

# SECONDARY TEACHER TRAINING IN BANGLADESH: CURRENT STATUS AND NEW DEVELOPMENTS

## **Introduction:**

This paper briefly describes the teacher training situation at the secondary level in Bangladesh and outlines the new developments taking place in this field. The first section provides the background, explains the education system of the country and outlines the secondary teacher training situation. The second section describes the current Bachelor of Education course (BEd) and the English course which is offered as an elective on the BEd program. The deficiencies of the BEd course are also highlighted. The third section presents the innovations and new developments in the area of teacher training in Bangladesh. The final section outlines the major national English language needs.

## **1. Background:**

English is no longer as widely used as it was 30 years ago when Bangladesh was part of Pakistan, and when Urdu and Bengali were the national languages and English the official second language of the country. However, English still remains a language of prestige for the educated minority in Bangladesh.

During the 'Pakistan period' English played a dominant role and was used in all spheres of administration, i.e. government, legislative, commerce and education. It also functioned as a lingua franca between the Bengali and Urdu speakers of the two entities, East and West. However, with the emergence of Bangladesh (1971) as a separate nation English lost its second language status because of the strong sentimental nationalistic feelings associated with the first language. Bengali or the preferred term 'Bangla' was accorded a prominent place, and it quickly took over from English as the medium of instruction in schools and government administration. This change in the role and status of English has had its own consequences, leading to poor standards in English teaching.

For example, the younger generation have been facing serious problems like coping with higher studies and finding jobs where English is the language of communication.

At present Bangladesh cannot be considered an ESL situation as English occupies the status of a major foreign language. However, English is a compulsory subject on the curriculum and one that is highly valued as prestigious (Khan, 1999). Currently there is a proliferation of English medium schools in the country and

there is heightened awareness of the importance of English, and young people both in rural and urban areas are keen on learning English (Newspaper Reports). There is also a serious concern in the government and official circles about the declining standards of English and continuous efforts are being made to improve the quality of English language education. Various plans, schemes and proposals are being put forward to improve the teaching of English at various levels in the education system. Examples of these are establishment of Higher Secondary Teacher Training Institutes (HSTTIIs) in different parts of the country, introduction of compulsory English at the tertiary level (both Pass course and honours) etc. Completed projects at the national level like Orientation of Secondary School Teachers for Teaching English in Bangladesh (OSSTEB) and Secondary Education Development Project (SEDP) and Higher Secondary Education Project (HSEP) have made considerable progress in improving the English language teaching and learning situation by preparing English syllabuses for secondary and higher secondary levels and producing English textbooks for junior secondary level.

Currently, projects like English Language Teaching Improvement Project (ELTIP), Program to Motivate, Train and Employ Female Teachers in Rural Schools (PROMOTE) and the Secondary Education Sector Improvement Project (SESIP) are all geared towards improving English Language education in general and towards more effective secondary teacher education in particular.

### **Education System of the country:**

Bangladesh has a three-tier system of education comprising primary, secondary and tertiary education.

#### *Primary:*

The primary stage of education begins at the age of six and continues for five (1-V) years.

#### *Secondary:*

Secondary education consists of three phases.

1. Junior Secondary (grades 6-8)
2. Secondary (9-10)
3. Higher Secondary (11-12)

Both Secondary and Higher Secondary stages are terminal since public examinations are held at the end of each of these stages leading to Secondary

School Certificate (SSC) and Higher Secondary Certificate (HSC) respectively (Kabir, 1999).

The public examinations SSC and HSC are run by five autonomous Boards of Intermediate and Secondary Education (BISE).

*Tertiary:*

After taking the HSC examination students can pursue a Bachelors Degree (BA) course in the Degree colleges or in the Universities depending on their SSC and HSC results. The duration is two years for the BA pass course and three years for the BA Honours course. The one-year Masters Degree course is offered for holders of an Honours Bachelor's Degree and the two-year course for holders of a Bachelor's pass degree.

**Current Bangladesh Situation (Secondary level)**

It is reported that only 15.8 % of the junior high school teachers and 35% of the high school teachers (72.3% in government schools and 34.4% in non-government schools) are trained. More recent statistics show that the percentage of trained teachers rose to 43.6% (Banbeis, 2001). An estimated 65% of teachers of grades 6-10 (non-government) have had no training at all. The professional requirement for teaching at grades 9-10 is a BEd degree. Teachers of grades 11-12 are not required to have professional training. After teaching for 5 or more years a teacher (Higher Secondary level) may be invited to attend a 56 day course of professional training at one of the 5 Higher Secondary Teacher Training Institutes (HSTTIs). All Teacher Training Colleges (TTCs) and the School of Education of Bangladesh Open University cater for secondary teachers.

Secondary school teachers are generally trained at Government Teachers Training Colleges (TTCs). While teachers are on the B.Ed course they receive their salary as well. They are also provided with hostel accommodation, stipend, free tuition and other benefits.

Teacher education is a very neglected sector in Bangladesh. There is no group or individual who represents this sector when educational policy is being formulated. There is nobody to make the case for teacher education as a means of improving the quality of the work and the status of teachers and ensuring that the teacher education system-the trainers of trainers, the trainers and the institutions that they serve in gets an appropriate share of natural resources (Teacher Education:

Task Force Support Paper I, Dhaka, 30<sup>th</sup> June 2001). According to the report of the National Education Policy, 2000 it is stated that “the present teacher training system in our country is very conventional, incomplete, certificate based, theory oriented, inadequate in terms of practical teaching, dependent on rote learning and based on the old examination system”.

It was further noted that “the present teacher training facilities are inadequate, not enough in comparison with the demand and not suitable for present times. So it is necessary to increase the number of trainers and to improve the standard of training (p.59)

The Government of Bangladesh is aware of the prevailing teacher education situation at the secondary level and a Task Force under the Secondary Education Sector Improvement Project (SESIP) has been commissioned (March 2001) to review policies on teacher education included in the National policy on Education and to address issues related to teacher education (see sec3.b).

## **2. The Current Bachelor of Education (BEd) Program:**

The Teacher Education program started in Bangladesh in 1854. The BEd (Bachelor of Education) program is the major teacher education program of the country. Internationally, there is a consensus that all teachers should have some initial training and is seen as a key point to influence the quality of teachers entering the education service. The BEd is the only provision of initial training in Bangladesh (Teacher Education Report 1: 2001) and as mentioned earlier the professional requirement for teaching at grades 9-10 (secondary) is a BEd degree. The course aims to produce professionally trained, competent and committed teachers with a view to achieving the goal of improving the quality of education at the secondary level. The BEd course may be taken prior to taking up a teaching position or after gaining some teaching experience.

The BEd course is offered in 11 Teacher Training Colleges (TTC) which have approximately 6000 places and 43 non-government TTCs. The National University validates the courses offered by these colleges. The Bangladesh Open University (BOU) also offers a B Ed course through distance education. This is a part-time two year distance learning course. The Institute of Education and Research (IER) offers a 3 year BEd Honours Program and a Masters in Education ( Report: Teacher Education 1, June 2001).

**Duration of BEd Course**

The BEd is a 10 month full-time course (starts in July and ends in April). Classes are held for the first seven months, teaching practice is carried out in months 8 and 9, and month 10 is reserved for examinations.

The BEd course was revised after 30 years by the Secondary Education Development Project (SEDP) in 1996. The project revised the curricula and introduced two new compulsory subjects but made no fundamental changes to its structure. The revised BEd syllabus came into force in all the Teacher Training Colleges (TTCs) in 1998. The revised B.Ed course structure is outlined below:

**BEd Course structure:**

- (a) There are five (5) core subjects and all must be taken. Each subject is taught for sixty (60) hours and classes are of 45 minutes duration.
- (b) Ten (10) Elective subjects are offered and students can choose any two subjects.
- (c) Six (6) optional subjects are offered and students may take any one.
- (d) The students need to engage in practice teaching in two elective subjects.

**Assessment:**

The assessment of the BEd program is done both internally and externally. The total number of marks is 1000. Six hundred (600) marks are allocated for external assessment and four hundred (400) for internal assessment. Term examinations are held in terms 1 and 2. Grades from these exams constitute 40% of the grade for BEd. Papers are marked independently by two examiners. There is a Viva Voce examination on the whole course (100 marks).

**Selection Procedure of the BEd trainees:**

The B.Ed course is advertised in the national press by the Director of Training and a date is announced for the admission test. Any graduate from a recognized university can apply for admission if he/she is under 35 years of age and has at least one second division in his/her public exams. The selection process for entry to a government TTC is rank ordered on the basis of overall score at SSC, HSC and Degree examinations-including Masters. The highest ranking students are offered places on the course. Every teacher training college is bound by government order to fill 70% of the total seats by serving school teachers. The remaining 30% seats are open for fresh graduates.

**Elective English Course:**

As mentioned earlier, English is offered as an elective subject on the BEd curriculum. The title of the English course on the BEd program is called the 'English Special Method'. According to the syllabus (see Appendix 2) The course contains the study of the objectives of learning/teaching English as a foreign language at secondary level; development of language skills, necessity and use of visual aids in teaching, planning for works; teaching of grammar using the set grammar as set out in the Secondary School Certificate (SSC) textbook (for grades IX and X) and teaching of poetry as set in the prescribed SSC textbook and other relevant practical work. After completing the course the trainees will be expected to

- explain the objectives of teaching English at the secondary level
- master the four skills of listening, speaking, reading and writing and be able to teach the skills in learner centered activities within a communicative context
- teach structures in sequence implicitly through regular use within realistic context
- plan lessons identifying aims objectives stages and activities
- teach grammar using the set grammar in books
- evaluate the student's performance following criteria given in the curriculum
- explain the importance of audio-visual aids in teaching English as a foreign language and to be able to use the aids while teaching

The English course seems to have a theoretical bias and is not suitable for developing the classroom skills of the trainees. There is no scope for application of theory into practice. It is important for trainees to learn to use English for real communication and interaction. It is also important to allow trainees time to transfer skills into the classroom. The lecture based approach to teaching, class size and the use of Bengali in the classroom are major barriers to successful teaching/learning. The course needs to be focused, practical oriented and more reflective.

**Criticism of the Current BEd Program:**

It has been argued that SEDPs curriculum review of the BEd course has not led to satisfactory results (Conference Report Promote 1999). There seems to be a growing consensus that the BEd course offered by the TTCs is not effective and appropriate (Umila,1996; Sultana, 1999; SESIP Report, 2001). Some major criticisms are listed below:

1. the BEd course is not a suitable course for developing skills for classroom teaching
2. the course content is marginally relevant. The compulsory courses are outdated and the elective subjects have more course content than methodologies
3. the duration of the BEd course is insufficient
4. the teaching practice component is not an integrated part of the whole course and is tagged on at the end of the course
5. teaching practice occurs when schools are engaged in extra-curricular activities
1. there are insufficient schools for practice teaching. It is difficult for trainees to get access to classes
2. teachers do not have specialization in the subjects they are required to teach
3. teaching is lecture based
4. large classes is a problem. Class size varies from 150 -350 students.
5. in laboratories ratio of students to microscope is 1: 30
6. the BEd examination system encourages rote learning
7. the assessment system is ineffective. The tests are old fashioned and not indicators of effective teaching learning
8. the staffing pattern of the Teacher Training Colleges does not allow subject wise appointment in many cases and government TTCs are poorly staffed
9. the budget is rigid and insufficient for development work. There has been no sanction of money for purchasing essential things like books or computers in Dhaka TTC for last five years
10. the BEd course lacks effective follow-up or academic supervision

After reviewing the current teacher education situation and the current BEd program the National Policy (2000) recommendations on teacher training have emphasized the following:

1. Teacher Training curriculum should be modernised
2. Trainers should be trained in the new curriculum
3. Untrained secondary teachers should be trained within a specified time limit
4. Three months practical teaching must be ensured
5. Trainee teachers should do practice teaching in their two specialist subjects
6. There should be provision for in-service training
7. The teaching skills of working teachers should be evaluated and support should be provided in areas of weakness

8. Teacher training should be matched to the needs of different grades and subjects.

Since the drawbacks and caveats of teacher education in Bangladesh have been identified a number of projects are operating in Bangladesh to improve the English language situation in general and specifically working towards improved teacher development measures.

### **3. Current Innovations in English Language Education:**

Recently, there have been some current innovations in the field of English Language education in Bangladesh. As mentioned earlier these have been brought about by different foreign projects in collaboration with the Government of Bangladesh. Some projects worth mentioning which have paved the way for introducing some innovative teacher training approaches are ELTIP, PROMOTE and SESIP. ELTIP has almost completed its project period and is in its last phase. PROMOTE and SESIP are still in their planning stage. The aims and achievement of these projects are briefly described below:

#### **I English Language Teaching Improvement Project (ELTIP)**

The ELTIP project was officially launched in 1998. ELTIP is a joint project of the Government of Bangladesh (GOB) and the Government of Britain. It is jointly funded by the Government of Bangladesh and Department of International Development (DFID). The main goal of ELTIP is to improve the communicative competence in English of secondary and higher secondary school leavers by training English teachers. It also aims to develop teaching learning materials and bring about examination reform.

ELTIP has introduced a teacher training program for Secondary School teachers in conformity with the new curriculum competencies. It aims to improve the quality of English Language teaching and learning through communicative English Language Teaching introduced in Secondary and Higher Secondary education. One of the main goals is to introduce a system for training of Secondary English teachers in communicative language teaching. ELTIP has developed a national network of teachers' resource centers delivering INSET courses.

#### **Aim of ELTIP Teacher Training:**

The training course aims to develop 1) teacher's basic understanding of communicative English Language teaching for Bangladeshi school reality; 2) enable



teachers to use the revised *English For Today* (published by the National curriculum and Textbook Board) course books and Teacher's Guides; 3) strengthen teacher's ability to learn and develop independently – both professional skills and their own English Language skills- during and after the course.

**ELTIP Approach to Teacher Development:**

The fundamental assumption of ELTIP approach to teacher development is that “successful teacher development happens when teachers work to change in their own classrooms, co-operate closely with teachers in their own and neighbouring schools, with the full understanding and support of the head-teacher”. (ELTIP Second Quarterly Report August-December 1998). ELTIP believes that significant professional change is a long, continuous, cooperative process. It cannot happen in a short training course.

In its training courses ELTIP aims to establish changes in teacher attitudes, beliefs and relationships which will enable teachers to continue to grow as effective professionals for the rest of their working lives.

**ELTIP Teacher Training Process:**

Four Regional Resource Centres (RRCs) at Teacher Training Colleges (TTCs) in Dhaka, Chittagong, Khulna and Rajshahi have been established to operate and coordinate teacher training at 10 Satellite Resource Centres (SRCs) located at TTCs and selected Government High Schools around the country. RRCs and SRCs help to impart training to teachers and facilitate the spread of effective teaching and learning.

The training program integrates effective use of National English textbooks (*English For Today*) and improvement of English skills of the teachers.

Training is based on informal school clusters. Each training batch consists of 40 teachers from schools belonging to the same area. This enables teachers to work closely together during the whole training program and beyond and facilitates support and monitoring by ELTIP trainers, head teachers and local education officials.

During selection priority is given to

1. Women teachers
2. Teachers who teach girls

3. Teachers teaching grades 6, 7 & 8
4. Younger teachers
5. Teachers who teach mostly English
6. Teachers who are keen to become full - time English specialist teachers
7. Teachers from schools that are very close to each other
8. Teachers from schools whose head-teachers are fully cooperative

The duration of the training program is four and half months and has two stages:

#### *Stage I*

The first phase of the program is called the *Intensive Stage* and continues for a six-week 2 day release period with 15 days attendance at SRC. Trainees spend 5 days at SRC in the first week and then 2 days per week at SRC and 3 days at school during next five weeks.

#### *Stage II*

The second stage is called the *Activation Stage*. The duration of this stage is a three month 'period' when teachers work in their own schools, cooperating closely with other teachers in their local cluster and batch. The whole batch meets monthly at SRC to share and compare progress.

Training is conducted by Bangladeshi trainers who have been trained in the U.K under the ELTIP project. During the training period Key English Teachers (KETS) are selected as volunteers from each batch and play important roles. They are trained at SRC to support their batch and cluster colleagues during and after the activation stage.

ELTIP training program is an innovation in the field of teacher training. This kind of a training is new and regarded as the beginning of a learning process and not the end. Through this kind of orientation teachers will learn to work together on their professional development. ELTIP is innovative because it introduces the communicative approach expressed through the national curriculum and English For Today (EFT) textbooks. Both the teaching learning approach and that of the training are based on sound learning principles: 1) use of four skills for real communication 2) central role of cooperation and collaboration and interaction 3) learning by doing, and 4) personal encouragement, thinking creativity, and enjoyment.

In future it will be a good idea to merge the ELTIP training program with the mainstream B Ed training program. This will facilitate close cooperation with all TTCs in the country, to raise the quality of teacher training and develop a common appropriate approach to English language teaching and training for secondary schools in Bangladesh.

## **II Program to Motivate, Train and Employ Female Teachers in Rural Secondary Schools (PROMOTE):**

The PROMOTE project is funded by the European Commission through grant aid to the Government of Bangladesh. The program's executing agency is the Directorate of Secondary and Higher Education (DSHE) of the Ministry of Education (MOE).

The aim of PROMOTE is to improve the quality of teaching and learning in the Government Teacher Training Colleges which offer the BEd course. A key objective of PROMOTE is to strengthen the quality and gender sensitivity of teaching in rural secondary schools. The project aims to introduce more interactive learner centered teaching/learning methodology in the colleges which train secondary teachers. Promote hopes to employ more women teachers and impart more effective teacher education (PROMOTE/TTC, 2001). With this end in view it plans to develop Resource centers within existing teacher training colleges. The following are the focus areas of the project :

### **(a) Employment and Support for Women Teachers:**

Under this project temporary employment has been given to 3, 200 women teachers in rural secondary schools and 630 fresh graduate teachers have been employed. It also hopes to build 245 hostels for the security and safety of women teachers. It also wants to promote awareness of the need of more women teachers.

### **(b) More Effective Teacher Education :**

It seeks to impart BEd training for 2, 700 untrained women teachers serving in rural secondary schools and also recruitment and BEd training of pre-service teachers. It also aims to train Teacher Training Centre (TTC) staff in a variety of teaching /learning methods which reflect gender sensitivity.

### **(c) Development of Resource Centers at Teacher Training Colleges:**

In order to strengthen the quality and gender sensitivity of teaching in secondary schools the program supports the introduction of more interactive learner centered teaching/learning methodology in the colleges which train secondary teachers. The development of resource centers within teacher training colleges is a major element in this. There will be measures for construction and rehabilitation of resource centers, steps for improving libraries and training in production of teaching aids. (PROMOTE/TTC Resource Centers: Development Policy and Strategies, 2001).

### **III Secondary Education Sector Improvement Project (SESIP):**

The Secondary Sector Improvement Project (SESIP) was launched in March 2001 and will continue till March 2006. The project goal is "increased relevance of secondary education to the workforce". The six-year SESIP project is the first stage in a long term sub-sector development frame work of the Ministry of Education (Government of Bangladesh) to strengthen extend the provision and improve the quality of secondary education. The project's targets are to enhance and ensure efficiency, quality and equity. SESIP comprises a number of project components and teacher education is one of its major components.

SESIP is in charge of reforming secondary teacher education. "The project will provide consulting services and staff training to help develop a policy for teacher education, both pre-service and in-service and provide institutional support ... The project will also support the process of reviewing and establishing teacher qualifications for grades 9-12 and reforming the Teacher Training College Curriculum, giving greater emphasis to participatory training and the importance of teaching practice"(extract from ADB terms of reference for SESIP in Secondary Education Sector Improvement Project: Teacher Education Task Force Working Paper, August 2001). Support for teacher training will also be provided during phase I of the project. The teacher training component of SESIP is due to start in 2003.

Under SESIP there is provision for developing a new Teacher Education Curriculum. This might involve improving the current BEd course or developing a new course or both.

#### **4. Present National ELE Needs:**

The present national English language education needs in Bangladesh in order of priority are listed below:

### *1. Teacher Training :*

Both pre-service and in-service teacher training courses seem to be the prime need of the hour. Pre-service training is necessary for orientation and to help teachers build a basic level of competence before they are professionally engaged in teaching. In - service training should be recognized as essential for the ongoing professional and academic development of all teachers and to enhance and develop their repertoire of skills. Training courses should focus on the promotion of a modern communicative approach and appropriate methodologies. Since English syllabuses at both secondary and higher secondary level have been updated and revised, teachers all over the country (both rural and urban) need to be trained to meet the current changes in Syllabi and textbooks.

### *2. Examination Reform:*

Examination reform is an urgent priority. The current examination and assessment system is ineffective and outdated. The examination system is desperately in need of change and there needs to be a massive reform in this area. The use of subject professionals, reliable, valid and practical approaches to testing are needs which need to be immediately addressed. There also needs to be continuous emphasis on school based testing through teacher training courses. Nothing will be achieved if side by side curriculum and textbook reform we do not have a clear coherent examination reform policy.

### **Conclusion:**

This paper has briefly reviewed the current status and situation of English language teaching in general and teacher education in particular in Bangladesh. It has also described the current BEd program and its deficiencies. It has highlighted the innovations and creativity in the field of teacher education. Current projects committed to improve the teacher education program of the country have been described.

Although the current secondary teacher education scenario of Bangladesh is not very bright, projects like ELTIP, PROMOTE and SESIP have created considerable awareness about teacher education issues. Educators and policy makers have realized the importance of teacher education programs and this definitely provides a starting point for future developments. The ELTIP project in particular has generated a lot of creativity and introduced innovative approaches in the field of teacher training. Research findings (Khan, 2000) show that the most

remarkable change is in the teachers/learners attitude and is reflected in their classroom behaviour. As a result of the training teachers and learners now use English in the classroom and engage in interactive activities and discussions. This is indeed a remarkable achievement and a positive and welcome change.

The projects which are currently committed to teacher education will one hopes introduce training courses that are competency based (i.e. skills relevant for classroom teaching), participative suitable, workable and effective in the teaching learning situation, in Bangladesh. We need to adapt to the changing field of education. In this connection the role of teacher educators will be crucial and vital. It will be the task of preparing future teachers to face the demands of transition, paradigm shift and new needs and challenges.

It is hoped that through collaboration, coordination and joint efforts of projects like ELTIP, PROMOTE and SESIP the teacher training situation will improve and soon all teachers will realize that as professionals they have a responsibility for managing their own self and professional development.

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### **Appendix 1:**

#### **BEd Course structure:**

(a) There are five (5) core subjects and all must be taken. The current compulsory subjects are Educational Administration, Educational Measurement and Evaluation and Psychology and Guidance. Each subject is taught for sixty (60) hours and classes are of 45 minutes duration.

(b) Ten (10) Elective subjects are offered and students can choose any 2 subjects. The elective subjects are method subjects related to what the teacher will teach in school. The Elective subjects are Bengali, English, Math, Physics, Chemistry, Biology, Social Science, History, Geography and Business education.

Pre-service teachers in some subject areas, for instance, Arts, Commerce and Social Sciences may choose subjects unrelated to the subjects which they studied for their graduation degree (BA). Students who have already been teaching in schools however, are expected to take electives in the subjects they have been teaching.

(c) Six (6) optional subjects are offered and students may take any one. The optional subjects are Islamiat, Agricultural Education, Home Economics, Arts and Crafts, Computer Education Research, Library Science.

(d) Students need to engage in practice teaching in two elective subjects. The practice teaching Program is the most vital part of the B. Ed course. It reflects the effectiveness of the total program. The trainee is supposed to complete 60

lessons to fulfill the course requirements of B Ed. Their performance is evaluated by TTC staff and 100 marks are allotted for practice teaching.

## **Appendix 11: BEd English Syllabus (Elective)**

### **Title of the course: English (Special Method-2)**

#### **1. COURSE DESCRIPTION:**

This course includes the study of the objectives of English as a foreign language at secondary level; development of language skills, necessity and use of visual aids in teaching English; planning for works; teaching of grammar using the set grammar in S.S.C. textbook; teaching of poetry set in the S.S.C textbook and relevant practical works.

#### **2. OBJECTIVES**

After Completion of the course the trainees will be able to-

- \* Explain the objectives of teaching English at the secondary level
- \* Master the language skills-listening, speaking, reading and writing and teach the skills in learner centered activities within communicative context.
- \* Teach structures in sequence implicitly through regular use within realistic contexts
- \* Plan lessons identifying aims, objectives, stages and activities
- \* Teach grammar using the set grammar in books
- \* Evaluate the students' performance following criteria given in the curriculum
- \* Explain the importance of audio-visual aids in teaching English as a foreign language and will use the aids while teaching.

#### **3. CONTENTS:**

Unit –1: Teaching English in Bangladesh

Aims and objectives of teaching English in secondary schools in Bangladesh. The place of English as an international language.

Place of English in curriculum: time table, textbooks and materials, classroom situation.

Nature of language and language learning, differences between learning one's mother tongue and learning a foreign/second language.



Methods of English teaching-Grammar, Translation, Direct methods, Audiolingual, Structural approach, Communicative approach.

## Unit-2: Development of Language Skills.

Importance of listening

Processes involved in listening

Comprehension: recognition, selection, prediction

Types of listening materials suitable for secondary school students – texts & audio-materials

Types of listening task: using, textbook & audio materials in communicative contexts for listening practices

Organizing listening activities: Listening and follow-up activities

### b. Speaking Skills

Formal & Informal Discussions

How to ask questions

How to respond to a query

How to introduce and thank a speaker

How to interact

How to propose a formal felicitation or condolence

Communication with teacher, communication with friends. Practice in classroom situation.

Communicative Skills

Use of spoken forms in dialogues, story telling, dramatization and poetry reading, correct use of stress and intonation. Preparation of learning materials for drills and oral work.

### c. Reading Skills

Importance of reading

Silent reading and reading aloud

Reading for studying, skimming information, enjoyment

Comprehension, implication, interpretation.

Reading for using written reference sources as (i) indexes, (ii) table of contents, (iii) dictionaries and (iv) general reference works related to other subjects of study.

#### d. Writing Skills

Importance of writing a language

Techniques of Writing: Spelling, punctuation, indenting, title and subtitle of sections, use of parentheses, use of abbreviation, capital letters and correct form of address in letters, application, etc.

Organization of writing, organization of paragraphs in essays, letters, papers, establishment of appropriate linkages.

#### Unit -3: Pronunciation

Sound, stress **and intonation** patterns-word stress, sentence stress, stresses in nouns and verbs

#### Unit -4: Vocabulary and Structures

Vocabulary: techniques for showing the meaning of words-visual, non-visual, procedure for teaching vocabulary in class, revising and expanding student vocabulary.

Structures: teaching meaning and form contrasting structures.

Reading Dictionary: Learning how to read a dictionary.

#### Unit -5: Language Improvement

Responses-expression of gratitude, regret or appreciation, polite forms of request, instruction agreement, disagreement, satisfaction and disappointment, Classroom practice.

#### Unit -6: Audio Aids in English Teaching

Importance of audio aids: use of radio and audio tapes; classroom practice through audio materials.

### Unit –7: Visual Aids in English Teaching

Importance of visual aids in language teaching.

Kinds of visual aids and the real objects, picture, textbook pictures, structure charts etc.

Using black board  
Black board drawing

### Unit-8: Planning of works

Identifying aims and objectives of a lesson  
Identifying different stages of a lesson  
Providing balance and variety of activities  
Preparing lessons

### Unit-9: Teaching Grammar Using the set Grammar in Text Books (S.S.C)

### Unit 10: Teaching Poetry

### Unit 11: Evaluating Learning Outcome

Concept of continuous and comprehensive evaluation  
Evaluation of four language skills  
Different types of evaluation tools and their strong and weak points.

### Practicum

- \* Writing lesson plan
- \* Textbook review
- \* Writing of paragraph following modular system
- \* Constructing test items
- \* Participation in debate, extempore and set speech and communicative dialogue

**4. EVALUATION:**

1. Terminal and Final Examinations-
  - a) Objective tests
  - b) Essay tests
  - c) Short answers questions.
2. Oral questions in the classroom situation
3. Term paper

**5. REFERENCES:**

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