

Post Method Pedagogy of Secondary Education in Bangladesh: An Insinuation

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Abstract

Being the foreign language, English language learning and teaching are always a tough job. To change progressively, we must change the existing Communicative Language Teaching (CLT) method and adopt the more effective one for our learners. Bangladesh still applies CLT in the teaching and learning process currently while the other world rejects CLT in the recent days. As English is not a second language in Bangladesh, our students are not at all interested in learning English. Many of our teachers are also not efficient in teaching English following the CLT approach. Consequently there raises the needs of a new and fruitful method for the learners and that is the Post Method pedagogy. So, the current study deals with the needs, importance and scholarly application of this new method for ELT in Bangladesh at the secondary level education.

Keywords: Post Method Pedagogy, Cul-de-sac, Secondary Education, CLT, EFL, SEQAEP.

1. Introduction

Scores of research studies were made in the last decades concerning approaches and methods in a second language teaching and learning around the world but in real scenario, only few works were done in a post method pedagogic approach. In our country, where the communicative language teaching and learning approaches are still prevailing, the researchers have tried to find out a post-method pedagogic approach here for teaching and learning English in Bangladesh. The method of communicative language teaching does not inexorably mean the riddance of familiar materials, what matters that is the teachers' lenient of how language learning ensues. The deep-seated attitude of communicative language teaching is concerned with an orientation in the trend of collective contribution and collaboration of both learners as well as the teachers. Language learners must be concerned in as many situations as feasible where they might have the extent to split information from their own argument, they must learn it in a methodical way to so that they can master it functionally and fruitfully even in an EFL context like ours.

Learning English is supposed to be comparatively easier in CLT than in other methods. But if the method does not stay for long the effort will be in vain. (Alam et al. 2014) But though CLT has been prevailing for last fifteen long years in Bangladesh; no radical or mentionable changes are found. Government should take proper steps in this regard. We have enough scholars of GTM in our country because it had ruled our English teaching system for about fifty years academically. But by this time approaches have been changed for several times. It perturbs our

learners. Ultimately our students could not be efficient in English for having new methods and rules in the last two decades.

2. Statement of the problem

CLT techniques and activities were adopted in a developing country like Bangladesh for several reasons bearing in mind it to be supportive for the ELT condition of Bangladesh. CLT attempts to make the students communicate in the target language with the integration of four fundamental language skills. (Alam et al., 2014) The CLT text book is supposed to contain not only different literary genres, but also authentic, factual and realistic samples of Target Language (TL) discourse with the context-based exercises of relevant inductive grammar and various. CLT approach is working to fulfill communication with comprehensive pronunciations among the nations of the world. But it failed to complete its mission in Bangladesh for some unavoidable reasons with no prospect to be revived. So, the new method that is post method pedagogy should be introduced soon to cope up with the modern world.

3. Objectives

The primary objective is to find out the prevailing problems encountered by the teachers and learners in Bangladesh. The study also suggests some probable solutions to improve ELT through post method pedagogy in the secondary level education in Bangladesh.

4. Literature Review

Post-method pedagogy is inclusive by considering the reality of the lives of English as Second Language (ESL) students and those of lecturers as a significant tool that results in positive outcomes of teaching and learning. It is primarily concerned with the real life communication in the SL classroom that lead to more engaged students with optimal opportunities to enhance their fluency in achieving their fullest potential beyond the classroom (Mothhaka & Wadesango, 2014).

Post method pedagogy is “the construction of classroom procedures and principles by the teacher himself/herself based on his/her prior and experiential knowledge and/or certain strategies. In other words, the concept of method involves theorizers constructing “knowledge-oriented” theories of pedagogy and post-method involves practitioners constructing “classroom-oriented” theories of practice (Kumaravadivelu, 1994, p. 29).

Alam et al. (2014) considers that contemporary condition of ELT situation of Bangladesh is dominated by the CLT method. In the academic years of 2001 and 2002 ELTIP produced new English textbooks for the secondary levels ‘English for Today’ of class six, seven, eight and nine-ten). Generally Communicative Language Teaching (CLT) approach starts from a theory of language as communication. Here language is considered as a system for the expression of meaning and serves its primary functions: interaction and communication (Hasan, 2004). In a word according to Hymes it is communicative competence and through communication meaningful task can be performed which has the ability to promote learning (Richards and Rodgers, 2002). In this approach theory of learning includes activities related with real communication, carrying out meaningful tasks and promotes learning considering learners’ level of comprehensiveness (Alam, 2008; Numan, 1989).

Secondary level is generally considered from class six to ten. In terms of tenure and administration of secondary schools, there are two major types; government schools and non-government schools including Dakhil madrasahs. BANBEIS reported in 2006 that nearly 98% of the secondary and higher secondary institutions are owned and managed by private sectors. However, these organizations are private only in name because 100% of their remuneration and wages, and the expenditures of their physical infrastructure expansion, sturdy educational supplies and equipment are provided by the government. The secondary level education has become a part of basic education in the present world of globalization and hard competition. As a result, secondary schools are vested

with the accountability of imparting knowledge, skills and stances indispensable for individuals to fit into society and be able to contribute prolifically to its development. (Khan, 2015) So, whether CLT or Post Method is applied in the secondary education, the quality is a must.

5. Methodology

The researcher collects and studies different literary articles, critical compositions, and websites to find related study materials, in order to be acknowledged in the related topics through keen 'observational method'. The researcher also goes through several critical journals from different libraries to have specialized information on the essayist and compose the work in a more credible way. The study first considers the fundamentals of the post method pedagogic approach and tries to assess the ELT situation of the country. The study also evaluates different works on ELT, CLT and relevant issues. Considering the outcomes of the GTM and CLT approaches, recommendations are suggested to bring positive results in the field of English language teaching and learning in Bangladesh.

6. Discussion

6.1. Secondary Education in Bangladesh: Bona fide Picture

Khan (2015) depicts a bona fide picture of present condition of the secondary level education in Bangladesh. He thinks that though secondary level education is a must to make out the attitude and behavior of the students, many of the secondary schools cannot provide quality education to the students. In most of the cases, the government schools along with a few private schools run by well-organized foundation are maintaining their quality. But there are lots of schools in our country where the impediments are the daily events such as shortage of teachers, substandard classroom environment, deficiency of the teachers and shortage of the monitoring or corrupted governing bodies etc. Again the rate of female enrollment at the secondary level is still significantly lower than that of male enrollment. This is due to low achievement rates for girls at the primary level which put them at a disadvantage when entering secondary school. According to UNICEF, girls are more probable than boys to quit from secondary school, and their attainment scores tend to be considerably subordinate, especially in rural areas and among the urban poor.

6.2. Cul-de-sac of CLT

Alam et al. (2014) considers that "ultimately, even after shifting from the years-long practice of the traditional and age-old GTM to the most modern and advanced method CLT has made the same or to some extent more devastating result in producing scholastic generations in English, the all-expected medium for international communication." Whereas the GTM once produced some scholars of English in Bangladesh, the CLT has been found to be a failure to do so in the recent days being the newest method of teaching and learning. The primary reasons may be considered as the lack of teachers' efficiency, lack of motivations and motivational orientations. The other reasons may be the lack of proper classroom environment, lack of effective teachers' training programs, trepidation of EFL, fastest developing modern world etc.

6.3. Efficacy of Post Method in Secondary Level in Bangladesh

Post method pedagogic approach can be used all-inclusively to instruct the English language in an EFL context. In a developing country like Bangladesh the CLT approach was adopted excluding the world's oldest and traditional GTM with lots of expectation and hope to improve the contemporary status of ELT situation. In a monolingual context like Bangladesh, a developing country in the EFL context, just adopting a communicative syllabus and textbooks is not certainly ensuring an effective teaching and learning environment. (Alam et al. 2014) If the teachers fail to use this in a proper way, everything will dismiss. So, the teacher development programs with the support of post method pedagogy should be arranged at each school and Dakhil Madrasah, that may continue

for a certain period. Some development programs can be taken at upazilla (sub-district) level and experts from a higher authority can monitor these programs.

7. Findings

Now, for flaxen reasons, observations can realistically be made on the fact that the techniques and methods of the post method pedagogic approach are appropriate to teach a foreign language in terms of applying it in an EFL context like ours we may find it easier to learn and teach English in a more credible way.

7.1. Endeavor of SEQAEP

The Secondary Education Quality and Access Enhancement Project (SEQAEP) put into operation since 2008, intends to progress the worth of secondary education and to enhance admittance and fairness among poor students, together with those living in remote locale. All SEQAEP schools have parents-teachers associations (PTAs). Teachers are being trained in English and Mathematics, institutions are now offering additional classes to improve English and Math skills of their students, and financial rewards are also being given to those teachers who achieve pass targets of over 70% of the class and to institutions that constantly increase the number of students appearing in and passing the SSC examination. (Khan, 2015) This project works with a post method pedagogic approach but not in focus. It is subconsciously being done.

7.2. Effectiveness of Post Method in Secondary Education

The communicative approach offers learners the opportunity to practice the four basic language skills in a well-balanced way. It promotes learners' interest of learning. It also promotes learners' ability of using English from their real life situation. The variety of contexts and tasks with interaction between students and students, students and teachers, allows learners to use the language creatively and accurately, learners themselves learn by discussing in group and pair and the whole process is a spontaneous participation of the learners themselves which is based on 'learning by doing'. So, the classroom is learners centered, learners themselves are directly involved in the learning process. English for Today provides learners every opportunity to learn from their own real contest, almost every textbook from class six to class ten having a TG (Teacher's Guide) for the teachers to help and guide in order to make a lesson plan for the lesson, to know the aim of the lesson, how to teach vocabulary, how to use and where to get visual aids, how to deal with a large class and so on. So, teachers who have been teaching the old book need to change their behavior in teaching as per requirements.

7.3. Quality

Post Method Pedagogy can improve the quality of secondary education. Quality education includes quality learners, quality learning environments, quality content, quality process, quality teachers, and quality outcomes. When we will be able to bring all above things together, then we can ensure quality education for all. As the post method pedagogy involves the easier and effective parts of other methods, it may have some influence upon the all other methods and approaches. As a result it can bring improvement what it brings to the other world. Strong community participation in school improvement, teacher's active participation in mentoring the learners, leadership quality of the school heads, healthy teaching learning atmosphere in the class rooms, putting students in the centre of educational setting and learning achievement of the students can be ensured to bring out the quality through using post method pedagogic approach.

8. Suggestions and Recommendations

Along with the technical and technological facilities the post method pedagogic approach, the teachers also needs some other benefits such as classroom environment, attentive learners and economical support. The cooperative language learning may be applied with interesting

ideas. For this, group discussions and peer works will be more fruitful. The secondary level education should be the framework of the overall study life of a learner. So, there should be more research works on the function of post method pedagogic approach. Complete structural knowledge of a language which was the theory of language of GTM can be reintroduced along with its translation parts according to the learners need. (Alam et al, 2014). Alam et al. (2014) also suggests qualified and economically solvent teacher along with the limited number of students taking into consideration the ability of the teacher's control over the class, content, time to ensure the best effort from the teacher's part should also be an important point to consider. The government should also take some steps to apply the post method pedagogic approach in the secondary level education to enhance its quality.

9. Concluding Remarks

To sum up, it can be said that the focal aspire of the post method pedagogic approach replicates the essentials of the pupils and comprises serviceable skill as well as linguistic goals with a more plausible way. Post method pedagogy can improve the motivational orientations among the teachers. And the students can also be motivated through this approach. Effective teaching fuels social, emotional and professional success of the teachers. So, we should develop the teaching methodology by mindfully overcoming the obstacles in the way of achieving it. We must admit that learning a language depends undeniably on the application of an effective method. The language trainers may introduce the learners to make them conscious both verbally and cognitively in a post method pedagogic approach for learning a language.

10. Definition of terms

ELT=English Language Teaching

ELTIP= English Language Teaching Improvement Project

ESL= English as a Second Language;

EFL= English as a Foreign Language;

GTM= Grammar Translation Method;

CLT= Communicative Language Teaching

SEQAEP= Secondary Education Quality and Access Enhancement Project

TG= Teachers' Guide

PTA=Parents Teachers Association

SL= Second Language

TL= Target Language

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