



10-24-2020

# Understanding EFL Teachers' Beliefs and Practices in EFL Classrooms: A Phenomenological Approach to the Impact of Teacher Education Program in Bangladesh

Abdul Karim

*Universiti Sains Malaysia, Malaysia*, [hasan13aiub@gmail.com](mailto:hasan13aiub@gmail.com)

Liza Reshmin

*Brac University; Universiti Sains Malaysia*, [lreshmin@bracu.ac.bd](mailto:lreshmin@bracu.ac.bd)

Muhammad Kamarul Kabilan

*Universiti Sains Malaysia*, [kabilan@usm.my](mailto:kabilan@usm.my)

Faheem Hasan Shahed

*Brac University*, [faheembangladeshi@gmail.com](mailto:faheembangladeshi@gmail.com)

Mohammad Mosiur Rahman

*Universiti Sains Malaysia, Malaysia; BRAC University, Bangladesh*, [mosiurbhai@gmail.com](mailto:mosiurbhai@gmail.com)

*See next page for additional authors*

Follow this and additional works at: <https://nsuworks.nova.edu/tqr>

 Part of the [Teacher Education and Professional Development Commons](#)

### Recommended APA Citation

Karim, A., Reshmin, L., Kabilan, M. K., Shahed, F. H., Rahman, M. M., & Singh, M. K. (2020). Understanding EFL Teachers' Beliefs and Practices in EFL Classrooms: A Phenomenological Approach to the Impact of Teacher Education Program in Bangladesh. *The Qualitative Report*, 25(10), 3683-3718. <https://doi.org/10.46743/2160-3715/2020.4272>

This Article is brought to you for free and open access by the The Qualitative Report at NSUWorks. It has been accepted for inclusion in The Qualitative Report by an authorized administrator of NSUWorks. For more information, please contact [nsuworks@nova.edu](mailto:nsuworks@nova.edu).

---



## Understanding EFL Teachers' Beliefs and Practices in EFL Classrooms: A Phenomenological Approach to the Impact of Teacher Education Program in Bangladesh

### Abstract

The construction of teacher beliefs through teacher education programs and their impact on classroom practices has drawn enormous attention in the concurrent literature. Yet in Bangladesh, little is known about the construction of teacher beliefs through teacher education programs and the impact of teacher beliefs on their classroom practices. Pertinently, the current study aimed at answering the questions regarding teachers' beliefs about teaching before and after the completion of the TESOL (Teaching English to Speakers of Other Languages) programs to identify the changing patterns of their beliefs. In addition, the study explored their classroom practices to examine whether teachers' beliefs are in line with their classroom practices after the TESOL programs. Undertaking a phenomenological approach, data were collected from four university teachers through the method of semi-structured interviews and semi-structured classroom observations. The participants were TESOL graduates. We adopted a thematic analysis to analyze our findings. The findings suggested that a dramatic change took place, as a result of TESOL programs, concerning teachers' beliefs about their role in the classroom, their teaching methodologies and teaching material resources, and their understanding of effective teaching, classroom management approaches, and qualities of a good teacher. Additionally, the classroom observation data was a testimony of the reflection of their newly shaped beliefs on their classroom practices.

### Keywords

Language Teacher Education, TESOL, Teacher Beliefs, Teacher Practice, ESL, EFL, Phenomenological Approach, Bangladesh

### Creative Commons License



This work is licensed under a [Creative Commons Attribution-NonCommercial-Share Alike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

### Acknowledgements

The first author acknowledges the support of the USM Global Fellowship awarded by the Institute of Postgraduate Studies (IPS), Universiti Sains Malaysia. We also want to offer special thanks to Lady Syeda Sarwat Abed, Senior Director, Brac Institute of Languages for permitting us to collect the data from the language institute and providing us with adequate support. Additionally, we would like to express our gratitude to the teachers who have been benevolent in the interview and classroom observation processes.

---

**Authors**

Abdul Karim, Liza Reshmin, Muhammad Kamarul Kabilan, Faheem Hasan Shahed, Mohammad Mosiur Rahman, and Manjet Kaur Mehar Singh

# Understanding EFL Teachers' Beliefs and Practices in EFL Classrooms: A Phenomenological Approach to the Impact of Teacher Education Program in Bangladesh

Abdul Karim

Universiti Sains Malaysia, Malaysia; Brac University, Bangladesh

Liza Reshmin

Brac University, Bangladesh; Universiti Sains Malaysia, Malaysia

Muhammad Kamarul Kabilan

University Sains Malaysia, Malaysia

Faheem Hasan Shahed

Brac University, Bangladesh

Mohammad Mosiur Rahman

Brac University, Bangladesh; Universiti Sains Malaysia, Malaysia

Manjet Kaur Mehar Singh

Universiti Sains Malaysia, Malaysia

---

*The construction of teacher beliefs through teacher education programs and their impact on classroom practices has drawn enormous attention in the concurrent literature. Yet in Bangladesh, little is known about the construction of teacher beliefs through teacher education programs and the impact of teacher beliefs on their classroom practices. Pertinently, the current study aimed at answering the questions regarding teachers' beliefs about teaching before and after the completion of the TESOL (Teaching English to Speakers of Other Languages) programs to identify the changing patterns of their beliefs. In addition, the study explored their classroom practices to examine whether teachers' beliefs are in line with their classroom practices after the TESOL programs. Undertaking a phenomenological approach, data were collected from four university teachers through the method of semi-structured interviews and semi-structured classroom observations. The participants were TESOL graduates. We adopted a thematic analysis to analyze our findings. The findings suggested that a dramatic change took place, as a result of TESOL programs, concerning teachers' beliefs about their role in the classroom, their teaching methodologies and teaching material resources, and their understanding of effective teaching, classroom management approaches, and qualities of a good teacher. Additionally, the classroom observation data was a testimony of the reflection of their newly shaped beliefs on their classroom practices. Keywords: Language Teacher Education, TESOL, Teacher Beliefs, Teacher Practice, ESL, EFL, Phenomenological Approach, Bangladesh*

---

## Introduction

Williams and Burden (1997) stated, “teachers’ deep-rooted beliefs about how language is learned will pervade their classroom actions more than a particular methodology they are told to adopt or coursebook to follow” (p. 57). Teachers’ beliefs appear to reflect longstanding attitudes, common sense, and their experiences in education (Turner et al., 2009). Since these beliefs significantly shape teachers’ instructional behaviors and students’ learning, examining their characteristics, their content, and their expression are crucial to understanding teachers’ actions in the classroom. Teachers’ beliefs have direct application in building their perceptions and judgments relating to teaching and learning interactions in the classroom, yielding diverse classroom practices (Clark & Peterson, 1986; Li & Walsh, 2011). Teachers inculcate beliefs about distinctive features, such as teaching techniques, classroom management, and dealing with problems, which determine the way teaching should occur. Calderhead (1996) mentions that how some teachers perceive teaching as a medium of transmitting knowledge while others consider it as a medium for facilitating learning. With such beliefs, some teachers tend to conduct a lecture-oriented class while others are prone to create an interactive environment in which teachers and students equally contribute to producing knowledge in the classroom. According to Calderhead (1996), the development of beliefs about the subject matter, teaching, learning, and learners, rigorously shape teachers’ classroom practices. For instance, a teacher might ask students to read reference books for a better understanding due to his beliefs about learning being inclined to “reading more and more.”

As such, teachers’ beliefs about teaching and learning have been the decisive factors in choosing particular teaching approaches (Aksoy, 2015). Therefore, prior to understanding teachers’ behaviors, it is essential to delve into the issue of their beliefs. If the antecedents that are dominant in the belief system can be traced, it will be easier to understand the decisive factors that shape teachers’ classroom practices. This belief is one of the prominent components of teacher cognition that is claimed to influence their classroom practices and that occupies a significant place in current research (Devine et al., 2013; Ertmer et al., 2012; Farrell & Ives, 2015; Phipps & Borg, 2009; Prestidge, 2012; Rahman, Singh, & Pandian, 2018b; Rahman et al., 2019b; Rienties et al., 2013; Tam, 2015; Wilkins, 2008).

Studying teacher beliefs in relation to teacher education are important, as teacher education not only prepares teachers for performing effectively in the classroom but it also has an immense contribution to developing or modifying or adjusting teachers’ beliefs which is a fundamental catalyst that determines teachers’ actions in the classrooms. Given the profound impact of teacher beliefs on the instructional decisions (Borg, 2003; Farrell & Lim, 2005), it was important to examine whether or not teacher beliefs about teaching, built through teacher education programs in Bangladesh, had an impact on their pedagogical practices. The nature of teacher beliefs certainly reflects the instructional quality of the classrooms. On top of that, the beliefs of the teachers must be understood by the policy-makers to revise, reshape, or develop any policy which has direct implications in the pedagogical practices. Of particular importance of this study concerned the fact that we cannot take it for granted that there has to be a reflection of teacher beliefs on their classroom practices. In many cases, teacher beliefs have little or no reflection on their classroom practices. To illustrate, the influence of other relevant antecedents, (e.g., contextual and institutional impediments), might override the strongly held beliefs of the teachers when performing pedagogical decisions in practice (Borg, 2003; Farrell & Lim, 2005). For example, many studies on Bangladesh reported that teachers possessed a firm belief about the implementation of communicative activities in English classrooms (e.g., Rahman et al., 2019b). Yet they could not put their beliefs into practice, as institutional demand concerned good results of the students. Moreover, the expectation of the parents has been a compelling factor that propelled English teachers for exerting much

emphasis on the content assessed in the examination instead of employing communicative activities like listening and speaking practices in the classrooms. Such a phenomenon can help us manifestly realize how contextual and institutional impediments override the strongly held beliefs of the teachers. Therefore, teachers do not always activate their beliefs in their classroom practices. Considering this verdict in the light of Bangladesh, for instance, we observed that after taking part in a professional development program, the participant teachers started believing in the importance of integrating various activities in the classrooms; yet the reluctance of the students, examination-oriented education (assessment of reading and writing skills), the limited duration of the class, and pressure from the institutional authority and parents to complete the syllabus have been the impediments that preclude teachers from putting their beliefs into practice (Karim & Mohamed, 2019; Karim et al., 2019a). Consequently, the teacher development programs were faced with questionable success since teacher beliefs do not necessarily translate into their classroom practices. Therefore, the investment of millions of dollars measurably failed to bring changes in the pedagogical practices (Rahman et al., 2019a).

We can assume that similar outcomes might be or might not be associated with the teachers who graduated from the teacher education program like TESOL. As such, an investigation to trace the changing pattern of teacher beliefs and practices after completing the teacher education programs became an undeniable priority. To illustrate, a reflection of teachers' beliefs on their classroom practices must be documented through research to address the inconsistencies between their beliefs and practices (Farrell, 2008b). Building on the perspective of reflective practice, teachers usually think about their beliefs regarding teaching and compare these to classroom practices (Farrell, 2008b). In line with this, Farrell and Ives (2015) opined that since the beliefs of the language teachers about successful teaching shape the core to decide the pattern of their teaching behavior, then the opportunities should be "provided for practicing language teachers to articulate and reflect on their beliefs and classroom practice" (p. 608). Yet Farrell (2008b) noted that not all language teachers maintain cognizance about their beliefs or the extent to which their classroom practices correspond to their beliefs. Considering this phenomenon on a pragmatic level, the researchers thought to explore teacher beliefs and observe their classroom practices to check whether or not their beliefs are reflected in their classroom practices. Therefore, the current study was guided by the following research questions:

- What were/are English as a Foreign Language (EFL) teachers' beliefs about teaching before and after their pursuing the Teaching English to Speakers of Other Languages (TESOL) programs?
- To what extent teachers' beliefs about teaching in line with their classroom practices after completing the TESOL programs?

The study related to these concerns would inform the world how various dynamics of the teacher education program set the impetus to bring change in teachers' beliefs. In addition, it would substantially reflect on the strengths and weaknesses of the teacher education program, and thereby, inform the sustainability of the program. Moreover, such a study might act as a threshold in building, revising, or reshaping teacher beliefs. On a factual point, the current study has been a testimony concerning the impact of the teacher education program on changing teachers' beliefs about teaching and how beliefs impact their classroom practices. In the process, it highlighted how different courses of the teacher education program attempted to forward the nuances to change teacher beliefs about the multiple aspects of teaching, which have been expected to influence the changes in classroom practices. Any inconsistency between belief and practice would call for the reexamination of the contents of the courses

offered in teacher education programs and revise them accordingly, as Tarrou et al. (1999) noted that investigating using different perspectives would generate new insights that result in revisions, improvements, and quality assurance. Here in this study, we undertook the changing pattern of teacher beliefs and practices as perspectives.

### **Literature Review**

Defining beliefs requires diverse perspectives, for example, psychological and philosophical (Abelson, 1979; Nespor, 1987; Pajares, 1992; Woolfolk Hoy et al., 2006). To elaborate, the consideration of psychological, philosophical, and sociocultural aspects induces an individual to define teacher beliefs in various ways. In short, teacher beliefs are the result of their own experience as learners, the sociocultural setting where a teacher lives, or the teaching philosophy and principles informed by the teacher education programs. Teacher beliefs have been perceived as constructed through teacher education programs, irrespective of their pre- and in-service nature.

Unarguably, participants enter pre-service teacher education programs with strongly held pre-conceived beliefs related to learning and teaching; such beliefs are fundamentally cultivated during their most impressionable years of schooling (Eryaman, 2006, 2007; Shulman, 1987; Tabachnick & Zeichner, 1984). Two relevant sources of beliefs were identified. On one hand, participants' perceptions originate from their learning experiences as language learners, and on the other, learners' perceptions grow from ideas generated through pedagogical classes in schools and experiences gathered from school practicums during teacher education programs. Quite long ago, Zeichner and Tabachnick (1981) had propounded that the studentship of the prospective teachers for a thousand hours formulates their beliefs about teaching and learning. And these conservative beliefs, while remaining concealed during formal teacher education training at the university, became the decisive factors for the teachers in selecting their actions in the classroom. Bandura (1986) and Lortie (1975) also reported how teachers' beliefs about language learning and teaching develop throughout their classroom experiences by observing their teachers before they graduate from high school. Subsequently, Kennedy (1997) and Rath (2001) put forward the idea that these are the beliefs that participants bring to teacher education programs. Thus, according to Lortie (as cited in Moodie, 2016), school and instructional experiences shape the framework that acts as an "apprenticeship of observation" (p. 29). Later on, the iterations from the subsequent studies also shed light on this claim stating that the undergraduate students preparing to become teachers enroll in the program with prior experiences, as learners, that have already fine-tuned their beliefs about the subject matter and instructional practices during their formal learning process (Feiman-Nemser, 1996; Gregoire, 2003; Riedler & Eryaman, 2016; Yüksel & Kavanoz, 2015). As stated earlier, pre-service teachers' beliefs about learning and teaching may be influenced by the ideas extracted from their pedagogical knowledge and experiences from the school practicums during teacher education programs (Johnson, 1994). Through continuous observations and imitations, their previously constructed set of paradigms is adjusted and assimilated into their teaching (Pajares, 1992). In line with this, their pre-conceived immature beliefs are challenged during teacher education programs (Lortie, 1975). To illustrate, the teachers attend teacher education programs with prior beliefs derived from the knowledge and experiences that are gathered from the pedagogical exposure (Wallace, 1991), which is a result of their earlier identity as learners. These beliefs have been defined as immature beliefs because these are contained by the teachers when they are immersed in teacher education programs, and later, these would be challenged by the new inputs they receive from the teacher education programs.

In recent decades, vigorous emphasis has been placed on teacher beliefs in terms of research. This is because, belief is considered as one of the key features of teacher education,

and thus it is identified as a significant area to explore (Borg, 2011) since the contents of a teacher education program empower the enrollees to construct their beliefs about different aspects of teaching and learning including beliefs about technology integration in the classroom, beliefs about teaching methods, beliefs about the role of teachers, and so on. The studies with such concern were mostly qualitative (e.g., case study) and encompassed language policy, teachers' beliefs, and practices (e.g. Farrell & Bennis, 2013; Farrell & Ives, 2015; Farrell & Kun, 2008), teacher beliefs about technology integration (e.g., Ertmer et al., 2012) and teachers' beliefs and practices regarding teaching grammar (e.g., Ng & Farrell, 2003). Besides, the investigations into teacher beliefs were subject to in- or pre-service teacher education in many studies (e.g., Borg, 2011; Mattheoudakis, 2007). The studies were also found to explore teacher beliefs about their roles, student learning, and motivation (Izadinia, 2012; Turner et al., 2009).

After reviewing the findings of these studies, a greater influence of teachers' beliefs on their classroom practices was observed in many case studies and review papers (e.g., Borg, 2003, Mangubhai et al., 2004; Ng & Farrel, 2003); their decision-making in the classroom (Tillema, 2000); and their options in terms of new approaches, techniques, and activities (Donaghue, 2003). Subject to the teacher beliefs and teacher education programs, a large body of qualitative research evidence also suggested that teacher education has a noticeable impact on teachers' practices in the classroom only if it has an impact on teachers' beliefs (e.g., Feiman-Nemser & Remillard, 1996; Ng & Farrell, 2003; Phipps & Borg, 2007; Wideen et al., 1998). Yet a few studies in such fields observe the inconsistencies between teachers' beliefs and practices (e.g., Farrell & Kun, 2008; Phipps & Borg, 2009). Borg (2011) also claimed that the literature observes little evidence to corroborate the impact of teacher education on the beliefs of participating teachers (teachers immersed in teacher education programs). According to Borg (2011), studies carried out so far on the impact of teacher education on changing language teachers' beliefs mostly considered pre-service teacher education. The studies regarding the changing pattern of teachers' beliefs before and after teacher education programs reported mixed findings. To illustrate, Borg (2006), Peacock (2001), Pennington and Urmston (1998), and Urmston (2003) enunciated the stability in pre- and post-course beliefs of student teachers. On the contrary, studies conducted by Cabaroglu and Roberts (2000), Clarke (2008), MacDonald et al. (2001), Mattheoudakis (2007), and Busch (2010) report evidence of change in student teachers' beliefs as a result of language teacher education. Worried about such mixed findings, the current study sailed for tracing the changing pattern of teachers' beliefs in association with their practices to further the knowledge about the impact of teacher education programs on teacher beliefs and practices.

The present study was undertaken to understand the changing pattern of EFL teachers' beliefs about teaching that resulted from teacher education programs. Additionally, the consistency between teachers' beliefs and practices after completion of the teacher education program was also explored. Such a study was of utmost priority for this context since this polity observed no study subject to the teacher education programs and the construction of teacher beliefs. Our study would yield substantial antecedents for designing or modifying the teacher education programs in different contexts, which would eventually suggest, reshape, or adjust the beliefs of the enrollees. We elicited pragmatic discussion by highlighting the interplay between the nature of the changes in teachers' beliefs and the teacher education programs that encompassed various contents through diverse courses, which would lead to the changes. Thus, a clear picture would be exhibited on the premise that a teacher education program like the MA in TESOL, might reshape teacher beliefs about teaching and bring change in classroom practices.

In the following sections of the paper, we conceptualized teacher beliefs in relation to the framework that grounded the current study. Furthermore, we described the method



undertaken to conduct this study. Followed by these, we developed the findings and discussion of the study. Finally, we drew a conclusion that was constituted by the implications of the current study.

### **Conceptual Framework of the Current Study**

The major shift identified about teaching has led to the reconceptualization of it, that is, it is more of a cognitive affair rather than a behavioristic phenomenon (Farrell & Bennis, 2013). Embracing teachers' beliefs is not as easy as it appears to be due to their wide-ranging nature (Pajares, 1992). To capture the complex manifestation of teacher beliefs in this study, we believed the adoption of the contextual approach to teacher cognition would be helpful. Embedded in socio-cultural theory, the contextual approach to teacher cognition, which is perhaps a widely adopted approach to teacher beliefs research (Feryok, 2008; Mangubhai et al., 2004), considers teacher beliefs to be an interplay of disposition and social behavior (see Barcelos, 2003). Adopting a contextual approach to teacher cognition in research would underscore the development of teacher perceptions as a social process based on the personal experience of the teacher, influenced by the society in which he lived (see Feryok, 2008; Mangubhai et al., 2004). This line of approach to teaching cognition (re)defined second-language teaching and learning as socially mediated and subject to self-knowledge (e.g., teachers' beliefs about different aspects of their teaching in the current study). We observed that research studies within this framework are qualitative, focusing on and adding to an interpretive model, which has been described further in the methodology section of the current study. Last but not least, the methodological selection of the current study was underpinned by the opulent number of research evidence that corroborates the qualitative nature of the studies concerning teacher beliefs and practices (e.g., Borg, 2011; Farrell & Bennis, 2013; Farrell & Ives, 2015; Phipps & Borg, 2009; Rahman et al., 2018b; Rahman et al., 2019b).

### **Method of the Study**

In this section, we shed light on the context of the study, research design, sampling, data collection, interpretation, and presentation (Feryok, 2008). A contextual approach to teacher cognition (embedded in sociocultural theory) as a theoretical underpinning of the study guided us to adopt the interpretive paradigm of research and qualitative approach to conduct this study since Feryok (2008) contended that a contextual approach to teacher cognition in research would underscore the development of teacher perceptions as a social process based on the personal experience of the teacher, influenced by the society in which he lived. A phenomenological approach under the qualitative research method was chosen to explore the individual teacher's life experiences (see Creswell & Poth, 2017).

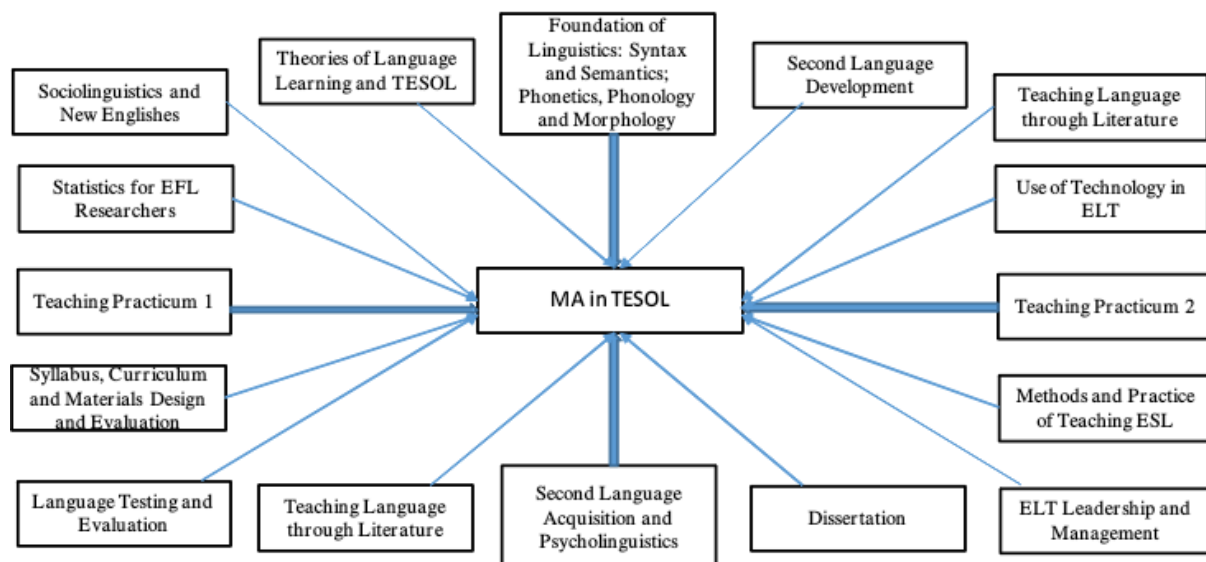
### **Context of the Study**

Karim et al. (2019b) drew an overview of the teacher education program offered in the universities in Bangladesh, which Ali and Walker (2014) identified as an EFL context. Teacher education herein is of utmost priority to produce economically efficient workforces (Karim et al., 2019a; Karim et al., 2019c) by improving English teaching and learning for Bangladesh to communicate effectively in the globally expanded market (Rahman & Pandian, 2018).

Karim et al.'s (2019b) overview of Bangladesh suggested that different universities offer teacher education programs, namely MA in TESOL (Teaching English to Speakers of Other Languages) or MA in English (TESOL) for the English teachers. Generally, English teachers in both schools and colleges (Bangla and English mediums) tend to enroll in such

graduate programs. English teachers at the university level also tend to enroll in such programs to reshape their thoughts related to English teaching, given they had graduated majoring in either literature and linguistics in earlier days. The MA in TESOL program has been designed to equip the student teachers in those programs to teach those learning English as a second or foreign language. Universities offer TESOL programs by incorporating a good dose of theory and criticism. Coupled with the theoretical aspects, a teaching practicum is also offered to get the enrollees acquainted with the practical essence of teaching. In this research, participants completed their MA in TESOL from two distinct universities in Bangladesh, though they continue teaching English in the language institute of the focal university.

It was important to introduce the courses that constitute the TESOL programs in both the universities. In this study, we aimed at tracing the changing pattern of teachers' beliefs in conjunction with their classroom practices after being TESOL graduates. Therefore, we highlighted the courses so that we would be able to draw a connection between the courses and, their changed beliefs and practices. In the discussion section, we referred to the courses in the spirit of analyzing the findings pragmatically. Figure 1 illustrates the courses offered in MA in TESOL programs.



**Figure 1:** Courses Offered in the MA in TESOL Program.

**Source:** Karim et al. (2019b)

### The Context and The Researchers

The authors of the current study have been involved in research enacted to the teacher professional development programs and teacher education programs. We observed that teacher development programs often exhibited limited success in changing teachers' beliefs and practices, which has been commensurate with what Farrell (2008a) articulated. Generally, these teacher development programs were operated for a short period. As such, we admitted the fact that such small-scale programs might leave limited success in changing teacher beliefs and practices. However, the teacher education programs focused on the current study are full-fledged Master's degree programs, which we believe might be able to bring changes in teacher beliefs and practices. Therefore, the current study initially dealt with teachers' beliefs and later with their classroom practices to examine whether or not teachers' beliefs are aligned with their practices. That is how we attempted to trace the changing pattern of teachers' beliefs and classroom practices after they complete the teacher education programs.

Among the six authors involved in the current study, four of them belonged to Bangladesh, and two of them belong to Malaysia. We shared a similar research interest that falls under the umbrella of “teacher education.” Three of the Bangladeshi researchers have been under the supervision of two researchers who belong to Malaysia. In that capacity, the first author made substantial contributions study conception and design, acquisition of relevant literature, and analysis and interpretation of data. The second author was involved in the data collection and transcription process. The third, fourth, fifth, and sixth authors have contributed equally in the review of literature and data analysis. They were also engaged in drafting the manuscript and revising it critically for important intellectual content. The third author has given the final approval of the version to be submitted and published. All authors read and approved the final manuscript.

## **Methods**

### **Research Design**

Research questions related to the changing pattern of teachers’ beliefs required qualitative inquiry and qualitative data (Janesick, 1994) through which the researcher could understand the critical and in-depth perspectives of the subject and draw a better understanding of the phenomenon (Creswell & Poth, 2017). Precisely, we undertook a phenomenological approach by building on Creswell and Poth’s (2017) elaboration that delineated that such an approach focuses on describing the experience of a phenomenon. Considering Moustakas’s (1994) Creswell and Poth (2017) identified that a phenomenological study exerted focus on a phenomenon to be explored with a group of individuals who have all experienced the phenomenon. Taking these views into account, we intended to describe the phenomenon (teacher beliefs about teaching before and after TESOL programs) by interviewing a group of individuals who had been immersed in the TESOL programs. Furthermore, Gay, Mills, and Airasian’s (2011) view suggested that this approach has been effective for exploring the outcome or learning of activity from the participants’ perspectives. Here in this study, we explored the changing pattern of teacher beliefs about teaching (the outcome) which have been reported from the perspective of the teachers who underwent the TESOL programs (the activity). Moreover, phenomenology is a rigorous descriptive research method to examine the phenomena through several participants’ perceptions to understand how every day and the inter-subjective world is constituted (Schwandt, 2000). In this study, we explored how teachers have perceived teaching before and after enrolling in TESOL programs. Bryman (2012) underpinned another nuance for us to adopt a phenomenological approach under qualitative research which suggested that postmodernists have seemed influential in qualitative research, which sheds light on individual accounts of a phenomenon. The beliefs about teaching, a fundamental concern of the current study, vary from individual to individual. In other words, the phenomena of teaching and teacher beliefs are not ubiquitous in the thought process of all teachers. As regards beliefs and practices, an individual has a different account that shapes his or her beliefs and practices. We intended to deal with teacher beliefs and practices, which have been the regular phenomena of the teachers’ life and which are not stagnant for all teachers. In every occasion of their pedagogical actions, they have to maintain different beliefs that act as an impetus for their actions. With this understanding being placed, the authors tend to adopt a phenomenological approach to answer the research questions. Finally, a phenomenological approach was adopted for the present study to explore the nature of the phenomenon (e.g., change in beliefs and practices after TESOL programs) in their life (Creswell & Poth, 2017).

We designed the first research question to learn the EFL teachers’ beliefs about teaching before and after their pursuing the TESOL program. Subject to teacher beliefs before

immersing in the TESOL programs, we accounted for the participants' responses to the beliefs related to the teaching phenomenon that was prevailing before their enrollment in TESOL education. As regards the beliefs after pursuing the TESOL programs, we documented the teachers' perceptibility about teaching that derived from the experiences and learning outcome, which were the results of TESOL education. That is how the underlying rationale rendered by Gay et al. (2011) and Bryman (2012) shaped the methodological selection of the current study. Additionally, we answered our second research question, to what extent teachers' beliefs about teaching were in line with their classroom practices after completing the TESOL program, through classroom observation. Nunan (1992) advocated that "there is no substitute for direct observation as a way of finding out about language in classrooms" (p. 76).

## Participants

In the current study, the participants were university teachers, who were certified TESOL graduates. We selected the participants based on accessibility (Creswell & Poth, 2017) and purposiveness, as Cohen et al. (2013) defined that the deliberate intervention in the sampling process is known as "purposive sampling" (p. 115). Focusing on accessibility, we had access to the language institute of the focal university, and thus, we approached the teachers for their consent to participate in the study. We approached the teachers who fit the profile that is congruent with our purposes. For understanding the changing phenomenon of teacher beliefs and practices after the TESOL programs, for instance, we considered teachers who had previously graduated in English Literature, were involved in English language teaching, and later, completed their graduation in TESOL and continued teaching the English language at the focal university. Besides, depending on the accessibility to the university for interviewing teachers and conducting the classroom observation, the researchers selected participants who had been teaching the English language in the language institute of the focal university. The setting of the study concerned this university since it offered specialized language courses to develop students' English reading, writing, listening, and speaking. The university labeled the courses as ENG091, ENG101, and ENG102. Table 1 has represented the details of participants in this study. In this study, we used pseudonyms, like T-1, T-2, T-3, and T-4, to conceal participant teachers' actual identities (Creswell & Poth, 2017). Given below is a table that contained the details of the participant teachers.

We selected four subjects, as Creswell (2013) recommended that a phenomenological study be carried out with 3 to 10 cases, with the belief that such a sample size including four participants (see details in Table 1) was adequate to explain the phenomenon (e.g., teacher beliefs before and after TESOL, and their practices after TESOL) under study.

**Table 1:** Details of Participants

Teacher Code	Educational Qualification	Courses They Taught	Experience
T-1	MA in English Literature; MA in TESOL	Eng 091 Foundation course in English	7 Years
T-2	MA in English Literature; MA in TESOL	Eng 091 Foundation course in English	8 Years
T-3	MA in English Literature; MA in TESOL	Eng 102 English Composition	6 Years
T-4	MA in English Literature; MA in TESOL	Eng 102 English Composition	7 Years

## Ethical Considerations

Initially, we obtained verbal consent from the senior director of the language institute at the focal university. Typically, this is the process practiced in Bangladesh for conducting such a small-scale Social science research (Numanee et al., 2020). We also informed the participants about the purpose of the study, how the findings of the study will be disseminated, what their rights were, their choice to withdraw from the study, how they will benefit from the study, the guarantee of anonymity and the confidentiality of the study, as indicated by Creswell and Poth (2017).

## Data Collection

To answer our first research question, we undertook a semi-structured interview with the participants. We designed semi-structured interview questions (Table 1) by adapting Richards and Lockhart's (1994) questions on teachers' beliefs about teaching. For example, Richards and Lockhart (1994) suggested the question, "How would you define effective teaching"? We adapted the same question for our study as "What was your belief about effective teaching before enrolling in the TESOL program"? or "What is your belief about effective teaching after completing the TESOL program"? We developed questions that enabled us to understand the changing pattern of teacher beliefs about teaching after the participants being TESOL graduates.

**Table 2:** Research Matrix

Research Objectives	Interview questions	Source of data	Techniques of data collection	Techniques of data analysis
<input type="checkbox"/> To trace the EFL teachers' beliefs about teaching before and after they pursued the TESOL program	<input type="checkbox"/> How did you define your role in the classroom before enrolling in the TESOL program? How do you define your role in the classroom now? How do you think this would be apparent to a visitor? <input type="checkbox"/> How did you perceive the teaching methodologies before attending the TESOL program? How do you perceive these after the TESOL program? What is your opinion about the teaching methodologies? <input type="checkbox"/> What did you consider as teaching material resources before attending the TESOL program? What do you consider as teaching material after finishing the TESOL program?	Teachers	Semi-structured interview	Thematic Analysis

	<input type="checkbox"/> What was your belief about effective teaching before enrolling in the TESOL program? What is your belief about effective teaching after completing the TESOL program? <input type="checkbox"/> What was/is your belief regarding your approach toward classroom management styles, before and after your enrollment in the TESOL program? <input type="checkbox"/> What were your beliefs regarding the quality of a good teacher before entering the TESOL program? What are your beliefs regarding the quality of a good teacher after entering the TESOL program?			
<input type="checkbox"/> To examine whether or not teachers' beliefs about teaching in line with their classroom practices after completing the TESOL program	<input type="checkbox"/> Are teachers' beliefs about teaching in line with their classroom practices after completing the TESOL programs?	Teachers' actions	Classroom observation	Thematic Analysis

To answer the second research question, – to what extent teachers' beliefs are aligned with their classroom practices – and to explore how teachers experience the phenomenon in the classroom, we collected data through observing each teachers' performance as it is related to the instructional methods that they are using in each class, which Patton (2002) identified as an important element to capture life events of participants in relation to the phenomenon (teacher beliefs about teaching in this study). Creswell and Poth (2017) also emphasized the inclusion of observation as a tool for data collection in a phenomenological study. Therefore, to answer our second research question, we carried out a non-participant semi-structured observation (see Appendix) to examine whether or not teachers' beliefs, after the TESOL program, have been in line with their classroom practices. Creswell (2005) recommended the inclusion of the semi-structured observation, which suggests the determination of general categories of the observation (Appendix) based on the research questions. As such, the current study incorporated semi-structured classroom observation. Four classes conducted by each of the four participants were observed. As mentioned in Table 1 that two of the participants conduct ENG 091 course and two of them conduct ENG 102 course, we observed two ENG 091 classes and two ENG 102 classes.

ENG 091 course is intended to enhance the four skills of the English language (i.e., reading, writing, speaking, listening) through adequate practice and the replication of contextual communication. The reading section emphasizes the different sub-skills of reading

like inferring, understanding, classifying, and relating textual information contextually. In the writing section, the students learn to demonstrate different mechanics of writing (e.g., varied sentence structures and vocabulary, proper use of grammar as well as organization). The listening and speaking sections focus on the correct structure of spoken English, pronunciation, and intonation as well as the formal and informal expressions in contextual setup. Moreover, the course also focuses on various social and interpersonal skills like national and global thinking, innovation, collaboration, critical thinking, empathy as well as the spontaneous use of technology by integrating them with language teaching and learning. Likewise, although with different intentions, the ENG 102 course deals with all four language skills, concentrating mainly on reading and writing aspects of the English language for academic purposes and simultaneously exercising the speaking and listening skills through discussions and presentations. Students are expected to attain skills in reading comprehension, drawing an inference, practicing rhetoric, creating compositions, synthesizing, critical thinking, technical awareness, and global thinking. As regards semi-structured classroom observation, field notes were taken during the observation of classes. We applied the time sampling technique. Accordingly, the duration (80 minutes) of the lesson was divided into four stages: (a) the start of the lesson, (b) the 20<sup>th</sup> minute, (c) 40<sup>th</sup> minute, and (d) the 60<sup>th</sup> minute. We believed that this technique would enable us to perform a closer observation of the segment-by-segment actions of the teachers in the classroom and take notes in a more sophisticated format.

### **Data Analysis**

After gathering the semi-structured interview and classroom observation data, the researchers coded and analyzed the data for emerging themes. After that, findings from the different sources were validated through a triangulation process (Miles & Huberman, 1994). An example can shed light on how we accomplished it. To illustrate, T-1 perceived the incorporation of “class dynamics” as the teachers’ role after participating in the TESOL program. During classroom observation, we observed the use of different class dynamics by T-1 in the classroom to accelerate the students’ active involvement in the learning process. We placed the findings under the same theme in order for the triangulation of data from various sources (e.g., interview and classroom observation) to be accomplished. Next, the transcripts were scanned time and again for recurring themes following the coding of the data (Creswell & Poth, 2017). Once this was accomplished, the comparison between interview data and classroom observation data (field notes) was done to examine whether or not teacher beliefs corresponded to the classroom practices. Observations were checked against the transcripts before any conclusions were drawn. For example, teachers expressed their beliefs about the use of “class dynamics” during the interview. Later, in the classroom observation, we checked whether or not these dynamics were incorporated by the teachers. When we found that the teachers are using the class dynamics, we concluded that the changes in teacher beliefs and practices remained in line after the completion of the TESOL programs. Table 3 contained detailed information on the codes and themes of the study, in relation to the research questions.

**Table 3:** Themes and Codes of the Data Analysis

<b>Research Questions</b>	<b>Themes</b>	<b>Codes</b>
What were EFL teachers' beliefs about teaching before and after their pursuing TESOL programs?	Teachers' Beliefs about their Roles Before and After TESOL	Delivering the content lesson, Limited actions in the classroom, Oriented to basic teaching, Maintaining time management, Incorporating class dynamics, Created student-centered classroom, Other relevant concerns, Well prepared teacher, Interactive atmosphere
	Perceptibility of teaching methodologies before and after TESOL, and their preferred teaching method	Buzzword, Westernized fashion, Symbol of glorifying self, Inevitable part of teaching, Guidance for teaching trajectory, Prime catalyst of the language classroom, Catering integrated approach, Ensuring students' prominence, Avenue to reduce teachers' burnout, CLT, Eclectic method
	Beliefs about teaching materials before and after TESOL	Book, authentic materials, Anything and everything, Students, Audiovisual aids
	Defining effective teaching before and after TESOL	Entering, doing and leaving, Effective delivery of the content, Participation of the students, Delivering clear instructions, Embracing students' understanding, Meeting the objectives of the class
	Approach to classroom management before and after TESOL	Focused on ethical aspects, Maintaining an authoritative attitude, Use interesting prompts, Applying empathy, Seating arrangement, Friendly approach, Monitoring the class
	Perceived quality of a good teacher	Understanding students, Diverse considerations
Are teachers' beliefs about teaching in line with their classroom practices after	Correspondence of teacher beliefs to classroom practices	Teachers' attempt to engage the class through diverse interactive activities accomplished through group and pair works, Employment

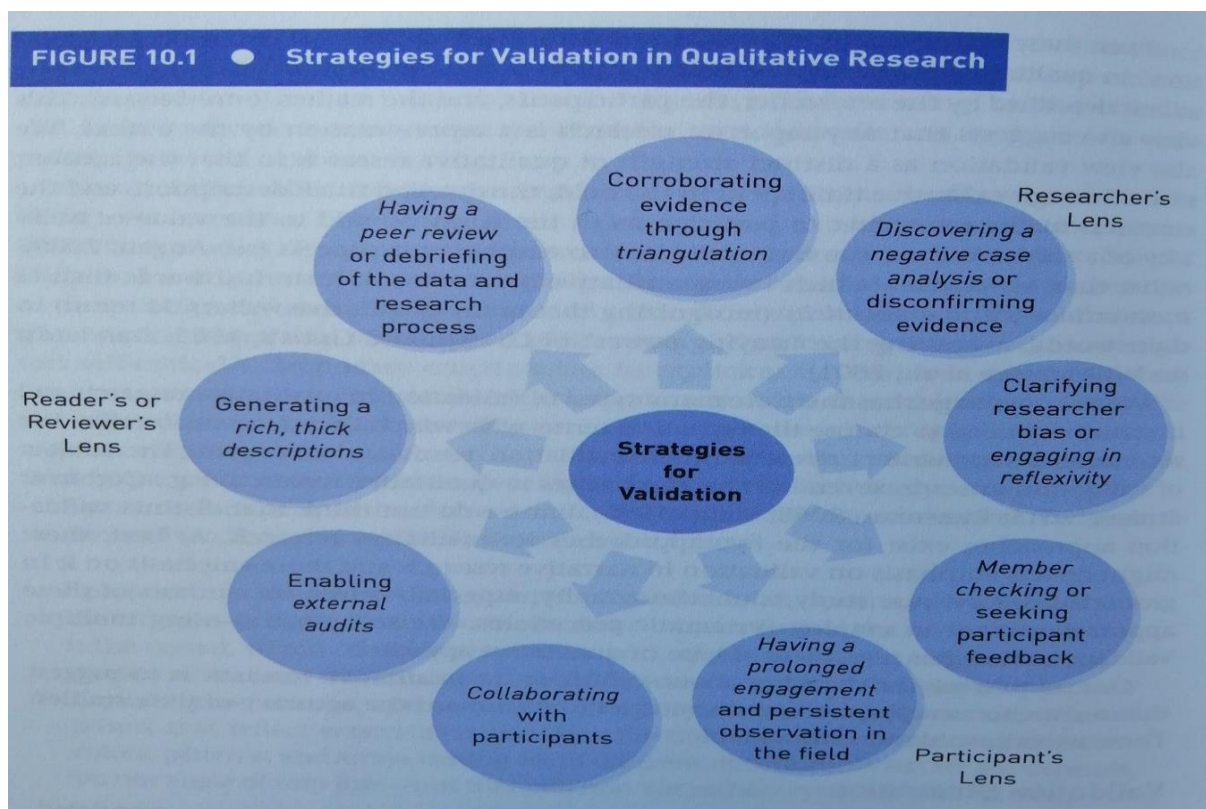


<p>completing the TESOL programs?</p>		<p>of audiovisual aids, Guidance of the objective-based lesson plans to conduct the classes</p>
---------------------------------------	--	-----------------------------------------------------------------------------------------------------

**Trustworthiness**

During data collection, the researchers attempted to avoid leading or personal or sensitive questions, and stored data in a safe and secure place for future usage. The current study reported and interpreted multiple perspectives. Researchers also allowed the participants to assess the consistency of interpretation and reporting of the data.

Furthermore, the issue of validation was tackled watchfully. Creswell and Poth (2017) described the validity of qualitative data from three perspectives (See Figure 3 for details).



**Figure 3:** Strategy for validation in qualitative research.

**Source:** Creswell and Poth (2017, as cited in Rahman, Pandian, & Kaur, 2018a, p. 1112)

We used multiple data collection tools (e.g., semi-structured interview and semi-structured classroom observation) to enable methodological triangulation of the data generated in this study to establish rigor and validity of the qualitative study. In the results, the negative results discussed in other literature, and the results delved in the present study were acknowledged. Among the six authors, four belonged to the context where the study took place; and they had no personal interest in the study since they had no personal relationships with any of the participants.

We stated researchers' bias in The Context and The Researchers section. In addition to that, we explained the ethical points in the Ethical Considerations section. A brief overview of the context, the participants, data collection procedure, data analysis, and validation were also

articulated clearly. We also carried out a prolonged classroom observation. We also sought for the participants' feedback on the transcription of the interview data.

### **Findings of The Study**

We have presented the findings of the current study under the respective themes. Firstly, the beliefs about teaching carried by the teachers before they had undertaken TESOL programs were stated. After that, their beliefs about teaching after they had completed TESOL programs were articulated. Alongside this, the classroom observation data was presented. This was done for understanding the changing pattern of their beliefs and practices as a result of the TESOL programs. Since the thematic analysis was adopted for the current study, we presented the data based on themes.

#### **Teachers' Beliefs about their Roles Before and After TESOL**

Our participants articulated that before their TESOL programs, their views regarding their roles in the classroom were limited. These curtailed them in certain functions to perform in the classroom. However, after attending TESOL programs, they remodeled their roles in the classrooms. Additionally, they also drew the vignette of how the classroom would be apparent to the visitors observing their classes.

The interview data suggested that before enrolling in TESOL programs, teachers considered delivering the lecture to be their sole role in the classroom. As T-1 expounded,

I thought that the teachers' role was just delivering the lesson. And if students understood my delivery, I felt like the teaching was going on perfectly. On top of that, I felt that teacher-centeredness should be the utmost priority of me as a teacher in the classroom.

In the same vein, T-2 elucidated,

I considered my role as getting into a class, opening the lesson, and delivering the content. I hardly realized the necessity of engaging students by employing various interactive activities in the language classroom.

The interview data suggested that they had never thought of students' active involvement in the learning process. In addition to that, before attending TESOL programs, participants were concerned about their limited functions as teachers. As T-2 highlighted,

I had limited interest in whether or not students understood the content of the lesson. I was not aware of meeting the objectives of the lesson. Even I did not feel the necessity of a lesson plan along with the learning objectives.

Such beliefs of the teachers derailed them from following specific lesson plans to conduct the classes properly.

Furthermore, the term, "basic teaching," was coined by the teachers, as documented in the interview data. They practiced basic teaching before enrolling themselves in TESOL programs. For instance, T-3 distinctively explicated,

I undertook basic teaching. It was like, I used to enter the class and sit in the chair. My classroom mechanisms were delivering the content through lecture, no use of audiovisual aids, asking questions to the students sitting in the front row, assigning tasks to the students only if the lesson contained writing activities, checking their scripts, and providing them with feedback sometimes.

Similarly, T-3 explicates,

My role in the classroom was to go and teach the content of a particular lesson. I never did any improvisation; I just taught the lesson as it was. There was no warm-up activity and no self-initiated prompts on my part to make the classroom interactive.

In conjunction with these, participant teachers admitted that previously they had no idea about time management in their classrooms. They hardly considered it as being important at that time. They did not even perceive time management as being part of their responsibility in the classroom. T-2, in this regard, admitted,

I was not worried about time management. I did not believe it as an indispensable part of teaching.

Such belief indicated that teachers did not use time-sampling techniques in the classroom. It means that specific time was not allocated for the specific content of the lesson.

However, after enrolling in TESOL programs, teachers' beliefs regarding their role in the classroom changed substantially, as confirmed by the interview data. Participant teachers reported that after attending TESOL programs, they shifted their focus from delivering lectures to creating student-centered classrooms. Eventually, they started incorporating class dynamics into their teaching. As T-1 articulated,

After the TESOL program, I have incorporated warm-up activities in my class. I focus on broadening the relationship between me and my students. As such, my students got the platform to be extroverts in the classroom. Moreover, I resisted sitting in a chair and conducting the class. On top of that, I started believing in improvisation. I stopped limiting myself to the lesson in isolation. Moreover, I stopped emphasizing the accent rather I focused on the active involvement of the students in the classroom interaction. Finally, my beliefs about the nature of the students (i.e., active and passive learners, extrovert and introvert learners, and shy learners) got consolidated. Most importantly, I perceived the importance of using lesson plans that dramatically helped to manage time for different activities in the classroom.

During classroom observation, it was found that T-1 created an interactive environment from the beginning of the class. Teachers randomly asked questions related to the contents. For example, initially, the teacher asked questions: What are the elements involved in the persuasive essay outline? What are the different parts of the thesis statement? What is the claim and what is the fact? These were all references to the lesson taught in the previous class. After that, the teacher focused on the content of the current class, with the elicitation of the students. This was done to involve them actively in the learning process. The teacher was just a facilitator, as observed.

Moreover, interview data suggested that after the TESOL programs, teachers believed that creating a student-centered class is necessary. As T-3 asserted,

I felt it necessary to create a student-centered classroom. I tried to ensure interaction in my class. From my participation in the TESOL program, I got an idea of shy learners. I was able to trace them in the class and encourage them to interact. Sometimes I reinforced them so that they take part in the activities assigned. Eventually, after 2–3 classes, all the students gained the courage to be active participants in the classroom.

Classroom observation data suggested that T-3 maintained a rigorous focus on the students who were reluctant to take part in the classroom interaction. Categorically, the teacher called the name of those students with a smiley face and asked them to talk about the strategies involved in writing a response paper. After they finished answering, the teacher clapped and appreciated their effort.

As a result of the TESOL program, teachers' beliefs had changed from their various perspectives. For instance, T-2 responded,

I believe that it is important for teachers to move into the classroom. It significantly helped to address individual needs. In addition, it helped me to monitor whether or not all students were engaging themselves in the assigned activities. Furthermore, I perceived the importance of audiovisual aids as clues of the forthcoming content to be taught. Contextualizing the content, I sometimes prepared materials to present the simplified version among students. This happened due to my strengthened belief that students must need something which they can relate to their schemata and in which they can get interested.

During classroom observation, it was seen that after assigning a particular task, the teacher moved from one student to another and addressed individual queries. Interestingly, it was observed that some students were introverted and did not ask questions in front of all; yet they asked questions when the teacher reached them individually. Moreover, the teacher used contextual examples to bring clarity, as noted.

Apart from the aforesaid iterations, the teachers confirmed that designing and developing materials are the responsibilities they need to perform. They added that they should plan their lesson and design their materials to create classroom vibrantly and interactive. When observing the class, teachers seemed to conduct the class according to the self-prepared lesson plan.

Participant teachers, furthermore, commented on how their classes would be apparent to any visitors. They reckoned that the visitors would consider the class as being well-organized in terms of content, student-orientation, and time management. This would happen because of the teachers' grown beliefs about the importance of their preparation before the class. Respondents of the current study affirmed that if anyone visits the classroom, the initial impression he or she would get concerns the well-preparedness of the teachers. To illustrate, T-1 clarified,

The TESOL program equipped me with the belief that the teacher's preparation before the class is essential. Since I started by following a proper lesson plan, I took rigorous preparation on the contents of the lesson, how much time should be allocated on what, whether I should form pairs or groups to accomplish a particular task.

Teachers also commented that visitors would find their classrooms interactive. For example, T-3 mentioned,

Visitors would notice the interaction (e.g., teacher-student, teacher-students, student-student, and students-students). Also, there is a balance of how I teach, how I deliver instruction or content, how I get the answer elicited from the students randomly, and eventually how I make the class interactive. In short, visitors would easily get the essence that students are the biggest clients in my class.

### **Perceptibility of Teaching Methodologies before and after TESOL**

We administered an interview question to trace the participants' beliefs about teaching methodologies. The respondents viewed teaching methodologies as offering a Westernized notion in EFL contexts. They perceived them as being tantalizing but having little application for a Bangladeshi context. Yet after completing TESOL programs, they reshaped their perception about teaching methodologies. They opined that teaching methodologies are enormously helpful for them to understand language teaching and to perform language teaching, resulting in better teaching than what they used to do before.

As regards beliefs before the TESOL programs, teachers perceived teaching methodology as a buzzword. They never believed the pedagogical orientation of the methodologies as being practical. As stated by T-1,

I thought of teaching methodologies as only bookish content. I did not even ponder about them, let alone apply them in the classroom.

The teachers perceived teaching methodologies as teaching rudiments that have lesser applications in the Bangladeshi context. The contextual relevance of the teaching methodologies was little, as claimed by the participants. In line with this, teachers also acknowledged that teaching methodologies seemed to have a Westernized fashion to them. Therefore, they invested little attention in knowing about them briefly. As T-2 mentioned,

To me, teaching methodologies were something imposed by the West on third world countries. I never believed these could be implemented in our classroom. In short, I knew about these but without practical integration.

Teachers also saw teaching methodologies as a sign of self-glorification. According to T-3,

I thought, teaching methodologies as mediums of exhibiting self-expertise, often done by those who graduated from foreign universities. I had seen some of my colleagues joining the teaching field after they graduated from Western universities. When they employed pair and group work in their classes, it seemed to me as being a joke. Their students appeared to me as mediocre.

Yet after the TESOL program, as admitted by the participants, their contentions about teaching methodologies were drastically changed. They felt the importance of teaching methodologies in the language classroom. Participant teachers inculcated teaching methodologies as an unavoidable part of teaching. The real essence of the methodologies got cultivated in their minds. As illustrated by T-1,

Since I have attended the TESOL program, I started embracing language teaching methodologies and their application, in conjunction with their suitability in a different context. For instance, in the setting where I teach, Communicative Language Teaching (CLT) is being practiced. I could apprehend CLT as being highly beneficial to enrich students' verbal proficiency. Now I realize the importance of it in a language class through the input received in the TESOL program. In addition, after TESOL, I rigorously perceived the essence of total physical response and community learning and also their importance in a language class.

Subject to classroom observation, T-1 was focused on creating an interactive session. The inputs on teaching methodologies she was oriented to through the TESOL program were overtly exhibited in her classroom practice.

Besides, teaching methodologies were perceived as supportive by the teachers after the TESOL program. Teachers confirmed that these guided them meticulously to conduct an interactive language classroom. According to T-3,

When I heard the words like interactive classroom, student-centered classroom, I did a little fumble regarding how to do it. After the TESOL program, I was inclined to the teaching methodologies and these directed me to conduct interactive and participatory language classes.

Teachers also identified teaching methodologies as the prime catalysts of the language classroom. As T-2 delineated,

After TESOL, I found methodologies as the soul of language classrooms as they make the content and delivery effective and learnable.

The current study also intended to reveal their opinions about teaching methodologies. Their responses indicate versatile features of teaching methodologies concerning their application in language classrooms. For example, respondents drew their focus toward the integrated nature of teaching methodologies. They opined that teachers need to not restrict themselves to a single methodology. Instead, they can blend methodologies and create a more effective environment for learning. As T-2 narrated,

Depending on the content and needs of the learners, we can blend two or three approaches to teaching. It can be one once we have a solid idea about the methodology.

Appreciating this sentiment, T-1 rationalized,

In postmodern theories, it is noted that no methodology is strict to their rules; rather, we can blend one or two, even sometimes three.

In addition to that, interview data indicated that teaching methodologies ensure students' prominence in the classrooms. Irrespective of their aims and functions, all methodologies have a collective emphasis on learners. For instance, T-1 elicited,

Teaching methodologies have a shared intention to inject ease and comfort in the students' learning process.

Participant teachers also acclaimed the effectiveness of methodologies in reducing teachers' pressure. This helps teachers to shift their focus to assure students' learning obviously, and decrease their burnout eventually. As T-2 shed light,

Through community learning, I can let my students sit together, involve them in work, and allow them to discuss. It helps me to conduct an anxiety-free class because they discuss the work among themselves. As a teacher, I just monitor. I need not engage actively in delivering content.

When observing the class, it was found that T-2 involved students in group work to write a response paper. One-half of the group member/s were seen to have confusion, which was solved by other group members. Certainly, group work reduced teacher burnout, which was not the case before immersing in the TESOL program. At that time, the class was mostly teacher-centered and lecture-based. The teacher was the sole authority to deal with the students' confusion. Yet after the TESOL program, they escaped from the pressure to clarify everything for students. Being in groups or pairs, students were empowered to carry out their understanding.

Relevantly, the current study drew a question on the teaching method teachers try to implement in their classroom. Participant teachers mostly highlighted CLT as a teaching method adopted by them. For instance, T-2 elaborated,

Our purpose in the language classroom is to ensure learners' active participation. We aim to improve students' verbal proficiency through diverse practices. As such, CLT is the sole gateway to achieve it.

T-1, distinguishably maintained,

CLT comprises less talking time for teachers and involves students in activities, intriguing their mind, and broadening critical thinking.

Besides, depending on the needs and level of students' proficiency, teachers also shed light on the eclectic method. As T-3 explained,

Practice, repetition, and continuous effort are the keys to improved language proficiency. Conceiving this idea, I prefer the eclectic method.

### **Beliefs about Teaching Materials before and after TESOL**

We attempted to reveal the beliefs about teaching material resources contained by the participants before and after the TESOL program. Teachers informed that they considered course books as the only materials before attending TESOL programs. As T-1 answered,

I perceived coursebook as an only material resource and followed it before I went into the TESOL program. I thought course books contained everything and met all the needs of the learners.

The responses of T-2 and T-3 were also similar to that of T-1.

Yet teachers' elicitation confirmed that they started perceiving some other staff – mentioned below – as material resources after attending TESOL programs. For instance,

participants realize that authentic materials act as material resources to be used in the language classroom. To illustrate, T-3 mentioned,

After attending the TESOL program, I started believing that authentic material is one of the mainstays of an imaginative and motivating higher-level course. I also felt the necessity of revising and simplifying the language of authentic material so that students can avoid panic. After my TESOL degree, I started using movies, short documentaries, songs, posters, newspaper articles, and magazines. For example, to teach summaries, I use text from newspapers and magazines. Also, in my listening class, I incorporated movies and short documentaries to facilitate listening.

Teachers also seemed to identify anything and everything as teaching material resources after the TESOL program. To clarify this point, T-1 stated,

Anything and everything that is commensurate with language and content input or can be used as a medium to deliver language activities. Of course, it depends on the course level I am teaching and the learners I am dealing with.

For a language classroom that is focusing on students' communication, the use of video and short film, radio broadcasts, and television programs are highly supportive to facilitate listening and speaking activities. To illustrate, a short film or audio clips might activate students' listening practices. For example, teachers can involve students to answer a set of questions, while watching a short film or listening to an audio clip. Similarly, radio broadcasts can be used to teach intonation, or a television program can equip students with presentation skills. Likewise, a movie review or a biography of an eminent model can facilitate reading activities. Furthermore, teachers also seemed to dub students as the source of knowledge sometimes in the classroom. As T-2 clarified,

On a given topic, students generate their ideas, and thereby, the creation of knowledge takes place. That is how I use my students as material in my class.

Audiovisual aids are also considered as material resources by participant teachers. T-1 exemplified,

I use pictures to elicit the meaning of unknown words. I also deploy audio clips to teach intonation and facilitate listening practice. Moreover, I use video clips to demonstrate public speaking and presentation skills.

### **Defining Effective Teaching Before and After TESOL**

The current study intended to explore the status of teacher beliefs about effective teaching before and after the TESOL program. It was revealed that the participants perceived effective teaching, before the TESOL program, as performing some basic aspects of teaching in the classrooms. To elaborate, teachers' interview data suggested that they defined an effective class as being solely associated with teaching content. T-2 elaborated,

Previously, I entered the class, lectured the content, assigned students to lesson-related activities, checked students' tasks, provided feedback, and left the class.



Teachers also believed effective teaching as properly delivering the content. According to T-3,

I saw effective teaching was “effective delivery of content.” I was more focusing on my excellence as a teacher to deliver my lecture. I did not think about simplifying things for students.

Yet teachers’ beliefs about effective teaching observed a new dimension after TESOL programs. Their thoughts regarding effective teaching encompassed a lot of features, like ensuring students’ participation, delivering clear instruction, assuring pupils’ understanding, and meeting the objectives of the lesson. Teachers asserted that getting students rigorously engaged in the learning process is the fundamental of effective teaching. As T-1 highlighted,

As a teacher, I think effective teaching secures the deliberate involvement of students in the classroom.

The response of T-4 was congruent with that of T-1. The classroom observation report suggested that T-4 was highly enthusiastic in engaging students in classroom interaction. Teachers also identified that instructing students is an attribute of effective teaching. T-2 explained,

In a language class, instruction is very important. Without clear instructions, students get perplexed regarding their activities. To me, effective teaching is delivering clear instructions regarding what to do and how to do it.

The reflection of such belief was visible in practice, as noted during the classroom observation. The teacher clearly articulated the instructions. After that, she wrote these on the board. T-4 approached delivering the lecture differently. Like T-2, he verbally delivered the instructions, with the exception that he called another student in front of the class to restate the instructions.

Moreover, participant teachers believe that effective teaching must entail embracing students’ understanding. According to T-3,

Teachers must ask questions about the content delivered to find out whether or not students understand his or her lecture. In my case, observing their facial expressions, I usually understand whether or not students understand the content. Effective teaching must incorporate it because once the teacher understands that students are not getting the points, he or she can simplify the content and use examples for better understanding.

Teachers also defined effective teaching as meeting objectives of the lesson plan for a particular class. T-3 delineated,

Effective teaching is associated with meeting objectives of the lesson plan. In every class, I have some objectives to be attained.

### **Approach to Classroom Management Before and After TESOL**

We attempted to trace the beliefs about classroom management approaches carried out by the participants before and after the TESOL program. It was identified that teachers undertook various steps as part of classroom management approaches before the TESOL

program. Before the TESOL programs, ethical aspects were of more importance to the teachers when they attempted to manage their classes. T-1 exemplified,

I focused on students' respect for the teacher and whether or not they were abiding by my instructions. I asked them to remain silent. If they made a noise, I changed their seats. I also used to scold them as I believed this was the only way to preclude their unfair actions in the classroom.

Teachers used to be authoritative in the classroom before attending the TESOL programs. As T-3 elaborated,

I believed in shouting at students. I believed in scolding them for talking during the lecture. Such acts make students attentive to the lesson.

Teachers were not accessible to students because of their attitude. They were not welcoming. By and large, a space of fear was created through their attitude. However, after the TESOL programs, teachers got rid of their authoritative actions in the classes. After entering the class, teachers offer prompts to increase interest in their lessons. T-2 shared,

In the beginning, I inform them about a gift for the best three performers in the class. That is how I grab their attention, as part of my classroom management approach.

After the TESOL programs, the idea of empathy was cultivated in teachers' beliefs. They started embracing the situation of the students and behaving accordingly. To illustrate, T-1 articulated,

My language class comprises students of the pharmacy department. I often find them tired because of their heavy engagement with experiments in the laboratory. Because I believe in empathy, and therefore, I do not scold them even if they appear inattentive. I try to boost them because I feel for their tiresome sessions in the lab.

Teachers expressed firm belief on the ground that through empathy they can build rapport with the learners. Added to this, because of having empathy in mind, teachers feel the urge to motivate students and involve them in the learning process. Teachers also confirmed that they perceived the seating arrangement in the classroom as one of the management approaches. As T-2 explicated,

I feel that the seating arrangement contributes to creating a participatory environment in the classroom. That is why I believe in students sitting in circles. I perceive this might yield a good communicative atmosphere. No student tends to make any noise. Standing in the middle, the teacher would play the role of a moderator.

After TESOL programs, participant teachers believe that they have to be friendly, open, accessible, and diplomatic in terms of classroom management. T-3 highlighted,

When I call my students, I add "dear" before their names. I smile while talking. I believe that these would help students feel friendly and motivate them to raise questions. That is how I create an atmosphere so that students can be

spontaneous in the class. Even when I see someone making noise, instead of shouting, I call their name and say “good morning/noon.” The student immediately understands his or her fault and rectifies it.

In conjunction with these, participants also believe that teachers’ monitoring is one of the crucial classroom management approaches. As T-3 opined,

When the teacher monitors students’ activities, he or she can understand the extent of students’ involvement in the lesson, and take action easily. Students also know that their teacher is observing their actions. They are prone to be engaged.

Other participants were of the same view. Observing the classroom, it was found that after assigning individual, pair, or group work, teachers move from one student to another, from one pair to other pairs and from one group to other groups. Such acts of teachers stimulate students’ deliberate participation in classroom activities.

### **Perceived Quality of a Good Teacher Before and After TESOL**

We attempted to encompass the participants’ understanding, before and after the TESOL program, on the quality of a good teacher. The beliefs of the respondents entailed diverse features that characterized a good teacher before they enrolled in the TESOL program. The participant teachers collectively responded that understanding students’ emotions, enthusiasm, strengths, potentiality, and room for improvement, constitute the overall feature of a good teacher. These were the components that shaped their beliefs about the quality of a good teacher before the TESOL program.

However, after the TESOL program, teachers’ beliefs about the quality of a good teacher remain embedded in multiple factors. Teachers commonly shared the belief that a good teacher has to be fair instead of being biased. He or she must welcome questions. He or she has to prepare a lesson plan for a particular class, adopting a proper teaching approach and must be adequately prepared before entering the class. He or she must be a good manager throughout the class time. On top of all this, he or she has to know the contents of the subject he or she is teaching. He or she should be a facilitator rather than a teacher. His or her focus must be on creating an interactive atmosphere. As such, it became conspicuous that teachers’ previously held beliefs, which were developed before the TESOL program, gained a new dimension after the TESOL programs.

The report based on the classroom observation suggested that teachers followed the lesson plans that contained clearly articulated objectives of the lessons. Teachers attempted to accomplish the objectives of particular lessons. They allocated specific time for the specific task of the lesson. They engaged students in either pairs or groups depending on the nature of the tasks. We observed that the class was not lecture-oriented. The teachers tried to create class interaction with questions or asking for their opinion about the topics of the classes as prompts.

By analyzing the participants’ responses derived from the semi-structured interviews and classroom observations, we answered the main research questions that guided the current study. Teachers’ beliefs about teaching were associated with several fallacies before they enrolled in TESOL programs. It seemed that they were a bit rigid about classroom management, incorporating methodology, using materials, and defining good teachers and effective teaching prior to their enrollment in the TESOL program. However, their beliefs regarding these antecedents shifted to another dimension after completing the TESOL program, as interview data suggested. Given below is a table that summarized the beliefs about teaching

held by the participant teachers before and after the TESOL programs. The Table also depicted the classroom practices of the participant teachers after TESOL programs.

**Table 4: Changing Pattern of Teachers' Beliefs**

<b>Beliefs</b>	<b>Before TESOL</b>	<b>After TESOL</b>	<b>Practices after TESOL</b>
<b>Role in the classroom</b>	<ul style="list-style-type: none"> <li>▪ Delivering the contents of the lesson;</li> <li>▪ Conducting limited actions in the class;</li> <li>▪ Being oriented to basic teaching;</li> <li>▪ Maintaining time management; and</li> <li>▪ Focusing on the accent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Incorporating class dynamics;</li> <li>▪ Creating student-centered classroom;</li> <li>▪ Undertaking diverse concerns; and</li> <li>▪ No emphasis on the accent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teachers attempted to address students' queries;</li> <li>▪ Tried to engage passive students;</li> <li>▪ Used contextual examples to clarify students' understanding.</li> </ul>
<b>Teaching methodologies</b>	<ul style="list-style-type: none"> <li>▪ Buzzword;</li> <li>▪ Westernized fashion; and</li> <li>▪ Judging as a symbol of self-glorification.</li> </ul>	<ul style="list-style-type: none"> <li>▪ An inevitable part of teaching;</li> <li>▪ Guidance for teaching trajectory;</li> <li>▪ Prime Catalyst of Language Classroom;</li> <li>▪ Catering integrated approach;</li> <li>▪ Ensuring students' prominence; and</li> <li>▪ Creating an avenue for reducing teachers' burnout.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Incorporated teaching methodologies-driven different activities, which required students' interactions either being in groups or pairs.</li> </ul>
<b>Teaching material resources</b>	<ul style="list-style-type: none"> <li>▪ Book</li> </ul>	<ul style="list-style-type: none"> <li>▪ Authentic materials;</li> <li>▪ Anything and everything;</li> <li>▪ Students; and</li> <li>▪ Audiovisual aids</li> </ul>	<ul style="list-style-type: none"> <li>▪ Deployed visual aid to teach how to write Thesis statement for developing Argumentative essay and writing paragraph.</li> <li>▪ Employing audiovisual aids (e.g., the speech of Steve Jobs and Barack Obama) to teach stress, intonation pauses while speaking.</li> </ul>
<b>Effective teaching</b>	<ul style="list-style-type: none"> <li>▪ Entering, doing and leaving; and</li> <li>▪ Delivering the contents effectively.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensuring the participation of the students;</li> <li>▪ Delivering clear instruction;</li> <li>▪ Embracing students' misunderstanding; and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Entirely guided by the lesson plan, which contained clearly articulated aim and objectives, to conduct the class,</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Meeting the objectives of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Incorporated activities which were in line with the objectives,</li> <li>▪ The entire class-time was divided into different segments entailing different activities, meaning that specific time is allocated for specific tasks.</li> </ul>
<b>Classroom management approaches</b>	<ul style="list-style-type: none"> <li>▪ Being focused on ethical aspects; and</li> <li>▪ Maintaining an authoritarian attitude</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using interesting prompts;</li> <li>▪ Applying empathy;</li> <li>▪ Manipulating seating arrangement;</li> <li>▪ Projecting friendly approach; and</li> <li>▪ Monitoring the class.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assigned individual, pair and group work,</li> <li>▪ Frequent movement from one student to another to monitor the class in order to ensure students' engagement.</li> <li>▪ Maintained a smile on the face that informed teachers' gestures to welcome questions.</li> </ul>
<b>Quality of a good teacher</b>	<ul style="list-style-type: none"> <li>▪ Understanding students' emotions, enthusiasm, potentiality, room for improvement, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Being unbiased;</li> <li>▪ Being approachable</li> <li>▪ Preparing and following a lesson plan;</li> <li>▪ Acting as good manager of class time;</li> <li>▪ Knowing content;</li> <li>▪ Being a facilitator; and</li> <li>▪ Creating an interactive atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The objective-based lesson plans along with the tasks, eloquent interactions, employment of individual, pair, and group work shaped the classes, which were observed.</li> </ul>

### Discussion

As realized from the interview data, before attending TESOL programs, teachers possessed different beliefs about teaching, particularly about their roles in classrooms, teaching methodologies, teaching material resources, effective teaching, classroom management approaches, and teachers' qualities that were filled with stereotypical ideologies that often emanated from their prior experience as learners. That is why Lortie (1975) talked about "apprenticeship of observation," undertaking the idea that instructional experiences generated from schools, colleges, and universities map a framework for formulating beliefs about teaching. Riedler and Eryaman (2016), and Yüksel and Kavanoz (2015) also reverberated the nature of beliefs formed as an outcome of their subject matter and instructional practices that enrollees tend to carry out before immersing in teacher education programs. However, Lortie (1975) claimed that teachers' preconceived beliefs about teaching were challenged during teacher education programs. Eventually, after completion of teacher education programs, teachers experienced radical changes in terms of their beliefs.

As regards the current study, the teachers' beliefs underwent a drastic shift after the TESOL programs. For instance, teachers started incorporating class dynamics, creating a student-centered classroom, employing warm-up activities, and building a rapport with

students as inevitable parts of teachers' roles. Calderhead (1996) articulated that some teachers perceive teaching as offering an interactive environment in the classrooms, which participant teachers are doing by incorporating class dynamics, creating a student-centered classroom, employing warm-up activities, and building rapport with students. Participant teachers believed that they need to take part in the lesson plan and material development processes, with an illustration that these involvements would lead them to conduct more focused and effective classes. Izadinia's (2012) study also echoed the same concern. Participants of his study believed that designing and developing materials for the students are also significant responsibilities of the teachers. Teachers should not expect them to be followers of step-by-step guidelines given in ready-made materials. Instead, going beyond the operational and implementation level of teaching (Ben-Peretz, 2001), teachers should focus on preparing lesson plans and designing materials.

Now the question is why our participants made changes in their beliefs about teaching, as many studies expressed tensions that no change in teachers' beliefs occurred after teacher education programs (Biesta et al., 2015; Borg, 2011). Our participants had been involved in teaching before the TESOL program. As such, after immersing in this program, they realized the shortcomings associated with their earlier approach toward teaching. Thus, their previously maintained immature thoughts, concerning learning, teaching, teachers' roles, students, and pedagogy, underwent a drastic change after the TESOL programs. Pertinently, our participants were capable of apprehending the mismatch between their earlier practices and inputs imparted by the TESOL programs, which enabled them to change their beliefs about teaching. Undertaking such a phenomenon, it can be claimed that the TESOL programs, encompassed in the current study, yielded sufficient coverage of the course contents that conveyed a clear perception regarding pedagogy, teaching, and learning. Eventually, the current study witnessed the changes in teachers' beliefs regarding their roles. Added to these, the participant teachers of the current study commenced student-centered classrooms, which is a sign of their newly formed beliefs. The finding of Farrell and Ives's (2015) study also suggested that participants exhibit strong advocacy in favor of students' active involvement in the learning process.

Most importantly, a drastic change in teachers' beliefs took place in terms of teaching methodologies. After the TESOL programs, participants believed methodology as playing a pivotal role in the language classroom. Being part of the Methods and Practice of Teaching ESL course, the teachers remodeled their beliefs about teaching methodologies. They realized the necessity of these in a language classroom. Teachers in this study articulated the adoption of the eclectic method. The idea of an eclectic method is enacted to the combination of a different method of teaching and learning approaches (Kumar, 2013). Additionally, it includes varying degrees of language learning activities that teachers incorporate by being motivated by different underlying assumptions of language teaching (Larsen-Freeman, 2000). The expansion of these ideas was adequately explored in the TESOL programs that empowered participants to apply or combine the teaching methodologies depending on the nature of students. For example, if students show passiveness in the classroom, teachers will design activities that are more engaging and motivational. Besides, Aksoy (2015) highlighted that teachers' beliefs about teaching act as a decisive factor in their adopting a particular approach or approaches of teaching.

As regards teaching material resources, participants' perceived belief before the TESOL programs concerned the sole use of the coursebook in the classrooms, although a new spirit was observed in their beliefs after the TESOL programs. They started perceiving the employment of authentic materials and audiovisual aids as teaching material resources. We argue that a good dose placed in the respondents' minds through the TESOL programs reshaped their beliefs. For example, the courses titled "Use of Technology in ELT," and "Syllabus, Curriculum and Material Design and Evaluation" potentially reshaped their beliefs.

The current study also observed meticulous changes in participant teachers' beliefs as regards their approaches to classroom management, which we admit was an impact of the ELT Leadership and Management course. Also, we claim that teaching practicum courses assisted teachers to reshape such beliefs. In the teaching practicum courses, our participants had the opportunity to receive what is generally termed as "teachers' clinical experience." Generally, this sort of teaching practicum course involves students in the classroom observations—as part of the course responsibilities—that empower them to manage the classroom by applying various strategies. In TESOL programs, participant teachers had been assigned an experienced language teacher with whom they were participating in different classes as observers and they noted how those classes were conducted and how teachers got students engaged in different activities—which is known as "shadow teaching." Such practical orientation had contributed to remodeling teachers' beliefs about teaching. According to Shulman (1987), Tabacnick and Zeichner (1984), and Eryaman (2006), teachers' beliefs changed due to the experience gathered from school practicum during the teacher education programs. Pajares (1992), in this regard, claimed that through continuous observation, their previously constructed set of beliefs are adjusted and encultured to teaching. Furthermore, teachers also shifted their focus in terms of accent. Through TESOL programs, they became cognizant about the idea that accent is not an indicator of the ability to teach English. Those who have gone through the process of learning a second language, English or otherwise, are often good teachers of the language because they have undergone a complex process of discerning and comparing rules and patterns of the language they use/know.

Moreover, the perceptibility of the participants regarding empathy was visible in this study. Due to this, teachers inculcated the necessity of maintaining a good rapport with the students. Participants in Borg's (2011) study also exerted substantial emphasis on building rapport with students, which was also an added epiphany to teachers' beliefs, after they completed the teacher education program. Interviewees of this study also shed light on motivating learners, which is also a result of their apprehension of empathy. Borg (2011) demonstrated the importance of motivation, as expressed by the participants, to drive students for learning.

As regards the practice concerning belief, this study witnessed a consistency between participant teachers' beliefs and practices. Ultimately, beliefs had a visible influence on participant teachers' practice. The studies conducted by Borg (2003), Farrell and Ives (2015), Ng and Farrel (2003), Mangubhai et al. (2004), and Phipps and Borg (2007) also observed a greater influence of teachers' beliefs on their classroom practices. However, this is not the case for all teacher education programs. For instance, Tajik, Mirhosseini, and Ramezani (2019) reported that participants' beliefs remained unchanged after the teacher education program since the relative orientation of theory and practice became unexplored.

Considering the congruence of the teachers' beliefs and practices, we need to place the nuances that led the current study to observe the consistency between teachers' articulations and their actions. After attending TESOL programs, participant teachers, with their newly constructed beliefs, started preparing specific objectives-driven lesson plans for the English language classes and designing materials, sometimes from course books and sometimes from other resources, selecting activities based on the materials and allocating specific time for specific tasks. As such, participant teachers became measurably more successful in implementing their beliefs into classroom practices. This was possible as teachers' beliefs were built on Calderhead's elicitation—teachers perceived teaching as a medium of facilitating learning.

According to Clark and Peterson (1986), and Li and Walsh (2001), teachers' beliefs about teaching techniques, classroom management, and dealing with problems determine the way teachers design their classes. Borg's (2011) also illuminated that the theoretical knowledge

that teachers received through the TESOL program stimulated the changes in their classroom practices, which is a prominent phenomenon in the current study. Another contention in this ground, we believe, is that TESOL programs that were highlighted in this study offer the Teaching Practicum II course which is featured with “shadow teaching” for the enrollees. As such, as we claim, they have got the chance to experience the actualities and technicalities of the real classroom. On top of that, they can relate the theories – learned through different courses of TESOL – to a real classroom. Added to this, Teaching Practicum I course is offered which allows enrollees to conduct language classes for 32 hours. Eventually, they have got another chance to relate the theories to the classroom practice. Ultimately, with substantial evidence on the relationship between theory and practice, the beliefs of the enrollees concerning the practical aspects of language classrooms were constructed.

### **Implications of the Study**

There is little doubt that a teacher training program like TESOL is “an important agency with a powerful capacity to impact student teachers’ socialization” (Al-Issa, 2008), and hence, this study carried great implication in creating effective English language teaching-learning policy implementation not only at the national domain but also in international territory. This would help the government and related agencies to encourage teacher education programs, including TESOL/TESL/TEFL [Teaching English as a Second/Foreign Language] in the contexts that have been suffering from inadequate in-service training programs (Rahman et al., 2019a). The existing in-service teacher training programs, usually arranged for 3-10 days (Karim et al., 2018), impart superficial ideas and knowledge about various aspects of teaching by eluding focus on contextual relevance (Karim et al., 2017), which exhibited limited success to bring change in the teachers’ beliefs and practices. Therefore, to shuttle new beliefs for the teachers, the teacher education program should incorporate practical aspects of teaching, where enrollees will be able to embrace the relationship between theory and practice. TESOL/TESL/TEFL programs have been phenomenal in this regard since these are designed by incorporating different theoretical and practical grounds that transport teachers’ beliefs to another dimension, and thereby, change teachers’ classroom practices.

### **Limitations and Future Research**

The limitation of the study is associated with exploring the TESOL programs, meaning that we only intended to trace the changing pattern of teacher beliefs and practices of the graduates who enrolled in TESOL programs. However, many of the universities in this polity offer graduate programs namely MA in ELT (English Language Teaching), which were not included in the current study. The rationale that underpinned the exclusion of MA in ELT graduates concerned the fact that this program also offers the same or similar courses as TESOL (please see Karim et al., 2019b for details). Thus, the contribution of the ELT program on teacher beliefs and practices can be assumed through the findings of our study. With such an assumption in place, we considered the investigation to be carried out on the TESOL program subject to teacher beliefs and practices. Moreover, we explored the beliefs and practices of the teachers who had exposure to teaching at the university and were equipped with previously held beliefs about teaching before immersing in TESOL programs. They had been in the teaching profession when they participated in TESOL programs. Thus, in short, we explored the teaching-oriented beliefs and classroom practices of the in-service teachers. However, further studies are warranted to understand the changing pattern of beliefs and practices of the TESOL or ELT graduates, who are identified as pre-service teachers. For further researchers to conduct the studies, we recommend a longitudinal study through which the beliefs of



different time-frame can be informed. Last but not least, future research should undertake high-school and college teachers, who underwent TESOL or ELT programs, to examine the status of their beliefs and practices.

### References

- Abelson, R. P. (1979). Differences between belief and knowledge systems. *Cognitive Science*, 3(4), 355-366.
- Aksoy, K. (2015). What you think is not what you do in the classroom. *Procedia—Social and Behavioral Sciences*, 199, 675–683.
- Ali, M., & Walker, A. L. (2014). ‘Bogged down’ ELT in Bangladesh: Problems and policy: Investigating some problems that encumber ELT in an EFL context. *English Today*, 30(2), 33-38.
- Al-Issa, A. S. M. (2008). The implications of the teacher training program to the ELT policy implementation in Oman. *The Journal of Asia TEFL*, 5(2), 59–92.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs: Prentice-Hall.
- Barcelos, A. M. F. (2003). Researching beliefs about SLA: A critical review. In P. Kalaja & A. M. F. Barcelos (Eds.), *Beliefs about SLA: New research approaches* (pp. 7–33). Kluwer Academic.
- Ben-Peretz, M. (2001). The impossible role of teacher educators in a changing world. *Journal of Teacher Education*, 52(1), 48-56.
- Biesta, G., Priestley, M., & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and Teaching*, 21(6), 624-640.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81–109.
- Borg, S. (2006). *Teacher cognition and language education: Research and practice*. Continuum.
- Borg, S. (2011). The impact of in-service teacher education on language teachers’ beliefs. *System*, 39(3), 370–380.
- Bryman, A. (2012). *Social research methods*. Oxford University Press.
- Busch, D. (2010). Pre-service teacher beliefs about language learning: The second language acquisition course as an agent for change. *Language Teaching Research*, 14(3), 318-337.
- Cabaroglu, N., & Roberts, J. (2000). Development in student teachers' pre-existing beliefs during a 1-year PGCE programme. *System*, 28(3), 387-402.
- Calderhead, J. (1996). Teachers: Beliefs and knowledge. In D. Berliner & R. Calfee (Eds.), *Handbook of educational psychology* (pp. 709–725). Macmillan Library Reference.
- Clark, C. M., & Peterson, P. L. (1986). Teachers’ thought processes. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 255-296). Macmillan.
- Clarke, J. (2008). Research into pedagogical ‘belief statements’ held by pre-ITE students on a Mathematics Enhancement Course. *Informal Proceedings of the British Society for Research into Learning Mathematics (BSRLM)*, 28(3), 13-17.
- Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. London, UK: Routledge.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.

- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Los Angeles, CA: Sage.
- Devine, D., Fahie, D., & McGillicuddy, D. (2013). What is 'good' teaching? Teacher beliefs and practices about their teaching. *Irish Educational Studies*, 32(1), 83-108.
- Donaghue, H. (2003). An instrument to elicit teachers' beliefs and assumptions. *ELT Journal*, 57(4), 344-351.
- Ertmer, P. A., Ottenbreit-Leftwich, A. T., Sadik, O., Sendurur, E., & Sendurur, P. (2012). Teacher beliefs and technology integration practices: A critical relationship. *Computers & Education*, 59(2), 423-435.
- Eryaman, M. Y. (2006). Traveling beyond dangerous private and universal discourses: Radioactivity of radical hermeneutics and objectivism in educational research. *Qualitative Inquiry*, 12(6), 1198-1219.
- Eryaman, M. Y. (2007). From reflective practice to practical wisdom: Toward a post-foundational teacher education. *International Journal of Progressive Education*, 3(1), 87-107.
- Farrell, T. S. (2008). Here's the book, go teach the class' ELT practicum support. *RELC Journal*, 39(2), 226-241.
- Farrell, T. S. C. (2008). *Reflective language teaching: From research to practice*. London, UK: Continuum Press.
- Farrell, T. S., & Bennis, K. (2013). Reflecting on ESL teacher beliefs and classroom practices: A case study. *RELC Journal*, 44(2), 163-176.
- Farrell, T. S., & Ives, J. (2015). Exploring teacher beliefs and classroom practices through reflective practice: A case study. *Language Teaching Research*, 19(5), 594-610.
- Farrell, T. S., & Kun, S. T. K. (2008). Language policy, language teachers' beliefs, and classroom practices. *Applied Linguistics*, 29(3), 381-403.
- Farrell, T. S. C., & Lim, P. C. P. (2005). Conceptions of grammar teaching: A case study of teachers' beliefs and classroom practices. *TESL-EJ*, 9, 1-13.
- Feiman-Nemser, S. (1996). *Mentoring: A critical review*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education.
- Feiman-Nemser, S., & Remillard, J. (1996). Perspectives on learning to teach. In F. Murray (Ed.), *The teacher educator's handbook* (pp. 63-90). San Francisco: Jossey-Bass.
- Feryok, A. (2008). An Armenian English language teacher's practical theory of communicative language teaching. *System*, 36(2), 227-240.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). *Educational research: Competencies for analysis and applications*. Pearson.
- Gregoire, M. (2003). Is it a challenge or a threat? A dual-process model of teachers' cognition and appraisal processes during conceptual change. *Educational Psychology Review*, 15(2), 147-179.
- Izadinia, M. (2012). Teacher educators as role models: A qualitative examination of student teachers' and teacher educators' views towards their roles. *The Qualitative Report*, 17(24), 1-15. <https://nsuworks.nova.edu/tqr/vol17/iss24/1>
- Janesick, V. J. (1994). The dance of qualitative research design: Metaphor, methodolatry, and meaning. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 209-235). Sage.
- Johnson, K. E. (1994). The emerging beliefs and instructional practices of preservice English as a second language teachers. *Teaching and Teacher Education*, 10(4), 439-452.
- Karim, A., Mohamed, A. R., & Rahman, M. M. (2017). EIA--a teacher education project in Bangladesh: An analysis from diversified perspectives. *International Journal of Instruction*, 10(4), 51-66.
- Karim, A., Mohamed, A. R., Ismail, S. A. M. M., & Rahman, M. M. (2018). Organized

- hypocrisy in EFL teacher training programs. *International Journal of Instruction*, 11(2), 437-450.
- Karim, A., & Mohamed, A. R. (2019). Examining the impact of an English in action training program on secondary-school English teachers' classroom practice in Bangladesh. *The Qualitative Report*, 24(3), 441-469. <https://nsuworks.nova.edu/tqr/vol24/iss3/2/>
- Karim, A., Ahmed, Z., Shahed, F. H., Rahman, M. M., & Mohamed, A. R. (2019a). Challenges affecting the implementation of £50 million in-Service training program for English teachers in Bangladesh. *The Qualitative Report*, 24(10), 2457-2485. <https://nsuworks.nova.edu/tqr/vol24/iss10/5/>
- Karim, A., Shahed, F. H., Mohamed, A. R., Rahman, M. M., & Ismail, S. A. M. M. (2019b). Evaluation of the teacher education programs in EFL Context: A testimony of student teachers' perspective. *International Journal of Instruction*, 12(1), 127-146.
- Karim, A., Shahed, F. H., Rahman, M. M., & Mohamed, A. R. (2019c). Revisiting innovations in ELT through online classes: An evaluation of the approaches of 10 minute school. *Turkish Online Journal of Distance Education*, 20(1), 248-266.
- Kennedy, M. M. (1997). The connection between research and practice. *Educational Researcher*, 26(7), 4-12.
- Kumar, C. P. (2013). The eclectic method-theory and its application to the learning of English. *International Journal of Scientific and Research Publications*, 3(6), 1-4.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford University Press.
- Li, L., & Walsh, S. (2011). 'Seeing is believing': looking at EFL teachers' beliefs through classroom interaction. *Classroom discourse*, 2(1), 39-57.
- Lortie, D. (1975). *School teacher: A sociological study*. University of Chicago Press.
- MacDonald, M., Badger, R., & White, G. (2001). Changing values: What use are theories of language learning and teaching? *Teaching and Teacher Education*, 17(8), 949-963.
- Mangubhai, F., Marland, P., Dashwood, A., & Son, J. B. (2004). Teaching a foreign language: One teacher's practical theory. *Teaching and Teacher Education*, 20(3), 291-311.
- Mattheoudakis, M. (2007). Tracking changes in pre-service EFL teacher beliefs in Greece: A longitudinal study. *Teaching and Teacher Education*, 23(8), 1272-1288.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.
- Moodie, I. (2016). The anti-apprenticeship of observation: How negative prior language learning experience influences English language teachers' beliefs and practices. *System*, 60, 29-41. <https://www.sciencedirect.com/science/article/pii/S0346251X16303219>
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Nespor, J. (1987). The role of beliefs in the practice of teaching. *Journal of Curriculum Studies*, 19(4), 317-328.
- Ng, E. K. J., & Farrell, T.S.C. (2003). Do teachers' beliefs of grammar teaching match their classroom practices? A Singapore case study. In D. Deterding, A. Brown, & E. L. Low (Eds.), *English in Singapore: Research on grammar* (pp. 128-137). McGraw Hill.
- Numanee, I. Z., Zafar, N., Karim, A., & Ismail, S. A. M. M. (2020). Developing empathy among first-year university undergraduates through English language course: A phenomenological study. *Heliyon*, 6(6), 1-12.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge University Press.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Peacock, M. (2001). Pre-service ESL teachers' beliefs about second language learning: A

- longitudinal study. *System*, 29(2), 177-195.
- Pennington, M. C., & Urmston, A. (1998). The teaching orientation of graduating students on a BATESL course in Hong Kong: A comparison with first-year students. *Hong Kong Journal of Applied Linguistics*, 3, 17-46.
- Phipps, S., & Borg, S. (2007). Exploring the relationship between teachers' beliefs and their classroom practice. *Teacher Trainer*, 21(3), 17-19.
- Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37(3), 380-390.
- Prestridge, S. (2012). The beliefs behind the teacher that influences their ICT practices. *Computers & education*, 58(1), 449-458.
- Rahman, M. M., Islam, M. S., Karim, A., Chowdhury, T. A., Rahman, M. M., Seraj, P. M. I., & Singh, M. K. M. (2019a). English language teaching in Bangladesh today: Issues, outcomes and implications. *Language Testing in Asia*, 9(1), 1-14.
- Rahman, M. M., Johan, M., Selim, S. M. M., Singh, M. K. M., & Shahed, F. H. (2019b). Teachers' beliefs and practices of implementing secondary English curriculum reform in Bangladesh: A phenomenological study. *Journal of Asia TEFL*, 16(2), 591-607.
- Rahman, M. M., & Pandian, A. (2018). A critical investigation of English language teaching in Bangladesh: Unfulfilled expectations after two decades of communicative language teaching. *English Today*, 34(3), 43-49.
- Rahman, M. M., Pandian, A., & Kaur, M. (2018a). Factors affecting teachers' implementation of communicative language teaching curriculum in secondary schools in Bangladesh. *The Qualitative Report*, 23(5), 1104-1126. <https://nsuworks.nova.edu/tqr/vol23/iss5/6/>
- Rahman, M. M., Singh, M. K. M., & Pandian, A. (2018b). Exploring ESL teacher beliefs and classroom practices of CLT: A case study. *International Journal of Instruction*, 11(1), 295-310.
- Raths, J. (2001). Teachers' beliefs and teaching beliefs. *Early Childhood Research and Practice*, 3(1), 1-10. <https://files.eric.ed.gov/fulltext/ED452999.pdf>
- Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge University Press.
- Riedler, M., & Eryaman, M. Y. (2016). Complexity, diversity and ambiguity in teaching and teacher education: Practical wisdom, pedagogical fitness and tact of teaching. *International Journal of Progressive Education*, 12(3), 172-186.
- Rienties, B., Brouwer, N., & Lygo-Baker, S. (2013). The effects of online professional development on higher education teachers' beliefs and intentions towards learning facilitation and technology. *Teaching and Teacher Education*, 29, 122-131.
- Schwandt, T. A. (2000). Three epistemological stances for qualitative inquiry: Interpretivism, hermeneutics, and social construction. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 189-213). Sage.
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-23.
- Tabacnick, B. R., & Zeichner, K. M. (1984). The impact of the student teaching experience on the development of teacher perspectives. *Journal of Teacher Education*, 35(6), 28-36.
- Tajik, L., Mirhosseini, S. A., & Ramezani, A. (2019). "Now as a teacher": Novice teachers reflect on English language teacher education in Iran. *The Qualitative Report*, 24(6), 1373-1398. <https://nsuworks.nova.edu/tqr/vol24/iss6/12>
- Tam, A. C. F. (2015). The role of a professional learning community in teacher change: A perspective from beliefs and practices. *Teachers and Teaching*, 21(1), 22-43.
- Tarrou, A. L. H., Opdal, L. R., & Holmesland, I. S. (1999). Improving teacher education through evaluation: An analysis of four Norwegian case studies. *European Journal of*

- Teacher Education*, 22(2-3), 135-157.
- Tillema, H. H. (2000). Belief change towards self-directed learning in student teachers: immersion in practice or reflection on action. *Teaching and Teacher Education*, 16(5-6), 575-591.
- Turner, J. C., Christensen, A., & Meyer, D. K. (2009). Teachers' beliefs about student learning and motivation. In L. J. Saha & A. G. Dworkin (Eds.), *International handbook of research on teachers and teaching* (pp. 361–371). Springer.
- Urmston, A. (2003). Learning to teach English in Hong Kong: The opinions of teachers in training. *Language and Education*, 17(2), 112–137.
- Wallace, M. J. (1991). Relating theory and practice: The reflective model. In M. J. Wallace (Eds.), *Training foreign language teachers: A reflective approach*. Cambridge University Press.
- Wideen, M., Mayer-Smith, J., & Moon, B. (1998). A critical analysis of the research on learning to teach: Making the case for an ecological perspective on inquiry. *Review of Educational Research*, 68(2), 130-178.
- Wilkins, J. L. (2008). The relationship among elementary teachers' content knowledge, attitudes, beliefs, and practices. *Journal of Mathematics Teacher Education*, 11(2), 139–164.
- Williams, M., & Burden, R. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge University Press.
- Woolfolk Hoy, A., Davis, H. A., & Pape, S. (2006). Teachers' knowledge, beliefs, and thinking. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (2nd ed., pp. 715–737). Lawrence Erlbaum.
- Yüksel, H. G., & Kavanoz, S. (2015). Influence of prior experiences on pre-service language teachers' perception of teaching. *Procedia-Social and Behavioral Sciences*, 199, 777–784.
- Zeichner, K. M., & Tabachnick, B. R. (1981). Are the effects of university teacher education 'washed out' by school experience? *Journal of Teacher Education*, 32(3), 7-11.

## Appendix

### Classroom Observation Protocol

Name of the Teacher

Grade/Class

Name of the Course

Duration of the class

Time lapses	Lesson/activity	Teachers' actions	Students' response	Comments

### Author Note

Abdul Karim is a Ph.D. Fellow at the School of Educational Studies, Universiti Sains Malaysia. He has been awarded the USM Global Fellowship sponsored by the Institute of Postgraduate Studies (IPS). He is also a Lecturer at Brac Institute of Languages, Brac University. He has completed a Master of Arts (Education) By Research from Universiti Sains Malaysia. Before that, he completed an MA in English (TESOL) from North South University, Bangladesh. He has published widely in the field of English language teacher education in numerous international journals (Indexed in SSCI, SCOPUS, and Web of Science). His research interest concerns English Teacher Education, Teacher Beliefs and Practice, Medium of Instruction, Teacher Identity, Reading and Writing, and E-learning. Correspondence regarding this article can be addressed directly to [khasan13aiub@gmail.com](mailto:khasan13aiub@gmail.com).

Liza Reshmin is the Senior Academic Coordinator of the BRAC Institute of Languages at Brac University. In this role, she oversees all the academic English language courses, including curriculum design and quality assurance. In addition, she supervises the course coordinators and the faculty. She represents the Institute on various university committees. Additionally, Liza is a Senior Lecturer in the module for the advanced students. She developed the speaking and listening classes for the module, integrating critical thinking and service-learning in the classes. She is currently pursuing Ph.D. at Universiti Sains Malaysia, Malaysia. Her research interests include collaborative strategies, critical thinking and assessment, and English Medium Instruction (EMI).

Muhammad Kamarul Kabilan (Ph.D.) is a Professor at the School of Educational Studies, Universiti Sains Malaysia, Penang. His research interests include ICT and English Language Education and, professional development and critical practices of teachers. He has published widely in his area of research in reputable journals such as *TESOL Quarterly*, *British Journal of Educational Technology*, *Computer and Education*, *The Internet and Higher Education*, and *Professional Development in Education*.

Faheem Hasan Shahed (Ph.D.) is Associate Professor and Head of MA in TESOL Program at Brac University, Bangladesh. After doing his M.Phil. (1998) and Ph.D. (2001) in ELT from Jawaharlal Nehru University (JNU), New Delhi, he has been teaching English to diverse groups of professionals. His areas of interest include ESP, bilingualism, language & politics, and Business Communication. He has published articles and book chapters both nationally and internationally.

Mohammad Mosiur Rahman (MRes in Applied Linguistics) is a Ph.D. Fellow at School of Languages, Literacies and Translation, Universiti Sains Malaysia. His research interests are interdisciplinary issues in language education and applied linguistics. His works have appeared in international journals with high impact factor/Cite Scores such as *English Today*, *Asian Englishes*, *English Teaching and Learning*, *Language Testing in Asia*, *The Qualitative Report*, *The Journal of Asia TEFL*, *Online Journal of Distance Education*, and so on.

Manjet Kaur Mehar Singh (Ph.D.) is the Deputy Dean of Research, Postgraduate & Networking at the School of Languages, Literacies and Translation, Universiti Sains Malaysia. She also serves as an editorial board member on various international and national level SCOPUS indexed journals. Her areas of specializations are wide-ranging. They include applied linguistics, academic literacies, multiculturalism, and higher education.

**Acknowledgements:** The first author acknowledges the support of the USM Global Fellowship awarded by the Institute of Postgraduate Studies (IPS), Universiti Sains Malaysia. In addition to that, the authors want to offer special thanks to Lady Syeda Sarwat Abed, Senior Director, Brac Institute of Languages for permitting us to collect the data from the language institute and providing us with adequate support. Additionally, we would like to express our

gratitude to the teachers who have been benevolent in the interview and classroom observation processes.

**Conflict of Interest:** On behalf of all authors, the corresponding author states that there is no conflict of interest.

Copyright 2020: Abdul Karim, Liza Reshmin, Muhammad Kamarul Kabilan, Faheem Hasan Shahed, Mohammad Mosiur Rahman, Manjet Kaur Mehar Singh, and Nova Southeastern University.

#### **Article Citation**

Karim, A., Reshmin, L., Kabilan, M. K., Shahed, F. H., Rahman, M. M. R., & Singh, M. K. M. (2020). Understanding EFL teachers' beliefs and practices in EFL classrooms: A phenomenological approach to the impact of teacher education program in Bangladesh. *The Qualitative Report*, 25(10), 3683-3718.  
<https://nsuworks.nova.edu/tqr/vol25/iss10/12>

---