to their complication (not that much complicated) on their own (2006). This study, unlike Farrell's (2006) study, addresses the success stories of teachers' in fighting their initial complications.

A close look at the narrative of NT1 reveals that his complications turned to be frustrating to him when his early experiences was challenged by the authority of his workplace. Due to his early experiences his beliefs regarding technology based language classrooms were so strong that when the authority of his workplace suggested to do things otherwise he found it difficult to accept. Notably, the ELT program he studied in also made him aware of usage of different technologies in language classrooms, nevertheless failed to make him aware of real working conditions of language teachers in Bangladesh. It seems obvious that situation could have been worsening if NT1 had to work in a very remote place of the country.

Quite interestingly, similar to NT1 two other participants (EXT1 and EXT2) also had same experiences of studying in technologically advance classrooms, though the consequences were different. EXT1's teacher education program introduced the usage of different advance technologies in language classrooms, however EXT1 did not went through such situations

because EXT1 knew that he would not have to replicate what he was learning from that program. EXT1 noted that even often he did not try to replicate techniques he learned through that TESOL program, rather searched for new and innovative techniques that suit his students' level of English and their circumstances. EXT2 also had experience of learning in classrooms with advance logistic support, however he mentioned that while he was studying in abroad he knew that he would not be able to implement all this in his own country as his country was not that much technologically advance.

The point of difference between NT1 and two experienced teachers might be that NT1 was not much aware of techniques to teach English without technological support, or beliefs regarding technology based classrooms were so strong that his beliefs denied any change in this regard. In that case, the ELT program he joined seems be at fault as it failed to make him aware of real scenario of language teaching in Bangladesh. It seems that ELT program in addition could not enlighten their learners regarding possibilities of different teaching techniques appropriate to different teaching context and level of learners. This in turn, as it seems, aroused frustration in its participants as in case of NT1.

A major complication has been addressed by NT2 regarding her image as a teacher among her students. As she began to teach soon she realized that her students' attitude towards her was different: they were not taking her seriously as their teachers. In her words:

> [W]hen I just became a teacher from student nobody treated me like a teacher. [Students] used to make noises in the classroom, taking permission to go out for an emergency, and were reluctant to come back… I don't know why they never took me seriously… I used to talk a lot in the classroom, made fun, used to be excited and sometimes… like jumping

out of joy… (laugh)… that might be the reason… isn't it embarrassing? Something like

… I did not have the attitude that teachers usually have… (07 November 2013)

NT2 gradually learnt to be like "traditional teachers" by being more reserved. She changed her attire from *Shelwar-kamiz* to *Sari* to present herself like traditional teachers in front of her students. From her narratives it seems that for her the most important thing was to be like other teachers so that students would pay respect to her and be attentive in her classroom. Data drawn from NT2's narrative is identified with Amy[4]'s story of her becoming a language teacher (Kanno & Stuart 2011). Similar to Amy, NT2 also wanted to be taken seriously by her students and this realization lead her to bring changes in her attitude. And through this process both NT2 and Amy felt like being teachers. However, NT2 could not solve some of her complications regarding classroom management which in consequence made her realize that she was not suitable as a teacher of adult learners at university level.

Research question 4: How do experienced EFL teachers differ from novice EFL teachers in relation to their cognitions and practices?

This study focused on different aspects of changes in EFL teacher cognitions, and in doing so it finds some differences in cognitions between novice and experienced teachers.

In cases of experienced teachers changes occurred in teachers' level of confidence, methodology, classroom activity, grammar and vocabulary teaching, duration in teacher talk, error correction, medium of instruction, teachers' role, teachers' expectations from students, and teachers' relationship with students. For novices changes occurred more on their personal level: their attitude, individual development and personality.

---

[4] A teacher participant in Kanno & Stuart's (2011) study

An important theme in teachers' narratives is their perception of their images as teachers. It seems that participant experienced teachers are quite concerned about building rapport with their students. Their narratives suggest that they are more in favor of making a friendly and easy going relationship with their students, in contrast to traditional authoritative attitude of teachers. However, two novice teachers' narratives do not suggest maintaining this type of relationship with students. It seemed that both novices wanted to be respected and obeyed by their students, which seems to be absent in experienced teachers' narratives. It appears that both novices remained quite frustrated regarding the attitudes and classroom performance of their students. In their narratives there was a visible constant comparison between themselves and their students. It appears that this (wrong) comparison heightened their tensions as novices.

Examination of the participants' narratives suggest that a significant part of experienced teachers' narratives is engaged with their beliefs and changes in beliefs in relation to their teaching practices and course materials (i.e., methodology, classroom activity, grammar and vocabulary teaching, duration in teacher talk, error correction, medium of instruction and so on), however in case of novice teachers it seems that their narratives are more concerned with changes occurred in their attitudes and beliefs regarding their perceptions of the profession, or in general to what extent they are being accepted by the authority of their workplace and immediate student community. When novices were prompted to talk about changes in their teaching practices they could not mention significant changes, yet talked about changes occurred in their personalities. This finding suggests that novices could not focus much on the development of their teaching skills at initial stages when they remained unsure of their own images as teachers. For them, it seems that it was more important to survive in the job than work on their development.

A close look at experienced teachers' narrative suggests that they are quite aware of their own professional development. They try to read journal articles, join conferences and so on to develop themselves as language teachers. However, from novice teachers' narratives it seems that they are not much concerned about their professional development as language teachers. During the interview, they did not seem to be much bothered about their higher studies or journal publications.

Chapter 5

Conclusion

5.1 Summary of the findings

This research asserts that language teachers' narratives, as has been used in this study, can be a valuable source through which their experiences of language learning and teaching can be explored (Johnson & Golombek, 2002). This study uncovers what participant teachers do, and why do they do what they do. And most importantly, the narratives reveal that the teachers do not necessarily apply every teaching technique they know, rather they apply their knowledge through reasoning.

The study further indicates that language teachers' prior language learning experiences (Ellis, 2006) and their relationship with their teachers have significant impacts on their language teaching practices, and their relationships with their students. However, the participant teachers' prior language learning experiences are not often fixed or unchangeable as suggested by Lortie 1975 (in Ellis, 2006). The study suggests that teachers often change their old beliefs; sometimes to adjust with their workplace environment, their students, their colleagues, and sometimes due to self realization.

Another significant finding of this research is that as the concept of English language teacher training for tertiary level teachers has not been addressed properly by any governmental and non-governmental organizations yet, it seems that novices who come to this profession without much prior experiences of teaching face many complications in their initial years of teaching; sometimes due to inconsistencies between their language learning and teaching experiences, or sometimes due to the dominating nature of the authority of their workplaces. In

such troublesome situations they rarely find one to share their complications with. In that case teachers' decision to quit (i.e., NT2) teaching seems to be a natural outcome.

One of the common sources of the knowledge of the participants seems to be reading scholarly journals and books. However, it seems that the books or journal articles on which they depend often do not match with the local context of their teaching. In that case, there might be a risk of imposing language teaching techniques by the teachers to students that do not match with students' language learning experiences. None of the teachers mentioned their individual research works as source of their knowledge. Attending seminars and conferences seems not to be a part of most participants' professional lives as only one of them (EXT1) expressed these scopes as sources of his new knowledge. It might mean that other participants are still unaware of the benefits of attending conferences and seminars.

Findings show that the participants joined teaching as most of them identified the profession as prestigious and intellectual. From their narratives it seems that they joined teaching from their inner sense of respect for this profession. This already internalized sense of respect, in turn, proved to be the reason of frustration for some. From over all reading of their narratives, it seems that, in many cases their activities were driven by their sense of respect from their students.

One of the interesting findings of this research is differences in cognitions between novice and experienced teachers. Novice participants in this study seems to be much worried about their survival in their working place, and about their newly forming identity as language teachers, whereas experienced teachers seem to be more focused on their development as language teachers by focusing more on teaching techniques, materials, teacher-student relationship and so on.

5.2 Limitations

Since narrative research in the field of English language teacher development in the context of Bangladesh is quite a new concept while writing this dissertation (March 2014), there were very few studies on language teachers' development. Lack of teachers' knowledge on narrative inquiry into language teachers' development was an obstacle. It was not possible to convince more female teachers to participate in this study; due to the narrative paradigm of the study teachers had to reveal many of their personal issues related to language teaching which explains why female participants declined to participate in this study. Another complication faced in conducting this study was unavailability of necessary books, journal articles and other related texts. It seems that as English language teacher cognition is comparatively a new scope of research in the context of Bangladesh, the local markets do not have copies of necessary books of related issues.

5.3 Recommendations

This study calls for narrative research on different aspects EFL teachers' mental lives in the context of Bangladesh which will help everyone concerned to understand these practitioners' complications, desires, expectations, frustrations and achievement profoundly. This can be done following the paradigm of narrative inquiry (Johnson & Golombek, 2002), as it has been attempted in this study. Through their narratives it is not only them who will be benefited, yet novices who are joining the profession without much experience would also be benefited if they share it with others.

Researchers working in the field of English language teacher development in the context of Bangladesh can think of launching an academic journal of reflective teaching and narrative

inquiry to publish narratives of in-service teachers, through which pre-service and other in-service teachers will be benefited.

And of course, a well formed English language teacher education program can be carried out by experienced teachers and researchers working in the field of English language teacher development, which will shed light on teachers' language learning experiences, their teaching contexts, their frustrations and their complications, might be one of the most desirable options. In EFL teacher education programs teachers' experiences of learning and teaching need to be addressed to have better understanding of their practices, as often these experiences contribute to a great extent in the development of teachers' cognitions (S. Borg, 2009). Importantly, such training programs should be carried out nationally. It should not be confined to the boundary of any institution, and thus English language teaching practitioners can get to know about each others' stories.

References

Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2010). *Introduction to research in education*. Canada: Cengage Learning.

Akhter. M. (2012). Computer Assisted Language Teaching (CALT) at tertiary Level in Bangladesh. Unpublished M.A. Thesis, Department of English, East West University.

Borg, M. (2001). Teachers' beliefs. *ELT journal*, *55*(2), 186-188

Borg, M. (2005). A case study of the development in pedagogic thinking of a pre-service teacher. *TESL-EJ*, *9*(2), 1-30.

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

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, *36*(2), 81-109.

Borg, S. (2009). Language teacher cognition. In B. Anne & R. Jack.C (Eds.), *The Cambridge Guide to Second Language Teacher Education* (1st ed., pp. 163-171). USA: Cambridge University Press.

Cohen, L., Manion, L., Morrison, K. (2000). Research Methods in Education (5th ed.). London: Routledge Falmer.

Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, *19*(5), 2-14.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Qualitative, quantitative and mixed methodologies*. Oxford: Oxford University Press.

Ellis, E. M. (2006). Language learning experience as a contributor to ESOL teacher cognition. *TESL-EJ, 10*(1), 1-20.

Farrell, T. S. (2006). The first year of language teaching: Imposing order. *System*, *34*(2), 211-221.

Farrell, T. S. (2012). Novice-service language teacher development: Bridging the gap between pre-service and in-service education and development. *TESOL Quarterly*, *46*(3), 435-449.

Farrell, T. S. (2013). Critical incident analysis through narrative reflective practice: a case study. *Iranian Journal of Language Teaching Research*, *1*(1), 79-89.

Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *Tesol Quarterly*, *32*(3), 397-417.

Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning. *Language Teaching*, *35*, 1-13.

Gatbonton, E. (1999). Investigating experienced ESL teachers' pedagogical knowledge. *The Modern Language Journal*, *83*(1), 35-50.

Gerardo, A., & Contreras, E. (2000). Self-storying, self-understanding: toward a narrative approach to EFL teacher education. *TESOL Journal*, *9*(3), 24-27.

Harun, M., & Al-Amin, S. (2013). Continuous Teacher Development through Reflective Teaching and Action Research. *Bangladesh Research Publications Journal*, 8(1), 69-78.

Johnson, K. E. & Golombek, P.R. (Eds) (2002). *Narrative inquiry as professional development.* New York: Cambridge University Press.

Johnson, K. (2009). A sociocultural perspective on second language teacher education. In 6th *Annual Language Teacher Education Conference*. Washington, DC.

Kanno, S., & Stuart, C. (2011). Learning to become a second language teacher: Identities-in-practice. *The Modern Language Journal*, 95(ii), 326-252 <DOI: 10.1111/j.1540-4781.2011.01178.x>

Khan, H. R. (2008, December). ELT professional development through narrative inquiry. *Democracy the "New World Order" and English Studies*. Paper presented at the 2nd International Conference of the Department of English of East West University, Dhaka. Dhaka: Department of English, East West University.

Khan, R. 2009. "Developing Professionally" .*The Dhaka University Journal of Linguistics*, Vol. No. 2., pp.1-12.

Khan, R. 2005. "Using the Reflective Approach in a Teaching Practicum". Malaysian Journal of ELT Research. Malaysian English Language Teaching Association. (MELTA). Wijasuriya, B.S.(ed). Retrieved from: Pp18.http://www.melta.org.my/modules/tinycontent/index.php .

Mann, S. J. (2005). The language teacher's development. *Language Teaching*, *38*(3), 103-118.

Mazumder, Q. H. (2012, October 22). Quality improvement in higher education in Bangladesh. *The Daily Sun*. Retrieved from http://www.daily sun.com/ print_news.php?path= data_files/2012/ 10/22/...

Numrich, C. (1996). On becoming a language teacher: Insights from diary studies. *Tesol Quarterly*, *30*(1), 131-153.

Richards, J.C., Gallo, P. B., & Renandya, W. A. (2001). Exploring Teachers' Beliefs and the Processes of Change. *PAC Journal*, 1, 1, 41-58.

Sinha, B. S., & Idris, N. (2013). Shifting Teachers' Role in the English Language Classroom in Bangladesh. *English Teacher*, *42*(2).

Appendix 1: Stories of the participants

This appendix presents four participants' narratives retold by the researcher. Participants' statements in their words have been presented whenever necessary. Whenever the participants narrated their stories in Bangla, it has been translated into English by the researcher. English translations are included in round brackets.

4.0 EXT1's narratives

It has been more than 20 years EXT1 is teaching English. EXT1's schooling was in a sub-urban area of the country. He came to the capital city for his higher degrees. He chose to study in the department of English at a university because he loved reading English literature. He studied literature in both his undergraduate and graduate levels. He completed his bachelor and masters degree from the same university. To join teaching, he was to some extent inspired by his teachers' art of teaching. Later he did his second masters in Applied Linguistics from abroad. He also has degree in TESOL from abroad. He does not have any formal teacher training. He learnt about teaching English observing his teachers' and colleagues' classrooms.

4.0.1 EXT1's teachers

When EXT1 was questioned regarding his teachers teaching techniques and his relationship with them, it seemed that EXT1 became quite emotional. Rather than talking much about his teachers' teaching techniques EXT1 emphasized how his teachers always inspired him to overcome the obstacles he faced in his life. EXT1 talked restlessly about his teachers whom he met at different level of his study— from his early childhood to university. EXT1 proudly stated that behind his becoming a teacher his teachers' inspiration and guidance could never be denied. EXT1 mentioned:

…এত বছর পর এখন যখন কোন কিছু নিয়ে ঘাবড়ে যাই আমার এক শিক্ষকের কথা খুব মনে পরে। উনি সবসময়ই বলতেন, "তুই পারবি। দেখিস তুই ঠিক পারবি। এই কথাটা শুধু তোকেই বললাম, তোর বন্ধুদের কিন্তু বলিনাই, কারন আমি জানি শুধু তুই ই পারবি"। স্যার এর কথা গুলা এখনো আমার কানে বাজে… (31 October 2013)

([E]ven after so many years now whenever I am in any doubt or confusion I still recall what my teacher said to me. He always used to tell me, "You can do this. You can do this for sure. I am telling this only to you, and not to your other friends, because I know that only you can do this." Those words of my teacher still ring in my ears… (31 October 2013))

EXT1's teachers were quite friendly to him. In the path of his success he admitted that his teachers' motivation was very influential. Many of his teachers boosted up his confidence whenever he was confused regarding something or whenever he felt short. His teachers' motivational words always inspire him to work harder.

4.0.2 EXT1's early language learning experiences

As mentioned earlier, EXT1's introduction to English language was at a school in a sub-urban area in Bangladesh. When he was asked to share his memories of early schooling (from class one to twelve) he mentioned that at school he was taught English completely under Grammar Translation and Audio-lingual methods. Most of his English language learning materials were based on English literature. Besides, he was taught grammatical rules, vocabulary deductively. EXT1 recalled that he memorized many essays, paragraphs, letters, and applications and so on in English to pass in the exams; he added that that was how most students at that time were taught English at schools and colleges before CLT became part of the national curriculum (CLT was introduced in the national curriculum of Bangladesh in 1996). EXT1 seemed to be quite

disappointed with his experiences of early schooling. At the same time he seemed to be quite happy when he suddenly started talking about one of his English teachers. EXT1 explained:

> [T]here is nothing special to talk about my schooling I guess…but I still remember I had an English teacher, who later in my life worked as an inspiration to study in English department when I was at university…that teacher used to share English stories with us, mostly Shakespeare's plays, whenever we requested him to tell us stories…of course he told us the translated version of those stories…from him I got introduced to many great English writers like Shakespeare, Jonathon, Milton... he actually created my love for English literature in those early days of learning English…(31 October 2013)

It seemed that though EXT1 was not much eager to talk about his early language learning experience at school, he talked about one of his English teachers with enthusiasm who introduced English literature to him.

After H.S.C. (Higher Secondary School Certificate), EXT1 got admitted in the department of English at a university in Dhaka. In both undergraduate and graduate studies he did not have specific courses on English language teaching, he had mainly English literature courses. His classrooms at that university were large, lecture based with limited interactions and no technological support.

4.0.3 EXT1's first year teaching

Almost twenty years back when EXT1 was a novice teacher he was initially quite comfortable with teaching. He admitted that though he was quite nervous before entering into the classroom for the first time, yet when he faced his students he was quite comfortable with them because those students' level of English was not that high. His students, as he noted, were quite week in English. EXT1 started teaching them following GTM. He admitted that he hardly gave any

chance to his students to speak; he used to "talk a lot". EXT1 in that time did not have to worry much regarding teaching materials; he thoroughly followed the text prescribed by that institution. In EXT1's words:

> I followed that method (GTM) quite comfortably. I did not have any option other than doing that, all I knew was GTM, the method under which I was taught for almost 17/18 years…but deep inside I felt that my classroom was boring, quite robotic…I had no idea how to get rid of that. I only had this method (GTM) and the text given by the authority… (31 October 2013)

Regarding the process of his learning to teach EXT1 informed that while he was teaching in that institution (his first workplace) he heard of a teacher teaching English at a nearby institution who was quite popular in the teaching community of that area for his teaching style. In one fine morning EXT1 went to that teacher to get introduced to him. And after few days EXT1 requested that teacher to allow EXT1 to visit his classroom as a guest. EXT1 noticed that that teacher had good report with his students which made the whole process of teaching easy. That teacher called his students by name, and it was quite clear that that teacher was quite familiar with students' family background: professions of their parents, their siblings, socio-economic condition and so on. For EXT1 that observation was helpful. After that, EXT1 first time took an interest in his students' lives. He tried to know about his students, through which he noticed that his students were feeling more comfortable with him.

EXT1 recalled that he taught vocabulary in early days of teaching. He used to teach many synonyms of a single word to enrich his students' word stock. He used to write down the words and synonyms in the board so that students could write those down in their note books. EXT1 mentioned that that was how he enriched his own stock of vocabulary. When he was student at

university, whenever he encountered any new English word he noted it down to his notebook, looked it up in the dictionary and wrote the meaning of that word and two or three synonyms of that word beside the main entry. Many of his friends did the same too. Testing, curriculum, discourse

4.0.4 EXT1's participation in teacher education program

EXT1 studied in a one year TESOL program in abroad during 1994. In that program he was introduced to ELT methodologies. EXT1 mentioned that the logistic support was good at that university. The most exciting part of that course was, as EXT1 thinks, the classroom had video camera through which everyone's presentation or teaching practice could be recorded. Participants were given the CDs containing their presentation so that the participants could check their presentations themselves to find out in which point they need to be aware of. EXT1 thinks that that TESOL program basically boosted up his confidence as a language teacher. After completion of that program EXT1 felt that he knew about many techniques of teaching language, though never expected that he would be able to apply those at his workplace back in Bangladesh.

4.0.5 EXT1's Current teaching practices

Now after twenty years EXT1 does not anymore follow GTM method. By this time EXT1 earned his second masters in applied linguistics and completed a diploma in teacher education from abroad. Coming back to Bangladesh in 1998 when he again joined teaching, he found classrooms more interactive than before. He now crates space for his students so they can share their knowledge. EXT1 claimed that through his reading, attending of workshops and conferences he learnt that the job of language teacher is to facilitate students' learning process. Also, he does not feel like following any particular ways of teaching throughout his life. He now experiments with new techniques and teaching style. When he was prompted to share how he thinks his teacher

education program or degree in applied linguistic changed his teaching practice he interestingly mentioned:

[Due to that TESOL degree] মনোজগতে অনেক পার্থক্য হয়ে গেছে সে ব্যাপারে সন্দেহ নাই, বাস্তবজগতে তো সব আমি... I could not make it happen, আর আমি যে সবসময়ই তাই চেয়েছি তাও না, সবকিছু যে দরকার তাও না... মনোজগতে যে একটা পরিবর্তন এসেছে সে ব্যাপারে সন্দেহ নাই... এখানে যেমন technological support টা সবসময়ই পাওয়া যায় না...এটা কিন্তু frustrate হওয়ার মত কোন ব্যাপার না, হয়তো মনে হয় যে এই support টা থাকলে ভাল হত...আর একটা কথা, যা শিখবো তার সবই যে implement করতে হবে এমন কোন কথা নেই (smile)...তুমি বিভিন্ন জায়গায় বিভিন্ন জিনিস শিখবে, তার মানে এই নয় যে সব তোমাকে implement করতে হবে...as a language teacher you do not have to stick to the system or techniques you have learnt from different sources. It may be useful, but you may not think that you will use it … তুমি তোমার মত চল... Training এর philosophy কিন্তু তা না যে তোমাকে replicate করতে হবে সবকিছু, তুমি তোমার ক্লাস এ independent হয়ে যাবা… teaching টা করতে করতে on the spot তুমি tactful হয়ে যাও, যেমন আমার ক্লাস এ আমি এমন অনেক কিছু করি যা কোথাও দেখে বা পড়ে শিখিনি...on the spot I do something totally new… (21 November 2013)

([Due to that TESOL degree] there is no doubt that lots of changes occurred inside, but in reality I could not always make it happen, neither I always wanted to do it, everything is not not necessary either... but again undoutbtedly lot of changes occured in metality ... for instance tehe tchnological support is not always available here...but there is nothing to be frustrated about , if it was available things could be better, that's it...and one more thing, it is not necessary that I would implement everything I learn (smile)…you will get to

learn many things from many different places, but that doesn't mean that you will have to implement everything ...as a language teacher you do not have to stick to the system or techniques you have learnt from different sources. It may be useful, but you may not think that you will use it … you do things in your own way... The philosophy of training is not like you will have to replicate everything taught through training, you are independent in your class… as you keep doing this work you become tactful on the spot, for example, in my class i do lots of thing that I did not learn from anywhere...on the spot I do something totally new…)

EXT1 mentioned that the program "enlightened him" a lot, thought it was not always possible to implement many teaching techniques in his workplace in Bangladesh due to lack of necessary logistic supports to implement those techniques.

EXT1 mentioned that over the years through his teaching experience he learnt to involve students in the classroom activity, which was absent before. The change occurred in his teaching not because he was trained to how to make classroom interactive in his TESOL program, but because as he mentioned:

In my classroom I never let any of students seat alone. I engage them through group works. It is not just because I learnt to do so in my TESOL program, but as I practice it I can relate it with the theoretical underpinning of social learning…sometimes I feel that some students are not liking it, but I think we live in a world *যেখানে জীবনের প্রয়োজনে নানান সময় আমাকে নানান মানুষের সাথে মিশতে হয়… I think learning should not take place in isolation; it is a social process… (21 November 2013)

(* where we need to work with many different people for various reasons)

Interestingly, when he was asked questions regarding choosing teaching materials, he explained that one of the main sources of his teaching materials are the knowledge and experience his students share with him, and the experience he brings back returning home from a tour or conference. He mentions:

> I know create scope for my students to share their knowledge. I don't believe that just because I am old and I have got experience mean that I have more knowledge than my students have. Often my students know more than me. And now when I give them scope to share their knowledge with me I can learn more from them. They inspire me to think and work harder for them…and when I came back home from a tour I have two bags in my hand. One filed up with my cloths and gifts for my children and relatives, another filled with experience; *এই experience ই কিন্তু আমার materials তৈরির মূল রসদ যোগায়…
>
> (laugh)
>
> (*mainly this experience helps me to develop innovative ideas to create my teaching materials)

Now EXT1 does not teach vocabulary or synonyms in isolation with the context. Whenever students encounter any unknown word in the text he explains that, without writing down synonyms in the board. EXT1 explains that he noticed after some years of teaching vocabulary that students are reluctant to note down the synonyms he wrote in the board. He applied the same technique to his son, and found that his son could not remember most of the words he taught in isolation to the context. Also, his son got irritated whenever he used to supply synonymous words. EXT1 realized, that was a wrong technique. He thus stopped teaching synonyms.

4.0.6 EXT1's workplace environment

EXT1 noted that he was very happy regarding the environment of his workplace. The university authority never questioned his style of teaching or anything else. He believes that workplace environment is very important in case of teachers' professional development. As the authority never interferes in his work, he tries his best to accomplish his job.

4.0.7 EXT1's relationship with his students

EXT1 thinks he is quite open to his students. His students do not hesitate to call him whenever they are in any fix. EXT1 gives students that space. EXT1 maintains good relationships with his ex-students as well. EXT1 says:

> [M]y students call me whenever they feel like, they don't mind even if it is 11 at night, even I don't mind if they call me when I am driving the car… (Laugh). I don't mind because my teachers also did lot for me, and I should return the same to my students. Many students call me before facing any job interview, and say that they feel nervous. you may think what can I do if they feel nervous…I do nothing, I just give them some ideas regarding what type of questions might be asked, and try to boost up their confidence…to be honest, my teachers did the same for me……(31 October 2013)

EXT1 often remembers a teacher of his early schooling. EXT1 along with his friends were making noise in the classroom, and suddenly a teacher from another class entered into their classroom and cained them mercilessly. One of his friends was so afraid with the suddenness of that situation that he caught fever. However, after a few days when EXT1 along with some of his friends met that teacher in his way from school to home, that teacher invited them at his home and offered fruits from his garden. EXT1 thus explains:

[I]f a teacher's attitude creates fear in students' minds that means that the door of that teacher is always closed for those students. A teacher should learn to control his emotions…his anger and frustration… teachers should genuinely feel for their students…and most importantly, your behavior with your students should be constant. Remember, your students do not expect any inconsistent attitude from you. Your behavior with them should be constant…this is also true in case of your other relations… (31 October 2013)

EXT1 concludes by saying that he enjoys teaching a lot. He believes that he is in a profession from where he can enlighten people, make them aware of social crisis and thus contribute in social welfare.

4.1 EXT2's narratives

EXT2 is teaching English language at a university since 2004. EXT2's parents were teachers. In childhood, he helped his parents in counting marks for their students. He was always very close to teaching. When EXT2 was in intermediate he discussed difficult issues of science with his friends. Soon he realized he could make difficult issues easier for his friends. He thought he could be a good teacher. He started giving tuitions to junior students. His students' feedback made him realize that he was a good teacher. After completing his MA in Applied Linguistic and MPhil, he joined a university as a senior lecturer.

4.1.1 EXT2's language learning experience

EXT2's experience of formal learning of English at initial stage is similar to EXT1's experience at school and college. Similar to EXT1, EXT2 mentioned that at school and college his English language learning experience reminded him of lots of memorization and teacher centered classroom, and the central methods were Grammar Translation and Audio-lingual methods.

EXT2 went to a neighboring country of Bangladesh for higher studies after completing his intermediate from a sub-urban area in Bangladesh. Initially EXT2 could not follow any of his teachers' lectures in that university as English was the only medium of instruction. Other than that, he did not have any communication problem outside the classroom as there was a big Bengali community with whom he spent most of his times. At that time, he did not feel any pressure to speak English, however EXT2 soon realized:

> [I]f I am studying in English, and if I cannot speak in English than I am not going to have any future…so I started making friends with foreign students…that was my first initiative, that was my own understanding…so I made friends with students from Thailand, Jordan, Malaysia…their English was not even good…when I talked to them I first time realized that my English was not that bad…you know, I had very strong grammar background. Before studying at that university all I learnt about English was grammar… (23 October 2013)

EXT2's graduation study was focused to literature mainly, and some basic linguistics, structural linguistics, historical linguistics and functional grammar. EXT2 did not have any introduction to ELT methods and techniques before his masters.

In masters EXT2 studied in another university of India. In the university he studied masters in Applied Linguistics. Regarding his classrooms and learning environment EXT2 mentioned:

> [T]he classrooms were "very different"… There were only four students in the class…there was no fixed classroom…we had classes sometimes in the professors' rooms itself, sometimes in the lawn itself having classes. And after completing each of the

courses we used to have parties with our teachers…it was a very informal…warm environment there… kind of private…home tuition atmosphere"… (23 October 2013)

In M.phil EXT2's focus of study was "Computer Technology and Critical Studies". Regarding his learning content in M.phil EXT2 mentioned:

[I]t was a course that was telling us how computer has changed humanities in education…part of that we were taught how to make power point presentation …we read books by people who were writing for humanities field about the technologies and its crisis…the teacher towards the end of the course told us to write a term paper and to make a project on any aspect of technology. Because my focus was on ELT, I chose to work on how computer can be used in ELT classroom…it was most probably in 2000/2001… (23 October 2013)

4.1.2 EXT2's first year of teaching

When EXT2 first time entered into a real classroom it was a big classroom. He had an advantage, as he mentioned, that his students knew that he came from a reputed university. Even though he was nervous, he knew it well that he could teach. EXT2 states:

I think my students thought very high of me because of the institution I studied in. My institution had good reputation which I think made things easier… I was nervous, but I knew how to teach (laugh)… (23 October 2013)

One problem EXT2 faced in his first year teaching was regarding his pronunciation. In his first year the students he taught were non-Bengali speaker. Due to lots of interference of Bangla sounds, for those students it was sometimes quite difficult to understand his pronunciation.

EXT2 resolved this problem with the cooperation of his students. He asked his students to point out whenever they found any words or sounds difficult to understand. And thus EXT2

thinks he was quite successful in neutralizing his accent, and was careful in pronouncing English sounds.

In initial stages EXT2 was a bit over ambitious regarding the performance of his students. He wanted to make sure his students were learning. He did not assign group or pair work, he preferred individual work. His intension was to check to what extent an individual learner is improving. EXT2 mentioned:

> I was like, "if I teach why can't my students learn?"… I marked as many mistakes as I found in my students' script…my classroom was instruction based…I think I talked more than my students… (Laugh)… (23 October 2013)

In terms of checking students' errors he marked as many errors as he could. He did not correct the errors but asked students to correct the errors themselves. He spent a remarkable amount of time in errors correction.

4.1.3 EXT2's current teaching practice

EXT2 informed that over the years he has become sensitive to his students' problems. He has realized that what he teaches everything is not necessarily learnt. Now, he thinks his expectations from his students are more realistic. In initial stages though he tried to mark maximum errors of his students, they hardly corrected. Even after correction, students kept doing the same mistakes. This was very frustrating for him. In terms of marking students' scripts now he has become selective. According to EXT2:

> [M]arking all the mistakes and correcting them does not work. It will not work because students' attention becomes overloaded. They can't at a time pay attention to so many things… I believe that selective marking works better than marking errors all over the script... (23 October 2013)

EXT2 mentions that he corrects maximum five errors in a script. And for which he thinks students pay attention to their errors and mistakes, and try to avoid doing those errors.

His classrooms are now more like seminars. He contends that his amount of talking has become less. Also, he now prefers group and pair work, because this process helps students in sharing their ideas with other students and thus it facilitates the process of learning. He agrees that he also learns from his students because of the seminar like arrangements of his classrooms.

> [F]rom my experience I can tell you that knowledge [in the classroom] is constructed by both teachers and learners…earlier when my classroom was more instruction based that was not the case. I realized from their expressions that I could not…actually reach them…so my classrooms are now kind of seminar…interaction has become more important… (23 October 2013)

4.1.4 EXT2's workplace environment

EXT2 is quite happy with the authority of the institution he works in. He pointed out that he never felt any complication regarding his syllabus or his teaching style. The authority, as he stated, never interfered in his way of teaching. He believes that the university he teaches in gives full freedom to teachers, which might be impossible to think about in cases of other universities.

4.1.5 EXT2's relationship with his students

EXT2 states that he tries to maintain a very friendly relationship with his students. He mentions that a good teacher is someone who "understands students' problem and sympathize with that. He tries to make good rapport with his students. And also he thinks he is extremely open to his students. It seems to him that his students like him and his teaching style.

EXT2 sums up arguing that he finds satisfaction in teaching. He enjoys being with hi students and helping them to reach their target in life.

4.2 NT1's Narrative

NT1 described himself as soft spoken, calm and patient. When NT1 got admitted in a university to study English he knew that his ultimate goal was to teach English. NT1 joined a university as lecturer after completing his MA in ELT. Though in his bachelor NT1's major subjects were literature, his passion for teaching motivated him to study ELT. He believed that this program was really very helpful for people who want to join teaching. NT1 has been teaching English language and literature for three years. NT1's father was an English teacher at school.

4.2.1 NT1's teachers

NT1 had two favorite teachers. The first teacher he met him when he was in his undergraduate. NT1 pointed out that that teacher had good command of his subjects. According to NT1, that teacher could relate many other issues of life to teaching.

Another teacher was Mr. Hume (pseudonym), whom he met while studying in MA in ELT program he met Mr. Hume, one of his favorite teachers. From Mr. Hume NT1 learnt a lot about techniques of making an English language classroom interesting. According to NT1, the most interesting part of Mr. Hume's teaching was how Mr. Hume divided the whole class in different groups and pairs, and assigned different tasks to every group. For NT1, Mr. Hume was an ideal teacher.

4.2.2 NT1's language learning experiences

NT1's English language learning was first initiated by his father. In schools and colleges he used to get good marks in English in comparison to other subjects which motivated him to study English in his bachelor. His father gave him to read an English newspaper every alternate day and asked him to find out unfamiliar words and memorize those. His job was to find out five English words, their meaning in Bangla and make one sentence with each. In his school and

college there was limited scope to learn English, the only task was to finish the syllabus and get good marks. NT1 noted that in schools and colleges he did not had much understanding of English grammatical rules, but he had a sense of correct English. His father and grandfather used to speak English with him. Thus he achieved a sense of correct English.

Studying in university, he understood that he needs to learn the language on his own. In reading, writing and spoken English courses at university he got some ideas about how he could improve his level of English. Gradually with his own initiative he improved his English. At university, NT1 was not much like a very serious student, but he was a regular and attentive student.

At university, NT1's classrooms were well equipped. Classrooms had multimedia facilities. He used to have presentation, quiz, group work, pair work, research project and so other activities at university. Especially in MA in ELT program, he learnt a lot about collaborative learning and usage of multimedia in language classroom. When NT1 was at university he used to take notes of his teachers lecture. NT1 Said:

…I had a very good friend at university…we took notes of everything sir said in the class…আর আমিতো জানতাম যে টিচার হবো, আমি আরও সুন্দর করে সব নোট করে রাখতাম, এমনকি স্যার ক্লাস এ যে গল্প করত সেগুলাও… স্যার ক্লাস এ যেই information গুলা দিত ওগুলাও লিখে রাখতাম…ভাবতাম আমি যখন ক্লাস নিব এগুলা ক্লাস এ বলব, স্টুডেন্ট রা interest পাবে... (07 November 2013)

(I had a very good friend at university…we took notes of everything our teachers said to us in the class… and as I was determined that I would become a teacher, I used to take notes properly, even I took notes of the stories teachers used to share with us in the classroom… and also the information sir shared in the classroom… I used to think that it would be interesting to my students if I can share this information with them.)

4.2.3 NT1's first year teaching experience

When NT1 was asked to mention if he faced any complication in his initial teaching career, NT1 reported that when he first time entered into a real classroom as a teacher, he was very nervous. He did not know what to talk about, actually how to break the ice. NT1 closed his eyes and thought of Mr. Hume. NT1 was very excited when he got a chance to teach at tertiary level. The way Mr. Hume started every class with warm-up activities, NT1 did the same. Then at a moment NT1 thought of dividing the whole class into groups of three students, but NT1 noticed to his utmost shock students were seating in unmovable benches. NT1 said:

> এখানে এসে দেখলাম seating arrangement এর সমস্যা...student দের যখন বললাম গ্রুপ করতে, মনে হোল জীবনে প্রথম বার শুনল এরকম কথা...কি আর বলবো (sigh)... group বা pair করে দিলেও বুঝে উঠতে পারেনা কি করবে...চুপ করে থাকে...বল্লাম বাংলায় আলোচনা কর, তাও পারেনা । Class টাকে interactive করার জন্য যা যা plan করসিলাম এতদিন, সব মাটি ... আমি কিন্তু সহজেই হাল ছারিনাই, আমি চেষ্টা করলাম অন্তত pair work করান যায় নাকি...দেখি আমার teaching technique নিয়ে authority ও খুশি না, আবার colleague রাও জানি কিভাবে দেখে...এমন ভাব, "এগুলার কি দরকার!"... (7 November 2013)

([W]hen I joined here I faced problems regarding the seating arrangement of students… when I asked students to form groups, it seemed that they heard of something like that for the first time… I don't know how to react on this … if I divide them in groups or pairs they don't understand how to work in groups or pairs… instead of discussing about the topic, they remain quiet… even if I ask them to discus something in Bangla, they can't do that either. Whatever I planed to do to make my class interactive are in vein… yet, I didn't loose hopes so easily, I tried at least to form pairs in class… but I noticed that the

authority is not happy with my teaching techniques, even my colleagues were not ready to accept it… their attitude was like, "what the point of doing this things?"…)

Another complication NT1 mentioned was related to the use of technology in classroomS. In his MA in ELT program NT1 had a four months long course on CALL (Computer Assisted Language Learning). He was very enthusiastic regarding the usage of technology in English language classroom. As NT1 reported:

… এখানে এসে দেখলাম classroom এ কোন computer নাই। আমি যে ওদেরকে (স্টুডেন্টদের) listening practice এর জন্য একটা গান শোনাবো তার কোন arrangement নাই। প্রথম প্রথম নিজের laptop নিয়ে আসতাম, এখন আর আনি না। আনবো কেন? Student রাও মনে হয় bore হোয়ে যায় listening activity দিলে, অথচ আমরা যখন স্টুডেন্ট ছিলাম খুব আগ্রহ নিয়ে নতুন কিছু দেখলে করতে চাইতাম, শিখতে চাইতাম... (7 November 2013)

([A]fter joining here I noticed that there is no facility of using computer in the classroom. I wanted to use songs for students' listening practice, but there is no such arrangement. Initially, I came up with my laptop, but now I don't. Why should I? It seems that students feel boredom when I give them listening task, yet when we were students we always wanted to try something new, wanted to learn…)

Failing to implement his ideas of group work and pair work in his classroom, within few months NT1 started following traditional approaches of teaching. NT1 reported that after stopping implementing pair or group work, and not getting any technological support, his classrooms now look like typical lecture based classrooms.

4.2.4 NT1's current teaching practice

When NT1 was asked to compare his first year and current teaching practices, he mentioned two changes: expectation from his students and medium of instruction. NT1 mentioned that in yearly years his expectation from his students was different from now. NT1 pointed out that as a

students he was not that much serious to study but he was regular in the class and he took notes from his teachers' class lecture. Also, when teacher asked them to study something beforehand, they used to follow that. However, NT1 noticed that his students never take notes of his lecture. Even if he asked them to study something at home before coming to the next class, they never did that.

…class এ এরা কখনই note নেয় না। কি কারন আমি ঠিক বলতে পারবনা। এই ইউনিভার্সিটি তে একটা নিয়ম চালু আছে লেকচার শিট দেয়া, হতে পারে এটা একটা কারন, আমি আসলে জানি না কেন। আমি যখন স্টুডেন্ট ছিলাম ক্লাস এ স্যার যা বলতো নোট করে রাখতামা, ওরা এইটা করে না, বললেও করেনা, খুব খারাপ লাগত তখন…আমি এখন কি করি, ওদেরকে কিছু করতে দেইনা… ওরা পড়ে আসবে ক্লাস এ বা ক্লাস এ response করবে সেই আশাটাই আর করিনা… (07 November 2013)

([T]hey never take notes in class. I don't know what might be the reason. There is a tradition of providing lecture sheet to students in this university, that might be a reason, I actually don't know. When I was a student I used to take note of everything teacher said in the class. My students don't do this, even if I ask them to do so, I felt very about this… what I do now is that, I don't ask them to do anything… I have stopped expecting that they would to come in the class preparing their study or at least would response to my questions in the class.)

While talking about changes NT1 pointed out a change in the medium of instruction in his classrooms. NT1 mentioned, in first year he used to follow only English as the medium of instruction. NT1 reported that the curriculum of the university mentioned clearly that English should be the medium of instruction in classrooms. This was also how he learnt English, and he or his friends never requested the teacher to explain things in Bangla. When NT1 or his friends had difficulties in understanding any English expression they would talk to their teacher after the class for clarification. This was how NT1 learnt many English expressions. NT1's students

sometimes requested him to explain things in Bangla, though he often denied doing so. Gradually NT1 realized that his students were getting poorer marks in exams in comparison to students in other sections. In a post-exam conversation with students NT1 realized that his students were not habituated in an only-English classroom. NT1 then started explaining things in Bangla whenever students found anything difficult to understand; even though the university authority though wanted him to use only English as the medium of instruction. NT1 argued:

···ওদের পড়াতে গিয়ে দেখলাম সহজ সহজ ইংলিশও বুঝতে পারেনা। প্রথম প্রথম এত পাত্তা দিতাম না। আমরা যখন স্টুডেন্ট ছিলাম এরকম আমাদেরও অনেক প্রব্লেম হতো। এই বুঝতে না পারাটাই স্টুডেন্টদের পড়তে inspire করে। কিন্তু এখানে দেখলাম এরাতো inspired হয়ই না, বরং পরীক্ষায় খারাপ result করে। তো আমি আর কি করবো, ওদের কে বাংলায় বুঝাইয়া দেই সবকিছু। মজার বেপার হোল, ইউনিভার্সিটি অথরিটি কিন্তু এখনও আমাকে ইংলিশ এই পড়াতে বলে, কিন্তু আমি চিন্তা করলাম যা পরাচ্ছি স্টুডেন্টরা যদি বুঝতেই না পারে তাহলে পড়াইয়া লাভ কি!... (07 November 2013)

([W]hen I started teaching them I noticed that they were unable to understand even simple English words. Initially I used to ignore it. When we were students we also used to have such problems. This inability to understand something actually inspires students to study. Bu the situation is totally different here. Instead of being inspired to study seriously, they score low in exams. So what can I do in such situation? I now explain them everything in Bangla. The interesting thing is that, university authority still wants me to teach only in English, but I thought what I was teaching to my students if that is that was no use of them what is the point of teaching then?...)

NT1 joined teaching because he thought through of teaching as an honorable job. When NT1 had to answer if he was frustrated regarding his decision to join teaching NT1 clarified:

[T]eaching খুব interesting এ কারনে যে when I teach I can make things easier to my students, and when I walk through the road and students see me, they respect. They pay the respect

and this gives a me sort of like…like…good feelings…students who are even not from my department they also pay the respect…this is really a very good feeling which is why I am still in this profession… অনেক চেষ্টা করেও যখন স্টুডেন্টদের বা অথরিটি কে কিছু বুঝাইতে পারিনা, নতুন কিছু implement করতে পারিনা তখন পুরা বেপার টাকেই খুব frustrating মনে হয়... সবচে pathetic realization হল এইখানে চাকরি করে আমার নিজের তেমন কোন ডেভেলপমেন্ট হইতেসেনা। আমি যেসব theory, technique পড়ে আসছি এতদিন ধরে, কিছুই এখানে implement করতে পারতেসিনা। আমি কিছু শিখতেসিনা, নতুন কিছু পড়ার আগ্রহও হারাইয়া ফেলতেসি... সত্যি পুরা বেপারটাই খুব বেশি frustrating মনে হয় তখন... (07 November 2013)

([T]eaching as a profession is very interesting because when I teach I can make things easier to my students, and when I walk through the road and students see me, they respect. They pay the respect and this gives a me sort of like…like…good feelings…students who are even not from my department they also pay the respect…this is really a very good feeling which is why I am still in this profession…after lots of struggle when I cannot make students or university authority understand something, cannot implement anything new then the whole ituation seems very frustrating ... the most pathetic realization is that working in this university I am being unable to develop myself ... the theories and techniques I studied through out my student life, I cannot apply any of those here. I feel that I am not learning anything working here, I am loosing interest in teaching new thinks... really, the whole scenerio seems very frustrating...)

4.2.5 NT1' workplace environment

NT1 is not at all happy with his workplace environment. He mentioned that he often could not understand what might be the expectation of the university authority from him. He has very complicated relationship with the university authority. Even, his colleagues are not cooperative

at all. It seemed to him that everyone is playing the blame game in official meetings. He is quite frustrated with his workplace environment.

4.2.6 NT1's relationship with students

NT1 thinks that his relationship with his student is okay. He is kind of reserved. He does not talk much. He mentions even if sometimes he becomes disappointed with his students, he knows how to hide that.

NT1 concludes that even after sometimes being frustrated, he was quite satisfied with his profession. Initially he was though quite frustrated regarding his students' passive role in classroom and poor English proficiency, at the end of the day NT1 thought that his students needed him. NT1 pointed out that it was very difficult to deal with such students with patience, and NT1 thought he could perfectly deal with his students because he has that patience to work with his students.

NT1 concludes arguing that he really enjoys teaching, because staying in this profession he can always be connected with reading. If he changes his profession he might not have any time for reading. He wants to spend his life by studying and teaching.

4.3 NT2's narrative

NT2 described herself as a quite and easy going person. She always tried to do her assigned tasks sincerely. NT2 came to Dhaka for higher studies after her intermediate. She got admitted in a university in the department of English in 2006. After completing her graduation degree in English language and literature with distinction she got admitted to MA in English program. While doing her masters in English, NT2 joined an English medium school. After working there for two months NT2 joined the same university from where she completed both her bachelor and masters degree. It had been almost one year NT2 was working at a university. NT2 started

teaching in that university because of her teachers' inspiration. As she was a bright student, her teachers thought that she could teach at tertiary level. In that university NT2 was conducting foundational English courses.

4.3.1 NT2's language learning experiences

Up to her intermediate NT2 did not focus much on learning English. Like many of her classmates her target was only to get good grades in English. However, when he was studying for university admission test he noticed that it was no more possible to write essays or paragraphs from her memorization, she needs to have good command over the language to write essays and paragraphs on unknown topics in the admission test. She then started reading English newspapers to have good command over English. And then when she got admitted in English for her bachelor degree it was all about studying English literature.

When NT2 was asked to talk about her English language learning process NT2 said:

…student ছিলাম যখন কখনো কোন class মিস করতাম মনে পরে না…আমাদের friend দের মধ্যে একটা competition কাজ করতো সবসময়ই। টিচাররা যখন exam script ফেরত দিত তখন একজনের আর সাথে আরাকজনের এর script এর একটা তুলনামূলক আলোচনা হয়ে যেত। ও একটু বেশি নম্বর কেন পাইল, আমি কোথায় ভুল করলাম, নাকি স্যার দেখতে ভুল করল, এত পড়াশোনা করে কেন কম নম্বর পেলাম…আমি এমনকি মাঝে মাঝে স্যার দের রুম এ চলে যেতাম কি ভুল হইসে ভাল করে বুঝার জন্য… (07 November 2013)

[W]hen I was a university student I cannot remember if I missed any class ever… there was a competing attitude among our friends. When teacher returned exam scripts after checking, we used to compare our scripts with others. We were tensed regarding why someone scored higher than me, what was my mistake, or if the teacher made any mistake in marking, why I scored low despite studying hard… even I sometimes visited

teachers at their offices to clarify my confusion regarding exactly what was my mistake… (07 November 2013)

NT2 mentioned that she was quite popular to her teachers for her seriousness. NT2 was always among the top three scorers in the exam. Apart from course work, NT2 leant many English expressions through reading English story books, newspapers, and always being curious to her mistakes and errors.

4.3.2 NT2's teachers

When NT2 was asked to think about her teachers she named few. NT2 specifically referred to one of her teachers. The teacher was very knowledgeable. His teaching technique or level of teaching was not for ordinary students. NT2's teacher's sense of humor was very sharp. He was highly philosophical, and at a time could make his lesson interesting. His students enjoyed a lot in his classes. NT2 thought, for students to enjoy the lesson and teachers' teaching style is an important factor.

NT2 also mentioned another teacher of her graduate level, whom she referred as someone she never wanted to be like. The teacher's teaching style was quite "note based", as NT2 terms. This teacher's teaching techniques were quite oriented to the exam. He used to give list of questions long before the exam, and used to teach in light of those questions. The teacher was very rigid. He never listened to students' opinion. He was quite authoritative in nature. NT2 thinks a teacher should be open to learning; even teachers can learn many things from their students.

4.3.3 NT2's first year of teaching

NT2 was not much nervous, yet excited, when she first time entered into the classroom of that university. For NT2 that was the same classroom she studied in for a long time. Memories of her

student life were quite fresh. However, within few months she realized that students were quite reluctant to follow her instructions. In the middle of the class many students requested her for a five minutes break, and in name of five minutes they came back after twenty minutes. That was not the case of one or two days, that was the story of every day. Interestingly, when NT2 was a student she and her friends did the same thing to one or two of their teachers. But, those teachers were extremely boring! NT2 asked herself if even she was making her students bored! Soon she realized the problem:

> just student থেকে যখন teacher হলাম আমাকে কেউ ওইভাবে পাত্তা দিত না। student রা বুঝতেই চাইত না যে আমি ওদের teacher...class এ গণ্ডগোল করতো, বাহিরে যাওয়ার কথা বলে আর আসতো না... ওরা জানি কেন আমাকে seriously নিত না...আমি class এ অনেক কথা বলতাম, fun করতাম, অনেক বেশি উৎফুল্ল থাকতাম, লাফালাফি করতাম... (laugh)...মনে হয় এজন্য...কেমন embarrassing লাগে না? কেমন জানি...Teacher দের যে ভারিক্কি থাকে, ঐ জিনিসটা ছিলনা... (07 November 2013)

> [W]hen I just became a teacher from student nobody treated me like a teacher. Students were reluctant to realize that I was their teacher… they used to make noises in the classroom, taking permission to go out for an emergency they were reluctant to come back… I don't know why they never took me seriously… I used to talk a lot in the classroom, made fun, used to be excited and sometimes like jumping out of joy… (laugh)… that might be the reason… isn't it embarrassing? Something like … I did not have the attitude that teachers usually have… (07 November 2013)

When NT2 was asked if she faced any particular complication in first year, she mentioned that she had communication gap with her students. As she was not much articulate, students often misunderstood her. Her level of communication with students was poor. As a consequence, some

of her students even complained to the authority. Also, in early years the whole process of teaching was very challenging for NT2. NT2 contends:

প্রথম দিকে প্রতিটা Class এর আগের দিন রাতে আমাকে সবকিছু Plan করতে হতো । কি বলবো, কি পড়াব, কোনটার পরে কোনটা পড়াবো, Step গুলা নিয়ে খুব প্রব্লেম হতো...আমাদের ওরকম কোন experience নাই, আমাদের কোন guideline দেয় না। সেজন্য প্রব্লেম হতো খুব... (07 November 2013)

([I]nitially I had to plan everything in the night before every class. What to talk about, wht to teach, which topic to focus after which topic, I faced problems regarding the steps of conducting class… we don't have such experience, we are not provided with any guidance, that's why I faced many problems…)

In her first year teaching while checking scripts NT2 used to mark maximum errors to help her students improving their English. She corrects students' mistakes repeatedly, but her students cannot correct their mistakes. NT2 says:

I corrected their mistakes repeatedly...কিন্তু at the end of the day আমি ওদেরকে যা দেই তার ১% ও মনে হয় পাইনা। খুবি frustrating… (07 November 2013)

(I corrected their mistakes repeatedly… but at the end of the day it seems that what I teach them I don't find any reflection of my teaching in my students' script, not even 1%... very frustrating)

4.3.4 NT2's current teaching practice

To answer the question if she found any change in her current teaching practice in comparison to her first year teaching, NT2 mentioned that in initial stages she thought that her job was to complete the syllabus prescribed by the department within the deadline. However, now NT2

believes that her job is to facilitate students' language learning. Now, besides the syllabus NT2 uses some extra teaching materials and handouts which she thinks could help her students to improve their English. NT2 mentioned, now sometimes she even uses audio clips and movie clips to make the class interesting. She learnt these techniques from her reading of English language teaching books.

Initially NT2 used to give lectures than assigning any tasks to students. Sometimes she used to assign tasks to students, but was very reluctant to check to what extent they completed the task. Now, NT2 gives interesting tasks to students, monitor their progress when they do the task and spend more time on evaluating students' task. NT2 mentioned that she learnt about this process when in a departmental meeting one of her colleagues described this process as a technique to make the class interesting.

Over the year NT2 could not solve the problem regarding students' script checking. This job is still frustrating as it was before. When she circles students' mistakes she knows that this correction will not bother her students. NT2 shared this to one of her colleagues; NT2 mentioned that her colleague said:

> [Y]our students are matured enough, ওরা শিখতে পারতেসেনা বা শিখতে চাচ্ছেনা, তুমি ওদের জোর করে কিভাবে শিখাবা...student দের force করে আসলে কিছু শিখানো যায় না... (07 November 2013)
>
> ([Y]our students are quite matured, if they are being unable or unwilling to learn how can you force them to learn… students can't be taught anything by force)

NT2 is confused how to solve this problem. NT2 wants her students to improve, but does not find the right way to motivate them to learning.

4.3.5 NT2's workplace environment

NT2 noted that she does not have any specific problem with her workplace environment. However, she thinks that novice teachers should be provided some guideline before starting teaching. Learning to teach on own is very difficult and challenging. The authority rarely asks for their comments regarding any change in their policies, which she thinks should be otherwise.

4.3.6 NT2's relationship with students

Over the year NT2's relationship with her students improved a lot. NT2 now keeps contact number of her students. Also, she uses Facebook and often chats with her students to help them improve their fluency in English. NT2 thinks, this technique helps her to eradicate the communication gap she used to have with her students in initial stages.

NT2 mentioned that her attitude with her students in the classroom changed a lot. Now she knows how a teacher should behave with her students in the classroom. Yet, sometimes she suddenly goes back to her earlier form which she finds to be quite embarrassing. She has become quite reserved in the classroom. She knows her responsibility as a professional in this field. NT2 has started wearing *Sari* instead of *Shelwar-kamiz*, because she thinks *Sari* makes her look more like a teacher.

NT2 informs that most of her students are not that much serious in their studies. Often she doubts if some of her students really come to study at university or just to get certificates. When NT2 returns exam scripts it seems to her that many of her students do not feel like reviewing where they fell short in getting good marks. She says:

আমাদের সময় আমরা এত careless ছিলাম না। Student দেরকে দেখি তারা প্রথম দিকে যাও একটু serious থাকে যতই দিন যায় ওরা যেন careless হয়ে যায়। আমি ওদের যে Script গুলা Check করে দেই ওরা মনে হয় খুলেও দেখে না...আমি নিজেও বুঝি না ওরা আসলে কি চায়... কেন পড়াশোনা করেনা... (07 November 2013)

([W]hen we were students we were not as careless as my students. In initial stages even if students are serious, as time passes they become careless. When I return their scripts after checking, it seems that they don't bother to even have a look at it… I don't understand myself what do they expect me to do… why don't they study…)

NT2 does not know if she really wants to continue teaching. She often feels that teaching is not a right job for her. In her childhood she never thought of becoming a teacher. She agrees that now she tries to be like traditional teachers, but she never feels it inside. She is not happy the way she is. She feels like she is behaving like somebody else. She wants to be very friendly and easy going to her students but her students are not of that type. If she becomes friendly with them, they start treating her as more like their friend than teacher. Her teachers were quite friendly with her as well, but she always remembered that they were her teachers. She informs that she was quite happy when she taught young students in an English medium school. She says:

যদি আমি ভুল করতাম আর ওরা যদি বুঝতে পারত সাথে সাথে বলে দিত…ওদের মধ্যে কোন hesitation নাই। যা মনে আসে বলে ফেলে… এইটা খুব ভালো লাগে…কিন্তু এখানকার student রা কোন question করে না… এদের মধ্যে সেই tendency টাই নাই… (07 November 2013)

([I]f I had made any mistake and if the children could understand it they mentioned it immediately… they didn't have any hesitation. They say just what they feel… I just like it… but these students at this university don't ask any question… they don't have any of these tendencies …)

NT2 concludes saying that she never thought of choosing teaching as her profession. Teaching does not go with her image. She does not know what to do next. However, whatever she does, she wants to do with sincerity. She does not know what is waiting for her in future.