

## The Effect of Teachers' Training in Secondary English Teachers' Practice of Communicative Language Teaching (CLT) in Bangladesh

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**Abstract:** The study investigates the effectiveness of current teachers' training programs in secondary English teachers practising CLT in Bangladesh. The study follows a mixed design. Secondary trained English teachers were the main data source of the study. The study used an observation protocol for a training session; one questionnaire for teachers, and one FGD interview schedule for teachers as main sources of data collection. Qualitative data from the interview were used to triangulate the quantitative data from the questionnaire. One hundred teachers were chosen randomly from twenty secondary schools from Dhaka, Bogura and Rajshahi division. There were (25) English teachers from five schools who were chosen purposively for FGD. Result showed that teachers training has less positive effects on their CLT practice in the secondary classroom. Through training, teachers understood the importance of CLT, nevertheless they did not practice CLT properly in the classrooms. Results showed that teachers blamed the mismatch between the assessment system and the CLT approach for the inability to implement the CLT appropriately. Therefore, the study suggests changing the current assessment system and increasing support for the trained teachers to practise CLT in the classroom.

**(Keywords:** Training, CLT, Secondary English Teacher, Bangladesh, Language Teaching).

**Introduction:** English holds a special position as the international language for communication in most of the countries in today's world (Rahman, Begum & Zinnah, 2009). English is not just a language, but also expertise for surviving within a context of growing trends of globalization (Appleby et al., 2002). According to Coleman (2010), English is said to be the passport to the future of a developing country such as Bangladesh, as it has dominantly taken the place of global driven force and economy.

### أثر تدريب المعلمين في ممارسة معلمي اللغة الإنجليزية الثانوية لتدريس اللغة التواصلية CLT في بنغلاديش

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**ملخص:** تبحث الدراسة في فعالية برامج تدريب المعلمين الحالية لدى معلمي اللغة الإنجليزية للمرحلة الثانوية الذين يمارسون تدريس اللغة الإنجليزية كلفة ثانية في بنغلاديش. تعتمد الدراسة التصميم المختلط. كان مدرسي اللغة الإنجليزية المدرسين الثانوية مصدر البيانات الرئيسي للدراسة. استخدمت الدراسة بروتوكول مراقبة لدورة تدريبية، واستبياناً واحداً للمعلمين، وجدولاً واحداً لمقابلة FGD للمعلمين كمصادر رئيسية لجمع البيانات. تم استخدام البيانات النوعية من المقابلة لتثليل البيانات الكمية من الاستبيان. تم اختيار مئة معلم بشكل عشوائي من عشرين مدرسة ثانوية من شعبة دكا وبوغورا وراجشاهي. من ذلك، تم اختيار 25 مدرساً للغة الإنجليزية من خمس مدارس لتخصص تعليم الكبار. كشفت النتائج أن تدريب المعلمين له آثار أقل إيجابية على ممارسة CLT في الفصل الدراسي الثانوي. ومن خلال التدريب أدرك المعلمون أهمية CLT. ومع ذلك لم يمارسوا CLT بشكل صحيح في الفصول الدراسية. أظهرت النتائج أن المدرسين ألقوا باللانحة على عدم التوافق بين نظام التقييم ونهج CLT لعدم القدرة على تنفيذ CLT بشكل مناسب. وتقتصر الدراسة تغيير نظام التقييم الحالي وزيادة الدعم للمعلمين المدرسين لممارسة CLT في الفصول الدراسية.

**(الكلمات المفتاحية:** (التدريب، CLT، مدرس اللغة الإنجليزية الثانوي، بنغلاديش، تدريس اللغة)

As there is no alternative to learning English in the development process of Bangladesh (Sultana & Rahman, 2010) and the demand of English language is growing rapidly all over the world, Bangladesh government realizes the need to consider the following factors in the teaching and learning of the English language:

- Emphasis on communication and fluency;
- Skill-based assessment system;
- Training and motivation of the teachers for the self-development and developing a positive attitude towards interactive-student-centred classroom (Roshid, 2009).

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In Bangladesh, English is taught as a compulsory subject from class one to twelve, since 1992. English teachers use different types of teaching-learning methods such as Grammar Translation Method (GLT), Direct Method (DM), Audio-Lingual Method (ALM), Situational Language Teaching (SLT) and Communicative Language Teaching (CLT) to make teaching more interesting and meaningful (Ansarey, 2012). Nevertheless, the condition of English language Teaching (ELT) scenario in Bangladesh is very frustrating because teachers used GTM for teaching English where the maximum emphasis is put on reading and writing and almost no emphasis is put on speaking and listening skills (Roshid, 2009). Therefore, the Bangladesh government has introduced CLT in 1995 at the secondary level to develop students' four skills of listening, speaking, reading and writing in a communicative context in Bangladesh. CLT focuses mainly on classroom activities, which are based on communicative methods like pair work, group work, task-work, and filling the information gap (Sultana & Ahsan, 2013). The government also felt the importance of teacher training and started to run some projects with donor support to provide training to the secondary English teachers (Roshid, 2009).

Teacher training is an important part of professional development in the teaching profession. According to Omar (2014), training is a process by which people have the necessary knowledge, skills and attitude to carry out their responsibilities to the required standard in the present job and able to undertake greater and more demanding roles for effective job performance. Teachers' quality, their education and training actually help improve the quality of education (Omar, 2014; National Education Policy, 2010). Ekpoh, Edet, and Nkama (2013) showed that teachers who attend training perform effectively in their work concerning knowledge of the subject, classroom management, teaching-learning method and assessment of students. Training plays a major role to improve the teachers' performance in school (Jahangir, Saheen & Kazmi, 2012). In Bangladesh, one in five teachers has no training for teaching. Besides, there is a shortage of well-educated, trained and skilled teachers in the schools (Sultana & Rahman, 2010). English teachers need effective training to practice CLT in secondary classrooms

### Research Problem

Communicative training modules have been developed and quite a good number of teachers were trained to raise their awareness of the CLT in English. Additionally, the teachers have been prepared with the techniques and methods of teaching new books effectively to make students competent users of English language. The new books provide the students with a variety of materials such as reading texts, dialogues, pictures, diagrams, tasks and activities to help students

improve their four basic language skills. Although the new textbooks are good as they highlight the four English language skills emphasizing natural situations and activities, they have some drawbacks such as the lack of literary texts and authentic listening texts (Yasmin, 2009).

In spite of all these changes and teacher training initiatives, English language teaching-learning scenario is poor (Yasmin, 2009; Yasmin, 2007; Rahman et al., 2009). Many researchers found that there is a severe scarcity of people with sound English language skills within the Bangladeshi teaching profession. According to Yasmin (2009), the current Bangladeshi ELT situation clearly indicates that despite the introduction of CLT, many factors of GTM are still in practice, which creates a huge mismatch between CLT and the present practices. The majority of the teachers in Bangla medium schools follows the GTM method that is knowledge-based teaching method rather than performance (Sultana & Ahsan, 2013). Our English teachers do not have a very clear knowledge or idea about Communicative Language teaching (CLT) to teach English (Abedin, 2012). Therefore, Yasmin (2009) claimed that in Bangladesh CLT is not fully applied yet.

It seems that the reluctance of trained teachers to implement the training concepts in the classroom may be one of the main reasons for the unsatisfactory application of CLT in Bangladesh. As the effectiveness of teachers' training is important to ensure that the training is appropriate and to bring a positive effect to the teachers (Omar, 2014), this study particularly focused on the effectiveness of teachers' training in practising CLT in Bangladesh.

### Purpose of the study

The purpose of the study is to explore and identify the effectiveness of current teachers training programs in secondary English teachers practising CLT in the rural area of Bangladesh.

### Research Questions

1. How do teachers implement CLT training in secondary English classrooms?
2. What are the reasons for the unsatisfactory implementation of CLT training in secondary English classrooms?

### Method

#### Research Design

The study is mainly contingent on descriptive inquiry to elicit data related to the effectiveness of teachers' training in secondary English teachers practising CLT in a rural area of Bangladesh. It is carried out based on mixed method design, mainly convergent or concurrent mixed methods design. Convergent mixed methods design is used to

simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem. This design helps to have a complete understanding of a research problem by collecting both quantitative and qualitative data (Creswell, 2012).

**Population & Sample**

The study was conducted in the secondary schools situated in Dhaka, Bogura and Rajshahi division of Bangladesh. The study included only government schools. The population of this study consisted of teachers at the secondary level in different secondary schools of Bangladesh. A total number of (20) schools were selected using convenience sampling. A sample of (100) English teachers was selected from those schools using random sampling. Five trained English teachers were chosen from schools to collect quantitative data. Five schools were chosen from selected schools using convenient sampling to collect qualitative data. A total of (25) English teachers were involved in the Focus Group Discussion (FGD). All five trained teachers from one school were made a group for FGD purpose. Therefore, a total of (5) groups were selected to conduct FGD. Moreover, ten training sessions were selected conveniently to explore the real picture of teachers' training.

**Instrumentation**

Three types of instruments were used for conducting the study: one observation protocol for a training session, one questionnaire for teachers, and one FGD interview schedule for teachers. All the tools were prepared based on the main purpose of the study and by reviewing the related literature. The observation protocol followed a field note approach for a detailed description of the training tasks as well as any other significant evidence found in the selected training sessions. The questionnaire was used to collect quantitative data from trained teachers about their practice of CLT in English classes. The questionnaire consisted of both close-ended and open-ended questions. A semi-structured FGD interview schedule was used for an interview of the selected teachers. The interview schedule consisted of 16 questions related to the effects of CLT training on their teaching-learning process of the English classroom.

**Data Analysis Technique**

The quantitative data were analyzed using a quantitative or statistical approach, which included descriptive techniques like percentages. The qualitative data obtained through interview and open-ended questions were analyzed using thematic analysis. Thematic analysis is the process of identifying patterns or themes within qualitative data (Braun & Clarke, 2006).

The sources were coded for analyzing data. In this case, two types of coding were used: alphabetic coding for schools and alphanumeric coding for participants. Table 1 shows the coding of the data.

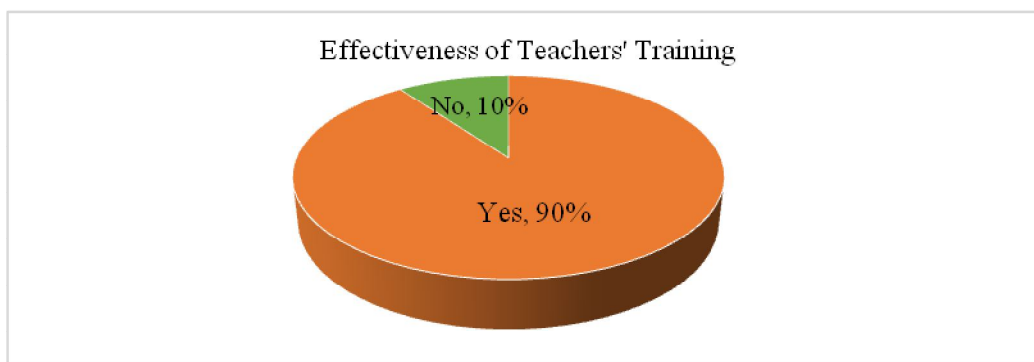
**Table (1):** Coding of data

Categories	Coding Number
Schools (5)	S <sub>A</sub> , S <sub>B</sub> , S <sub>C</sub> , S <sub>D</sub> , S <sub>E</sub> ,
Interview participant Teachers (5)	IT <sub>1</sub> , IT <sub>2</sub> , IT <sub>3</sub> , IT <sub>4</sub> , IT <sub>5</sub>

**Results of the Study**

The results of this study are generated from both the questionnaire and FGD data by focusing on the major aspects of teachers' training effects on English teachers CLT practice in secondary classrooms.

**Effectiveness of Teachers Training:** 90% of teachers believed that teachers training was very effective. Teachers mentioned that the training has made them aware of the new teaching approach (CLT) and helped them to teach the English language in a more effective way. Teachers said that they are very much interested in receiving training because they get many opportunities to exchange their ideas and gather new experience. Training changes teachers tremendously; they can be successful and proficient through training. During FGD, one teacher S<sub>C</sub>IT<sub>5</sub> said that *training helps us to keep up to date with new teaching-related knowledge, information and techniques*. Another teacher S<sub>E</sub>IT<sub>3</sub> said that *teachers training has also made them confident to take classes in English*.



**Figure (1):** Teachers' perception on the effectiveness of training

**Teaching-learning process in English Classrooms:** At the time of teachers’ training, English teachers are told to follow the Teachers' Guide for their classes. Only 21% of teachers mentioned that they followed Teachers' Guide while nearly half of the teachers

mentioned that they sometimes use teachers guide for their English classes. The teachers said that they use teachers’ guide as it helps them to prepare lesson plans, get instructions, word meaning etc. and teach English effectively.

**Table (2):** Teaching-Learning process in the English classroom

Statements	Always	Often	Sometimes	Rarely	Never
Following teachers guide	21%	19%	50%	10%	
Using English as a medium of instruction in the classroom	39%	26%	31%	4%	
Involving students in group/pair work	33%	26%	22%	11%	8%
Teaching vocabulary using different techniques rather than translation	43%	31%	14%	8%	4%

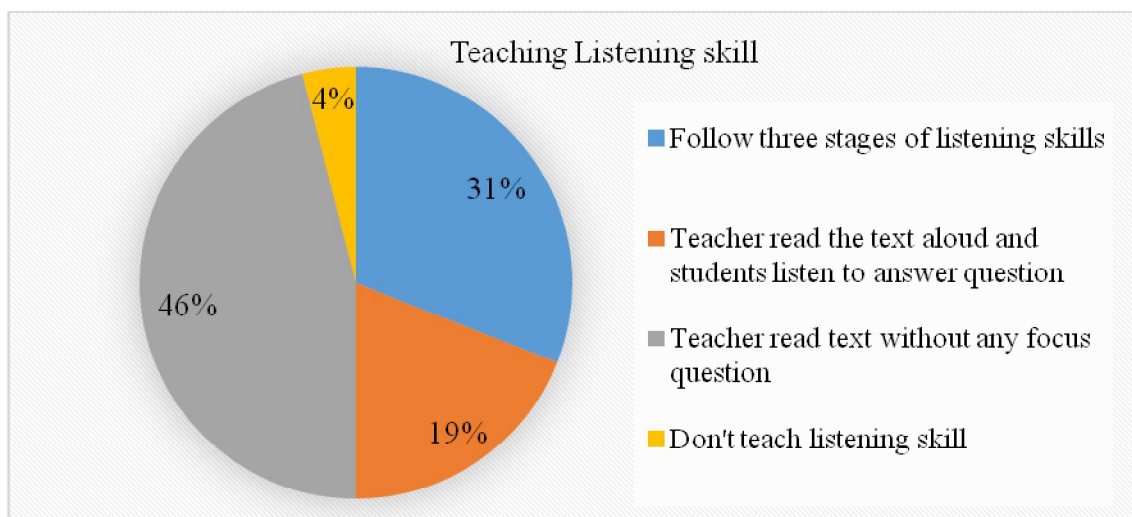
Table 2 shows that (65%) of teachers (39% always; 26% often) use English as a medium of instruction in the classroom. (31%) of teachers mentioned that they use English sometimes in the classrooms. Teachers said that they use English because it encourages students to use English in the classroom. During FGD, one teacher S<sub>B</sub>IT<sub>2</sub> said that *using English as a medium of instruction creates an English environment, which helps students develop their speaking and listening skills.* Only (4%) of teachers said they rarely use English because they think their students do not understand instructions in English.

Teachers’ training encourages teachers to use group work or pair work activities in the English classroom. Nearly (81%) of teachers do pair/group work activities with the students, either always or usually in the English classrooms. Teachers mentioned that pair/group work can improve students speaking skills and it makes the classes more interactive. During FGD, one teacher S<sub>A</sub>IT<sub>4</sub> said that *group or pair work helps students remove their shyness and develop the culture of collaborative learning.* On the other hand, nearly (19%) of teachers do not do this very often because it wastes a

lot of time, and creates a huge amount of noise in the classrooms.

During the training, teachers are encouraged not to use Bangla in the classroom to teach new words unless it is necessary. Rather, they are encouraged to use other techniques like miming, acting, using pictures, giving explanation and example in English. Table (2) shows that around (74%) of teachers (43% always and 31% often) try to use techniques other than translating into Bangla to teach vocabulary. While (22%) of teachers use the techniques sometimes or rarely, only (4%) of teachers use Bengali translation method to teach vocabulary to the students.

**Teaching Listening and Reading skills:** Figure (2) indicates that (31%) teachers teach listening skills following three stages of listening skills (Pre-listening, during listening and Post- listening activities with the students) which is the right approach to teach listening skills to the students. On the other hand, nearly (69%) of teachers practice listening skills in the wrong way in the classroom. (46%) of teachers read text aloud without any focus questions and \*19%) of teachers read and ask questions to students.



**Figure (2):** English listening skills teaching techniques

Reading skill is still an important skill for the students as well as the teachers as this skill is tested in the examination. Figure (3) shows that more than half of the trained teachers tend not to apply the CLT approach to teach reading skills but rather they still follow the traditional way of teaching it. For example, (23%) of teachers read aloud in the classroom and students translated it. Similarly, (8%) of teachers mentioned that

students read aloud and teachers translated it in the Bengali in the classroom. Almost half (46%) of the trained teachers teach reading skills involving students in silent reading, which is important for developing their reading comprehension while (23%) teachers encourage students to learn answers from note/guide book because they think this is more helpful for the students as it is directly related to testing.

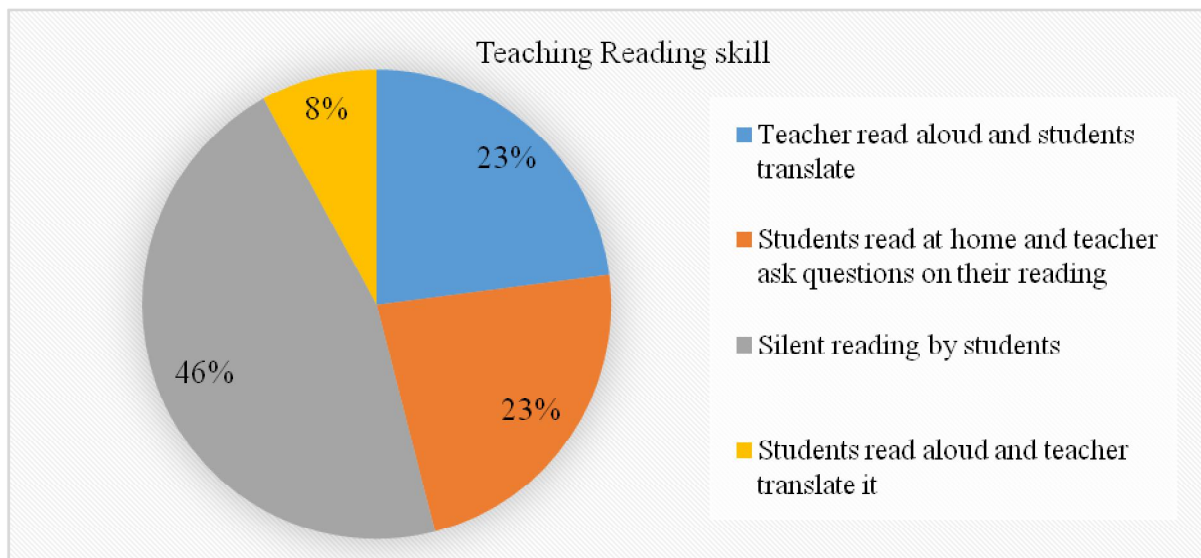


Figure (3): English reading skills teaching techniques

**The negative attitude towards teaching listening and speaking skills:** Figure (4) shows that (12%) agreed, (22%) teachers partially agreed, whereas (64%) teachers disagreed with the statement that speaking and listening skills are not taught in the English classrooms

as these skills are not tested in the examination. Teachers also mentioned that since speaking and listening skills are not tested in the examination, students do not feel motivated to learn them.

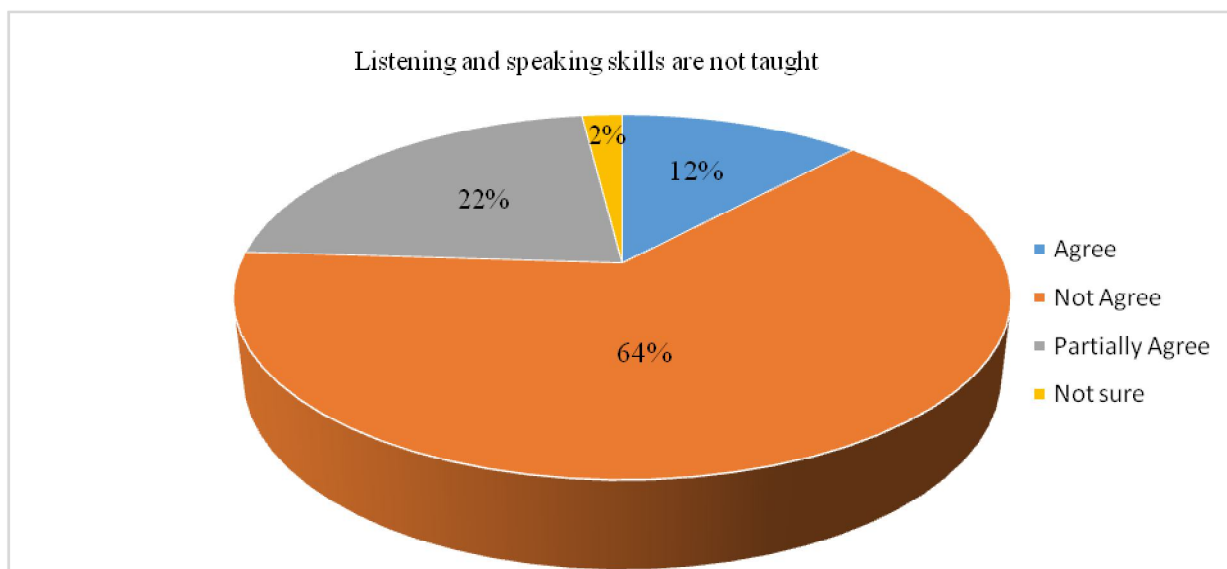


Figure (4): The negative attitude towards teaching listening and speaking skills

**Unsatisfactory implementation of CLT training in the classroom:** (68%) of teachers mentioned that they are motivated to apply CLT training in their classroom, while 32% teachers mentioned that taking classes following CLT approach is a challenging task. Most of the teachers said that they are not happy with their existing salary, so they are not so motivated to practice CLT in their classrooms.

Teachers mentioned multiple reasons for being not able to practice CLT in English classrooms. In Bangladesh, most of the class size at the secondary level are large and teachers mentioned (53%) it as one of the major reasons for not able to implement CLT in the classroom. Teachers said that a large class size is noisy and it is difficult to give full attention to all the students while they are involved in pair/group work activities. One teacher S<sub>CIT</sub><sub>5</sub> said that *a large class size is a big problem and it is not impossible to use CLT in the classroom and manage all the students*. During FGD, another teacher S<sub>BIT</sub><sub>1</sub> said that *short class time is also a constraint to involve students in the teaching-learning activities and provide feedback to all of them*.

Most of the teachers reported that the inconsistency between teaching-learning and assessment system is a prominent barrier to apply CLT in English classes. Teachers mentioned that our existing assessment system is not effective due to the exclusion of speaking and listening skills, which discourages teachers to teach and students to learn these two skills. During FGD, one teacher S<sub>BIT</sub><sub>3</sub> said that *although our assessment system aims to test students reading and writing skills, it might not be valid and reliable enough to test these two skills as it encourages students to memorize than learning through practice*.

Teachers said that after receiving the training they share their experience of training, new teaching-learning techniques with their colleagues and teachers of neighbouring schools. However, a large number of teachers said that due to the lack of co-operation by headteacher and senior teachers, they could not apply the training lessons in their classrooms. Teachers also expressed that heavy workload and short duration of class time are barriers to apply CLT in the English classroom.

Few teachers voiced that students do not have much interest in practicing four skills of English language but students rather like a short cut way of solving model questions and memorizing composition part to do well in the examination. Therefore, teachers also feel demotivated to practice CLT in the classrooms.

Most of the rural teachers' level of English is not good enough to implement training successfully unless they work hard and improve their efficiency. During FGD, teachers said that teacher trainer lacks motivating them in realizing the importance of the training. One teacher S<sub>EIT</sub> said that *trainers do not have enough*

*experience to train us how to use appropriate methods and techniques in teaching-learning or dealing with young learners to make them creative and self-sufficient*. Another teacher S<sub>BIT</sub><sub>5</sub> suggested that *trainers need to be trained on how to make teachers motivate implementing the training in teaching learning activities*.

Lack of monitoring the classes of the trained teachers is also responsible for the poor implementation of the training. Almost (80%) of teachers said that they are not monitored after having their training on CLT. However, all of them except one teacher think that monitoring is very important, thus it can help and encourage teachers to apply training in their classes. During FGD, two teachers said that merely monitoring could never be effective to encourage teachers in implementing training in their classrooms unless the assessment system is modified.

**Findings from training observation:** All trainers followed the training materials, lesson plans with 4 skills, and used all types of techniques such as pair work, group work, chain drill; monitoring and evaluating the teachers. Trainees used poster paper, a projector as teaching aids. All trainees extended their support towards comparatively weaker participants and they encouraged all the participants during and after each activity. It was observed that some teachers were reluctant to take training and they behaved as if they knew everything. These teachers tried to irritate the trainer by asking and discussing different irrelevant questions, which were not useful for language training. Other teachers also became disappointed with the training, because of these types of irritating activities. These wasted valuable time of the training and derailed the trainer from discussion topics. Some of the trainees were not strong in a convincing voice. Some trainees do not have in-depth knowledge on the subject. Some trainers' presentation skills and styles were also very poor. The trainees could naturalize conflicting group if he/she has the knowledge, skills and style. They are short of confidence, because they did not receive Training of Trainers (TOT). Trainees who received TOT are more interactive and effective than the trainers who did not receive TOT.

## Discussion

### *Effects of Teachers Training on classroom practice*

Teachers' training is important to bring about the desired change in teacher's skills and performance. In-service training can change the attitude and skills of teachers and additionally increase the performance of students (Omar, 2014). The study revealed that 90% of teachers believed training was effective for them. Teachers have not only learned about new teaching approaches, but also became confident to use CLT in their classes. According to Jafari, Shokrpour and Guetterman (2015), high school English teachers have a

positive attitude towards CLT. However, in Bangladesh not all teachers hold the same opinion about CLT. Some believe that CLT is useful for students, while others do not believe so (Karim, Mohamed, Rahman & Haque, 2017). In teaching, training participation for professional skill development helps to enhance knowledge, skill and attitude about teaching procedure and techniques, using teaching aids, assessment system and classroom management (Salahuddin, Khan & Rahman, 2013). English teachers teaching-learning process mostly depend on the effects of training; as training is a central way for teachers to change the teaching practices and students' learning styles.

The Teachers Guide is essential instructional material. It helps the teacher to follow proper teaching techniques and practice teaching-learning activities flawlessly as desired in the curriculum (Salahuddin et al., 2013). This study found that most of the teachers under the study do not regularly follow Teachers Guide to conduct their classes. Sultana and Ashrafuzzaman (2016) found that teachers completed some tasks according to the teachers' guides and most of the time they tried to complete the tasks according to the guides. On the contrary, Kabir (2015) and Salahuddin et al. (2013) identified that a large number of teachers at rural primary schools do not have teacher's guide, because the government does not provide them. This indicates that teachers cannot conduct English language class using CLT effectively at rural primary schools.

It is suggested in the CLT curriculum and methodology not to use mother tongue frequently in the class unless there are no alternatives (Haider & Chowdhury, 2012). The present study revealed that most of the teachers use English as a medium of instruction in their classes. Similarly, Ehsan, Ashrafuzzaman & Das (2013) found that teachers were conducting English classes in English. After having training teachers becoming more confident to raise their voices in English. On the contrary, other researchers found that teachers use Bangla as a medium of instruction and helping students to understand English (Kabir, 2015; Babu, Ashrafuzzaman, Begum & Hossain, 2014; Salahuddin et al., 2013). It is also revealed that most of the teachers use group work or pair work in English classrooms as pair/group work can improve students speaking skills and makes the classes more interactive. The finding is similar to other researches where teachers mentioned they use pair/group work activities in classes because these activities provide the students with sufficient opportunities to learn the English language in the classroom, and it endorsed the interactions between students-students and teacher-students (Jafari et al., 2015; Babu et al., 2014). However, Haider and Chowdhury (2012) observed that most of the times teachers did not practice pair works and group works in English classes. Many teachers complained that most of the students are reluctant to

participate in group/pair work in the classes (Kabir, 2015).

In order to communicate in English, the listening skill is necessary but listening and speaking skills are the most neglected skills at secondary classrooms in Bangladesh. The study found that most of the teachers practice the listening skill in a misconstructured way. Teachers read aloud and ask questions or only read aloud to enhance the listening skill of students. Teachers did not use any audio-video materials or any materials at all to develop students listening and speaking skills. When a teacher uses audio and visual materials in the English classrooms, it helps students in developing listening and speaking skills (Sultana & Asrafuzzaman, 2016). Kabir (2015) found that most of the teachers could not practice speaking and listening skills because schools do not have audio-video materials for practising it. Similarly, Salahuddin et al. (2013) found that no schools have any listening lab, and the lack of language lab or listening tools might cause the students' not to have the proper opportunity to practice English listening. As listening skill of English remains unattended in all phases of the students' educational life, students lose interest in listening and slowly become poor listener (Abedin, Majlish & Akter, 2009). This study also revealed that teachers and students do not give attention to listening and speaking skill, as these skills are not assessed in the examination. Jafari et al. (2015) found that teachers do not have the proficiency to teach speaking skills. However, teachers blamed the assessment system and the way that they were taught English as students. Therefore, students do not feel an urge to improve their listening skill like other language skills.

The present study found that more than half of the trained teachers do not apply CLT approach to teach reading skills rather they still follow the traditional way of teaching it such as read aloud and Bengali translation method. Similarly, other researchers found that although occasionally primary teachers make writing and reading practice, the ways of writing and reading practice is questionable because they do not know the proper way of making practice these skills (Salahuddin et al., 2013). According to Salahuddin et al. (2013), students need to learn English in different reading strategies, such as, scanning, skimming, and locating information throughout the text to solve different reading problems. This study also found that some teachers encourage students to learn answers from note/guide book as they think this is more helpful for the students and directly related to assessment. In the same way, Kabir (2015) found that students are dependent on guidebooks (Notebooks), private tutors or coaching centres greatly to learn/understand English lesson. Every year students are focused to get better grades by following guidebooks and notes (Rahman, 2019).



### *Challenges of implementing CLT in classroom*

This study explored that trained teachers are facing multiple challenges to implementing CLT in secondary English classrooms. Most of the teachers felt that due to the large class size they could not implement CLT in the classroom. Large class size is noisy and makes it difficult for the teacher to give full attention to all the students while they are involved in pair/group work activities. Likewise, other researcher indicated that large class size is one of the key issues, which have been an unfavorable condition for CLT in the classroom (Jafari et al., 2015; Salahuddin et al., 2013; Yasmin, 2009; Rahman et al., 2009). Kabir (2015) also observed that teachers had to teach (65) to (80) students in a section. Because of the large class size, students cannot speak in the class or teachers cannot find out everyone's problem.

The role of the assessment system is very crucial for creating a successful teaching and learning environment in the classroom. A good assessment can ensure effective teaching and learning as it has positive washback effects on teaching. The present study showed that the inconsistency between the teaching-learning and assessment system is a prominent barrier to apply CLT in English classes. Teachers expressed that our existing assessment system discourages teachers to teach and students to learn listening and speaking skills in English. Our assessment system encourages students to memorize English, than learning through practice. Similarly, other researchers found that the existing assessment system is mostly memory based (Rahman, 2019; Haider & Chowdhury, 2012). There is also inconsistency between curriculum directed practice and assessment system of Bangladesh (Karim et al., 2017; Ansarey, 2012). Our curriculum is emphasizing teachers to conduct English classes using CLT, and therefore teachers are having training on CLT. On the other hand, our assessment system is assessing only reading and writing skill and ignores the other two language skills of English. In order to carry out CLT in English classes, it is necessary to test students' all four-language skills, but unfortunately, the mismatch between CLT goals and assessment system (Jafari et al., 2015) inhibits teachers CLT practice in English.

The study revealed that, due to the lack of cooperation by head teacher and senior teachers, they could not apply the CLT training in their classrooms. Lack of support was one of the biggest challenges that the Bangladesh English teachers had to deal to incorporate CLT into their teaching (Ansarey, 2012). Salahuddin et al. (2013) found that teachers do not get support especially in teaching-learning materials and training from school authority, which is responsible for their weak teaching. School authorities do not emphasize teachers to use CLT in English teaching learning and provide teaching-learning materials.

This study also found that heavy work load and short duration of class time are barriers to apply CLT in the English classroom. Everyday teachers have to do administrative duties, loaded with a high number of classes, co-curricular activities etc. (Ashrafuzzaman, 2018), which reduces teachers preparation time (Sultana & Ashrafuzzaman, 2016) for using CLT in English classes. Therefore, teachers are unable to implement CLT in English classes efficiently.

One of the important focuses of the training is to motivate the teachers to make the class interactive and interesting through different activities so that students can learn through fun and creativity. However, in this study, teachers were demotivated to practice CLT in the classrooms because students like a short cut way of solving model questions and memorizing composition part to do well in the examination rather learning four skills of language. Some teachers believed that trainers were not experienced enough to motivate teachers for implementing CLT in their classes. On the contrary, Ashrafuzzaman (2018) found that after getting training teachers motivation level was increased to use CLT in their classes. Motivated and hardworking teachers are needed to implement CLT successfully.

Most of the rural teachers' level of English proficiency is not good enough to implement training successfully unless they work hard and improve their efficiency. Ansarey (2012) suggested that CLT requires teachers to have a high proficiency in English. Nevertheless, as teachers have a poor level of English proficiency, they prefer Bangla as a medium of instruction even for their English lessons; which ultimately has a negative effect on students proficiency in English (Haider & Chowdhury, 2012).

This study explored that lack of monitoring the classes of the trained English teachers is also responsible for the poor implementation of the CLT training. Similarly, Ashrafuzzaman (2018) also identified that lack of supervision and monitoring after the training of teachers is a common scenario of Bangladesh. Teachers and school authorities have expressed that the present system of supervision and monitoring is neither adequate nor properly implemented. Thus, gaps in teachers' CLT performance and practice are not addressed. (Salahuddin et al. 2013) said that trained teachers were reluctant to use their training because they were rarely supervised.

The findings of the study show CLT training on English teachers does not have a much positive effect in their practising CLT at secondary classrooms of Bangladesh. Only a few teachers are trying to apply some of the aspects of the training. Although teachers' attitude towards CLT training was positive, teachers were not able to practice CLT properly in the classrooms. Secondary English teachers are still ignoring listening, speaking skills, and practising reading skills wrongly in the classrooms. Teachers



blamed the mismatch between assessment system and CLT approach, lack of monitoring after getting training, large class size, insufficient teaching aids, less support by school authorities, the heavy workload for not being able to implement CLT in secondary classrooms. Training was not effective for all teachers because some of them pointed problems with trainers' expertise to provide training and motivating teachers to use CLT in secondary classrooms.

### Conclusion

It may be concluded that teachers training is a vital element for teachers' development only if it is effective for the participants. In Bangladesh, there is a number of constraints, which have made it difficult for teachers to implement CLT training in English classrooms. Teachers training will be more effective, if the government provides necessary support to the teachers by reducing class size and workload of teachers, enriching schools with appropriate teaching aids, monitor the trained teachers on a regular basis. Our assessment system encourages students rote learning and ignores the most important two language skills (listening and speaking) which hinders teachers to implement training in the classroom. Assessment system must be reformed focusing all four-language skills and students' higher order learning. Training should not only focus on how teachers can apply CLT in their classes, but also teachers' capability of English proficiency and mindset to use CLT in secondary classes of Bangladesh

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