In-Service Training for Secondary English Teachers of Bangladeshi Madrasahs: Investigating Adequacy and Effectiveness

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A B S T R A C T

In Bangladesh, madrasah education is the second major education stream. According to Bangladesh Bureau of Educational and Information Statistics, there are 138.775 teachers teaching in 9.294 madrasahs across the country. However, Bangladesh Madrasah Teachers Training Institute (BMTTI) is the only government training institute providing both pedagogical and administrative trainings to this vast number of teachers. The purpose of the study was to investigate the adequacy and effectiveness of the pedagogical training of the secondary English teachers provided by the institute. Having adopted the mixed-method-approach, the questionnaires to 20 distributed to the teachers, interviewed the three English language trainers of the institute, and analysed the training module. Findings showed that INSET facilities for madrasah English teachers are clearly insufficient, and the trainings do not deliver expected outcomes due to at least four reasons: (a) inadequacy of the institute's logistics to conduct training sessions every year; (b) absence of permanent and professional trainers; (c) lack of motivated trainee teachers; and (d) ineffective training modules. The study implies that the madrasah education, though runs parallel with the mainstream education system in Bangladesh, has not been given required attention so far as INSET is concerned, though training plays instrumental role in effective curriculum implementation.

1.   Introduction

Education system in Bangladesh is divided into four streams: general, madrasah, technical and English medium. The general stream or the mainstream provides education to the common people of the country. Madrasah education, the second largest stream, imparts education combining religious and modern subjects. As socio-economic stratifications prevail, parents from the middle and lower middle class send their children to madrasahs. Technical or vocational education aims at providing specialized education in technical fields, and learners from mixed social status study in these institutions. English medium schools, on the other hand, provide education following British curriculum, and issue 'O' Level and 'A' Level certificates. The curriculum of this type of schools is developed by the University of London and the University of Cambridge. Learners from the upper and upper-middle classes study in these schools. The following figure shows the basic structure of education in Bangladesh.

The figure shows the four broad streams of the education system which function through three major stages: Primary (grades I-V), Secondary and Higher Secondary (grades VI-XII) and Tertiary (grades XIII-above).
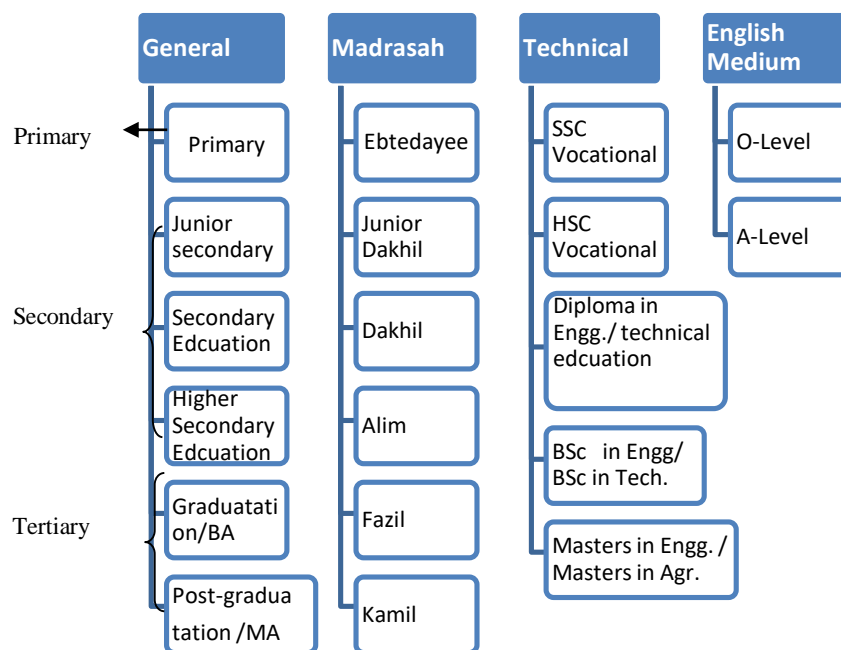
Figure 1
Education system in Bangladesh*

As shown in the diagram above, Madrasah education in Bangladesh maintain close correspondence with the general education. It has six levels: *Ibtedayee, Junior Dakhil* and *Dakhil, Alim, Fazil* and *Kamil. Ibtedayee* is equivalent to the Primary level having five years of education. Secondary level is sub-divided into two stages: Junior Dakhil Certificate (JDC) and *Dakhil*. The former is of three years while the latter is of two years. *Alim* corresponds to the HSC of the general education. *Fazil* and *Kamil* have two years of academic session each.

Despite immense need for training for the secondary English teachers, the government of Bangladesh is unable to ensure required training due to budgetary constraints, and insufficient infrastructure and required logistic support. Because of insufficient training teachers do not develop professionally as they remain unfamiliar with effective techniques and strategies of language pedagogy. On the other hand, learners lose motivation as they find little or no scope for classroom interaction. When it comes to the training madrasah teachers, the picture is more disappointing. This is evident in the news items appearing sporadically in the national newspapers. For example, according to a Technical and Madrasa Education Division report, around 75% of madrasa teachers have no training whatsoever and the other 25% have only minimal training discharged over a course spanning one, three, or seven days (Dhaka Tribune, 2018). In addition, BMTTI officials inform us of their limitations that "it would not be possible to train 100% of the madrasa teachers by 2030, as Bangladesh lacks adequate training facilities for them" (Dhaka Tribune, 2018). In contrast, teachers in general education have copious training opportunity as there are currently 66 primary training institutes, 14 government teachers' training college, and 104 non-government teacher training colleges. Therefore, a study on the adequateness and effectiveness of training for secondary English teachers seems to be an important and interesting area to investigate.

Teacher training has been consistently identified in many studies (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, &Kain, 2000) as one of the most compelling reasons for maximizing curriculum implementation. Moreover, according to Hutchinson and Torres (1994), teacher training is essential and it is more important after new materials are developed. Therefore, it is a logical demand that the issue of teacher training needs to be investigated for curriculum implementation and evaluation.

Though studies exclusively focusing on teacher training in Bangladesh are not plenty, there are a few studies (Halim, 2004; Afroze, Kabir & Rahman, 2008; Chowdhury & Farooqui, 2011; Mazumder, 2013; Ahmed, 2014) which inform us of the current scenario of the training facilities as well as constraints. For instance, Halim (2004) conducts an in-depth explorative study to investigate a number of pertinent issues. This study included

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* The national education policy (NEP 2010) proposed for restructuring of the pre-tertiary levels which actually revived the proposals of the Bangladesh Education Commission Report 1974. According to NEP 2010, primary level should be extended to grade VIII and the secondary level should include grades XI & XII. But, the proposals are yet to be implemented.

(a) growth in teacher education, administration and management, admission procedures, curriculum and syllabus and evaluation system, and (b) problems of teacher education in secondary level. The author informs us that there are at present 142 teachers' training institutes in Bangladesh of which 55 are primary training institutes (PTIs) under the directorate of primary education (DPE). On the other hand, there are 55 government-aided secondary teachers training colleges (TTCs) which impart training. These institutes offer basically two-year teacher education apart from one to two-year MPhil, four-year PhD, two-year BEd. and three to eight-week short training courses. It is to be noted that the author excluded the BMTTI, the only government training institute for madrasah teachers in Gazipur, Dhaka. On the other hand, Mazumder (2013) mentions project-based training programmes which were introduced for exclusive training in CLT. Notable programmes mentioned in Mazumder (2013) are: English language teaching improvement project (ELTIP) which operates through the regional resource centres (RRCs) and satellite resource centers (SRCs), female secondary school assessment project (FSSAP), quality improvement project (QIP), and secondary education quality and access enhancement project (SEQAEP). Chowdhury and Farooqui (2011) mention another programme called volunteering for international development from Australia English language teacher training project (VIDA-ELTIP) which is sponsored by Australian Government. In addition, Bangladesh institute for administrative management (BIAM) and national academy for educational management (NAEM) also offer programmes on communicative language teaching, though intermittently.

Teacher training programmes face multifarious problems in Bangladesh. Halim (2004), for example, enumerates 14 types of constraints that surround teacher education. Since they are not empirically researched, they stand beyond the scope of the present study. Instead, we would refer to Mazumder (2013), who identified specific post-training complexities in his empirical research. First, trained teachers do not follow the CLT principles because of the existing assessment policy. According to the trainers, teachers assume that it is a waste of time and energy in engaging learners in listening and speaking practices. The reason is that there are no marks allocated to those skills, and students are not required to take any test on them. In addition, testers prepare test papers on the basis of reading and writing components. This examination-oriented attitude, though a total reversal of the CLT principles, is welcomed by most of the parents and school authorities. Parents are happy to see their children get good grades and school authorities are proud of securing high pass rates. Second, training becomes ineffective as there is no monitoring cell or system to observe classrooms by teacher educators. Monitoring, as the study suggests, should come both from inside and outside the school. Third, trainees fail to apply the CLT approach appropriately because of large class and shorter class duration. Participants in the study unanimously agreed that attending more than 50 students, checking learner performance and providing individual feedback become immensely difficult within less than one hour contact time. On the other hand, Chowdhury and Farooqui (2011) have different reasons for ineffective implementation of training. First, poor proficiency of teachers makes it difficult for them to implement the strategies and skills they acquire in the training sessions. Consequently, they are not likely to leave their 'comfort zone' to assume a rather challenging role of a facilitator. Instead of going through different role-shifts, they adhere to traditional classroom culture, i.e. teacher-dominated classroom. The following statement by one of the trainee-participants is worth mentioning:

> The trainings taught us many lessons but we do not implement what we learn there. It is comfortable to teach English in traditional method. We do not want to leave our comfort zone breaking the egg crates we have been living for a long time. (Chowdhury & Farooqui, 2011:154)

This type of a pedagogical tendency validates the concern expressed by Freeman and Johnson (1998) that prior knowledge of trainee teachers is a significant factor in teacher training. The attitude—adherence to tradition—also corroborates claims of Hacker and Row (1997) that teachers cannot get rid of their long-held beliefs even after attending courses in professional development. Hacker and Row (1997) state that trainee teachers always associate new knowledge with their old practices, and follow what appears convenient. The second reason, according to Chowdhury and Farooqui (2011), is the poor proficiency of primary school leavers who get promoted to the secondary level without having required language ability. As a result, low proficiency creates inhibition and passivism and deters them from participating in interactional activities in class. Therefore, passivity of learners, accompanied by teachers' lack of required proficiency makes the classes less interactive. Another problem which the authors identify results from lack of coordination. According to trainee teachers, some English teachers get a chance to attend the same training more than once while some others do not get any chance at all. This anomaly is caused by lack of coordination between training institutes and schools. Ahmed

(2014) agrees with Mazumder (2013), and Chowdhury and Farooqui (2011) and states that only a few teachers attempt to implement the training in class and they do it defying adverse environment. On the contrary, Afroze, Kabir and Rahman (2008) compared trained teachers with non-trained teachers in terms of application of communicative features in classrooms, and showed that teachers with training applied the CLT features more than those without training. The central thesis of their study is that though trained teachers attempt more use of the CLT approach in class, "…there is little evidence of much difference in the existing classroom practices of trained and non-trained teachers" (Afroze, Kabir & Rahman, 2008:14).

Literature reviewed above indicate that though there are arguments for and against the degree of effectiveness of training in classroom, the importance of training, particularly after the advent of CLT, is beyond description as the effectiveness of curriculum implementation largely depends on how effectively the classroom is being conducted. It has also been found that no commendable research has been traced with regard to examining the viability of the existing training facilities for the madrasah teachers. The study, therefore, aims to shed light on the adequacy and efficacy of training the secondary madrasah teachers receive at present.

2.   Research Methods

The study adopted a qualitative research design to gain a comprehensive understanding of the state of training available for the madrasah teachers. Interviews with the three BMTTI trainers, administering questionnaires to 20 secondary English teachers as well as the content analysis of the training module were used to collect data. What follows is a brief discussion on the different components and stages of data collection.

2.1   Interview with the BMTTI trainers

The aim of conducting interviews was to elicit information on the scope, facilities and constraints of training for madrasah English teachers. Therefore, the interview with trainers attempted to collect data on a number of specific issues which included trainer profile, course profile, capacity and coverage of the training programmes, motivation of the trainees, problems the trainers encounter, trainers' view about the secondary ELT curriculum, and trainers' impression about the trainee teachers. All the teacher trainers were incumbent trainers BMTTI, at Gazipur, Dhaka. This structured interview was conducted on November 14, 2017. Interview questions (Appendix A) were sent to the trainers through email as two trainers were out of station while the other was reluctant to give face-to-face interview. Trainers expressed opinions and concerns on various issues pertaining to training facilities and constraints of the institute.

2.2   Interview: Content and analysis procedure

A set of predetermined questions thematically divided in accordance with interview objectives were asked to the trainers. Hence, questions followed a tripartite structure: opening questions, objectives-driven focused questions and closing questions. Opening questions aimed to create a context for the content questions and build rapport with the trainers. Objectives-based questions attempted to discuss specific issues. At this stage, for example, questions on the objectives of the courses they had taught were asked. The questions also focused on the availability of required resources and materials and quality of teacher trainees. Lastly, finishing questions gave the trainers chance to make final comments on improving the quality and facility of the training institute.

The training institute had three teacher trainers to impart subject-wise training to trainee madrasah teachers. All the trainers had been contacted and informed of the purpose and importance of the interview.

The interviews were analyzed qualitatively. Though experts (Brown, 2001; Dörnyei, 2007, etc.) draw up sets of rules for analyzing qualitative data, the framework provided by Holliday (2010) which he terms as 'classic method' was adopted. Holliday's (2010) framework involved four steps. Before beginning with analyzing the data all the recorded interviews were transcribed verbatim to convert them into textual format to make them amenable to qualitative analysis. First, the data were coded through "organizing the material into chunks or segments of text before bringing meaning to information" (Creswell, 2009:186) in order "to see how each code is distributed throughout the data" (Holliday, 2010:102). Second, themes were determined, as Holliday (2010:102) suggests, "… selecting the significant frequency occurrence of the codes and then grouping them within themes which are the essences underlying a particular set of codes". Third, headings and subheadings on the themes were created for 'constructing arguments' about what could be learnt from the data. In this stage,

important extracts from the data were collected to put under each thematic heading in order to show evidence for the points made in the argument. Finally, the last step was the supplementary to the previous stage which required reassessing the codes and refining or changing the themes which led to redrafting the arguments. This framework was found to be more comprehensive and straightforward to apply to interview contents. One further issue is that codes only on the basis of emerged information were developed.

2.3 *Questionnaire: content and analysis procedure*

Twenty secondary English teachers—10 from villages and 10 from the city—were selected from 20 madrasahs taking one from each madrasah. The questionnaire had only five items which required the respondents to provide valuable opinion on different aspects of training sessions offered by BMTTI. The questionnaire had two parts: first part aimed at collecting objective information which included names, age, and teaching experience while the second part collected subjective information on different aspects of training sessions.

The teachers were requested to tick the preferred options for items 1 to 4 to indicate their choice and give opinion for item 5. In response to items 1 (a) and (b), they had to indicate if they had taken training in BMTTI or in any other training institutes, and those who had attended trainings had to give information about the trainings. In addition, items 2 and 3 focused on adequacy and effectiveness of training sessions while items 3 & 4, sought the teachers give their views on issues that need to be prioritized in training classes. In item 5, respondents were requested to include topics that they thought would benefit the trainees if included in the training sessions.

The analysis of the questionnaire followed the method of descriptive statistics which aimed "to describe or characterize the answers of a group of respondents to numerically coded questions" (Brown, 2001:114). As the questionnaire included closed- response questions (CRQ) and open-response questions (ORQ), both qualitative and quantitative data analysing procedures were followed. To this end, answers to the CRQ were analysed in terms of frequency occurrences which were later converted to percentage.

3. Results and Discussion

Interviews were conducted with the three available teacher trainers of BMTTI, at Gazipur, Dhaka. The purpose was to elicit information on the scope, facility and constraints of training. The following sections present the main issues discussed in the interviews.

3.1 *Training materials*

According to the trainers, a variety of instructional materials are used in the training sessions e.g., trainers' guide, photocopies, posters, papers, and occasionally digital contents. One trainer states that teachers sometimes lose interest in using the same materials for years no matter how varied they are. Repeated use of the materials in training sessions makes the class easy to conduct for trainers, but teachers lose creativity and challenge.

3.2 *Trainee teachers' motivation*

All the trainers appreciate the 'high degree of motivation' the trainees show towards training programmes. According to one trainer, the reason for high motivation is that the scope of training for madrasah teachers is very limited. Therefore, whenever they are invited to attend training sessions, most of the teachers try to avail the opportunity. One trainer, however, comments that compared to other subject-based training sessions, the intake for English sessions are low. He identifies a few factors that reduce teacher motivation towards training programmes. First, the daily allowance—BDT 200 per day— given by the institute is too low to attract English teachers. Though trainees stay in the institute hostel, they have to pay for food and residence. Second, a few English teachers are involved in private coaching and tuitions in their locality, and do not want to attend month-long training programmes at the cost of one month's income. Third, in secondary madrasahs, only one teacher is assigned to teach English. Principals are usually reluctant to send the teacher of English for training programmes as they feel this will hamper English classes.

3.3   Trainer predicaments

The trainers stated a few predicaments with regard to materials, management, and trainees which include inadequacy of materials, inefficiency of management, trainees' low English proficiency, and lack of capacity of the institute itself. A brief discussion on each issue is given bellow.

Instructional materials and classroom supports are inadequate. Most of the classrooms do not have overhead multimedia projectors which make the listening classes less effective. In addition, the institute does not have any resource library where latest materials on language pedagogy, training, and education management are readily available.

The management does not work properly due to lack of co-ordination. Poor monitoring from the authority, inefficient and inadequate office staff as well as lack of professional accountability make the management system of the institute weak.

Most of the secondary level trainees do not have required English backgrounds though they teach English. The reason is that there is no permanent post for English teachers in secondary madrasahs and those who are recruited for teaching subjects in social sciences teach English.They have neither required qualifications nor training.

According to the trainers, the capacity of the institute is very limited. As BMTTI is the only government training institute for Madrasah teachers, it cannot train proportionate number of teachers who require training every year. Moreover, the institute offers a wide range of training courses on different Arabic based subjects for different levels of teachers. It also offers courses on continuing professional development (CPD) to college teachers under the teachers' quality improvement (TQI) project. As the institute has physical and human resource constraints, a vast number of teachers remain outside the training facilities. When asked about statistics on the number of teachers trained in a year, the trainers could not provide any information and said "the office does not maintain any database on it".

3.4   Trainee teachers' lack of English proficiency

All the trainers have expressed dissatisfaction over the trainee teachers' proficiency level along with other shortcomings. According to them, the trainee- teachers (a) have very low English language proficiency; (b) do not have any idea about the aims and objectives of the English curriculum; (c) do not know the basic principles of communicative language classrooms; and (d) remain indifferent to the training sessions most of the time, but show interest in non-pedagogic issues e.g., administration, classroom management, psychology, and counselling.

3.5   Improving the condition of BMTTI

The trainers offered a few suggestions for the BMTTI to alleviate the present condition of training which include: (a) creating permanent posts for trainers; (b) increasing skilled workforce for office; (c) equipping classrooms with modern technological support; (d) enriching the library with books, magazines and journals; (e) publishing research journals on teacher education; (f) giving attractive incentives to the trainees; (g) improving dining and living conditions; and (h) providing more recreational facilities.

3.6   Interpretation of data: questionnaire

Item one of the questionnaires attempted to gain objective data from the teachers about training. Fifteen teachers out of 20 have in-service training (INSET) of different lengths at different institutions. Five participants have undergone 24-day training in CLT from teacher training colleges (CTT), Chittagong. Three participants have attended month long training programmes on CLT provided by the Bangladesh madrasah teacher training institute (BMTTI), at Gazipur, Dhaka. From the rest, five other participants have attended teacher training programmes on continuing professional development (CPD) for 24 days. Again, two teachers have attended an 8-month long programme called language proficiency course (LPC) organised by the American Center, Dhaka and financed by the Department of State, US. On the other hand, three teachers have B Ed degrees which are actually professional training courses offered mainly to pre-service teachers or aspirant teachers by both the government and non-government institutes.

In response to items 2 and 3 the respondents gave their opinion on adequacy of training provided to the teachers and also whether the training sessions focus on practical classroom problems. The following figures show the responses:
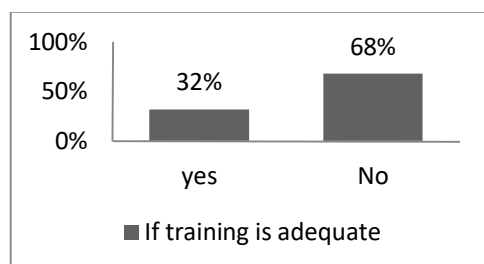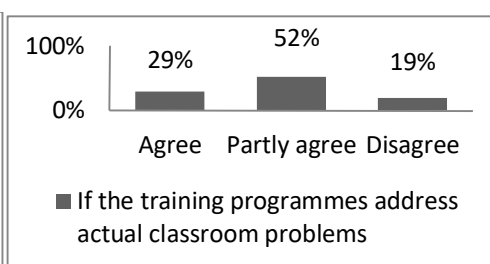

Figure 2 (item 2)   Figure 3 (item 3)

Figure 2 shows that maximum teachers find the training sessions inadequate for them. A majority of the respondents, mounting up to 68%, opine that present training facilities are not sufficient. However, 32% respondents disagree with the first group. Moreover, as Figure 3 shows, more than half the total participants (52%) choose 'partly agree' on whether the training programmes address actual classroom problems. Disagreeing with the statement, 19% respondents state that training programmes actually do not spot the real problems that they daily encounter in class.

Item 4 focused on selecting training topics from a number of topics while item 5, a supplementary one, gave them opprtunity to think of , if posible, new topics outside the ones mentioned in the questionnaire. The following table shows their responses for item 4 :

Table 1
Teachers' opinion about prioritizing topics in training sessions

		Very important	*Important*	*Not important*
	Teachers need training in	%	%	%
a.	Achieving fluency in English	88	12	0
b.	Reading and writing in English	68	32	0
c.	Cultural knowledge of English	16	64	20
d.	CLT techniques	72	28	0
e.	Teaching grammar in CLT class	64	36	0
f.	Using multimedia	64	36	0
g.	Managing big class	36	56	8
h.	Assessment of learner performance	60	40	0
i.	Preparing materials	52	48	0
j.	Giving corrective feedback	60	40	0

Majority of the teachers believe that all the training topics except two (c & g) are 'very important'; therefore, they should be prioritized in the teacher training modules. Three most important areas are: developing language fluency of teachers (a) with 88% response, training in CLT (d) with 72% response, and teaching grammar in CLT classroom (e) as well as using multimedia (f) with 64% response each. The two areas which received 'not important' options are 'cultural knowledge of English countries' (c) and 'managing big classes (g).

Further, in response to item 5, respondents provided a list of additional topics which, they assume, need to be included in the training syllabus. They are: (a) using technology in language classroom; (b) classroom management; (c) designing syllabus; (d) designing authentic materials; (e) doing group and pair work; (f) doing SBA; (g) assessing learner performance; (h) motivation strategies to inspire learners; and (i) linking classroom practice to the real world.

Interviews with teacher trainers show that training facilities and opportunities for madrasah teachers are limited and it has good reasons. First, only one training institute offers training courses on all subjects for all levels of madrasah teachers. Apart from this, the institute offers more courses on educational management than subject-based courses. For example, they offer courses on education administration and management courses (EAMC), continuing professional development (CPD), and professional leadership development course (PLDC) for different levels of teachers and Principals/Superintendents and administrative officers. Conversely, the institute runs a four-week long English training course for secondary English teachers which can train around 200 teachers a year. This is also evident in the teacher questionnaires that 68% teachers believe that training facilities for secondary English teachers is inadequate.

Interviews also revealed that trainers do not have any permanent posts in the institute and they are recruited on deputation from the government colleges for an uncertain length of time. Hence, they do not feel any ownership of the institute as their work is temporary. They always remain ready to move back to colleges— their permanent workplace.

Resource shortage is one of the major problems trainers encounter in class. Most of the classrooms are ill-equipped as they do not have modern technological support. The institute does not have any resourceful library where latest materials on language pedagogy, training, and education management are readily available. Trainers claim that they need to persuade office staff to have materials printed on time.

Analysis of the training module (secondary English) shows that it has excluded many of the practical classroom procedures which teachers often find daunting to deal with. Instead, the module includes a few poorly- researched articles based on language theories and methods which do not have practical value to the trainees. For instance, some of the entries the module includes are: (a) approaches and methods language to language teaching; (b) how to learn English as a foreign language; (c) teaching listening; (d) teaching speaking; (e) teaching reading; (f) teaching writing; and (g) methods of teaching (BMTTI, 2013). The module, therefore, evaded issues with practical concerns, such as managing the large-class, providing corrective feedback, teaching grammar using the CLT approach, dealing with disruptive learner behavior. Data from teacher questionnaires also validate the claim. For instance, 52% of the respondents 'partly agree' that training programmes do not address actual problems of language classes.

In addition to the limitations stated above, trainers believe that some of the non-pedagogic disadvantages of the institute demotivate the trainees. They claim that trainees get insignificant monetary incentive which is utilized to pay their residential and food expenses. For this reason, some English teachers, particularly those from remote areas, do not feel encouraged to attend the training sessions.

Finally, low proficiency of trainees is one of the major factors the trainers worry about. All the trainers interviewed have expressed dissatisfaction over a number of other weaknesses. According to them, the trainee teachers (a) have very low English language proficiency; (b) do not have any idea about the aims and objectives of the English curriculum; (c) do not know the basic principles of communicative language classrooms; and (d) remain indifferent to the training sessions most of the time, but show interest in non-pedagogic issues e.g., educational administration, educational management, psychology, and counseling.

4. Conclusion

The study was conducted to investigate the adequacy and effectiveness of INSET facilities for the secondary English teachers of Bangladeshi madrasahs. Mixed-methods research (MMR) tools were used to collect data from the teacher-trainers and secondary English teachers. The study shows that compared to the number of secondary English teachers of Bangladeshi madrasahs, the capacity of BMTTI, the sole government training institute for madrasah teachers, is distressingly limited. Absence of permanent posts for the trainers, and lack of motivated trainee teachers impede effective training sessions. In addition, the training modules used in training classes emphasize administrative issues more than practical pedagogical problems that the teachers frequently encounter. In the light of the discussion above, the following suggestions have been placed:

a) Establishing a separate institute for English training: It is surprising that for a total of 1, 38,775 madrasah teachers the government has only one training institute at Gazipur, Dhaka. BMTTI, the only training institute offers all types of training courses for all levels of teachers on both secular and religious subjects. A vast number of teachers remain untrained due to limited capacity of the institute. It is suggested that the government establish at least one training institute for training in English language teaching exclusively to madrasah teachers.

b) Creating permanent posts for trainers at BMTTI: At BMTTI trainers are recruited from the government colleges on deputation for a temporary period. Since their job is temporary, they do not want to get settled permanently, and always wait for the time to move back to colleges. This state of ambivalence psychologically dissociates them with their profession. Therefore, as long as new training institutes are not established, permanent posts for English trainers need to be created at BMTTI.

c) Providing attractive incentives for trainees: In order to attract trainee teachers, existing daily allowance (BDT 200 = $2 ½) should be increased to at least BDT 1000. This is important because, according to the trainers, trainees need the allowance to pay food and housing bills during their stay in the institute. At the end of the training, they are worse off financially than when they come to the institute.

d) Increasing instructional materials and classroom supports: Inadequate materials often lead to ineffective learning, and repeated use of the same materials make the class dull. Hence, new and diverse offline and online materials should be procured and produced. In this connection, the library can be enriched with latest books, journals and magazines on education and training. More importantly, unrestricted photocopying facility should be made available to the trainers.

e) Designing practical training modules: We have found that training modules used in the institute are impractical. They include theory-based general entries which fail to address real problems teachers often encounter in the language class. In order for the teachers to be truly benefitted, the authority should design new modules with entries having practical usefulness.

f) Enhancing coordination in the management: The institute needs to make a concerted effort to promote greater inter-office coordination. Co-ordination should also be ensured between trainers and administrative officers. Poor coordination, as some trainers reported, often causes information gap and anomalies in training rosters.

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