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Editorial

The National Academy for Primary Education (NAPE) is going to publish the fourteenth issue of the "Primary Education Journal," which is a yearly publication. This journal opens a professional scope for educational researchers to share their study findings on different issues of primary education. As an apex training and research institute in primary education, NAPE wants to spread innovative thoughts and ideas to support quality primary education.

This issue includes five research-based articles that cover different essential topics and the problems of primary education. The first article explores current reading skills practices; the researcher reviewed the national grade-three curriculum, observed teaching techniques and assessment procedures in the classroom, and interviewed teachers for their opinions and views on classroom practices for reading skills, including the state of teacher training in this area.

The second article aims to identify if there is any inconsistency between the approach prescribed for teaching English letters in primary teachers' editions and the approach followed by teachers in real classrooms.

The third article tried to understand how effective the teachers are in doing school activities. Teachers' efficiency was seen as comparatively low in the classroom practices compared to their expectations.

The fourth article tried to investigate the primary science teachers' comprehension of the focus of intended learning outcomes. Within the qualitative framework, a multiple case study approach focusing on the primary science teachers (who teach science) of rural and urban areas was purposively applied.

The final article is about English listening and speaking skills for primary graduates: used methods and teaching aids at present. The study aims to show - the situation of practicing English listening and speaking skills in terms of methods and teaching aids used in the classroom in grades VI-VII. The study's findings showed that the grammar-translation method (GTM) and lecture method are vastly used instead of CLT in practicing listening and speaking skills.

I think all the papers will contribute to ensuring quality primary education in Bangladesh. I believe that we have to make an evidence-based solution process to take new interventions in the primary sector, which will help the policy makers formulate and implement policy effectively.

I would like to give my heartfelt thanks to the editorial board members for providing their expertise and doing the hard work needed to make the journal an international standard. I would also like to thank the panel of experts for their intellectual support and thoughts for ensuring the standard of papers.

Finally, I appreciate readers' opinions and comments on the present issue that encourage us to enrich and improve future publications.

Md. Shah Alam (Additional Secretary)
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&
Director General, NAPE, Mymensingh

Panel of Experts

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Table of Content

Saha

Exploring classroom practices for reading skills of Grade three students in government primary schools in Bangladesh

Dr. Shilpi Rani Saha[1]

Abstract

Reading is the most fundamental skill, not only for comprehending subject knowledge but also for communicating with the world. This qualitative study aimed to explore the current practices of 'Bangla reading skills' of grade three students in the government primary schools of Bangladesh. To explore current reading skills practices, the researcher reviewed the national grade-three curriculum, observed teaching techniques and assessment procedures in the classroom, and interviewed teachers for their opinions and views on classroom practices for reading skills, including teacher training in this area. Teachers of urban and rural schools from Dhaka city and Sonargaon Upazilas of Narayangonj district, respectively, were selected purposively as participants for the study. Data revealed that very few of the teachers used various techniques to help students achieve their reading skills. Even though it was specified in the curriculum to test reading skills while teaching language, data found that the evaluation method was relaxed in classroom practices. Likewise, it was also revealed that many teachers had not received the training yet.

Keywords: Reading Skills, Primary Curriculum, Primary Schools

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To ensure students' reading skills, this study's findings will help policymakers, executive bodies, and teachers to take necessary steps

to create an environment in the classroom to practice all the reading techniques intensively and incorporate reading assessment structure into the evaluation system. The research will also assist them in ensuring extensive and consistent training for teachers in this area.

Introduction

The Sustainable Development Goals (SDGs) require literacy to be acknowledged to achieve them (UNESCO, 2017). Reading is the most basic way to learn literacy and various skills. It is not only a component of language but also a prerequisite for understanding other subjects. Academic performance in every domain of knowledge appears to be closely related to the level of reading abilities required for optimal performance. It is well-recognized that there is a strong link between reading comprehension and academic accomplishment during the learning process (Abeberese et al., 2013). In addition, reading is essential in school and throughout life (Kucukoglu, 2013; McGeown, 2013; Cambria & Guthrie, 2010). It aids in comprehending different texts, persons, and circumstances (N'Namdi, 2005, p. 4). The engagement of students, teachers' teaching strategies, the classroom environment, and parents as a whole all play a role in enhancing children's progress in attaining reading ability (N'Namdi, 2005). So, the study has focused on classroom practices in government primary schools for achieving reading skills.

Despite numerous educational achievements, ensuring quality education remains an issue in achieving the Sustainable Development Goals (SDGs). Bangladesh is also serving to provide quality education. In the National Student Assessment (NSA) of Bangladesh, students are assessed based on their learning competencies for a particular grade in particular subjects. According to the National Student Assessment for Grades 3 & 5-NSA (2017) report, 26% of students in grade three did not meet the learning competencies for the Bangla language at this grade level (DPE, 2018). In addition, the percentage of basic-level students who performed well in the Bangla language declined in 2017 compared to 2015, while the difference was slight (DPE, 2019).

The NSA considers reading skills as one of the areas of study when assessing students' learning competencies. According to the national curriculum of Bangladesh for grade III, students in this grade are expected to be able to read all 50 letters in the Bangla alphabet. However, Saha and Ehsan

(2015) observed that a significant number of grade three students could not recognize all of the letters in the Bangla alphabet. There are also variances in reading comprehension between urban and rural students in this grade (Saha & Khan, 2014). The Primary Education Completion Examination (PECE) 2018 had a 98 percent pass rate (DPE, 2019). On the other hand, 74% of students in grade three achieved the basic level learning competencies of the Bangla language at this level, albeit just 4% had reached mastery. However, the assessment purpose was distinct, and the chasm was significant.

In achieving reading skills, classroom practice is vital. Teachers are responsible for applying various approaches and strategies that lead students to achieve their reading skills. Teachers are supposed to be trained from both professional and pedagogical perspectives. However, many teachers lack pedagogical training. According to the Annual Primary School Census-APSC (2016) report, among 351,213 teachers (including GPS and NNPS), 265,076 have received the Certificate in Education (C-in-Ed) training, indicating that almost 25% of the teachers still lack this basic training (DPE, 2016). Furthermore, teachers require a conducive teaching atmosphere in the classroom. The fact is that teachers confront several problems in applying various teaching approaches that lead students to obtain reading skills, such as large class sizes, workloads, and sporadic student attendance, to name a few (Saha & Khan, 2014).

A large proportion of grade three students struggle with Bangla and cannot read texts appropriate for their grade level (NAPE, 2019; Saha & Ehsan, 2015). Moreover, it is also mentioned that seventy-three percent of third graders cannot read and comprehend the language in their textbooks, referring to the National Academy for Primary Education (NAPE) document (Jasim, 2019).

So, this study investigated existing classroom teaching practices for reading skills, the curriculum arrangement, assessment procedures, and teachers' training in this area. The study will assist curriculum planners, education professionals, administrators, teachers, and other stakeholders, such as parents and students, in understanding current reading skills practices and how they can bridge the gaps.

Research questions

    1. What teaching techniques are being used in the classroom to achieve reading skills?

    2. How do teachers assess reading skills in the classroom?

    3. What competencies does the curriculum outline for achieving Bangla reading skills in classrooms?

    4. What types of training is provided to the teachers to practice reading skills in the classroom?

Methodology

    It is a qualitative study in nature. Qualitative research allows the researcher to look at "...perspectives of the research participants toward events, beliefs, or practices" (Gay & Airasian, 2003, p. 163). As data collection sources, both primary and secondary sources were used. The study used classroom observation and semi-structured interviews as primary data collection methods and reviewed the national curriculum as the secondary source. Both interview guidelines and the observation checklist helped the study to get in-depth data from the participants regarding their experiences and feelings as well as systematic noting and recording of events, behaviour, and artefacts (objects) in the social setting chosen for the study (Gay & Airasian, 2003; Marshall & Rossman, 2006). Participants in the study included both urban and rural primary school teachers. Dhaka City and Sonargaon Upazilla in the Narayangonj district were chosen as research sites. The sample schools were selected by using nonprobability sampling techniques. Five schools from each location were visited, followed by 10 schools from both districts. Teachers who teach Bangla in grade three were chosen purposively as research participants, and ten teachers from ten schools participated in this research. Data were analyzed thematically to meet the research questions.

Findings
Teachers' teaching techniques for reading skills - current practices
    It was found from observations and interviews that teachers applied different techniques for teaching reading skills in the classroom. Teaching techniques are stated below:

Picture reading
    The respondent teachers stated that they began their lessons by discussing the topic. At the very beginning of the discussion, teachers show the pictures related to the topic and ask different questions about the pictures. At one point in the interview, one teacher shared her opinion in this way,

    At the beginning of the class, I show the picture and ask students what they have seen in the picture, what it means, and what the relations of these pictures with the topic are. Besides this, I use 'picture reading' as a first step to prepare them mentally for the lesson and encourage them to go through the topic. (TI1)

    Another teacher stated that she used the image in her class as a reading tool and to choose a topic the students were interested in. She mentioned, *"Students try to come up with a topic for the day by looking at the photographs. Then they mentioned the topic, which I look up in the textbook's topic list"* (TI3).

    However, only a handful of participating teachers used pictures as a reading tool and discussed the images to convey the text.

Assessing Previous Knowledge
    During the classroom observation, it was found that some teachers encouraged students to link the day's study topic with their prior knowledge by asking them various questions about it. It was also reflected in the teachers' interviews. A teacher said, "This technique helps me know students' previous knowledge of the content as well as how far I have to teach in the classroom" (TI2).

Group Reading

Teachers stated that they had applied diverse activities to the text reading of the students. They made small groups to read a text and followed a few steps to ensure their learning. In this regard, one teacher mentioned, "I form small groups and then tell them to read a story or poem from the textbook. The groups are formed in a mixed way so that in a group some students are capable enough and some need more assistance" (TI2). She added, "*I encourage competent students to develop and show such a mentality so that they can help others*" (TI2). An observation also revealed that a few teachers used group reading as a reading technique.

Paired Reading

A teacher applied another sharing method to practice reading a text in the classroom besides group reading. One of the teachers shared her view, stating that she used paired reading as a reading technique, simultaneously forming peer groups. The teacher's response to this was as follows:

Two students who sit side by side are asked to form a paired group. This form of grouping is designed to allow for one-on-one interaction and to make students supportive of one another. In this way, they can read and comprehend many topics on their own (TI8). During an observation, only one teacher was found to be using this strategy.

Question-answer technique

During classroom observation and interview sessions, teachers were found to use 'question-answer' methods as a teaching technique. The teacher read the text aloud first and then instructed the students to do so. Following that, teachers posed questions, and students attempted to respond. One of the teachers expressed her opinion, saying,

I wrote questions on the blackboard and instructed the students to read them aloud. I occasionally invite one of the students to write the answers to some of my questions on the blackboard and ask another student to read them aloud to the class (TI8). During classroom observation, similar events occurred. Almost all the responding teachers employed the same technique in their classes.

Identifying Difficult Words

Identifying difficult words from the text and knowing their meaning are essential for attaining reading skills. Without knowing the meaning of unfamiliar and unknown words, achieving reading skills is not quite possible. As a result, it was discovered in this study through both observation and interviews that teachers worked on identifying unfamiliar, difficult words in the text and explaining the meaning of those words to the students. It was also found that the teachers identified the 'conjunct letters' and broke them down to make them understandable. According to the classroom observation, only one teacher identified the difficult words and a few of the teachers identified the new words from the text.

Model Reading Strategy

While reading a text, teachers follow a few steps in their teaching-learning process. Teachers shared their opinions in the interview about these steps. These steps are described below.

The story or poem was read by the teacher alone. She then invited the students to join her for reading. The teacher then asked all the students to read the text aloud. Following that, the teacher assigned a few students to read the given text loudly. If a student needs assistance while reading a text on their own, the teacher would provide it. When all the students completed their reading, the teacher asked them some questions related to the content to make sure whether they had understood the text. It was found from classroom observation that a good number of teachers had adopted this model of reading in their teaching process.

Other methods

Some of the important reading techniques were also used by the responding teachers in this study. During classroom observation, it was found that some of the approaches were only used by one teacher. For example, only the teachers employed chain-drilling sentences. Silent reading, content summarization, and addressing punctuation marks were among the other techniques used by only two teachers. However, conjunct letter identification was used by half of the teachers. Only one teacher employed conjunct letters to make words to improve reading skills. Teachers also shared their thoughts on the difficulties they faced while implementing these techniques into practice in the classroom. They addressed large class sizes (TI1, TI2, TI3, TI7, TI8, TI9), students' irregular attendance (TI1, TI3), the absence of

placement or admission rules (TI1, TI5), insufficient knowledge of teachers (TI2, TI8), the unsatisfactory classroom environment (TI2, TI6, TI9), lack of cooperation among parents, teachers, and students (TI8), etc. as obstacles to implementation.

Reading Skills in the National Curriculum of Primary Education for Bangla Language

One of the research questions addressed in this article was to explore reading competencies in relation to classroom practice and assessment procedures outlined by the national curriculum. In this section, the table below summarizes the framework of reading as a language competence in the Primary Education Curriculum (2012). Following that, there was a discussion about the assessment procedure in the classroom. As a result, this framework assists in exploring classroom reading practices and the assessment procedures outlined in the curriculum to achieve reading skills.

At a Glance: Reading skills, competencies, assessment instruction and the content in the curriculum (NCTB, 2016) mentioned below:

Table 1: Reading skills, competencies, assessment instruction and the content in curriculum (NCTB, 2016)

Terminal Competencies for Reading skills of Bangla Language	Attainable Competencies for Grade III	Assessment	Content Presentation
1. To read aloud texts with proper pronunciation and understanding. 2. To be able to understand the main idea of Bangla rhymes, poems, stories, conversations, speeches, descriptions etc. by reading attentively. 3. To be able to read Bangla printed and	1.1 1.2 - 1.3 To be able to read conjunct letters in a word with clear and correct pronunciation. 1.4 To be able to read word with clear sound and proper pronunciation. 1.5 To be able to read sentence and line by	5. Assessment 5.1 Exercise on specific task will get the importance to make the students active. 5.2 Students will be assessed by the progression of their learning focusing on different stimulated activity on language skills by observing,	3. Lesson presentation method 3.7 For attaining language skills, each content will be instructed clearly. Example: Listening, speaking, reading and writing. After learning the alphabet, at the end each content writing exercise will be included along with listening, speaking, and **reading**.

hand-written materials.	recognizing different punctuation marks.	listening, speaking, **reading**, writing, recitation and identification.	
	2.1 To be able to read and understand rhymes, poems, stories and conversation text in proper pronunciation.		
	2.2 To be able to recite rhymes and poems in proper pronunciation.		
	2.3 -		
	2.4 To be able to understand story by reading.		
	2.5 To be able to understand conversation and description by reading in proper pronunciation.		
	2.6 To be able to read about birds and understand its content.		
	2.7 -		
	2.8 To be able to read ordinary number from first to tenth.		
	3.1 To be able to read hand writing of self and others.		
	3.2To be able to read simple signs /instructions, personal and organizational name plates.		
	3.3 To be able to read child-oriented books equivalent to the textbook.		

Reading assessment process in the classroom

Teachers were asked about the assessment strategy of reading skills in the classroom. Teachers stated that they asked some short questions related to the text. They sometimes instruct their students to read a text with pronunciation. They also formed a small group to read the text and other materials. In terms of adopting the question-answer technique, one of the teachers mentioned:

Students were asked to read the written questions on the blackboard aloud to ensure their reading ability. In addition, some of the students were also asked to write the answer on the blackboard and others to read it loudly from the board (TI8).

It was also found in an observation that teachers frequently use this technique in assessing reading skills in the classroom. It was revealed from the observation that teachers used some of the activities as reading techniques, but in the assessment, they mostly followed the question-answer technique to assess the student's reading skills. Teachers employed some other strategies in the classroom to teach reading, but these were rarely used to assess students' reading abilities.

On the other hand, they also said there was no scope in the 'formal' assessment system to measure students' reading skills. This meant that, though they attempted to evaluate the students' reading skills in the classroom to some extent, there was no formal examination or grading system for reading skills. One of the teachers suggested, "Reading skills should be incorporated into the assessment system so that students and parents will be aware and put emphasis on reading more" (TI9). Another teacher remarked, "In our formal assessment system, we are not given any instructions on how to evaluate students' reading skills. Although we practice this in our regular sessions, it is not included in the annual examination, unlike other skills" (TI10). Participant teachers in the study pointed out that observing their students' responses and facial expressions, reviewing their answer scripts, and evaluating them in the classroom would enable them to comprehend their students' reading skills.

It was also found that there were reading exercises focusing on memorization and writing assignments in the exercise section after each lesson in the textbook (NCTB, Amar Bangla Boi, 2019).

Teachers' training for teaching reading in the classroom

Usually, teachers receive subject-based training from the Upazila Resource Center (URC) to teach the subject in the classroom. Teachers-in-training are also trained to help students with their reading skills. According to the 'Teachers' Edition', there are three steps for teaching reading: pre-reading, during reading, and post-reading (Teachers' Edition: Bangla Language, NCTB, 2016).

According to the Teachers' edition, in the 'pre-reading' process, teachers must describe the pictures related to the content as well as use other techniques such as identifying new and unfamiliar words, synonyms, antonyms, and words with conjunct letters from the text to encourage students to read the text. All of these help students to get an idea of the text and also increase their interest in reading it.

In the 'during reading' process, teachers are supposed to read aloud with proper pronunciation and intonation. Students in grades I and II read aloud, placing their fingers beneath the printed contents in the text, while students in grades III-V read aloud more than once. Teachers monitor the whole process. Afterwards, teachers form different mixed groups based on their abilities and encourage advanced learners to help other students as needed.

The 'post-reading' process for grades III-V relies on silent reading, followed by questions (both open and closed-ended). Finally, a discussion should be placed as a part of it.

In an interview with the teachers, it was found that seven out of ten teachers had received training in the Bangla language. On the other hand, those who received the training differed in their opinions about it.

Some trained teachers had forgotten the content, while others could only recall a few details as no refresher training had taken place for a long time.

"I received Bangla language training 2-3 years ago," one of the teachers explained, "but I've forgotten about the reading skills teaching strategies" (TI1). Another teacher also responded, "I have received Bangla language training. The training focuses on reading skills specifically, and teachers are expected to read the text simply and to read difficult words with simple meanings" (TI2).

One of the teachers, who had no training in the Bangla language but had training in the English language, mentioned,

> *I received no Bangla language training as I am a math teacher now teaching Bangla. However, I have had English language training. Despite the teaching techniques for the Bangla and English languages being different, I learned the Bangla language reading techniques from my experience teaching the Bangla language and training in the English language.* (TI1)

It was also revealed from the observation that teachers who had received training were aware of the teaching techniques for reading skills but did not intensively implement all the activities. That means they know the strategy but just named it in the classroom or told their students to follow it without further discussion or implementation. On the other hand, teachers who had no formal training in a particular subject were also able to implement some of the teaching techniques from their training experience in other subjects. All of the teachers used the question-answer technique in their classes. However, except for a few, a small group of teachers carried out most of the activities aimed at acquiring reading skills.

Discussion

The study focused on the current practices of reading skills in the classroom linked with the outline of the curriculum. Furthermore, the study also explored reading assessment in the classroom and the training status of the teachers for implementing various techniques for achieving reading skills in the Bangla language.

Data revealed from the classroom observation and interview that teachers were familiar with different techniques for teaching reading skills like picture reading, assessing previous knowledge, practice group reading activities, asking questions, paired reading, identifying difficult and new words, and chain drills. In the classroom observation, it was found that teachers also used a few other different strategies for teaching reading skills like one-to-one reading, reading aloud, silent reading, identifying synonyms, making sentences, formulating summary of the content, addressing punctuation marks, identifying conjunct letters, and making words by using conjunct letters. In the 'Teachers' Edition', these strategies were also recognized in acquiring reading skills for the students (NCTB, 2016).

Findings indicated that teachers were aware of various appropriate methods and strategies that help students to develop and improve their reading ability. They knew the strategies mentioned in the 'Teachers' Edition' regarding the implementation of this skill. This finding was like another study (Salahuddin et al., 2020).

Despite teachers' acquaintance with various teaching strategies, this study found that just a few teachers implemented them in the classroom. The classroom observation revealed that only some of the teachers applied all the mentioned techniques in the classroom intensively (NAPE, 2019) in regular classroom practice. A few teachers, for example, employed the 'one-to-one' reading technique. Another study also found this (Salahuddin et al., 2020).

The findings noted that only two of the teachers addressed the use of punctuation marks in their classes. One teacher discussed and cited examples, while another stated that students should have used them.

The strategies of acquiring reading skills like picture reading, assessing previous knowledge, title discussion, difficult word identification, synonyms, paired reading, using punctuation marks, individual students reading, and new word meaning were used by only two teachers, even though the essential components of reading skills (NCTB, 2016), these were not

consistently practiced. It was also noticed that students were supposed to ask their teachers questions in order to gain a better understanding of the content. However, no teacher was observed in any classroom encouraging students to ask questions, even using the question-answer method. Silent reading competency was one of the attainable competencies in reading skills (NRP, 2006), but it was exercised in the classroom only by two teachers.

In terms of implementing reading strategies by a small group of teachers, they expressed that they could not implement all the activities due to a shortage of instructional time and a large number of students (Harmer, 2005; Islam & Sultana, 2020). They also mentioned that students' irregular attendance, parents' lack of awareness and cooperation (Salahuddin et al., 2020; USAID, 2004), and the lack of a placement or admission policy hampered (Saha & Khan, 2014) their teaching process. According to the teacher, students who did not have the previous grade's learning competencies were promoted and admitted to the next class. So, there should be a policy for placement or admission to the next grade.

Along with these, training served as a motivational factor to implement the teaching strategies into practice in the classroom. However, a good number of teachers were not trained (DPE, 2019; NAPE, 2019), and those who were trained had forgotten the training contents. Other studies have found that training is required for an effective quality education. It was also demanded that the teachers needed refresher training in order to implement those techniques into practice and achieve the skill (Salahuddin et al., 2020; Saha & Habib, 2020; Saha & Khan, 2014). Teachers' workload and an unsatisfactory classroom environment were also identified as barriers to implementing all the teaching techniques in the classroom (CAMPE, 2017). They did not motivate students to read the text either. Some were solely concerned with conducting exercises, and they mentioned some of the techniques verbally but did not employ them in the classroom (NAPE, 2019).

In terms of students' assessment, teachers use different techniques to assess students' reading and other skills in the Bangla language. Despite the

fact that the national curriculum addresses all the skills including reading, writing, speaking, and listening of the Bangla language, the assessment for reading skills, unlike writing skills, is not included in the evaluation system. The annual assessment system did not place value on reading abilities. Teachers are trained on various strategies for developing reading skills and implementing them into content delivery, but it would be ideal if they were included in the grading system (Saha & Ehsan, 2015; Saha & Khan, 2014) so that they could be addressed in the formal assessment system. If reading assessments could be included in the grading system, it would also encourage students and parents to focus on their reading skills. It would also enhance the focus of all stakeholders, such as parents, teachers, students, and education officials (Cotton & Wikelund, n.d.; Epstein, 2010) in order to assist students in attaining their learning competencies.

Policy Implication

The study indicates that policymakers and executing education offices ought to take steps to resolve limitations faced by the teachers and ensure that the classroom environment is conducive to implementing training techniques. The study also helps the executive bodies to ensure teachers' skill-based training with regular refresher training to achieve learning competencies for this particular skill. The study also recommends future research to explore the monitoring and supervision process for the execution of training content, focusing on the necessary skills, like reading.

Conclusion

The government of Bangladesh has focused on inclusive and equitable quality education for all children to achieve the Sustainable Development Goals (SDGs) 2030. There are several aspects to focus on to ensure quality education. A classroom is a central place where students learn from their teachers. Here, teachers with professional training can ensure quality teaching in the class. Several studies indicated that many grade-three students are not achieving competencies in the reading skills mentioned in the curriculum for this particular grade. This qualitative study explored existing teaching techniques for reading skills and assessment procedures in

the classroom linked to the national curriculum for this particular grade. Furthermore, Subject-based training for teachers is considered essential to ensure that students achieve good reading skills in the class. This study recommends using appropriate teaching strategies for reading regularly to incorporate reading assessment in the formal grading/testing system to develop reading skills. Moreover, the research suggests that concerned government authorities should organize subject-based training programs for newly recruited teachers as well and refresher 'training should be offered to the experienced teachers also. After all, the cooperation of all stakeholders would ensure that the reading skills would be acquired appropriately.

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Rony

Primary teachers' approach to teaching English letters: theory vs practice

Md. Rony[1]

Abstract

This qualitative study has been carried out to identify any inconsistency between the approach prescribed for teaching English letters in primary teachers' editions and the approach followed by teachers in real classrooms. To do so, first, the primary teachers' edition for class one has been analyzed and then the classroom teaching of five teachers has been observed. Interviews with these teachers have also been conducted. These five participants teachers (who teach English) have been selected purposively as there are no subject-based teachers at the primary level. The study found an inductive approach to be prescribed for teaching English letters in teachers' editions. However, the participant teachers have been found to use a deductive approach in classroom teaching, which is quite the opposite. Teachers are focusing on letter names instead of letter sounds. These findings have significant implications for curriculum planners, teacher trainers, writers of textbooks, and teachers' editions.

Keywords: Inductive teaching, deductive teaching, letter names, letter sounds

Introduction

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Learning letters is the foundation of learning any language. It is the prerequisite for learning to read and write in that language (McGuinness, 2004). English is no exception. Students need to learn all twenty-six letters to build the foundation. Students start learning the English alphabet from the beginning of their school life. In Bangladesh, children learn the alphabet formally in pre-primary and first grade, although some learn them informally from their parents or surrounding people. Names and sounds are the two aspects associated with learning letters. Whether the children should begin with names or sounds is a matter of debate among educators. There is no clear answer to that question. In the USA, learning letters begins with letter names. However, in the UK, the children begin to learn with the sounds (Ellefson, Treiman & Kessler, 2009). Other countries follow one of these two approaches.

Statement of the problem

I decided to carry out this research because of some experience I gathered while teaching my DPEd practising teachers. I was conducting a lesson on CLT (communicative language teaching). The principles of CLT inform us to use an inductive approach in teaching English as a second language. When I gave an example of how primary students can elicit 'a from apple and ant (an example from the textbook of class one), some practising teachers raised a question- 'how do students elicit H from Hen.' That question made me curious about the facts and eventually, I decided to do some investigation.

Purpose and Research Questions

This study aims to investigate any inconsistency between the approach prescribed for teaching English letters in primary teachers' editions and the approach followed by teachers in real classrooms. Answers to the following research questions have been investigated to meet the purpose.

1. What approach (inductive/deductive) has been prescribed in primary teachers' edition for teaching English letters?
2. What are the real practices of primary teachers in teaching letters?

3. What are the reasons behind the preferred approach by primary teachers?

Literature review

Inductive and Deductive Approach to Teaching

Inductive and deductive approaches are the opposite approaches used in teaching-learning. In inductive teaching, as Harmer (2007) described, learners are exposed to examples or facts first. Then, learners try to work out the rules or the theory. So, in the inductive approach, the learners discover the theory or the rules. Therefore, this approach is acknowledged as a learner-centered approach. The deductive approach works inversely. Here the teacher provides learners with theory or rules first, followed by examples or facts, thus making it a teacher-centered approach (Harmer, 2007).

Inductive and Deductive Approach to Teaching English Language

Several English language researchers have tried to determine the effectiveness of inductive and deductive approaches. Much comparative research has been done to explore which approach is more effective. The findings are mixed. Some studies find the inductive approach to be more effective (Herron and Tomasello, 1992; Seliger 1975), while others find the opposite. However, some studies find no significant differences (Shih, 2008; Shaffer 1989). However, most of the research have been done to compare the effectiveness of these two approaches on learners' grammar learning.

From Letter Names to Letter Sounds or Vice Versa

Letter names and letter sounds are two aspects of language. In teaching English letters, whether a teacher starts with letter names or sounds is a debate among language educators. McGuinness (2004), in her famous book 'Early Reading Instruction' recommended not teaching letter names at all. Shirley Houston, in her blog, also recommends the same. However, some researchers argued that instruction in letter names and sounds is better for children in learning alphabets (Piasta, Purpura, & Wagner 2010). Unlike Shirley, Houston opposed the technique as she thought this would be a heavy

cognitive load for children. Block & Duke (2015) claimed that teaching letter names will lead to confusion as some letters like 'H, W' do not contain sounds that the letter represents. Share et al. (1984) conducted a study to measure variables affecting kindergarten students' reading ability and found letter-naming knowledge to be the best predictor of individuals reading achievement.

Methodology

This study is qualitative. An interpretive qualitative approach has been used in this study, which allows researchers to investigate any central phenomenon (Creswell, 2010). The central phenomenon for this study is the inductive-deductive approach in teaching letters. The lessons on English letters from the teachers' editions for class one has been analyzed first to find out the approach suggested for teaching English letters. Then real classroom practices of five primary teachers were observed to determine their approach. These five teachers have been selected purposively because of not having any specialized subject teacher at the primary level. A total of fifteen classes, three classes each, were observed to find consistency in their teaching. Finally, interviews with these teachers have been conducted. Qualitative data analysis has been done to present the findings. Ethical issues have been maintained strictly. Written consent has been taken from the participants before collecting data.

Findings and Discussions

Inductive Approach Prescribed in Teachers' Edition

Teachers' edition of primary English prescribes an inductive approach to teaching English alphabets. They prescribe starting a lesson with a real object or picture. Then, ask students what the real object is or what students can see in the picture. Then, students, with the teacher's help, will repeat the word repeatedly. They will try to elicit the first sound from the word they are saying (NCTB, 2023). The approach of teaching is inductive here as the approach suggests that the learners will work out the theory/rules/learning experience themselves (Harmer, 2007).

Figure 1

Inductive approach to teaching letters prescribed in teachers' edition

```
┌─────────────────────────────────────────────────────────┐
│              Showing real object/picture                  │
└─────────────────────────────────────────────────────────┘
                            ▼
┌─────────────────────────────────────────────────────────┐
│          Carefully listen to the teacher saying the word  │
└─────────────────────────────────────────────────────────┘
                            ▼
┌─────────────────────────────────────────────────────────┐
│      Say the word again and again (in groups, then individually)  │
└─────────────────────────────────────────────────────────┘
                            ▼
┌─────────────────────────────────────────────────────────┐
│          Focus on the first sound they are saying         │
└─────────────────────────────────────────────────────────┘
                            ▼
┌─────────────────────────────────────────────────────────┐
│                  Elicit the first sound                   │
└─────────────────────────────────────────────────────────┘
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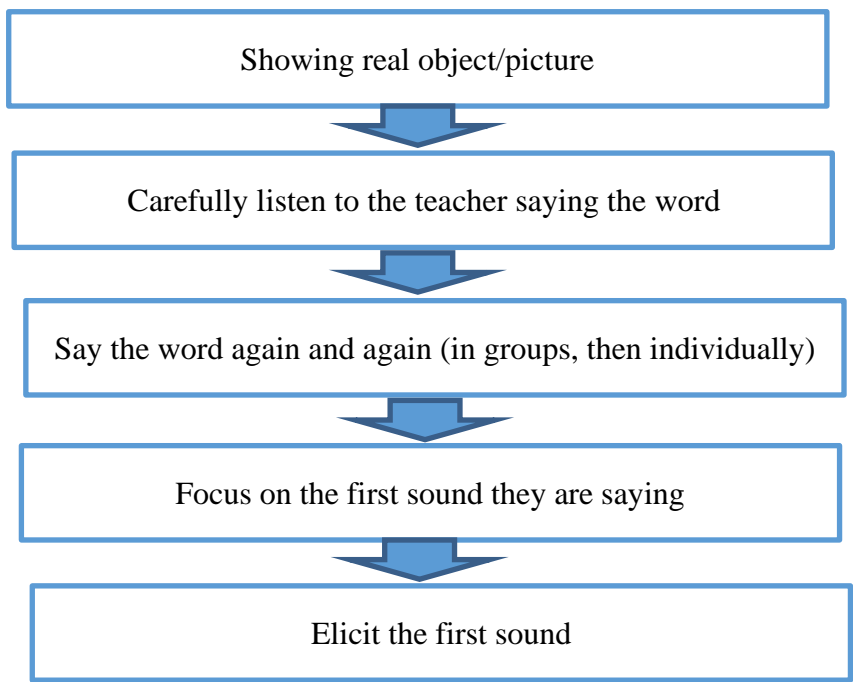
Teacher's Editions Prescribe Teaching Letter Names and Sound

It is prescribed in the Teacher's Edition to teach both the letter names and sounds in a single lesson. Primary students are exposed to letter names first, then to letter sounds. However, some educationists argue that teaching both the letter names and sounds will burden children's minds (Block & Duke 2015). While some are in favour of this approach (Piasta, Purpura, & Wagner, 2010).

Approach Followed by Teachers in the Classroom

Four of the five participant English teachers were found to use the deductive approach in teaching alphabets. They started by showing the letters and told the students the names of these letters. Then, they said a word with

that letter and asked students to repeat it. Students repeated the word with the teacher first, then with pairs, and finally individually. The participant teachers also asked students to make more words with these letters. However, in most classes, students needed help to make new words. Participant English teachers consistently used the deductive approach in all the three classes observed.

Showing the letter	→	Name of the letter	→	Make words	→	Repeat letter names with words
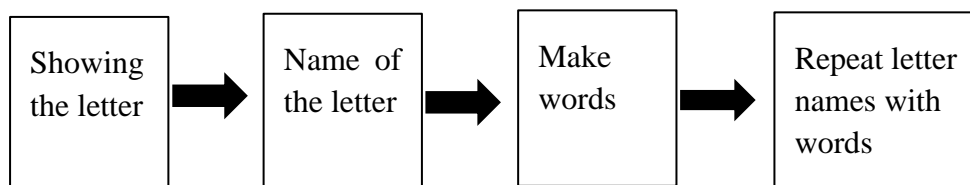
One participant teacher was found using the inductive approach and he was found to do this consistently in all three classes. In her first class (the lesson was about teaching the letter 'E'), she drew an egg-shaped thing on the board and asked students, 'What is this'? Many students tried to guess, and some of the responses were ball, zero, potato, and egg. Then the teacher said that eggs were the correct answer. Then, she asked students to say the word with her several times. Then, she asked students to focus on the first sound. That's how some students explored the first sound, 'e'. She wrote it on the board and told me the letter's name. Then she asked them to make more words with the letter. Students were not able to make new words. Then, she told them a new word, 'elephant,' and asked students to repeat it. She followed the same approach in teaching letters f and k in the next two classes.

Reasons behind the Inconsistency

The study has found inconsistency between the approach prescribed in the teachers' edition and the teachers' classroom practice. Interviews with the participating teachers were conducted to find out the reasons behind this inconsistency. The study finds the following reasons that might contribute to the inconsistency of the interview.

Teachers usually don't follow teachers' editions

Participants' English teachers were found unaware of using teacher's editions. Four out of the five participants admit that they never consider teachers' editions in planning for class. One participant said that she sometimes takes

the help of teachers' editions in planning her lessons. That teacher was found using the inductive approach in her classes. She might be aware of the approach prescribed in the teachers' edition. She said, "The way writers of teachers' editions suggest teaching letters is really helpful. I follow the suggestions in my class. I find it very effective".

Teachers were unfamiliar with inductive and deductive approaches

They responded negatively when asked if they were aware of the inductive and deductive approaches in language teaching. It seems that they don't know about these two approaches. Three teachers said that they don't know anything about the inductive or deductive approach. One participant entailed, "I know the term but cannot explain". One participant teacher, who was found using the inductive approach in her classes during observation, also doesn't know about the approach. She was simply following the teachers' edition. She asserted, "I have never heard about it. However, I always try to follow the instructions given in teachers' editions and it helps".

Teachers focused on teaching letter names instead of sounds

The study found that most participant teachers focused on letter names instead of their sounds. When asked why they do not use an inductive approach, they asked How it is possible to elicit letters like F, H, W, etc. One participant mentioned that students might be able to elicit the letter name 'a' from apple and ant, but how they can elicit the letter name 'h' from hen.

Implications

This study has significant implications for policy makers, curriculum planners, and training providers. Necessary programs should be taken to enrich primary teachers' knowledge of the inductive-deductive approach and its effectiveness in teaching letters. They should also be well informed in training sessions to focus on letter sounds first instead of names. Further study can be done to find out the effect of letter names and sounds on reading.

Conclusion

The participant teachers were found to use the deductive approach in teaching English letters, although the teachers' edition prescribes an inductive approach for the purpose. Teachers rely on the deductive approach due to two reasons. One is that they don't consider teachers' editions most of the time in lesson planning and the other is that they prefer to teach letter names instead of sounds. However, it is instructed in teachers' editions to focus on letter sounds.

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Measuring Teacher Effectiveness for Primary Teachers in Bangladesh

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Abstract

An effective teacher intensifies pupils' academic achievement and their behavioural characteristics. It is essential to place a good number of efficient teachers in educational institutions and train them regularly to achieve teacher effectiveness as it is related to student outcomes. Understanding how far the teachers are effective in doing school activities, this study aimed to measure teacher effectiveness by two widespread methods- teachers' self-evaluation and classroom observation and intends to compare the variations observed by these two methods. This study followed an extensively used quantitative approach where 105 assistant teachers at government primary schools and their respective classrooms were the data sources. A five-point Likert-type rating scale was used for two types of tools – teachers' self-evaluation and classroom observation checklist to know teachers' reflections on their performance as a teacher and measure the effectiveness of teaching in a natural setting, respectively. The study concluded that teachers were confident enough in their subject and pedagogical knowledge, they could successfully use various teaching methods and techniques with appropriate teaching aids, and they were also self-assured about their professional skills and relationship skills with their learners.

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In contrast, teachers' efficiency related to the above issues was seen as comparatively low in the classroom practices compared to their expectations. This might happen due to various intrinsic and external

factors which need to be identified by further research. The study also suggests a regular arrangement of teacher evaluation practice and increases field level monitoring and mentoring to motivate them to apply their learnt knowledge and skills in the classroom.

Introduction

Teachers must have a good understanding of the specific pedagogical approaches that are best suited to each student (Danielson, 2011). School teachers should know the subject knowledge and its pedagogy and acknowledge the students. Through their creativity, effective teachers can create learning materials and teaching aids.

Evidence suggests that teachers' self-efficacy impacts pupils' academic progress (Woolfolk, 2007). An effective teacher also influences their behavioral characteristics such as taking the initiative, making decisions, remaining patient in a challenging setting, and enhancing students' motivation, resulting in pupils becoming high achievers (Paneque & Barbetta, 2006).

It is essential to place many efficient teachers in educational institutions and train them regularly to achieve teachers' self-efficacy regarding student outcomes.

It is regarded that pre-service teacher education is considered an important factor in changing teachers' reliance and viewpoint. Very few research studies on in-service teacher education at the primary level exist. The authority can't measure the teacher's productiveness of primary schools that achieved the teacher education program; no study relates to this. Besides, it is not known whether primary school teachers have become acquainted with the modern learning approaches or the teachers' efficiency in applying the teaching so that students can understand easily.

Rationale of the study

Teachers' pedagogical presentations for students are principal for effective teachers. Effective teachers' contributions achieve students' productive academic, attitudinal, and social outcomes and can beneficial efforts with colleagues, administrators, and guardians. Moreover, the successful outcome for students with special needs and those with a substantial risk for failure can be achieved by collaborating effective teachers

with other teachers, administrators, parents, and education professionals. Bangladeshi primary school teachers are from diverse subject backgrounds, and they usually teach different subjects in different classes. So, they cannot be experts in one subject and show teaching-learning activities. The teachers have little scope to develop their expertise in a specific subject and conduct teaching-learning activities. Effective teachers are important for students' academic performance and professional collaboration because quality teachers contribute to their students' positive academic, attitudinal, and social outcomes and can effectively collaborate with colleagues, administrators, and guardians.

Moreover, SDG target 4.C clearly stated that "By 2030, substantially increase the supply of qualified teachers….". To supply qualified teachers, we must know the qualities of teachers first. Understanding how the teachers are effective in doing school activities requires conducting an in-depth study on teachers' effectiveness. However, there are insufficient studies regarding teacher effectiveness in the primary sector of Bangladesh. Moreover, no strategies have been taken by the authorities and educational researchers to measure teacher self-efficacy, so no specific and standardized tool has yet been developed to measure the effectiveness of primary teachers in Bangladesh.

It is now a crucial issue for educators and education administrators to determine a measurement system for teacher effectiveness or quality, which will help them to re-design teacher training programs. The findings of this study will contribute to developing a standardized tool to measure teacher effectiveness and prepare a guideline for measuring teacher effectiveness in Bangladesh based on the evidence. The result of this study will help the teachers to make new proposals for classroom teaching learning activities, point out functional indicators, and take appropriate resolutions by providing policy regulation to educational authorities.

Objectives of the study

The main purpose of the study is to measure teacher effectiveness using various methods to identify the functional indicators for effective teaching.

The specific objectives of the study are-

1. to measure teacher effectiveness by teachers' self-evaluation approach

2. to measure teacher effectiveness by classroom observation approach

3. to compare the variations in teacher effectiveness obtained by teachers' self-evaluation and classroom observation approaches.

Literature Review

Teacher effectiveness is an overarching issue for teaching-learning activities in the twenty-first century. It results from applying theoretical knowledge to practice in the teaching-learning process (Jupp, 2009). Similarly, Campbell et al. (2004) define teacher effectiveness as the influence classroom characteristics, such as instructional methods, teacher beliefs, teaching and learning setting, and use of learning materials, have on student achievement. Similarly, Flanders, and Simon (1969) included other elements for measuring teacher effectiveness, such as instructors' behaviours, qualities, pedagogical practices, and their repercussions in the classroom that generate more incredible learning performance. Furthermore, it is associated with a teacher's competence to deploy tactics, methodologies, learner interactions, and a distinct set of mindsets that culminate in enriched pupil understanding and attainment (Strong, Ward, & Grant, 2011). Furthermore, Goe, Bell, & Little (2008) develop a more comprehensive five-point concept of teacher effectiveness: 1. Set high standards for the learners and assist in learning; 2. Promote better educational, psychological, and societal benefits for students such as timely promotion, regular attendance, timely completion, consciousness, and common values; 3. Employ various tools to develop and arrange stimulating learning experiences, monitor academic achievement formatively, modify teaching methods as required, and assess learning through several indicators for documentation; 4. Facilitate the creation of classrooms and schools that promote diversity and civic awareness; 5. Interact with other teachers, authorities, parents, and education professionals to secure learner attainment, especially for high-risk and special-needs students.

Practicing methods for measuring teacher effectiveness

There is no universal approach for accumulating the evidence needed to assess a teacher's effectiveness (Little et al., 2009). Multiple measurement approaches should be employed considering student demographics and local contexts to document diverse aspects. As a result, various strategies have been employed for gauging teacher effectiveness.

According to Berk (2005), there are twelve (12) methods for measuring teacher effectiveness in an educational institution: (1) student evaluations, (2) peer evaluations, (3) self-evaluations, (4) videos, (5) student

interviews, (6) alumni evaluations, (7) employer evaluations, (8) authority evaluations, (9) teaching scholarships, (10) teaching awards, (11) learning outcome metrics, and (12) teaching portfolios. Similarly, Goe et al. (2008) and Little et al. (2009) consider classroom observation, principal evaluation, instructional artifact, portfolio, teacher self-evaluation, student survey, and value-added model methods in their studies, which are the most used measures of teacher effectiveness in the world and in other studies.

According to the literature of different research reports, numerous methods are accessible to measure teacher effectiveness. Little et al. (2009) recommend scrutinizing which features are most essential to their setting, whether national, regional, or local when developing indicators of teacher effectiveness. In this study, the research team considers classroom observation and self-evaluation for the measure of teacher effectiveness following the recommendation of Little et al. (2009) and sets the indicators for measuring in the tools according to the different literature.

Teachers' self-evaluation

Teacher self-evaluation is the evaluation of teachers' content knowledge, skills, and beliefs, as well as the awareness of the students' academic development. Self-assessment allows an opportunity to reflect on the practice, recognize the strengths and areas for progress, set objectives for professional development, and establish career objectives (CDE, 2015). Most countries employ teacher self-assessment as part of the performance management process, and it is often used to measure teacher effectiveness (OECD, 2013).

Classroom Observation

Classroom observation occurs during teaching-learning activities to observe and assess the teacher's performance and students' learning achievement. According to the Centre for Development and Enterprise (CDE, 2015), classroom observation is the most prevalent tool for measuring teacher effectiveness. As the most significant aspects of teaching-learning activities occur in the classroom, classroom observation is often evidence for teacher evaluation. In contrast, Kane and Stagier (2012) found that the authenticity and dependability of classroom observation have been the subject of discussion and research.

Methodology
Nature of the study

Literature shows that measuring teacher effectiveness is mainly done with a quantitative approach. The objectives of the research also recommend quantitative study. Thus, it is a quantitative study in nature.

Population, Sample and Sampling

The study employed two kinds of instruments where data were collected from assistant teachers and classroom observation. For conveniently using the instruments and feasibility, this study collected data only from grade 5. Thus, the population of the study are assistant teachers and classrooms of grade 5 at government primary schools.

The representative sample size for the large population is found 97 by using the following formula Sample size=$\frac{Z^2 \times P(1-P)}{e^2}$, where Z=1.96 (for 95% confidence level), e=0.10, P=0.5. To avoid the risk, the study targeted 120 assistant teachers. To select the sample, a multi-stage cluster sampling procedure has been applied. Division, geographical location, and district are the stages of the sampling procedure and schools are the cluster. From each cluster, all the assistant teachers and classrooms of grade 5 are selected purposively.

The samples cover all divisions and five types of geographical locations (Plain, Coastal, Hill, Char, Haor) to understand teacher effectiveness in all areas.

Table 2: Sampling Procedure briefly

Division	Geographical location	District	School (Cluster)	AT of grade 5	Classroom of grade 5
8	Plain, Coastal, Hill, Char, Haor	12	12×2=24	24×5=120	24×5=120

Data Collection Instruments

Two types of data collection instruments were developed to collect data from two categories of respondents. To finalize the instruments, piloting was executed in the Mymensingh district.

Teacher's self-evaluation

A checklist for assistant teachers was developed to know teachers' reflections on their performance and how they thought about their knowledge, skills and attitudes, which mostly affect students' learning; this instrument collected their opinions by a five-point rating scale.

Classroom Observation Checklist

Classroom observation is valuable for measuring teacher effectiveness in a natural setting. It is also an extensively used instrument for this purpose. A five-point Likert-type rating scale is used to develop the checklist.

Data Analysis Procedure

A five-point rating scale was employed for teacher's self-evaluation and classroom observation checklist. The rating scale is as follows-

Table 3: Five-point rating scale

Statements/ Questions	1	2	3	4	5
	Lowest Performance → Highest Performance				

Data entry was done in *KoboToolbox,* both offline and online. The members of the research team enter data in the KoboToolbox template. SPSS (Statistical Package for Social Sciences), jamovi and JASP were used to analyze the cleaned data. To satisfy the purposes of the research, various types of analysis, such as - measures of central tendency and significance test-ANOVA were done where necessary.

After getting the mean of five-point rating scales to better presentation of the data in the tables, the mean results are then converted to a three-point satisfactory level, which is shown below:

Mean Rating Score	Level of satisfaction
1 to <3	Not Satisfactory
3 to <4	Moderately Satisfactory
4 to 5	Satisfactory

Data Presentation

This section portrays the data in different ways, such as in tabular format or in charts, which are obtained after analysis of field data. This chapter is organized according to the instruments of data collection.

General Information

A total of 105 assistant teachers' effectiveness were measured through two different types of instruments. General background information such as their educational qualification, professional degree and years of experience are displayed at the beginning of the chapter.

More than half of the assistant teachers have post-graduation degree (55%) and one-third of them (34%) have graduation degree whereas only 11% of them are SSC or HSC pass.
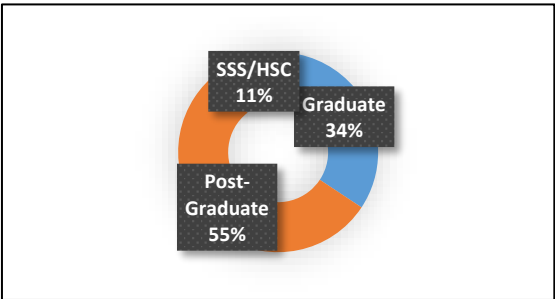

Figure 1: Teachers' Educational Qualification

Findings from Teachers' Self-Evaluation

Teachers' self-evaluation results are plotted against geographical location and teachers' satisfaction levels.
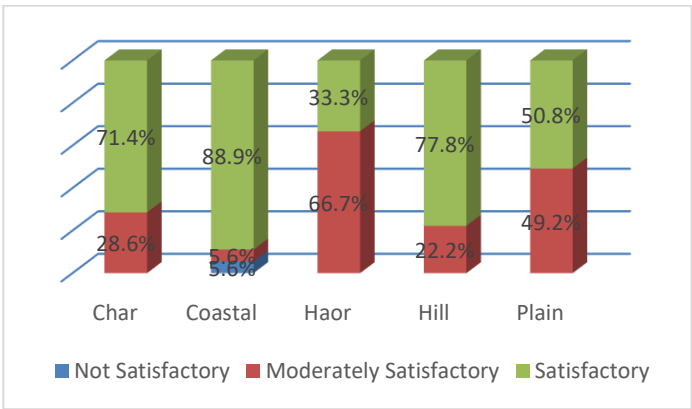

Figure 2: Geographical location-wise self-evaluation result

It is found that many of the teachers in the char (71.4%), coastal (88.9%) and hill (77.8%) areas rated themselves as having satisfactory levels of teacher effectiveness status, whereas the opposite in haor area (33.3%). In plain land areas, half of the teachers were confident in their effectiveness at a satisfactory level.

Teachers evaluated themselves on a five-point rating scale on various questions. Those questions are then categorized and analyzed. Category-wise descriptive analyses are shown below:

Table 4: Teachers' self-evaluation in the aspects of classroom activities

Evaluation Area	Educational Qualification	Not Satisfactory	Moderately Satisfactory	Satisfactory
Subject Knowledge (SK)	Post-graduate	1.7	24.1	74.1
	Graduate	2.8	22.2	75.0
	SSC/HSC	18.2	54.5	27.3
Pedagogical Knowledge (PK)	Post-graduate	0.0	32.8	67.2
	Graduate	0.0	38.9	61.1
	SSC/HSC	0.0	54.5	45.5
Teaching Methods	Post-graduate	0.0	19.0	81.0
	Graduate	5.6	19.4	75.0
	SSC/HSC	0.0	45.5	54.5
Teaching Aids	Post-graduate	1.7	32.8	65.5
	Graduate	13.9	25.0	61.1
	SSC/HSC	9.1	36.4	54.5

The above table shows teachers' self-assessment of their subject knowledge, pedagogical knowledge, applied teaching methods and teaching-learning materials used in the classroom.

Most of the graduate and postgraduate teachers (about 75%) were satisfied with their subject knowledge and about 67% were the same with their pedagogical knowledge. Moreover, 81% of postgraduate and 75% of graduated teachers were satisfied with applying various teaching methods, whereas only 54.5% of SSC/HSC passed teachers were satisfied, which is low compared to other education levels. It is also seen that 65.5% of postgraduate, 61.1% of graduate and 54.5% of SSC/HSC passed teachers were satisfied with preparing and using appropriate teaching aids, whereas around 14% of Graduate teachers were not satisfied with using teaching aids.

Table 5: Self-evaluation in professional and relationship skills

Evaluation Area	Educational Qualification	Not Satisfactory	Moderately Satisfactory	Satisfactory
Professional Skills	Post-graduate	0.0	12.1	87.9
	Graduate	0.0	22.2	77.8
	SSC/HSC	0.0	9.1	90.9
Relationship Skills	Post-graduate	1.7	6.9	91.4
	Graduate	0.0	19.4	80.6
	SSC/HSC	9.1	9.1	81.8

The above table illustrates the teacher's self-evaluation of professional skills and relationship skills with colleagues, guardians, and the authorities.

Most teachers of each educational level were satisfied with their professional skills, though the graduate teachers' proportion (about 78%) is less satisfied compared to other educational categories. Similarly, it was found that most teachers of different education levels were satisfied with their ability to build relationships with the stakeholders.

Table 6: Overall scenario of self-evaluation

Educational Qualification	Not Satisfactory	Moderately Satisfactory	Satisfactory
Post-graduate	0.0	37.9	62.1
Graduate	2.9	38.2	58.8
SSC/HSC	0.0	45.5	54.5

This table represents the overall scenario of teachers' self-assessment derived by analyzing the data of teachers' subject knowledge, pedagogical knowledge, professional skills, relationship skills, use of teaching aids, and applying teaching methods in the classroom.

Only 58.8% of Graduate and 54.5% of SSC/HSC passed teachers were satisfied with their overall performance in teaching, whereas 62.1% of post-graduate teachers were satisfied with their teaching performance and professional activities, which is higher than the other educational level.

Findings from Classroom Observation

Table 7: Classroom observation in the aspects of classroom activities

Evaluation Area	Educational Qualification	Not Satisfactory	Moderately Satisfactory	Satisfactory
Subject Knowledge	Post-graduate	38.9%	19.4%	41.7%
	Graduate	26.8%	30.4%	42.9%
	SSS/HSC	27.3%	36.4%	36.4%
Pedagogical Knowledge	Post-graduate	21.4%	48.2%	30.4%
	Graduate	47.2%	30.6%	22.2%
	SSS/HSC	45.5%	45.5%	9.1%
Teaching Methods	Post-graduate	41.1%	37.5%	21.4%
	Graduate	66.7%	25.0%	8.3%
	SSS/HSC	54.5%	18.2%	27.3%
Teaching Aids	Post-graduate	61.1%	22.2%	16.7%
	Graduate	30.4%	41.1%	28.6%
	SSS/HSC	63.6%	18.2%	18.2%

Teachers' lessons were observed to understand how they apply their subject and pedagogical knowledge in the classroom. Moreover, it is also observed how successfully they can use various teaching-learning approaches and how effectively they use teaching aids.

Post-graduate (38.9%) teachers' performances were not satisfactory, though (41.7%) teachers' performance was satisfactory regarding their subject knowledge. Of those who completed their SSC/HSC (36.4%) were at a moderately satisfactory level and (36.4%) were at a satisfactory level and the teachers who completed their graduation (42.9%) were at a satisfactory level, whereas (30.4%) of them were at moderately satisfactory level.

Furthermore, about half of the SSC/HSC passed (45.5%) and graduation completed (47.2%) teachers' performances were not satisfactory regarding their pedagogical knowledge. On the other hand, (30.4%) post-graduate teachers' pedagogical knowledge was at a satisfactory level. The table's data shows the observer that most of the teachers' performance in teaching methods was not satisfactory. Noticeably, the highest 27% of SSC/HSC passed teachers with the lowest educational qualifications performed satisfactorily in this regard. In addition, more than half (61%) of the post-graduate and 63% of SSC/HSC passed teachers are not at a satisfactory level using teaching aids and nearly half (41%) of the graduate teachers are at the moderately satisfying level.

Table 8: Evaluation by classroom observation regarding relationship skill

Educational Qualification	Not Satisfactory	Moderately Satisfactory	Satisfactory
Post Graduate	5.4%	35.7%	58.9%
Graduate	30.6%	38.9%	30.6%
SSS/HSC	36.4%	27.3%	36.4%

Teachers' lessons were observed to understand how they apply their relationship skills in the classroom. It was found that more than half of the post-graduate (58.9%) teachers' performance was satisfactory regarding teachers' relationship skills in the classroom.

Table 9: Total Score obtained from classroom observation

Educational Qualification	Not Satisfactory	Moderately Satisfactory	Satisfactory
Post Graduate	26.8%	46.4%	26.8%
Graduate	40.0%	42.9%	17.1%
SSS/HSC	54.5%	27.3%	18.2%

Teachers' lessons were observed to understand overall performance in the classroom. Teachers' overall performance was evaluated by observing their Subject Knowledge (SK), Pedagogical Knowledge (PK), Teaching Methods and Relationship Skills etc. The above table illustrates the teachers' satisfactory levels by observing their overall performance along with their educational qualifications.

It is found that about half of the SSC/HSC passed (54.5%) and graduation completed (40.0%) teachers' performances were not satisfactory regarding their overall performance. Those who completed their post-graduation (46.4%) were at a moderately satisfactory level.

Significant tests (ANOVA) for various categories with the teachers' background information

A signature test is performed to find out the statistical significance of variations in teachers' different background data. To satisfy the purpose ANOVA (Analysis of Variance) tests have been executed.

Significant Test results for teachers' Self-evaluation

The significance among the categories with their educational qualification revealed that among the categories two of them have statistically significant differences. Teachers who completed their graduation and post-graduation have significant effects on their performance in subject knowledge. It is also

evident from the ANOVA table that teachers' educational qualification has strongly significant effects on their professional practice.

Significant tests results for observation checklist

Teachers with a higher educational degree do significantly better use teaching aids while conducting classes. Post-graduation teachers showed significantly better relationship skills.

Comparative Analysis of Two Instruments

Teacher effectiveness was measured using two measurement instruments: self-evaluation and classroom observation. This section discusses and interprets a comparative analysis of those instruments according to the different evaluation criteria.

Figure 3: Comparison of two measurement instruments
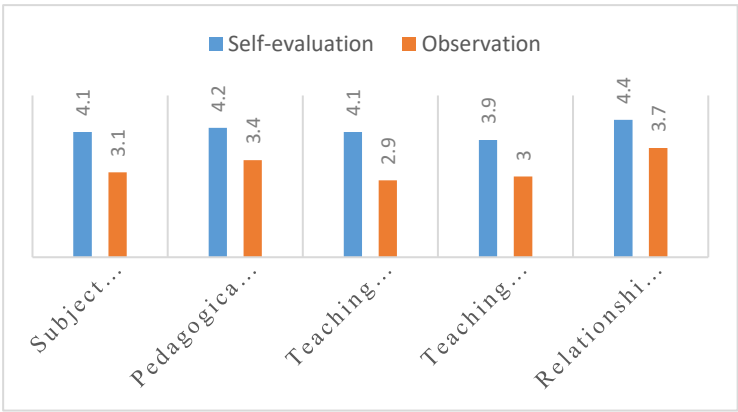
The bar chart illustrates the differences in mean scores obtained from teachers' self-evaluation and classroom observations according to five evaluation criteria which are interpreted earlier. It is noticeable that in all five criteria, teachers' self-evaluation got the highest rating scores than observation scores.

Teachers rated themselves above four in all categories except for using teaching aids (3.9), which is the lowest average rating given by themselves. In contrast, in the natural setting, teachers' performance in the real classroom got comparatively lower rating scores and the lowest average rating was 2.9 in using effective teaching methods.

Figure 4: Comparison of total rating scores
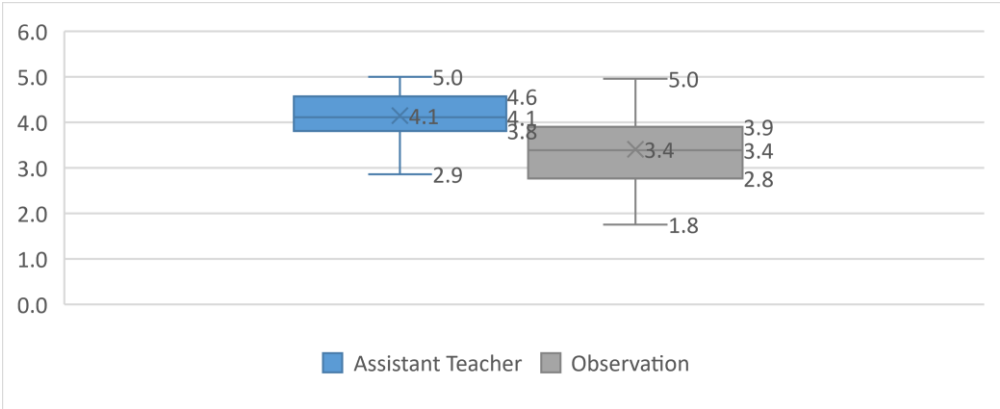
The above table illustrates the comparison of teachers' overall effectiveness scores obtained from the two instruments. The overall mean scores for teachers' self-evaluation and observation are 4.1 and 3.4, respectively. The middle 50% scores range from 3.8 to 4.6 for the assistant teacher and head teacher evaluations. However, from the observation, it is comparatively low and ranges from 2.8 to 3.9.

Results

Subject Knowledge: Teachers were confident about their subject knowledge, which is comparatively higher than the actual classroom situation. These differences occurred because teachers knew about the primary curriculum and textbooks; still, they were not skilled enough to use their subject knowledge in the classroom.

Pedagogical Knowledge: Teachers were confident about their pedagogical knowledge, which is comparatively higher than the actual classroom situation. These differences occurred because teachers may know about creating a suitable learning environment, classroom management, and know how to act as a facilitator. However, still, they needed to be more skilled to use their pedagogical knowledge in the classroom.

Use of Teaching methods and techniques: Teachers showed confidence in applying teaching methods in the classroom during self-evaluation. On the contrary, the observer rated low for teachers' skills of successful use of

various teaching approaches. These differences might occur due to the lack of practice in classrooms which were taught in various training programs.

Teaching Aids: It is found from the above discussion that teachers were self-assured about preparing and using teaching aids and students rated the teachers' preparing and using teaching aids, which are comparatively higher than the actual classroom situation. These differences happened because teachers might have a clear conception about preparing and using teaching aids in the classroom, but in observation, using appropriate teaching aids was comparatively below in the classroom.

Professional skill: It is observed from the analysis that teachers were confident enough to maintain proper discipline during the lesson, ensuring the spontaneous engagement of students in classroom activities, using standard language in classroom teaching and identifying their professional development area.

Relationship Skill: Teachers were optimistic about their skills in making teacher-student relationships. However, in the real classroom situation, the relationship between teacher-student was observed to be lower than their expectations. It can be surmized that this occurred due to their lack of practice.

Overall Scenario

Overall, assistant teachers mostly thought they were efficient in understanding subject and pedagogical knowledge, practising professional skills, and applying effective teaching methods using various teaching aids. On the contrary, teachers' effectiveness related to the above issues was seen as comparatively low in the classroom practices compared to their expectations.

Recommendations

The study recommends some suggestions for the policy makers which are-

- Teachers are unfamiliar with Teacher Evaluation practices. Need arrangements for regular teacher evaluation practice by themselves.

- As there is a gap between teachers' self-evaluation and classroom practices, it is required to motivate teachers to apply the learnt knowledge and teaching skills in the classrooms.

- Field-level mentoring support is needed to enhance the teachers' effectiveness so that they can conduct teaching-learning activities considering the learners' needs.

There are also recommendations for further research in this area-

- The study found differences in teacher effectiveness in different aspects such as geographical location and teachers' educational background which need to be identified by further research.

- There are variations in teacher effectiveness among different measurement instruments. Research needs to be done to find out the variations among measurement instruments.

- Educational researchers are encouraged to work on details on the 'Observation tool' to make it a standardized instrument for measuring teachers' effectiveness as this instrument provided insightful data for this study.

Conclusion

Teacher effectiveness is a concern that has gained much attention in recent years. Policymakers are also intensely interested in teacher effectiveness or quality (Muijs, 2006). Effective teachers are an important factor in students' academic performance. There is no universal approach to assessing a teacher's effectiveness (Little et al, 2009). Multiple measurement approaches need to be employed to document diverse aspects. Hence, two different strategies have been employed for gauging teacher effectiveness in this study. All respondents, assistant teachers, are unfamiliar with this measurement practice. As a result, classroom observation is an effective instrument for the purpose in Bangladesh. This study has several recommendations, including regular teacher evaluation practices by respondents and by themselves.

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Ahmed, Rahman

Teachers' comprehension of the focus of intended learning outcomes of primary science teaching practice in Bangladesh

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Abstract

This study explores the primary science teachers' comprehension of the focus of intended learning outcomes. Within the qualitative framework, a multiple case study approach focusing on the primary science teachers (who teach science) of rural and urban was purposively applied. Each case was considered by three concerned stakeholders (Assistant Upazila Education officer, instructors of Upazila Resource Center, and Primary Teachers Training Institute), including the teacher. Primary science textbooks and teacher's editions were also the samples. Data collected from lesson observation, semi-structured interviews, and document analysis were analyzed by qualitative content analysis and thematic analysis. The findings indicated that in the primary science teaching practice of Bangladesh, teachers and concerned stakeholders have some comprehension of the focus of ILO, which was reflected in teachers' classroom practice as concerned stakeholders are engaged in teacher training, supervision, and monitoring.

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> *The provided information in the curriculum documents is also somewhat in this regard, which may reflect teachers' and concerned stakeholders' comprehension. The study's findings carry implications for the Ministry of Primary and Mass Education, Directorate of Primary Education, National Curriculum and Textbook Boards, National Academy for Primary Education, curriculum developers, and policymakers to consider for further improvement of primary science teaching practice. The findings provide knowledge to the literature, which will help curriculum developers, textbooks and teacher's edition writers to develop curriculum documents and researchers for further research on educational settings.*

Keywords: Primary science teaching practice, primary science teachers, comprehension of ILOs

Introduction

The national goal of primary science education has been set to create scientifically minded citizens as well as "scientific literate" citizens as the future generation who are expected to solve many social problems in Bangladesh (National Curriculum and Textbook Board [NCTB], 2012). Moreover, previous research revealed that the intention of the primary science curriculum does not promote scientific literacy (Siddique, 2014), and the primary science teaching practice does not promote scientifically literate citizens (Rahman, 2015; Khan et al., 2016). In education, learning outcomes, teaching-learning activities, and assessments are inextricably related and their alignment or high consistency has been crucial for achieving the goals of education and this connection among the three helps to make the overall learning experiences more transparent (Biggs & Tang, 2011; ECTS Users' Guide, 2005). Although a set of curriculum materials can be aligned with the curriculum's ultimate goals, achieving these goals largely depends on its actual mode of implementation in the classroom. Teachers are the most important link that connects assessment, instruction, and learning (Keeley, 2016). Teachers are solely responsible for implementing the intended learning outcomes (ILOs) through their teaching practices in the classroom. Therefore, teachers' comprehension of the focus of ILOs is important, as

Biggs (1999) also suggested that effective teaching-learning requires carefully aligning intended learning outcomes, teaching-learning activities, and assessment. According to Mahajan and Singh (2017), a proper understanding of ILOs helps the teacher to develop quality teaching by planning a lesson, giving a clear idea of what and how much to teach, and planning accordingly by designing their teaching material more effectively, by selecting appropriate strategies for teaching, by avoiding extra teaching which ultimately helps in saving time. But, in most cases, teachers conduct lessons without focusing on the ILOs in primary science teaching practice in Bangladesh (Rahman, 2015).

Purpose and Research question of the study

Considering the literature, this study attempted to find primary science teachers' comprehension of the focus of intended learning outcomes. To fulfill this purpose this study was undertaken to answer the following question,

- How do primary science teachers comprehend the focus of intended learning outcomes?

Methodology

The study followed an interpretive qualitative approach (Guba & Lincoln, 1994) to investigate the central phenomena of this study and that was teachers' comprehension of the focus of ILOs (Creswell, 2015; Creswell & Creswell, 2018). Within the qualitative framework, a multiple case study strategy was adopted for the study, allowing to explore comparison within and among the cases that have been chosen for this study with the real picture of different contexts (Yin, 2014, 2018). The study is exploratory and interpretive and prefers a small number of samples to collect data from data sources directly related to events or individuals (Creswell & Poth, 2018). The study selected four case studies, which are suitable for a single study (Yin, 2018), and this number provides plentiful opportunities to identify themes of the case and cross-case theme analysis (Creswell & Poth, 2018). The study selected three types of data sources: teachers (T1, T2, T3, & T4), curriculum documents (Textbooks and Teacher's edition), and concerned stakeholders (AUEO, instructors of PTI, and URC), where data were compared within and

across the case studies to get maximize validity (Yin, 2018). Intentionally, teachers, concerned stakeholders, and curriculum documents were selected purposively as the study wanted to know the central phenomena by getting available needed information (Creswell, 2015; Creswell & Creswell, 2018). In this study, one primary science teacher (who teaches science) from one selected primary school was considered as a case or unit of analysis. Four teachers of different contexts, two from the urban area and two from the rural area, were selected so that the concerned stakeholders' comprehension and teachers' classroom practice may differ for different contexts and the real picture of classroom practice in a different context would be found. Four classes of each teacher were observed in lesson observations, and after that, lessons were analyzed from documents (Textbooks and Teacher's Edition). This research considered four cases and the following members formed each case,

- Primary science teachers (Who teach science)
- Curriculum documents (Textbooks, Teacher's guide)
- Assistant Upazila Education Officer (AUEO)
- Upazila Resource Center Instructor (URC Instructor)
- Primary Teachers Training Institute instructor (PTI Instructor)

The main focus of RQ is to explore primary science teachers' comprehension of the focus of ILOs. In this study, a semi-structured interview schedule, lesson observation schedule, and document review protocol provided information on the existing comprehension of teachers and concerned stakeholders. The open-ended and non-directed semi-structured interview helped teachers and concerned stakeholders to unfold their thoughts, opinions, and perceptions in their real context (DiCicco & Crabtree, 2006; Lopez & Whitehead, 2013) which verified the accuracy of the observations (Fraenkel et al., 2015). However, lesson observation provided a complete description of teachers' behaviour gathered in a specific natural classroom setting (Adler & Adler, 1994; Angrosino & Pérez, 2000; Ary et al., 2018; Mulhall, 2003) and mostly acted as a complementary purpose with teachers' interview (Swanborn, 2010). Moreover, a review of documents was used in case studies combined with others to support other collected data as a means of triangulation (Denzin, 1978; Yin, 2018). Thematic analysis

(Braun & Clark, 2022) and qualitative content analysis (Patton, 2002; Schreier, 2012) have been used for data analysis. Vagias's (2006) Likert-scale technique has been used to develop scales for data analysis.

Results

Case-wise results are presented here where case-A, case-B, case-C, and case-D were designed in relation to the research question to explore teachers' comprehension of the focus of ILOs.

Case Study A

Comprehension of the Focus of ILOs

This section presents teacher 1's (T1) lesson observations, the provided information in TB and TE, and stakeholders' views of the focus of ILOs. T1 was an urban area's primary school science teacher.

Teacher's classroom practice

It has been explored from the four observed lessons of T1 that T1 focused only on the knowledge level of ILO, and the other two focuses of ILO, skill, and attitude, are absent in T1's classroom practice.

Table 1.1: Teacher 1's classroom practice about the focus of ILOs in Grade 3, Chapter-Soil

No of ILO	ILO in TE	Lessons in TE	Lesson title	Lessons are taken by teacher1	Teacher's focus on ILO
4.1.2	will identify soil on the basis of its structure	Lesson-1	element of soil	Lesson-1	Focused on knowledge
4.1.1	will be able to tell the types of soil	Lesson-2 &3	different types of soil		

Stakeholders' views

Learning outcomes are what students can demonstrate in terms of knowledge, skills, and attitudes after completing a course (Adam, 2006; Battersby, 1999; Biggs, 2003; Dillon, 2005). In the interview, stakeholders were asked about the meaning of ILO, the importance of ILO focus, and how to identify ILO focus to know their comprehension of ILOs. In response to the question, 'What is the intended learning outcome-explain with an example.' T1 replied,

What the students will learn from reading a paragraph is ILO; the knowledge they have achieved from the content is LO. For example, in the soil chapter, they will learn about soil, like what soil is soil types, and identify the soil. Here, the LO will be able to tell what soil, its type is and identify the soil.

In the statement, T1 explained ILO as students' achievement of knowing and identifying something from content. However, the other two important focuses of ILO, skill and attitude, are absent in the explanation, which reveals the T1's comprehension of ILOs.

Moreover, according to Battersby (1999), ILO guides instructors to focus on a broad synthesis of abilities of people that combine knowledge, skills, and values into a whole that reflects how people really use their achieved knowledge. In the interview, when asked, 'What is the importance of ILO focus-explain with an example?', the URCInstructor1 stated,

The focus of LO is very important: knowledge, understanding, and application; if the students do not achieve LO, then they cannot match with the next level. Curriculum, teaching-learning, and assessment are all LO-based. TE mentioned LO for all the lessons and teachers teach the same thing following LO. For example, in the soil chapter, if the LO is not focused, then the teacher will learn differently, and time management is also a big concern in that case.

In the statement, URCI1 stated the importance of ILO focus for guiding the teachers, and the ILO focus is knowledge, understanding, and application, which reveals the dearth of knowledge of URCI1. Hence, URCI1 has somewhat comprehension of the importance of ILO focus.

Furthermore, learning outcomes are statements of what a student is expected to know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills, and attitudes (Adams, 2006). In response to the question 'How did you identify the focus of ILO-explain with example?', the AUEO1 revealed,

For example, what is soil? The definition is in the TB and students can answer through memorization; this is knowledge level. The

difference between soil and sand, students will think and say, this is to understand the level and finally, if they apply their knowledge in real life, that means crops grow well in loamy soil and they apply it during plant seedling project-then it is application-level LO. These are the three focuses of ILO.

In the statement of AUEO1, the focus of the ILO is knowledge, understanding, and application, which reveals some comprehension of AUEO1 about ILO focus. Hence, AUEO1 has some comprehension of the identification of ILO focus.

Information provided in TB and TE

Analyzing the primary science textbooks (TB) and teacher's editions (TE), it is found that TB did not mention ILOs, and TE mentioned ILOs but did not address ILO focus.
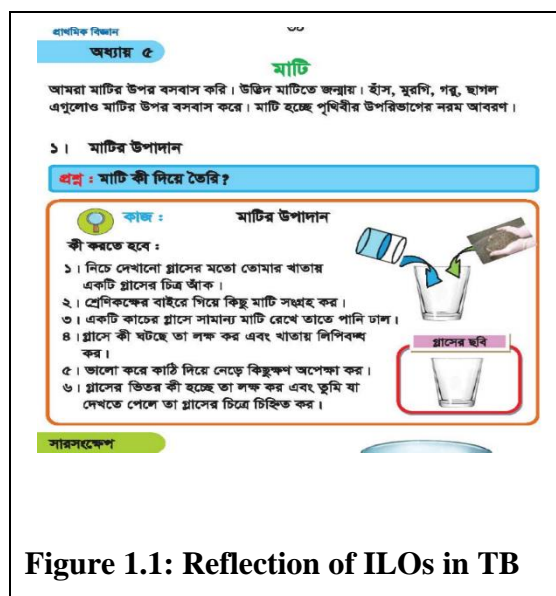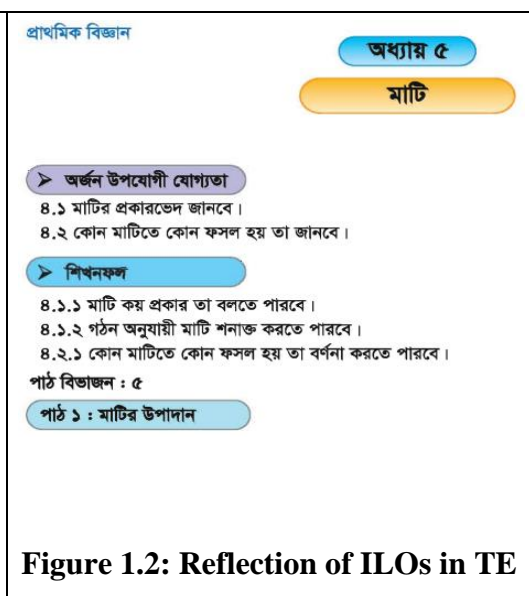

| **Figure 1.1: Reflection of ILOs in TB** | **Figure 1.2: Reflection of ILOs in TE** |

A summary of the findings of teacher 1 and concerned stakeholders' comprehension of the focus of ILOs is presented in table 1.2.

Table 0.1: Summary of findings on stakeholders' comprehension of the focus of ILOs

Stakeholders	Stakeholders' view on the focus of ILOs			Overall comprehension of ILOs	Chapter Lesson & no. of ILO in Grade three	Teacher's lesson practice	Information provided (Based on literature review)	
	Meaning of ILO	Importance of ILO focus	Identifying ILO focus				In TB	In TE
Teacher	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Chapter:5 Lesson: 1 ILO: 4.1.2	Not practiced	Not addressed	Somewhat addressed
					Chapter:5 Lessons: 2&3 ILO: 4.1.1	lessons-1: somewhat practiced	Not addressed	Somewhat addressed
PTI instructor	Somewhat comprehend	**comprehend**	Somewhat comprehend	Somewhat comprehend	Chapter:5 Lessons: 4&5 ILO: 4.2.1	lessons-2: somewhat practiced	Not addressed	Somewhat addressed
URC instructor	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Chapter: 6 Lesson: 1 ILO: 5.1.1	lessons-3: somewhat practiced	Not addressed	Somewhat addressed
AUEO	Somewhat comprehend	Somewhat comprehend	Somewhat **comprehend**	Somewhat comprehend	Chapter: 6 Lesson: 2	lessons-4: somewhat practiced	Not addressed	Somewhat addressed

The findings reveal that teacher 1 and concerned stakeholders have some comprehension of the focus of ILOs. The teacher somewhat practised the focus of ILOs in the science classroom. The TB did not mention ILOs, and TE somewhat addressed the ILOs but did not mention the focuses of ILOs.

Case Study B

This section presents teacher 2's (T2) lesson observations, the provided information in TB and TE, and stakeholders' views about the focus of ILOs. T2 was a rural area's primary school science teacher.

A summary of the findings of stakeholders' comprehension of the focus of ILOs is presented in table 1.2.

Table 1.2: Summary of findings on stakeholders' comprehension of the focus of ILOs

Stakeholders	Stakeholders' view of the focus of ILOs			Overall comprehension of ILOs	Chapter, Lesson & no. of ILO in Grade three	Teacher's lesson practice	Information provided (Based on a literature review)	
	Meaning of ILO	Importance of ILO focus	Identifying ILO focus				In TB	In TE
Teacher	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Chapter:10 Lesson: 1 ILO: 11.1.1	lessons-1: somewhat practiced	Not addressed	Somewhat addressed
					Lesson: 2 ILO: 11.1.1			
PTI instructor	Somewhat comprehend	Somewhat **comprehend**	Somewhat comprehend	Somewhat comprehend	Lessons: 3 ILO: 11.2.1 11.2.2 11.2.3	lessons-2: somewhat practiced	Not addressed	Somewhat addressed
					Lessons: 4 ILO: 11.2.1 11.2.2 11.2.3			
					Lessons: 5 ILO: 11.2.2 11.2.31			
					Lessons: 6 ILO:2.2.31			
URC instructor	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Chapter: 11 Lesson: 1 ILO: 13.1.1, 13.1.2	lessons-3: somewhat practiced	Not addressed	Somewhat addressed
					Lesson: 2 ILO: 13.1.1 13.1.2			
AUEO	Somewhat comprehend	Somewhat comprehend	Somewhat **comprehend**	Somewhat comprehend	Lesson: 3 ILO: 6.1.1 7.1.2 13.3.1	lessons-4: somewhat practiced	Not addressed	Somewhat addressed
					Lesson: 4 ILO: 13.2.1			

The table reveals that T2 and concerned stakeholders somewhat comprehend' the focus of ILOs. T2 somewhat practiced the focus of ILO in the science classroom. The TB did not mention ILOs, and TE somewhat addressed the ILOs but did not mention the focuses of ILOs.

Case Study C

This section presents teacher 3's (T3) lesson observations, the provided information in TB and TE, and stakeholders' views about the focus of ILOs. T3 was an urban area's primary school science teacher.

A summary of the findings of stakeholders' comprehension of the focus of ILOs is presented in table 1.3.

Table 1.3: Summary of findings on stakeholders' comprehension of the focus of ILO

Stakeholders	Stakeholders' comprehension of the intention of ILOs			Overall comprehension	Chapter, Lesson & no. of ILO in Grade Four	Teacher's lesson practice	Information provided (Based on literature review)	
	Meaning of ILO	Importance of ILO focus	Identifying ILO focus				In TB	In TE
Teacher	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Chapter:6 Lesson: 1 ILO: 16.1.1,16.1.2	lessons-1: somewhat practiced	Not addressed	Somewhat addressed
PTI	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Chapter: 6 Lessons: 2 ILO: 16.1.1,16.1.2	lessons-2: somewhat practiced	Not addressed	Somewhat addressed
URC	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Chapter: 6 Lessons: 3 ILO: 16.2.3,16.3.1	lessons-3: somewhat practiced	Not addressed	Somewhat addressed
AUEO	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Chapter: 6 Lesson: 4 ILO: 16.2.3,16.3.1	lessons-4: somewhat practiced	Not addressed	Somewhat addressed
					Chapter: 6 Lesson: 5 ILO: 16.2.3,16.3.1			

The findings reveal that T3 and concerned stakeholders have somewhat comprehension of the focus of ILOs. T3 somewhat practiced the focus of ILOs in the science classroom. The TB did not mention ILOs, and TE somewhat addressed the ILOs, but did not mention the focuses of ILOs.

Case Study D

This section presents teacher 4's (T4) lesson observations, the provided information in TB and TE, and stakeholders' views about the focus of ILOs. T4 was a rural area's primary school science teacher.

A summary of the findings of stakeholders' comprehension of the focus of the intended learning outcome is presented in table 1.4.

Table 1.0: Summary of findings on stakeholders' comprehension about the focus of ILOs in Grade-4, Chapter-Plants and Animals

Stakeholders	Stakeholders' view on the focus of ILOs			Overall comprehension	No. of ILO in Grade Four	Teacher's lesson practice	Information provided (Based on literature review)	
	Meaning of ILO	Importance of ILO focus	Identifying ILO focus				In TB	In TE
Teacher	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Lesson-1 ILO: 2.21	lessons-1: somewhat practiced	Not addressed	Somewhat addressed
					Lesson-2 ILO: 2.1.1 2.1.5 2.1.6	lessons-2: somewhat practiced	Not addressed	Somewhat addressed
PTI instructor	Somewhat comprehend	**comprehend**	Somewhat comprehend	Somewhat comprehend	Lesson-3 ILO: 2.1.1 2.1.5 2.1.6		Not addressed	Somewhat addressed
URC instructor	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Somewhat comprehend	Lesson-4 ILO: 2.1.1 2.1.4 2.1.7	lessons-3: somewhat practiced	Not addressed	Somewhat addressed
AUEO	Somewhat comprehend	Somewhat comprehend	**comprehend**	Somewhat comprehend	Lesson-5 ILO: 2.1.1 2.1.2, 2.1.4, 2.1.5,2.1.6 2.1.7	lessons-4: somewhat practiced	Not addressed	Somewhat addressed

The findings reveal that T4 and concerned stakeholders have somewhat comprehension of the focus of ILOs. T4 somewhat practiced ILO focus in the science classroom. The TB did not mention ILOs, and TE somewhat addressed the ILOs but did not mention the focuses of ILOs.

Overall remarks about the comprehension of the focus of ILOs

T1, T2, T3, and T4 have some comprehension of the focus of ILOs, which was somewhat reflected in their classroom practice. Concerned stakeholders of the four cases also have somewhat comprehension of the

focus of ILOs, which may also be reflected in the teachers' comprehension as concerned stakeholders are the supporting personnel engaging in teacher training, supervision, and monitoring (Directorate of Primary Education [DPE], 2011; Education Watch, 2003/4; Supervision Modeule-3, 2007). The somewhat provided information in curriculum documents (TB and TE) may also be reflected in concerned stakeholders' comprehension teachers' comprehension and lesson practices as teachers use curriculum documents as the source of content, organization, and instructional activities to plan for lessons (Callison, 2003; Farooqui, 2008; Johansson, 2006; Quader, 2001; Wall & Alderson, 1993; Woodward et al., 1988).

Discussion

Teachers' Comprehension of the Focus of ILOs

The findings of the study reveal that teachers of all four cases have somewhat comprehension of the focus of ILOs. According to Mahajan and Singh (2017), a proper understanding of ILO helps the teacher to develop quality teaching by planning a lesson, giving a clear idea of what and how much to teach, and planning accordingly by designing their teaching material more effectively, by selecting appropriate strategies for teaching, by avoiding extra teaching which ultimately helps in saving time. Teachers' somewhat comprehension of the focus of ILOs may not help them to develop a quality teaching plan, which may lead them to conduct lessons without paying attention to ILOs.

Mahajan and Singh (2017) also added that the clear concept of learning outcomes helps teachers to make assessment mapping clear and easy to measure the effectiveness of the unit, play a role in the allocation of marks in developing question papers, focus on the questions on what students should be learning and how they are going to teach this; to make evidences like rubrics, charts or graphs related to summative and formative assessment. Teachers' somewhat comprehension of the focus of ILOs may discourage them from assessing students' ILO achievement and may encourage them to assess ongoing traditional methods without focusing on ILOs.

Gronlund and Brookhart (2009) suggested that, the proper conception of teacher about ILO help them to identify knowledge, skills, and attitudes that students should develop through their course; to select and organize the lesson content, activities, and teaching-learning strategies that students will need for achieving the ILOs; to design assessment and feedback strategies that are aligned with the ILOs; to map their curricular outcomes for a program or accreditation standard. The findings of the study about teachers' somewhat comprehension of the focus of ILO may not be helpful for the teacher to develop a teaching plan, conduct and assess the learners focusing ILOs; and may guide them to practice teaching-learning activities as a usual traditional way without focusing ILOs.

The results also indicate that teachers' comprehension of the focus of ILOs was reflected in teachers' lessons practice. Teachers did not comprehend the focus of ILOs and did not focus on the practice of the lessons. The concerned stakeholders of this study UEO, AUEO, and instructors of PTI and URC are directly involved in teachers' professional development through teacher training, supervision, and monitoring (DPE, 2011; Education Watch, 2003/4; Supervision Modeule-3, 2007). However, their training and backgrounds do not always make them qualified supervisors (Chowdhury et al., 2002). Therefore, concerned stakeholders' comprehension of the focus of ILOs may also be reflected in teachers' comprehension as they are engaged in teacher training, supervision, and monitoring. The somewhat provided information in curriculum documents may also be reflected in concerned stakeholders' comprehension and teachers' comprehension and lesson practice.

Implications of the findings of the study

It has been found from the findings that most teachers have somewhat comprehension of ILOs. It is also found from the study that the comprehension of supporting human resources and the addressed supporting materials may be reflected in teachers' comprehension. These results then ultimately carry implications for primary science teaching practices in Bangladesh. Several implications are presented based on the findings into three categories: knowledge, practice, and policy.

Implications for Knowledge Gap

The research findings have an implication in the knowledge that is useful to almost all stakeholders. Moreover, researchers, policymakers, curriculum developers, and curriculum document developers may benefit

from this knowledge. The research findings of this study revealed that in the primary science teaching practice of Bangladesh, teachers have somewhat comprehension of the focus of ILOs.

- The knowledge of the findings of teachers' comprehension in primary science teaching practice provides a precise scenario in the literature for further research.
- The findings may help policymakers and science educators take necessary steps at the policy level to better comprehend curriculum documents.
- The curriculum developers and curriculum document developers can use this knowledge of the findings to develop or revise curriculum documents.

Implications for Policy

In Bangladesh, the findings of the study can be considered by MoPME, DPE, NCTB, and NAPE to make changes for improvement accordingly.

- The Ministry of Primary and Mass Education (MoPME) can take necessary steps for primary teachers' professional development by formulating policies.
- Policymakers can take necessary steps for the school authority to arrange special training for teachers' better comprehension of curriculum documents.
- Policymakers can follow the research findings and take necessary policies for DPE to implement the necessary training for teachers' better comprehension.
- Policymakers can take necessary policies for NCTB so that NCTB can consider the findings for teachers' better understanding of curriculum documents.
- Policymakers can take necessary steps for NAPE to innovate and develop new methods of teaching-learning for better and quality primary education, considering teachers' comprehension of ILOs.

Implications for Practice

The research findings suggest implications at the practice level where educators, teachers, and learners may benefit. Moreover, DPE, NAPE, PTI, URC, and school authorities may also use these findings in practice. All these institutions can be addressed or use the findings of the study to design and implement training programs and other programs related to teachers' professional development.

- DPE can take the necessary steps through training for teachers and concerned stakeholders, as the findings revealed that primary science teachers and their supporting human resources have somewhat comprehension of ILOs.
- NCTB can consider the findings to develop educational materials: curriculum, curriculum documents, etc., for teachers' and concerned stakeholders' better comprehension.
- NAPE arranges necessary measures considering the findings, like training, seminars, and workshops for the academic staff of PTIs and other field officials who are related to teachers' professional development.
- UEO, AUEO, Instructors of PTI, and URC may consider the study's findings for their professional development as the findings revealed that the concerned stakeholders who are engaged in teachers' training, monitoring, and supervision have somewhat comprehension of ILOs.
- Professional development workshops directly influence teachers' instructional decisions. Therefore, the school authority can take necessary steps for teachers' professional development by providing them the opportunity for proper training and proper classroom practice, as the findings revealed that teachers have somewhat comprehension of ILOs,

Conclusion

In the primary science teaching practice of Bangladesh, teachers' comprehension of the focus of ILO is very important as ILO represents the curriculum intention that the teachers implement. Teachers' somewhat comprehension of the focus of ILO and its reflection in the science classroom

may hamper primary science teaching practice and students' achievement of ILOs. The somewhat comprehension of the concerned stakeholders and the mostly somewhat addressed curriculum documents may prevent teachers' comprehension of the focus of ILOs. The study hopes that, if the concerned stakeholders comprehend better, and if the concerned curriculum documents are properly addressed, then the teachers will comprehend better, and this will be reflected in their classroom practice.

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Shaha, Rani, Rahman

English Listening and Speaking skills of Primary Graduate in Bangladesh: Situation, Obstacles and Way Forward

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Abstract

The teaching-learning process of English is continuously changed with time and eventually, language-teaching activities have undergone constant modification. In Bangladesh, teaching and learning English at the primary level of education is an urgent need. The present research focuses on the English listening and speaking skills of primary graduates who completed the primary level of education in Bangladesh. This study explores the actual situation of English listening and speaking skills of primary graduates and identifies the obstacles to acquiring these skills. A phenomenological qualitative research technique has been used to gather data through classroom observation checklists, English teachers' interview

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schedules, and Focus Group Discussions (FGDs) with grade VI students to study the objectives. Thematic analysis has been used to glean insights from the findings, highlighting the unsatisfactory state of English speaking and listening practice. The research's conclusion reveals that the main barriers to practicing these two skills include an exam and result-oriented curriculum, ignorance of the English curriculum, improper teaching techniques, etc. Finally, the researcher has offered suggestions for upholding the situation by practicing English speaking and listening skills.

Context and Justification of the Research

The modern world requires linguistic proficiency and the capacity to apply that proficiency in the proper context. Hymes (1972) referred to this skill as "Communicative Competence." The communicative technique has reportedly been introduced in the secondary and higher secondary levels, according to the NCTB's curriculum report from 2012. The four language skills of listening, speaking, reading, and writing are the main focus of this approach, which tries to address participatory based activities in the classroom setting. This study shows the present situation of practising listening and speaking skills and reveals the obstacles to practicing these skills among primary graduates.

However, in a nation like ours that is still developing, learning English is always difficult. To create a better opportunity for learning English, the Government has taken many ELT policies and actions during the last 44 years of our independence (Ali, 2015). As a compulsory subject, students have to learn English for twelve years (Abonti, 2014, as cited in Podder, 2013). Besides, English has been a compulsory subject at the undergraduate level bearing 150 marks. However, the overall standard of students in English is not at all satisfactory, as most students fail to acquire all four basic language skills such as listening, speaking, reading and writing equally (Ali, 2015).

English is not a content-based subject but a skill-based subject and it's not about any particular topic, but rather it is about practicing something-listening, speaking, reading and writing. English is about practising language skills (NCTB, 1996). Speaking and listening are ignored in Bangladesh's English teaching and learning processes (Ali, 2015). As a result, learners' competency in these two English language abilities is generally low (Rani, Shaha & Rahman, 2022). This research was carried out to explore the actual situation of practising listening and speaking skills from the primary graduates' landscape who had already accomplished the primary level of education and had advanced themselves from grade V to VI.

Research Objective

The main purpose of this research was to explore the overall situation of English listening and speaking skills among the primary graduates of Bangladesh. In accordance with the research purpose, the research specifically focused on three specific research objectives:

- to explore the situation of practising English listening and speaking skills in the classroom of grade VI;
- to identify the obstacles to acquiring listening and speaking skills in English effectively at grade VI;
- to find out the ways to forward the overall situation of improving English listening and speaking skills in grade VI.

Conceptual Framework of the Research

After reading the related literature, a conceptual framework has been constructed combining all the concepts of English listening and speaking skills. The study has been conducted by following this framework.
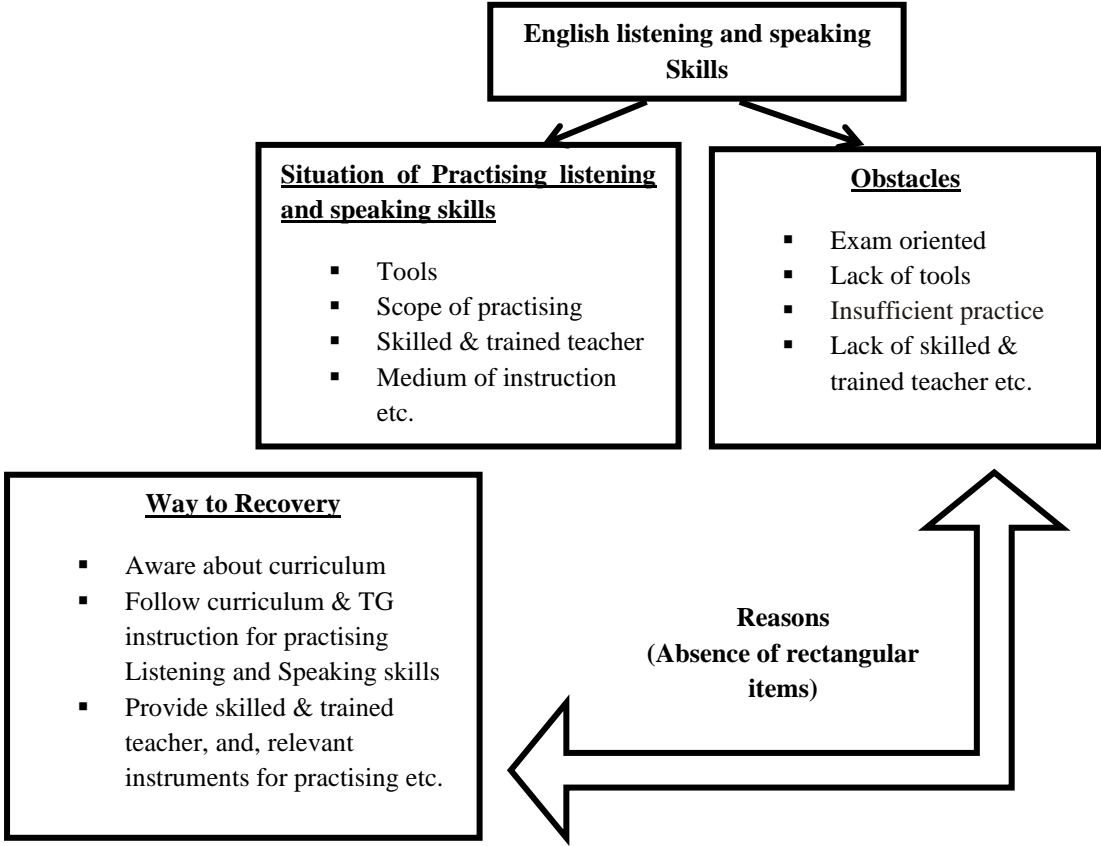
Figure 1: Conceptual framework of the study (Shadowed by: Rani & Rahman, 2016)

Research Methodology

Qualitative research presents an in-depth discussion of an issue by analyzing the participants' points of view. The study was conducted in a natural context, and the research constructed complex, holistic images, analysed words, reported in-depth views of informants and reported specifics (Creswell, 1998). A Phenomenological qualitative research method was used for this research. Phenomenological studies explore human experiences through the participants' descriptions (Creswell, 2009). In several cases, quantitative explanations were provided to corroborate qualitative data. As the nature of the study was qualitative, the collected raw data was analysed by layering a thematic analysing process.

Four types of data gathering techniques were employed for conducting this study. The following data collection technique was applied according to the research objectives to respect respondents and sources. All these facts might seem messy, to avoid the mapping of this study presented below in a table.

Table 1: Mapping of the study

Research Objective	Source of Data	Sampling Technique	Nature of Data	Data Collection Tools	Data Analysis Process
to explore the situation of practising English listening and speaking skills in the classroom at grade VI	i)English Teachers (08) ii) Students (32)	Purposive	Qualitative	i)Interview Schedule (08) ii)FGD (04) iii) Classroom Observation Schedule (8)	Qualitative (Thematic Analysis)
to identify the obstacles of acquiring listening and speaking skills of English effectively at grade VI	i)English Teachers (08) ii) Students (32)	Purposive	Qualitative	i)Interview Schedule (08) ii)FGD (04) iii) Classroom Observation Schedule (8)	Qualitative (Thematic Analysis)
to find out the ways to forward the overall situation of improving English listening and speaking skills at grade VI students	i)English Teachers (08) ii) Students (32)	Purposive	Qualitative	i)Interview Schedule (08) ii)FGD (04) iii) Classroom Observation Schedule (8)	Qualitative (Thematic Analysis)

The above table gives a complete picture of the methodological matrix of this research. The study was confined to the Dhaka Metropolitan City school. Areas have been selected with considering the easy access of the researcher. The study included only mainstream general secondary schools. In this research, a total of four (04) secondary schools were selected conveniently. Eight (08) students of grade six (completed primary level of

education) and two (02) English teachers who taught in grade six were selected by purposive sampling technique from each selected school. Two classes were observed of each selected teacher before interviewing with them.

Analysis of Data

This segment presents all the analysed data collected from the respondents by categorizing into themes following layering thematic analysis process in the subsequent.

Major Theme: The situation of practising English listening and speaking skills in the classroom at grade VI

The researcher identified some themes by layering the thematic analysis process for the convenience of data analysis. A diagram of the major themes analysis technique is presented below:

**The situation of practising
English listening and speaking Skills in the classroom at Grade VI**

⬇

Activities of Listening & Speaking Skill in the class

⬇

1. Warm-Up activities
2. Follow lesson plan for practicing
3. Follow English TG's activity
4. Before class activity preparation of Teacher
5. Engage students in practicing
6. Scope for practicing listening / speaking skills
7. Medium of instructions
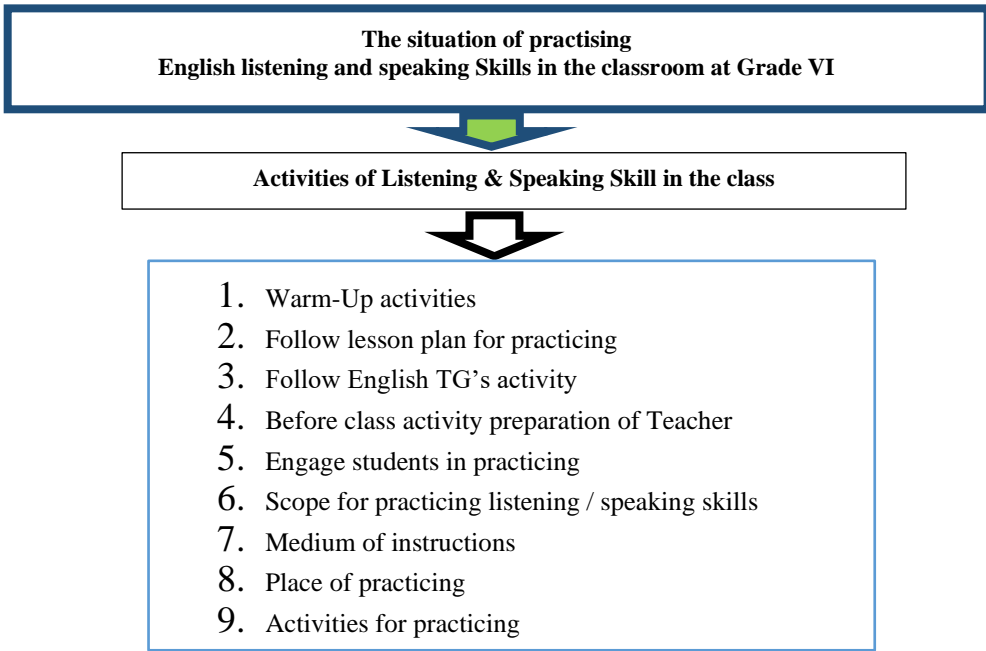8. Place of practicing
9. Activities for practicing

Figure 2: The situation of practising English listening and speaking skills among Primary graduates.

In this research, the researcher gathered data from classroom observed checklists, teachers' interviews, and students' FGD to know the present

situation. Through the following themes and subthemes, the researcher depicted the collected data. To discover the current situation of practising listening and speaking skills, the researcher also conducted four FGDs with students in four schools.

1. Warm-Up activities

In this study, the researcher found that few English teachers used warm-up activities related to the lesson.

Only two English teachers started their classes by asking students about themselves, e.g., "How're you?", "How's going everything?" etc. These two teachers also motivated students by giving some hints about the lesson.

2. Following lesson plans for practicing

It was found that no teacher followed the lesson plan for practicing listening and speaking skills. Most of the English teachers taught in their styles and they have yet to prepare any lesson plan nor show any interest in following lesson plans.

According to a teacher (T6), *"It is important to teach properly and finish the syllabus, it is not so important to make a lesson plan."*

3. Following the English Teachers Guide's activity

Among all interviewed English teachers, only two teachers (T7, T8) said that they followed English TG. In this regard, T7 opined that she would like to use materials and techniques such as pictures and charts, conversations, and dialogues, etc., for practicing English listening and speaking skills according to TG.

T8 said that in her school, all the teachers were informed about the TG and always followed the TG's instructions in classrooms.

But, other research participants did not follow English TG; they followed their school syllabus to practice it. But they made students tell stories and a little bit of presentation type activities for practicing listening and speaking skills.

The researcher also found that some teachers were unfamiliar with the TG but not interested in following it.

T3 said, "If authority tells us to follow TG, we'll follow TG and make students practice according to TG."

4. Preparation of teachers before class activity

After observing the class, the researcher found that most of the teachers needed to follow the curriculum and TG's instructions, they needed to prepare lesson plans and they needed more preparation for practicing listening and speaking skills. The researcher also found that only one teacher used multimedia and videos for practicing listening and speaking skills.

5. Engaging students in practicing

Three teachers among eight selected teachers gave importance to practicing listening and speaking skills. However, the rest of the five teachers concentrated on practicing reading and writing skills. T2, T5, and T8 reported that they emphasized practicing listening and speaking skills, and they preferred these skills to reading and writing skills.

According to T5, "*English is not a content-based subject. English is a skill-based subject. So, I give much importance to communication and for better communication skills these two skills are mandatory.*"

One student of FGD4 said, "*Our teachers engage us in making dialogues, continuing stories, role plays, telling stories, single presentations etc. for practising listening and speaking skills.*"

6. Scope for practising listening and speaking skills

From the observations, the researcher found that almost all teachers emphasize practising speaking skills. T2 and T8 placed much emphasis on practising speaking skills. T2 gave inspiration to all the students to speak in English. He allowed students to come in front of the class and tell English stories. He gave scope to speak to most of the students.

According to this teacher (T2), *"Students' listening skill is satisfactory, but their speaking skill is not up to the mark."*

T8 also emphasized speaking English. She made pair groups and gave instructions for making conversation. Most of the teachers gave scopes for practising speaking skills.

But there was little management for practising listening skills by equipment.

Table 2: Practising speaking skill

Aspects	Yes	No
Get enough time to speak	2	6
Teachers help to make correction	7	1
Teachers encourage and motivate students	3	5
Teachers allow students to come in front of the class	3	5

7. Medium of instructions

This finding, which emerged from the interviews and classroom observations, was that the teachers used Bangla, the mother tongue randomly in English classes.

All of the eight English teachers frankly confessed that not only themselves but also most of the English teachers they knew, taught English mixing with Bangla. But among eight teachers, T3, T2 and T8 claimed that the whole class used English as the medium of instruction for practicing listening and speaking skills.

But T6 informed, *"In teaching English language, firstly I teach new words in English and after this; I explain them in Bangla too for student's better understanding."*

On the other hand, T2 informed,

"In place of an English teacher we habitually use mother tongue Bangla in teaching English. That's why the students are not fascinated and motivated. If we deliver our lecture in easy or understandable English, students will listen

> *and understand, because they are bound to listen and there is*
> *no other option but listening."*

Besides, T5 said,

> *"We conduct our English class in a mixed medium of Bangla and*
> *English language. If we conduct the whole class in English,*
> *students cannot interact with us as there are different levels of*
> *students congregated in the same classroom. This is the*
> *circumstance of Bangladesh's education system."*

The rest of the teachers claimed, "We are obliged to speak in Bangla. Because students cannot follow and understand our lectures or instructions if we use the English language in the whole class."

8. Place of practicing English listening and speaking skills

All eight respondents informed that most of the time, listening and speaking practise took place in the classroom.

T7 and T8 said that though their school had a lab room, they generally practiced listening and speaking skills in the classroom.

Besides T1, T2 and T5 said that they took listening and speaking practice in the laboratory room sometimes but not regularly.

Most of the teachers (6) said they usually practised listening and speaking skills in the classroom, whereas two teachers said they practiced in the language lab.

Every group of FGD said that their teachers practised listening and speaking skills in the classroom.

One student from FGD3 said, "*Sometimes our teachers take listening and speaking classes in another special room.*"

On the other hand, Riyaj, a student of FGD4 said, "*Our teachers carry on practicing speaking skills in our general classroom. But sometimes teachers arrange multimedia and sound systems for practising listening skills*

in the classroom. Though we have a laboratory room, it is used for science students."

9. Activities for practicing listening and speaking skills

By document analysis the researcher found some activities which were suggested in the curriculum and TG's for practising listening and speaking skills. But, the researcher's observation was that a few teachers followed the curriculum and TG's instructions.

From teachers' interviews, it was found that most of the teachers used such types of activities as conversation, dialogue practice, describing pictures and charts, presentation and telling stories. However, from classroom observation and FGD, it was found that most of the teachers used mainly to tell stories, pair work and individual presentations. The following table depicts the scenario:

Table 3: Practised activity in English class according to teacher, students and class observation

Practised activity in class		
According to teacher	**According to students**	**According to classroom observation**
Conversation	Group work	Pair work
dialogue practise	Pair work	Presentation
describe pictures and charts	Presentation/Dialogue	Storytelling
Presentation	Question Answer	Dialogue
telling story		

In teaching listening and speaking skills, most teachers use pair work, presentation, question answers, telling stories, etc.

Major theme: The obstacles to acquiring listening and speaking skills in English effectively.

The overall description of the obstacles is presented in three minor themes:

1. **Teacher based obstacles**
2. **Student-based obstacles**
3. **Institutional obstacles**

Minor Themes: Teacher-based obstacles

The researcher interviewed teachers and observed their classes to identify the obstacles to implementing these two skills.

Some obstacles that they faced in implementing these two skills are-

- Lack of specialized teachers

The teacher must adopt some common attitudes when teaching a language. Secondary School Teachers in government institutions lack both professional training and training in teaching English. Although they had a higher level of general education than was required for their position, their credentials did not guarantee English language fluency. This decline in English competence throughout the nation was mostly caused by this. Teachers used to stand or, in some cases, sit on the chair in front of the class as part of the teacher-centred approach, which was the default strategy in the classroom.

- Teachers are not willing to practise these skills

Most English teachers are unwilling to practice the listening and speaking skills explored by this research. Because their syllabus and exam are mainly based on reading and writing school.

- Over-loaded schedule

Most of the teachers face a common obstacle to acquiring these two skills, which is an over-loaded class schedule. Among eight participants, one participant informed,

> *"I have five or six hours every day to devote to this subject and the syllabus requires that I finish at least five or six chapters each week. I occasionally skip communication tasks to save time and finish the lesson plan. I might not finish the lesson plan if every communication activity is completed, and my students might fall behind their friends in the exam.*

- Teachers prefer their own styles to the TG and curriculum instructions

T6 also faced some obstacles to acquiring listening and speaking skills. According to him- *"School authority put more emphasis on finishing the course outline/ syllabus. So, we cannot give much focus on practising listening and speaking skills."*

Another teacher mentioned: *"I know that in the English curriculum, 20 marks are allotted for listening and speaking skills. But I don't know any details about the instructions for it. Because English curriculum is not provided to us."*

- Damaged Approaches to Teaching English

It has been found that most of the teachers continue to instruct students using the out-dated, ineffective "Translation-cum-Grammar" approach. English teachers dislike the new methods, such as CLT, structural, or situational. The GTM approach is used in language teaching; therefore, the ability to verbally express oneself in English is disregarded. There is no consideration given to oral work, and the pupils are not given any opportunities to hear or speak the language. The emphasis is entirely on passing the exam, with teachers dictating compositions and translating textbooks.

- Lack of Fluency in English

However, a teacher who has trouble speaking the language himself will not be able to help his students master spoken English. It has been discovered that the majority of teachers lack English fluency.

Minor Themes: -Students based obstacles

The researcher used some subthemes for discussing the student-based obstacles to acquiring English listening and speaking skills.

Table 4: Student-based obstacles

Aspects	Opinions	
	1	**2**
	Yes	**No**
Students have a phobia towards listening and speaking skills	**6**	**2**
Students feel too shy to speak	**6**	**2**
Lack of vocabulary	**8**	**0**

A significant obstacle to implementing listening and speaking skills was that students had a phobia towards listening and speaking skills. In most of the classes (6) it was found that students had a phobia towards listening and speaking skills.

In this regard T5 said, *"In my experience as a teacher, these children do not benefit from a communicative teaching method. They are unable to* comprehend *what I am saying. When the communicative method is used, they experience shyness."*

It was found in classroom observation and students FGD that the students, especially the girls felt shy to speak in English.

- According to the teacher, students were willing to speak but most of the time they could not express their thoughts properly because they could not find appropriate words.
- It was found that most of the students were not interested in practising listening and speaking skills. Some girls thought it was an extra pressure.

In this regard, one teacher informed,

"Most students are not interested in doing any additional work on listening and speaking practises as it does not carry any mark in their year final examinations. Students'

main target is to pass their examinations with good marks or grades. So, they never try to go beyond their syllabus.”

In addition, Students' opinions concerning the causes of their low English listening and speaking performance (from FGD):

- The classroom was very noisy
- We never attended any activities in English
- There was no English club
- Many of them claimed that the allocated time for listening activities was limited.

Minor Themes: Institutional obstacles

The researcher identified some institutional and infrastructural obstacles from teachers' interviews, classroom observation and FGD.

- **Lack of Audio-Visual aids**

Both teachers and students felt that although textbooks were being used, they weren't enough. The majority of respondents disputed the existence of radio, television, videocassettes, and computers in classrooms. The amount of money available for the purchase of A.V. assistance is insufficient. All of the respondents agreed that using A.V. aids in the teaching-learning process was effective. Instructors lacked the skills necessary to create their own A.V. aids.

T2 claimed,

> *“Only science and computer teachers use the lab room for their purposes. But in language teaching (listening and speaking) there was less scope for using the lab room/ computer. There is no scope for students to listen to BBC news. There was no provision for using CD or any videos for practising these skills.”*

- **Absence of language lab**

It is a vital obstacle. A teacher said, "We have no language lab; for this reason, we assess and practise students' listening and speaking in the classroom."

- **Classroom facilities and environment**

In this study, the researcher observed eight English classes in four schools. The researcher found that most of the classes had no audio/sound system, no provision for a microphone and no language lab, and had an inappropriate ratio of teachers and students. Classroom facilities and environment were not appropriate enough for practising listening and speaking skills.

- **Pecuniary problem**

It is another significant obstacle to implementing listening and speaking skills. Schools lack suitable furniture and audio-visual equipment due to a lack of funding. The most often used furniture in government schools is long desks and benches. It is difficult for teachers to carry out their duties effectively in this situation.

- **Less Facility for Practising Speaking and Listening**

It has been discovered that the majority of English language teachers in schools do not talk in English; hence, they are hesitant to communicate in English. The majority of classes lack the necessary equipment for speaking and listening practice. Even though some institutions have modern classroom furnishings and equipment, those remain ineffective due to the teachers' inability to use them.

- **Exams and Results Oriented Syllabus**

Bangladesh's system, which has evolved over time, is exam- and result-oriented, and both students and teachers have little interest in subjects that are not covered in exams. English Speaking and listening skills are never

tested in any kind of public examination. Students take their final exam, which consists solely of reading and writing for 150 marks.

- **Defective Assessment Procedure**

In most of the schools, evaluation depends on subjective questions, so it is difficult to evaluate the overall achievement of the students in English. Besides, the limitations of qualified teachers are also blamed for the defective assessment procedure of listening and speaking skills.

- **Completion of Syllabus**

It was seen that teachers were given a fixed syllabus. Most of the teachers were not satisfied with the given syllabus. But they were bound to follow it. In fact, some constraints like the examination system did not allow the teachers to ignore or bypass the given syllabus. It was a significant obstacle to implementing these two skills.

Salient Findings and Discussion of Findings

This section presents the salient findings and discussion of the findings-

Findings regarding Research objectives one

All the major findings regarding this objective are mentioned below:

- Most of the teachers (5) use Bangla as a medium of instruction; in a few classes, they use both Bangla and English.
- In most of the cases, teachers practise speaking skills in classes while taking classes on listening and speaking skills.
- Most of the teachers (6) do not prepare any lesson plans and they do not go through the curriculum and TG's instruction for practising listening and speaking skills.
- It is found that most of the teachers generally use only pair work, presentation, question answer and telling stories type activities for practising listening and speaking skills.

- In the rare cases, teachers use teaching aids to practise speaking and listening skills. Most of the teachers depend on only textbooks for practising listening and speaking skills.
- Very few teachers (1) are found to use multimedia for practising listening and speaking skills.
- Most of the school teachers do not assess students' listening skills.
- Very few percent of teachers (2) assess students' speaking skills.
- In most of the cases, classroom exercises were not related to listening and speaking skills. Their exercises were related to reading and writing skills.
- Most of the time, practising listening and speaking skills takes place in the class because of the lack of language labs.
- The practising situation of listening and speaking is not satisfactory. Most of the schools are found to neglect these two skills.

Findings regarding Research objectives Two

This study reveals eight major obstacles, which are (mentioned in chronological order)-

- Exam and result oriented Syllabus.
- Completion of the Syllabus gets the first priority over the practising of listening and speaking skills.
- Faulty Methods of teaching are the most significant obstacles to implementing these two skills.
- Defective assessment Procedures.
- Limited class duration.
- Lack of teachers' willingness and fluency of English is also a big obstacle.
- Lack of audio-visual aids and other teaching materials hampers the implementation of students listening and speaking skills.
- Students' phobia of listening and speaking skills is also an obstacle.

Findings regarding Research objectives Three

The findings regarding the way to recover from such obstacles and improve English listening and speaking skills are:

- The administrators of the schools should take extra care to give all the logistical support (multimedia classroom, audio, video & CDs, language lab) in order to enhance the students' speaking and listening abilities.
- Speaking and listening skills should be practiced during the designated time and according to a set curriculum.
- English Teachers should communicate with their pupils in English.
- The teacher should follow the English curriculum as well as TG's instructions.
- Teachers should create exercises, conversations, presentations, and group discussions to help students improve their speaking and listening abilities.
- All English teachers must implement the CLT approach in the classroom and increase student participation in class activities.
- It is necessary to develop appropriate rules for assessing speaking and listening skills.
- If a class has an exceptionally high number of students, it should be broken up into smaller groups to make it easier to observe and provide feedback on communicative activities.
- To properly apply a student- and language-centred strategy, the teacher and student ratio should be 1:30.

Discussion of Research Findings

The present research finds that the majority of teachers neither speak English in the class for themselves nor inspire their students to speak English with their classmates or teachers. Teachers use Bangla as their medium of instruction and interaction in class. Previously Seraj & Mamun (2011) study observed that most of the colleges in Bangladesh teachers do not use English as their medium of communication.

It was found in this research that teachers were not willing to follow the curriculum, teachers guide and lesson plan. A study conducted by Kabir (2008) also concluded that teachers do not have lesson plans. It is found in this research that most of the teachers complain that they cannot get time to make lesson plans. Hossain, Nessa, & Kafi (2015) also found similar things.

Most of the teachers used grammar translation methods though the curriculum focus on communicative language teaching (CLT) methods for practising English listening and speaking skills. The result agrees with the findings of Seraj & Mamun's (2011) finding that most of the teachers still use the techniques and procedures of traditional method at class, which emphasize on rote learning and memorization.

Most of the school teachers don't assess students' listening skills. The study conducted by Tayyaba (2007) and Afrin (2013) supported the results of the present study that reading and writing skills were emphasized at the Secondary level, whereas speaking and listening skills were entirely neglected at this level.

Very few teachers (2) assess students speaking skills. In most cases of speaking skill assessment, the researchers Rahman, Babu & Ashrafuzzaman (2011) also observed this scenario in their study; teachers involved all the students in choral dialogue practice.

Another finding of this study is that the practising situation of listening and speaking skills is not satisfactory. Most of the schools neglected these two skills. Similarly, Rahman & Kafi (2013) also found that the students are very weak in listening and speaking because the practice of the two important skills is neglected or avoided by the teachers in the class.

The study reveals that teachers faced many obstacles when implementing listening and speaking skills. Most teachers cited that exams and result-oriented Syllabus are common obstacles in implementing English listening and speaking skills. In the interviews, seven out of eight teachers mentioned this obstacle. The finding is

supported by the findings of Afrin (2011) and Hasan (2005), who found that the examination-oriented curriculum at the schools in our country restrains students from achieving communicative competence in the English language.

Faulty Methods of teaching were the most significant obstacles to implementing these two skills. Most of the teachers didn't follow the curriculum and TG's prescribed method. They all emphasized on grammar translation method and memorization of rules. The finding is supported by several studies finding. Aktar (2011); Hossain, Nessa & Kafi (2015) study also revealed that teachers used only the lecture and GTM method; as a result, they did practise listening and speaking skills by using this method which is not suitable for these two skills.

Lack of teacher willingness and fluency in English are also a big obstacle. Usually, teachers did not want to practice listening and speaking skills. They just have practised the reading and writing skills in the English class. In this regard, Yanik (2007) stated that teachers claimed that there was an insufficient number of English teachers in their schools, so the lessons were conducted by non-English teachers such as math, science and others who were not willing to practice these two skills.

Another obstacle discovered by this study is that there is a lack of audio-visual aids. The findings of the present study tend to support the opinions of Hossain, Nessa & Kafi (2015); Aktar (2011); who found that in the classroom, the majority of the teachers complained about a lack of materials and equipment (84.5%).

Student's phobia towards listening and speaking skills also is an important obstacle uncovered by this study. Habib (2011) commented that students are less interested to listening and speaking skills thus it is difficult to put emphasis on speaking and listening skills.

Recommendations and Conclusion

Based on the findings and related literature of the study, the following recommendations should be considered to improve the present scenario-

- The government should take steps to make curricula and teacher guides available to all teachers.
- In Bangladesh, a secondary-level English exam might provide 25 marks for speaking, 25 for listening, 25 for reading, and 25 for writing.
- Schools should have language labs, and audio-visual resources like tape recorders, video players, multi-media, etc. These resources may be effectively employed to enhance speaking and listening abilities.
- English Teachers should communicate with their pupils in English.
- The teacher should adopt the English curriculum as well as TG's instructions.
- CLT approach must be implemented in the classroom.
- Teachers should incorporate speaking and listening activities into their lectures to help students improve their communication skills.

However, the paper highlighted the actual situation of practising listening and speaking skills and some obstacles to implementing these skills. Only by upgrading the level of English in the country to the advanced level can this be possible. So, it is a must to implement the solutions proposed in this study to improve the present situation of practising English listening and speaking skills in the country. Without everyone's involvement in the issue, this present scenario will be tough to change.

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