Delving the In-Service Teachers' Beliefs about English, Language Learning and Teaching in EFL Context

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Abstract
The article addresses the beliefs of in-service teachers about English, language learning and teaching, posing the relevant and fundamental question 'what are the beliefs of in-service teachers about English, language learning and teaching'. Beliefs underpin the behavior, action and learning of human being. Language teachers, like people in other discipline, possess certain beliefs about learning which have either positive or negative impact on their classroom practice, and thereby on students' language learning. This article reports on an investigation into the beliefs of 400 teachers (120 females and 280 males) in Bangladesh. Additionally, the current study intends to uncover the beliefs of 120 teachers about English and teaching. The teachers chosen in this study have received in-service training from TTCs, ELTIP and EIA. The questionnaire administered to reveal teachers' beliefs about language learning is the one developed by Horwitz. In contrast, the questionnaires administered to sort out teachers' beliefs about English and teaching, are the ones suggested by Richards and Lockhart. The findings show that teachers hold certain impractical beliefs and misconceptions about English which may drastically affect learners' language learning.
Keywords: EFL, Teacher, English, Language Learning, Teaching, Beliefs

Introduction
        Language teachers have to initiate a lot of activities, such as asking questions, conducting drillings, monitoring students' learning and facilitating practicing opportunities (Richards & Lockhart, 1994) in the classrooms. That the way teachers function and behave to perform these in the classroom has a remarkable influence on students. Teachers' actions in the classroom reflect their knowledge and beliefs, and activities in the classrooms represent

their thinking process. Therefore, it is important to scrutinize the beliefs language teachers possess and to understand their thought process which accelerate such activities, they mentioned. Besides, theories on teacher development are representing constructivist's view perceiving the formulation of own theories of teaching as a central task for the teachers (Richards et al., 2001). This construction of self-theories also derived from the beliefs they possess. Richardson (1996) defined beliefs as it is associated with cognitive understandings, principle or propositions which are perceived to be true in the world. Studies on teachers' belief system identified a number of different sources Kindsvatter et al (1988), as sited in Richards & Lockhart, 1994, p.30). These are as follows:

1   Their own experience as language learners;
2   Experience of what works best;
3   Established practice;
4   Personality factors;
5   Educationally based or research-based principles; and
6   Principles derived from an approach or method.

The word "belief" itself overtly means a lot of things. Hence, it is categorized. This study, particularly, deals with the teachers' belief about English, language learning and teaching. The perception regarding English, language learning and teaching varies from teacher to teacher. Moreover, academic and non-academic personnel perceive these differently. For instance, while some people see it as the language of English literature, others found it as the language of English-speaking world or the language of colonialism (Richards & Lockhart, 1994). Besides, the view of English language depends on what interactions people have with the language and its users, and thus, such contacts for the English teachers also vary from individual to individual. Moreover, the beliefs of teachers about learning are derived from what training they have, their experience being language learners earlier and their experience being language teachers (Freeman, 1992a). Additionally, teachers' beliefs about what comprise effective teaching also vary from teacher to teacher.

In Bangladesh, typically considered as an English as a Foreign Language (EFL) (Ali & Walker, 2014) context, locally situated researches addressed the view of the teachers – in primary (Grade 1-5), secondary (Grade 6-10) and higher secondary (Grade 11-12) levels – regarding English teaching methodology and practices. The present study eludes such conventional area of exploration. The aim of this research is to identify the trends in beliefs of Bangladeshi English teachers in secondary level about English, language learning and teaching. More specifically, this study looks forward to answering the following questions:

❖   What are the beliefs of EFL teachers in Bangladeshi secondary level about the English?
❖   What are the beliefs of EFL teachers in Bangladeshi secondary level about language learning?
❖   What are the beliefs of EFL teachers in Bangladeshi secondary level about teaching?

Drawing the questions, as Richards and Lockhart (1994) suggested, beliefs of the teachers about English and teaching can be revealed. These administered questions are open ended. Richards, Tung and Ng (1991) used the questions to study the beliefs of English language teachers in Hong Kong and revealed that English teachers in Hong Kong believe that English has more grammatical rules than Chinese, however, they do not feel English has wider range of vocabulary and or is more easy to communicate. Johnson (1992a) also used these questions in his investigation into the beliefs of thirty English as a Second Language (ESL) teachers about teaching. To explore the beliefs of the teachers about language learning, the

current study uses the Beliefs about Language Learning Inventory questionnaire developed by (Horwitz, 1987). Richards and Lockhart (1994) suggested to adapting this as a systematic assessment tool to identify teachers' beliefs about language learning.

Literature Review
English language in the educational System in Bangladesh

Before being independent in 1971, English had a dominance in every aspect of human life in the then East-Pakistan (which is renamed as Bangladesh after the independence) (Uddin, 2014). English at that time was used as lingua franca, he adds. Solely recognizing Bangla as the state language, after the emergence of a separate nation - Bangladesh, relegated English and, therefore, it lost the second language status became a foreign language. Bangladesh, followed by other countries in the south Asian region, integrates the teaching and learning of English to the national education policy opting to be globally connected (Chowdhury & Kabir, 2014). However, seldom do the people of Bangladesh use English for interpersonal communication, they mentioned. English is used only to communicate internationally. Nevertheless, it is undeniable that English is immersed in the socio-cultural life of the citizens because of its enormous usage in education and research, commerce and international communication (Chowdhury & Ha, 2008). English, in Bangladesh, is identified as a driving force to uplift the economy of the nation.

L2 English pedagogy in Bangladesh

English is taught as a compulsory subject from Grade 1-12 (Chowdhury & Kabir, 2014). However, it has been found that English has no usage outside the classroom which results in, as Uddin (2014); Chowdhury and Kamal (2014) state, the poor English proficiency possessed by the Bangladeshi students. Students' performance is lagged behind, as English Language Teaching Task Force (1976, as cited in Rahman 1999, p.15) divulged, "The English proficiency of students in class 9 was two years and in class 12 four years behind the level assumed in their textbooks". Imam (2005) also identified that university students' average English language proficiency is tantamount to those attained in Grade 7. The aforementioned findings of the studies clearly indicate that the country have long been experiencing the low achievement in terms of English proficiency.

In an attempt to get rid of such miserable achievement, government introduced Communicative Language Teaching (CLT) in Class 6 in 1996 (Podder, 2013; Mazumder, 2013). In addition, new textbooks have been designed by adapting CLT (Uddin, 2014). Moreover, there have been Primary Training institutes (PTIs) and Teachers Training Colleges (TTCs) established to improve English teachers' teaching ability. Coupled with these are various Donor-aided training programs for English teachers, such as, English Language Teaching Improvement Project (ELTIP, 1997-2012) funded by Department of International Development (DFID, UK), Teaching Quality Improvement Project in Secondary Education (TQI-SEP, 2005-2011, Phases I & II) funded by ADB and Canadian International and Development Agency (CIDA) and English in Action (EIA, 2008-2017) funded by Department of International Development (DFID, UK) and run by the government of Bangladesh, have also been arranged to train teachers so that they can implement CLT in the classroom.

Despite all the initiatives, the scenario of the English classrooms is the same as it was before the implementation of CLT (see Haider & Chowdhury, 2012). Teachers adopt Grammar Translation Method (GTM) even after the implementation of CLT; carry out lecture and instruction using Bengali and conduct lecture-based class (Hamid & Honan, 2012). Hamid

(2010b) conducts an extensive observation lessons in seven different schools. The scenario he comes across during the classroom observation portrays an "orderly restrictive learning environment" (Johnston & Hayes, 2008, p.117). Students remain passive throughout the session. Now, the question raised in mind is that why is it happening. Karim et al (2017), after investigating teachers' perception about CLT, point out that teachers' belief is responsible for such things being taken place. They divulge that most of the English teachers perceive communicative tasks and role of the teachers wrongly. The pertinent investigative area now emerges is the beliefs of the teachers about language learning and teaching. In addition, teachers' beliefs about English need to be investigated. It is noteworthy that, in Bangladesh, researchers usually study the critical and pedagogical aspects of English teachers' professional practice (Hamid, 2007); however, they have less contribution to investigate the beliefs which drive teachers' actions in the classroom.

The present study disintegrates such conventional area of exploration rather it aims at identifying the trends in secondary school teachers' beliefs about English, language learning and teaching. It is expected that the findings of this study will bridge the gap responsible for nationwide low-proficiency in English. Moreover, the findings can be considered when developing content for English teacher training programs.

Methodology
Research Method

The current study integrates survey. According to Gay et al (2011) in the survey research, researchers attempt to collect data that elicit people's opinion about any topic or issue. In such research, the data are collected by administering a questionnaire containing a set of questions to be asked to the participants. Surveys subsume either sample survey or census surveys. However, the current study integrates sample survey because, according to Gay et al (2011), researcher try to collect information about the population by gathering data from the samples drawn from the population. This study intended to uncover the beliefs of secondary-English teachers about English, language learning and teaching. Therefore, it became mandatory to incorporate sample survey. Moreover, the current research is designed in the form of cross-sectional studies. This was adapted because, according to Gay et al (2011), researcher collects data from the participants once in the cross-sectional survey. Furthermore, such survey facilitates a clear view regarding the concurrent beliefs of the population, they expound.

Participants

In terms of selecting participants to respond to the questionnaires, purposive sampling technique has been adopted. Gay et al (2011) defined purposive sampling as "the process of selecting a sample that is believed to be representative of a given population" (p.145). They explicate that the researchers in such sampling select the participants using own knowledge and experience of the group to be sampled. Basically, researcher herein selects sample possessing certain criteria. The participants selected to response to the questionnaire are the English teachers belong to the secondary level in Bangladesh. They were 400 in number. Among them are 120 females and 280 males. They were chosen from 100 governmental and 125 non-governmental high schools from eight districts in Bangladesh. Teachers who have been teaching for at least ten years were selected to participate in this study. It is worth mentioning that they hold a degree of Bachelor of Education provided by Teacher Training Colleges (TTCs). Additionally, they have received training for teaching English

from different donor-aided training projects such as, English Language Teaching Improvement Project (ELTIP) and English in Action's (EIA's) Continuous Professional Development (CPD). In the close-ended questionnaire survey intended to reveal teachers' belief about language learning, they have participated. However, in the open-ended ones, most of them expressed reluctance to respond. Therefore, 280 teachers among the participants have been excluded. 120 teachers have been chosen to answer to the questionnaires concerning the teachers' beliefs about English and teaching. Among them, 80 were from governmental schools while 40 were from their non-governmental counterparts.

Instrument

Both structured (close ended) and unstructured items (open-ended questions) constitute the questionnaires administered in this study. To gather data concerning the teachers' beliefs about language learning, questionnaires with structured items were administered. The questionnaire is adapted from Horwitz (1987) (Appendix B). Richards and Lockhart (1994) suggested to incorporating it in identifying teachers' belief about language learning. There are 23 items in the questionnaire which substantially cover the following areas: (i) foreign language aptitude; (ii) the difficulty of language learning; (iii) the nature of language learning; and (iv) learning of communication strategies (Atlan, 2012). Participants were asked to mark their agreement on a Likert-type scale from 1 (strongly agree) to 5 (strongly disagree). Each of the statements on a Likert scale indicates either positive/favorable or negative/unfavorable attitude of the respondents towards the object of interest (Atlan, 2012). In contrast, to collect information regarding teachers' beliefs about English, the questionnaire with unstructured questions was administered. Gay et al (2011) elucidate that questions designed on such format let the participants generate information freely, and thereby, in-depth response gets elicited. The questionnaire herein is the one suggested by Richards and Lockhart (1994) (Appendix A). They suggested to considering these questions in identifying teachers' beliefs about English. There were eight questions in the questionnaire which substantially cover what teachers think about English. Richards, Tung and Ng (1991) adopted this questionnaire in their study on the beliefs of English language teachers in Hong Kong. Similarly, the questionnaire aimed to draw teachers' beliefs about teaching was also suggested by Richards and Lockhart (1994) (Appendix C).

Data Collection

The data concerning the teachers' beliefs about language learning were collected by distributing the questionnaire among 400 English teachers in the secondary level. The head teachers of each school were emailed the required number of copies of the questionnaire. They distributed the questionnaire among the selected teachers. The data gathered were, firstly, organized according to the aforementioned four categories. Then, descriptive statistics were computed for the items in the questionnaire. Instead of reporting the fractions, all the percentages were stated rounding to the nearest whole number.

The data regarding teachers' beliefs about English and teaching were collected by distributing the questionnaire through head teachers among 120 English teachers belonged to the secondary level. After collecting the filled up questionnaires, which were sent back by the head teachers after scanning, from the participants, the responses were organized according to the questions. For example, first the researchers looked at question no. one and gathered what respondents answered to this question. That is how the remaining answers were accumulated.

Findings of the Study

Teachers' Beliefs about English

Teachers were asked question concerning the reasons behind the importance of English language. 58% of the respondents elicited similar response that English is important because it is an international language. They explained that English has the exposure in the global platform. To let someone being globally connected, English language is very conducive. 10% of the participants responded that English is important because a good command in English boosts the opportunity for someone to get a good job. Apart from this, they mentioned that it is impossible for any individual to learn the languages of other countries. However, as they added, knowing English can serve one's communicative purpose in any country. 12% of the participants perceived alike the importance of English, producing more pragmatic answer that English is important to pursue higher studies. They rationalized that books harnessed during the higher studies are all written in English. 20% of them, in contrast, scintillated that English is important to develop in the sector of information, communication and technology, given Bangladesh opts to be a digital country by adapting technology in its all aspects of information and communication. That is how respondents portray the importance of English language.

The second question triggered on whether teachers think English is more difficult to learn than other languages. All the participants replied that it is easier to learn English than other languages. In addition, 72% of the participants identified grammar as the most difficult aspect of learning English when they were asked about the most difficult aspects of learning English, according to their view. The question contained some clues such as, grammar, vocabulary and pronunciation. 28% of the respondents found vocabulary and pronunciation as most difficult.

Respondents were also asked about what dialect should be taught they think. Only 8% of them denied the practice of either British dialect or the American one in the context like Bangladesh, where, according to Ali and Walker (2014), English is taught as a foreign language (Ali & Walker, 2014), although 92% of them expressed their biasness to American and British dialect respectively. In reply to the question on whether they think 'it is important to speak English with native-like pronunciation, most of the participants were found affirmative. Only 8% of the respondents answered that it is not important to speak English with native-like pronunciation while the remaining ones (92%) preferred native-like pronunciation. It is noteworthy that there is no idea existing related to British and American English nowadays. TOKUMOTO and SHIBATA (2011) explicate that because of the worldwide exposure of English, there is a vigorous growth observed in the number of English speakers, and thereby, the frequency of using English for communication has increased which results in the promotion of English as an international language (EIL). Consequently, the pluralistic view of English has been emerged which precedes the concept of what TOKUMOTO and SHIBATA (2011) call World Englishes. Seemingly evident is it that English, hence, is not confined to British and American Boundary. Apart from these dialects, some non-native varieties of English have achieved the recognition of variants of English which ultimately delineates the acceptability of the varieties of English. TOKUMOTO and SHIBATA (2011) conclude that considering presence of the global English-speaking community, the essentiality of acknowledging of different varieties of English has been flourished in the field of English language teaching.

All the participants to elicit similar answer to the question concerning 'how does English sound to you compared to other languages you know' that they are comfortable in Bengali because it is their mother tongue. Therefore, English seems difficult when comparison

takes place between Bengali and English. However, 95% of them mentioned, if the comparison is between English and other languages except Bengali, English seems easy.

In response to the question regarding their learners' attitude associate with English, 20% of the participants stated that the pupils are generally keen to learn English. However, 75% of the participants stated that they find learning English difficult and scary. One respondent, in contrast, answered that those who perform well in the classroom possess more attentiveness to learning English. However, those who do not perform well in the classroom do not show interest in learning the language. The distinguishing reply came from a participant who elicited that if students are facilitated with a friendly environment, they express keenness to learn English. Therefore, they participate in the classroom activities. The responses of the participant teachers to some extent indicate that they have no responsibility at all because the learners are afraid of English. Even few responses apparently indicate a sign of provision, for instance, "if students are facilitated with a friendly environment, they express keenness to learn English". Such beliefs can drastically affect the learning of students. Richards and Lockhart, (1994) enunciated that teachers' beliefs represent the realities, and thus beliefs may have influence on their classroom practice. It is noteworthy that CLT is the approach adopted in Bangladeshi secondary classrooms to teacher English. Therefore, in such context, putatively, the teachers' focus must be on engaging the pupils in what Breshneh and Risati (2014) call pragmatic, authentic, functional use of language for meaningful purposes. Under no circumstances, should the teachers simply escape by portraying learners' fearless or inattentiveness.

Teachers were asked whether they think English has any qualities that make it different from other languages. 95% of the participants answered it similarly. They stated that English is an international language and thus, it has widely accepted usage.

Teachers' Beliefs about Language Learning
Foreign language aptitude. The item 1, 2, 4, 9, 13, 19, 20 and 22 cover the age issue in language learning and regard other abilities for language learning. Equal number (14%) of the participants has been found strongly agreed and strongly disagreed with the statement that 'It is easier for children to learn a foreign language'. However, 43%of the respondents agreed with the statement while 29% of them disagreed. Therefore, 57% (14%+43%) of the participants opine the conventional belief that children are better learner than adults. The response of the majority is commensurate to the findings unearthed by previous studies which depict the positive influence of early ages on language acquisition, particularly pronunciation (see Donato, Antonek & Tucker, 1996). Majority of the participants have been seemed supporting the statement that some people have special ability for learning foreign language. It has been found that 43% of them strongly agreed and 43% agreed with this. Only 14% of the respondents disagreed with the statement. 53% of the participants disagreed to the idea that people from their own country are good at learning foreign languages. However, 43% of them endorsed this idea by expressing their agreement. 57% of the respondents did not agree with the statement that people who are good at mathematics or science are not good at learning a foreign language, although 43% of them believed that people having good command in science are likely to lack the ability to learn a foreign language. Respondents have been found eradicating the role of gender in learning foreign language. 71% (57%+14%) of them disagreed and strongly disagreed with the statement that women are better than men at learning foreign languages. Interestingly, 14% of the participants remained neutral while 15% of them expressed their agreement. 29% of the participants strongly agreed with

the statement that 'people who can speak more than one language are very intelligent'. However, 71% of them strongly disagreed with the statement. 43% of the respondents agreed with the statement that 'every one can learn to speak a foreign language'. Same number of them disagreed with it while 14% exhibited their strong agreement. Finally, 28% of the participants identified English as difficult subject while 42% of them opined that it is a language of medium difficulty. Nevertheless, 30% of them reported it as an easy language.

Table 1:
Foreign Language Aptitude

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It is easier for children to learn a foreign language	14%	43%	0%	29%	14%
Some people have special ability for learning foreign languages	43%	43%	0%	14%	0%
People from my country are good at learning foreign languages	0%	43%	0%	57%	0%
People who are good at mathematics or science are not good at learning a foreign language	0%	43%	0%	43%	14%
Women are better than men at learning foreign languages	0%	14%	14%	57%	14%
People who speak more than one language are very intelligent	29%	0%	0%	71%	0%
Everyone can learn to speak a foreign language	14%	43%	0%	43%	0%

Statement	a very difficult language	a difficult language	a language of medium difficulty	an easy language	a very easy language
English is		28%	42%	30%	0%

Difficulty of language learning. The items 3, 16, 21 and 23 entail the issue of difficulty arise generally when language learning takes place. They also cover the specific difficulty of the target language being learned by the learners. In response to the statement – some languages are easier to learn than others – no participant has been found denying the fact. 14% of them strongly agreed with the statement and 86% agreed generally. 71% of the participants strongly disagreed and disagreed that it is easier to speak than understand a foreign language. However, 29% of them showed their general agreement with this. In response to the statement containing the issue that it is easier to read and write English than to speak and understand it, 46% of the respondents either strongly agreed or agreed while 44% of them disagreed. 10% of them remained neutral. Participants were asked question regarding the time required to speak language very well if someone spends one hour a day learning a language. 43% of them answered that it would take less than a year. However, same number of respondents replied that it would take 1-2 years if someone kept this flow. Only 10% of them expressed that it would take 3-5 years if someone carries out such consistency. The participants in this study are trained English teachers. However, a considerable number of

them are of impractical view which may lead them to experience frustration when they find their students' language learning progression does not comply with their expectation. Nevertheless, those of 43% believing that 1-2 years are enough for someone to get equipped with the ability to speak the language very well were also possessing impractical idea. It is worth mentioning that in Bangladesh, there are some coaching centers which produce tantalizing offer for the learners that they will enhance the ability of the students in four language skills within six months. Such advertisements are distorting teachers' belief. Ones (10%), who noted that it would take 3-5 years to speak the language very well if someone spent one hour per day learning this, were possessing positive attitude which would let them motivate their learners more convincingly.

Table 2:
Difficulty of Language Learning

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Some languages are easier to learn than others	14%	86%	0%	0%	0%
It is easier to speak than understand a foreign language	0%	29%	0%	57%	14%
It is easier to read and write English than to speak and understand it	0%	14%	0%	86%	0%

Statement	less than a year	1-2 years	3-5 years	5-10 years	you cannot learn a language in 1 hour a day
If someone spent one hour a day learning a language, how long would it take them to speak the language very well?	43%	43%	14%	0%	0%

The nature of language learning. The items 6, 10, 11, 15 and 18 substantially concern the issues related to the nature of the language learning process. In response to the statement containing the issue that 'it is necessary to know about English-speaking cultures in order to speak English', 29% of the respondents strongly disagreed while 57% of them disagreed. Only 14% of them have been found agreeing generally with the statement. Majority (71%) of the participants disagreed with the statement that 'it is best to learn English in an English-speaking country', where learners typically can avail the accessibility to the foreign language, culture and people. However, 29% of them agreed with this. A great majority of the participants (43%+43%=86%) identified learning vocabulary words as the most important part of learning a foreign language. Only 14% of them generally disagreed with this. In contrast, all participants, either strongly or generally, disagreed with the statement that 'the most important part of learning a foreign language is learning the grammar. Similarly, all participants (14% strongly and 86% generally) believed that 'learning a foreign language is different than learning other academic subjects'.

Table 3:
The Nature of Language Learning

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It is necessary to know about English-speaking cultures in order to speak English		14%	0%	57%	29%
It is best to learn English in an English-speaking country	0%	29%	0%	71%	0%
The most important part of learning a foreign language is learning vocabulary words	43%	43%	0%	14%	0%
The most important part of learning a foreign language is learning the grammar	0%	0%	0%	71%	29%
Learning a foreign language is different than learning other academic subjects	14%	86%	0%	0%	0%

Learning and communicating strategies. The items 4, 7, 8, 12, 14 and 17 in the questionnaire regard learning and communication strategies. It has been found that 57% of the participants strongly agreed with the statement that 'it is important to speak English with excellent pronunciation. In addition, 29% of them agreed with this while only 14% disagreed. All the participants endorsed that 'one should not say anything in English until he can say it correctly'. For this view, majority (77%) of them hold the belief that 'if the beginning students are permitted to make error in English, it will be difficult for them to speak it correctly later on'. 23 % of them have been found showing disagreement with this. It is noteworthy that in Bangladesh English classes are conducted by adopting CLT method. The principle of CLT does not emphasis on pronunciation. Nor does it concentrate on accuracy. "Fluency and accuracy are seen as complementary principles underlying communicative techniques" (Brown, 1994, p.245). At some point fluency is of more importance than accuracy because "fluency and acceptable language is the primary goal" (Finocchiaro & Brumfit, 1983, p.93). Accuracy comes later in the context not in abstract. Fluency is given more emphasis than accuracy with a view to continue learners' engagement in language use (Breshneh & Risati, 2014). In CLT, error correction is perceived occurring in different phases of communicative skill development. Frequent correction of error is unnecessary, and such attempt from teachers' part can hinder learners' striving to improve their communicative ability using the target language (Breshneh & Risati, 2014). CLT purports teachers to let their students talk and express their views. 57% of the respondents believed that 'it is easier for someone who already speaks a foreign language to learn another. 14% of them seemed neutral regarding this issue while 29% disagreed. A greater majority (85%) of the participants believed that 'it is important to repeat and practice a lot'. However, 15% of them strongly denied the relative importance of repeat and practice. In the pedagogy where CLT in adopted as the English teaching approach, supposedly, the teachers' focus must be on engaging the pupils in what Breshneh and Risati (2014) call pragmatic, authentic, functional use of language for meaningful purposes. They assert that classroom should be the platform for the learners to rehearse the interactions what they are likely to encounter in their practical life. 57% of the participants disagreed with

the statement that 'it is important to practice with cassette tapes'. Yet 43% of them have endorsed the importance of practicing from cassette tapes. It is noteworthy that, teachers are trained in using audio tapes in the classroom, provided these will help learners to enrich their listening skills and develop their pronunciation. It seemed cynical that although they have training, most of the respondents denied the importance of practicing with cassette tapes.

Table 4:
Learning and Communicating Strategies

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It is important to speak English with excellent pronunciation	57%	29%	0%	14%	0%
You should not say anything in English until you can say it correctly	0%	0%	0%	29%	71%
It is easier for someone who already speaks a foreign language to learn another	57%	0%	14%	29%	0%
It is important to repeat and practice a lot	71%	14%	0%	0%	15%
If beginning students are permitted to make errors in English, it will be difficult for them to speak it correctly later on	0%	77%	0%	23%	0%
It is important to speak with cassette tapes	0%	43%	0%	57%	0%

Teachers' Belief about Teaching

The first question intended to reveal 'how do the teachers see their role in the classroom'. The extended part of the question was 'how would this be apparent to a visitor'. There is a diversity found in the answers elicited by the teachers. For instance, 40% of the participants perceived their roles in the classroom are to exchange greeting, to let students talk in English and to show video related to the topic. 35% of them felt that their roles in the classroom are to use English and to let her pupils do so throughout the session, to develop the four skills, listening, speaking, reading and writing of the learners in English language, to assist students in learning, to explain the meaning of difficult words and sentences and to get their students involved in reading and writing practice. 25% of them thought communicating with students and making them feel relax by removing their fear associated with English as their duties in the classroom. Moreover, they believed that teaching grammar, vocabulary, pronunciation and involve students in writing paragraphs and essays are their responsibilities in the classroom. In addition, they opined that their responsibilities in the classroom are to bring learners' attention and hold it, to identify their weakness and to teach them by addressing the weakness. Furthermore, all the participants claim that their class will be enjoyable to the visitor when answering the extended question. It is worth mentioning that the ELT methodology teachers are asked to follow in Bangladeshi secondary level is CLT. "The role of the teacher in CLT is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language

and to reflect on language use and language learning" (p. 23)" Richards (2006, p.23). Breen and Candlin (as cited in Richards and Rodgers, 1986) elucidated the two main roles of the teachers. The roles of the teachers are to get students involved in the communication on one hand, and on other hand, to be the part of the communicative activities in the classroom. According to Ahmed (2014), a teacher in CLT plays the role of the guide, and not an "all-knowing knowledge provider" (p. 3). Richards and Rodgers (1986) explicated, other roles assumed for teachers in CLT are "needs analyst, counselor, and group process manager" (p. 77).

The second question aimed at identifying the teaching methods participants try to implement in their classroom. 80% of the participants reported that they adopt CLT in their classroom. 20% of the respondents were found claiming that they practice GTM in the classroom. Surprisingly, 25% of them failed to name any teaching method. They claimed that the method they integrate in their classes is the student-centered one in which teacher exists only to facilitate learning, substantially related to CLT.

In reply to the question intended to uncover the teaching resources teachers make use of in their classroom, almost all the participants (90%) elicited similar response. The accumulated response regarding teaching resource entails book with model test, chart, documentary video, poster, flash card, guide book, sentence card and word card. Few of them mentioned that they use textbook to conduct her class. Interestingly, a handful of them (10%) named projector, chalk and duster as the teaching resources, although they are considered as tools in the classroom.

Participants were asked question about 'how would you define effective teaching'. 30% of the respondents reported that effective teaching means teaching following a proper lesson plan. However, 10% of them reported that effective teaching means teaching in a way that lets the students to learn spontaneously. According to them, effective teaching is assessing learners' performance at some point of the class duration, appreciating for good task and delivering constructive feedback those who perform relatively less well. 30% of the participants reported that effective teaching is making students understand what has been taught, involve students in the learning process and assisting them if they experience any difficulty. 30% of them defined effective teaching as being able to transmit knowledge in own way, bringing learners' attention to the classroom, delivering lecture, engaging them in different activities and assessing their performance. However, study carried out by Facella et al (2005) revealed that teachers apply diversified strategies that constitute effective teaching, and consequently, meet the individual needs of the learners. They found that the strategies teachers admit necessary for effective teaching are gestures and visual cues; repetition and opportunities for practicing skills; use of objects, real props, and hands-on materials; and multisensory approaches. In addition, Facella et al (2005) categorized the strategies into three parts: strategies for engaging learners emotionally, strategies for teaching language specifically and strategies for teaching in general. It is worth mentioning that the strategies teachers report to apply are supported by Krashen and Terrell (1983, as cited in Lake & Pappamihiel, 2003). Deplorably, the participants in the current study reported the strategies, like, following lesson plan, letting students learn with spontaneity, bringing learners' attention and securing students' understanding of the topic, which are substantially mismatched to what are supported by (Krashen and Terrell, 1983).

Participants were asked question regarding their approach to classroom management. Participants elicited divergent answers. For instance, 80% of them reported that to manage the classroom, they allocate specific seat for individual student. Some stated that to manage

the classroom, they assure silence during the class. 18% of the participants added that they identify the inactive students and let them engage in the learning process. They incorporate group work, eye contact and monitoring to manage the classroom. 2% of the respondents reported exchanging greeting as a means of classroom management.

Participants were also asked to mention the qualities of a good teacher. 70% of the participants identified time maintenance, being friendly with the pupils and making lesson easier for the learners as the qualities of a good teacher. In addition, 20% of them talked about dedication, honesty, smartness and regularity which a good teacher has to possess. 10% of them claimed that a good teacher has to be a good presenter.

Implication of the Findings

The teachers assigned to teach English in Bangladeshi secondary level lack required qualification. They do not have any course either in Bachelor or in Masters that focuses on English Language Teaching (ELT). Ali and Walker (2014) point out that most of the teachers hold an MA in English literature, which seemingly does not equip them with any of the language teaching skills. Typically, British, American, continental and contemporary literature are the contents they had during their student life. Unfortunately, they are appointed as English Language Teacher in different schools. Hamid and Baldauf (2008) stated that teachers with such degree are bound to be unhelpful for the students to learn the language. It becomes conspicuous that teachers with no mastery on ELT are also bound to possess beliefs about English teaching which are impractical, and thereby, detrimental to the language learning.

Some of such beliefs have been identified through this study. In particular, teachers' biasness to American and British dialect and their strong support for native-like pronunciation may often demotivate the pupils. In Bangladeshi classrooms, typically, learners show reluctance to participate in communicative activities. In addition, when they are asked by the teachers to adopt either British or American dialect, naturally, they will lose motivation and promise to learn English. Therefore, such beliefs are vulnerable to a greater degree. Another apparent careless answer elicited by the teachers in response to the question triggering the learners' attitude associated with English. Teachers should not depend on students' positive attitude in the classroom. Rather, it is the core responsibility of the teachers to facilitate friendly-learning environment and motivate them. It was thought that teachers from rural and urban areas would produce vivid answers. However, it has been found that teachers irrespective of their areas generated similar answers to the particular question.

It has also been identified that most of the teachers believe that children are better language learner than adult. However, educators, e.g. Donato et al (1996), claimed that learning language at an early age only benefit the pronunciation. Therefore, Bangladeshi English teachers perceive the age issue related to language learning wrongly. In addition, it has been uncovered that the participants' responses in the 'learning and communicating strategies' are contradictory to the teaching approach they espouse in the classroom. Such disbelief may often trivialize students' learning. Other external factor affecting teachers' belief substantially is the advertisement publicized by different coaching centers which even commit to develop the mastery in English within six months. Atlan (2012) also corroborates the influence of advertisements on teachers' belief. If certain idea gets disseminated in the society, teachers, being part of it, are likely to be the victim of such belief. Moreover, Teachers carry out diversified perception about their role in the classroom. Nor do they have clear understanding about the teaching resources used in the classroom, which adopts CLT. The study also revealed that regarding effective teaching, teachers have vivid opinion.

Participants in this study received their training from TTCs. Some of them got it from ELTIP which according to Hamid (2010) solely provided teachers with training on CLT approach. Some of them received training from EIA training program which not only imparted training on communicative activities to be launched in the classroom but also it supplied teachers with audio-visual resources related to classroom practice. However, teachers' responses gathered in this study, to a greater extent, imply that the content required to construct certain belief in teachers was absent in the training program.

As mentioned earlier, the fundamental deficit associated with such beliefs is teachers' qualification. Coupled with this is the teacher training program that entails nothing related to teachers' belief. Several training programs for the English teachers have been arranged by both Government of Bangladesh and donors. All the programs held so far intended to develop teachers' ability to conduct a more communicative and participatory English class. They provided teachers with support about how to introduce communicative activities or how to engage students in those activities. But the training programs did not emphasize on creating teachers' beliefs or replacing their disbeliefs with the positive ones. This can be corroborated if the participants of this study are considered, given all of them have training from either ELTIP or EIA. If these are the beliefs of the trained teacher, then the beliefs of those of untrained can easily be predicted. Only English teacher training program can play a pivotal role in developing teachers' positive beliefs. The findings of this study can be harnessed when designing contents for the futuristic teacher training program for English teachers. If training addresses the wrong assumptions carried out by the teachers and explains why certain thought is incorrect, teachers will surely be able to replace the wrong one with the right one. Tokumoto and Shibata's (2011) study also revealed some stereotypical beliefs about English possessed by Japanese teachers of English. They call for addressing these issues in the teacher training program. Actually, teachers cannot be held responsible for unauthorized beliefs. Because, according to Jenkins (2007), English teachers belong to Expanding Circle countries have the tendency to believe that 'proper' English belongs to native-speaking countries such as the UK and US, although a diversity of English and its users prevails. Thus, Jenkins also calls for integrating courses containing the idea of EIL into in-service teacher education program. Following the suggestion derived from other contexts along with considering the findings of this study, policy makers in Bangladesh can certainly design teacher training programs for English teachers which will substantially help teachers out with broader concept of World Englishes.

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Appendix A
Teachers' belief about English

1. Why do you think English is an important language?
………
………
………

2. Do you think English is more difficult to learn than other languages?
………
………
………

3. What do you think the most difficult aspects of learning English are (e.g., grammar,vocabulary, pronunciation)?
………
………
………

4. Which dialect of English do you think should be taught (e.g., British,American, other)?

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....
....

5. Do you think it is important to speak English with native-like pronunciation?
....
....
....

6. How does English sound to you compared to other languages you know?
....
....
....

7. What attitudes do you think your learners associate with English?
....
....
....

8. Do you think English has any qualities that make it different from other languages?
....
....
....

Appendix B
Teachers' belief about language learning

1. it is easier for children to learn a foreign language
    (O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

2. Some people have special ability for learning foreign languages.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

3. Some languages are easier to learn than others.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

4. People from my country are good at learning foreign languages.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

5. It is important to speak English with excellent pronunciation.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

6. It is necessary to know about English-speaking cultures in order to speak English.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

7. You should not say anything in English untill you can say it correctly.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

8. It is easier for someone who already speaks a foreign language to learn another.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

9. People who are good at mathematics or science are not good at learning a foreign language.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

10. It is best to learn English in an English-speaking country.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

11. The most important part of learning a foreign language is learning vocabulary words.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

12. It is important to repeat and practice a lot.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

13. Women are better than men at learning foreign languages.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

14. If beginning students are permitted to make errors in English, it will be difficult for them to speak it correctly later on.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

15. The most important part of learning a foreign language is learning the grammar.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

16. It is easier to speak than understand a foreign language.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

17. It is important to speak with cassette tapes.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

18. Learning a foreign language is different than learning other academic subjects.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

19. People who speak more than one language are very intelligent.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

20. Everyone can learn to speak a foreign language.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

21. It is easier to read and write English than to speak and understand it.

(O) Strongly Agree (O) Agree (O) Neutral (O) Disagree (O) Strongly Disagree

22. English is:
 (a) a very difficult language
 (b) a difficult language
 (c) a language of medium difficulty.
 (d) an easy language
 (e) a very easy language

23. If someone speng one hour a day learning a language,how long would it take them to speak the language very well?
 (a) less than a year
 (b) 1-2 years
 (c) 3-5 years
 (d) 5-10 years
 (e) you cannot learn a language in 1 hour a day.

Appendix C
Teachers' belief about teaching
 1. How do you see your role in the classroom? How would this be apparent to a visitor?
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……………

 2. What teaching methods do you try to implement in your classroom?
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……………

 3. What teaching resources do you make use of?
……
……
……………

 4. How would you define effective teaching?

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……
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5. What is your approach to classroom management?

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……
…………

6. What are the qualities of a good teacher?

……
……
…………