



Received: 14-06-2023
Accepted: 24-07-2023

ISSN: 2583-049X

Pre-Service Teacher Education through Linguistics and ELT Courses at National University in Bangladesh: Towards an Understanding of Teachers' Motivation

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Abstract

This study was conducted to provide an insight into practicing teachers' motivation towards pre-service teacher education through linguistics and ELT courses at undergraduate English programme of National University affiliated colleges in Bangladesh. This is based on the assumption that teachers' motivation has a crucial function in implementation of the goals and objectives of a specific course. Through a self-explorative semi-structured questionnaire this study conducted a survey on fifty English teachers of six graduate (Honours) and postgraduate colleges purposively selected from a divisional metropolitan city of Bangladesh. Analysis verified three-factor-based motivation– intrinsic motivation, extrinsic motivation and amotivation questionnaire, covering the basic prerequisites

of motivation– autonomy, competence and relatedness founded on the Self-determination Theory, explored that most of the motivational prerequisites were not met for majority of the teachers and therefore, many of them were neither intrinsically nor extrinsically motivated; they were rather unmotivated or amotivated. They were upset and unhappy for lack of training and logistic supports, and dissatisfied with the students' lack of potential and aptitude for the courses and also some of them found the courses 'additional burden and hassles' in their literature core curriculum. Finally, this study suggested some redress measures to eliminate the existing demotivating factors so that the courses could be made more effective by removing the obstacles from their landscape.

Keywords: Linguistics and ELT Courses, National University, Self-Determination Theory, Teacher Education, Teacher Motivation

1. Introduction

English in Bangladesh: Issues and Implications

Though officially English is a foreign language in Bangladesh, due to its extensive practice here it has become a de facto second language. The state of English in Bangladesh in the twenty-first century is indeed all-embracing (Begum and Islam, 2018). Given the significance of English in the global world, English language teaching in Bangladesh has become a subject to a supreme concern in maintaining economic growth and developing a skilled workforce (Rahman *et al.*, 2019) ^[21]. In fact, the English policy goal of Bangladesh is to accelerate its economic progress through human capital development utilising demographic dividend, expansion of international business, exchange of knowledge and experiences of information technology and cultural heritage; though Bangladesh faces multidimensional challenges in achieving its English language teaching goal.

Many of the research papers written on the problem of English language teaching and learning in Bangladesh have identified the large number of unskilled teachers and lack of teacher education/training as one of the main problems of English language teaching and learning in Bangladesh. Karim & Mohamed (2019) find multifaceted problems in teaching-learning of English in Bangladesh, 'but language teachers' professional development is the most significant drawback that precludes ELT to meet national expectation in Bangladesh' (as cited in Rahman *et al.*, 2019) ^[21]. In Bangladesh, particularly in rural Bangladesh, the dependency on an English-proficient teacher in order to facilitate effective English learning is the single biggest bottleneck in the pursuit of linguistic skills. Millions of students in Bangladesh remain censored from prospects to headway their worth of life only because of miserable English abilities. Hence, the first thing needed is a cohort of quality ELT teachers, and therefore, teacher preparation through teacher education is a much talked about issue in Bangladesh today.

Background of the Study

As the sole lingua franca for global communication in the 21st century, the inextricability of English in the national life of Bangladesh is incontrovertible. Therefore, to adapt to the changing linguistic know-how, the development of essential level of appropriate English language proficiency was accentuated in virtually all the education policies of post-independent Bangladesh including the latest education policy of 2010. Finally, “College Education Development Project, CEDP” under the supervision of the NU, the UGC and the Ministry of Education is working for improving the quality of college teachers to produce the ‘market-oriented skilled graduates’ (CEDP, Dhaka: Ministry of Education, 2016) ^[7]. Besides, the “Sustainable Development Goals (SDG: Goal-4)” to which Bangladesh is committed, also underlines the development of language skills as one of the premeditated mechanisms of quality education taking into account both the global and the local needs of English. Overall, the new information technology and borderless market economy demand the renewal and up gradation of linguistic skills in Bangladesh, which requires a cohort of teachers with the know-how to effectively develop the language proficiency of the learners. Hence, not only various domestic and foreign organisations at the public and private levels undertook training programmes under various projects but also major modifications were made at tertiary level English curriculum for pre-service ELT teacher education in Bangladesh.

Towards the eighties of the last century the issue of LELET courses came to focus as a paradigm of pre-service teacher education in the tertiary level English education of Bangladesh. LELET courses were gradually incorporated in the English literature core curriculum of the entire tertiary level English education of Bangladesh aiming at developing teaching expertise of the students supposing them as the would-be-ELT teachers in Bangladesh. Though at present, besides many of the language institutes, majority of the public and notable private universities in Bangladesh at their postgraduate level, even now at BA (Honours) final year in some universities have two separate disciplines called the ‘Linguistics and ELT’ stream and the ‘Literature’ stream. As part of this continuum, in the session 2009-2010, the NU incorporated the LELET courses in its undergraduate level literature core programme as a foundation for pre-service and future in-service training of current student-cum-would-be ELT teachers as part of a full fledged ‘Linguistics and ELT’ programme.

The Practicing Teachers: Fields of Knowledge, Expected Facilities and the (De) Motivational Trajectories

In the case of teacher education or teacher training the professionals who are engaged in teaching about teaching/training pre-service or in-service teachers are known as the practicing teacher, teacher educator, or in some context teacher trainer (Ololube *et al.*, 2015) ^[18]. A teacher educator is one who cares in-service and pre-service teacher trainees to obtain the knowledge, abilities and assertiveness they need to be real teachers. “Being able to educate teachers requires different knowledge and skills than those required to teach pupils or students” (Murray & Male, 2005) ^[17]. Teacher educators’ fields of knowledge usually comprise knowledge about the pedagogy of teacher education, learning and learners, teaching and coaching, and the profession of teacher educator itself. More experienced

teacher educators’ requisite know-how in curriculum development and assessment; the wider context of teacher education, the way it is organised, and in research (Dengerink J. *et al.* 2015) ^[8].

Teacher Education and Relevance of Linguistics and ELT Courses in Bangladesh

Despite the increasing importance of English in international business and cultural exchanges, teacher shortage and attrition have remained a serious issue in language teaching and teacher education (Gao & Xu, 2014; Lee & Yuan, 2014). It is very difficult to accomplish the challenging task of teaching by placing a newly hired inexperienced teacher in the classroom without any training. Especially in many English-as-a-foreign-language (EFL) settings new teachers continue to leaving the classroom with harmful effects on students’ linguistic progress and academic learning (Trent, 2016 as cited in Yuan and Zhang, 2017). In order to address the problem of teacher attrition and promote the quality of language teaching and learning, educational policy makers, curriculum designers, and teacher educators have emphasised the critical role of pre-service language teacher education programmes in developing and sustaining student teachers’ motivations towards teaching, which can influence “how they approach the complexities, challenges, disappointments, and rewards of teaching” (Richardson & Watt, 2010) in their current learning and future work. That is why it is necessary to prepare quality teachers first through teacher education.

Knowledge development, pedagogical skills development and professional skills development— the collective name of these three types of teacher development processes is teacher education. Generally, teacher education programmes are those programmes through which a student or an employee develops knowledge, skills and abilities so that he can present himself as an effective teacher in the classroom through his work, activities and performance. Teacher education is a programme of training designed to equip prospective and practicing teachers with the knowledge, skills and dispositions they will require to effectively teach from elementary to higher education levels (Liu and Wachira, 2020). Misra (2019) ^[16] terms teacher education as ‘formal teacher training’ dividing it into two types— pre-service teacher training and in-service teacher training. According to Ferry & Kervin (2011) ^[9]; Presadã and Badea (2018), teacher education basically means pre-service teacher education. According to Presadã and Badea (2019) ^[9], (pre-service) teacher education prepares students for the teaching profession through specific ‘theoretical courses’ and ‘practical activities’.

Comparing the above characteristics of teacher education and the nature and stated objectives of LELET courses, the said courses appear to be compatible with pre-service ELT teacher education. As the course outline states about their purpose: “...the purpose of the course is to prepare those who wish to enter teaching as professions in the future in such a way that they understand their teaching context and can effectively help students improve their English language skills.” Hence, the courses are tailor-made for fresh graduates to gather direct experience in the field of teaching from their classroom activities under the guidance of their practicing teachers, the focus of which is to prepare the prospective teachers to give out quality English language

proficiency whether primary, secondary or tertiary level through their theoretical knowledge and practical skills. So, in the context of the NU, LELT courses are teacher preparation courses that can be considered a simple and easy introduction to a very complex discipline known as English Language Teaching Methodology. So the core object of these courses is to initiate the students into ELT discipline. It is mentionable that though linguistics scientifically studies language and its structure on phonological, morphological, syntactic and semantic level under a series of its subfields, in this study, 'linguistics course' meant to the those linguistic theories of "Introduction to Linguistics (ITL)" course of the NU English curriculum which build nexus between 'linguistics' and 'ELT' by providing the ELT teachers expertise and insights in teaching English effectively, as according to Rodrigo Arellano (2020) [3], "linguistics originated basically as part of the need for appropriate methods for teaching foreign languages." In the same way, though acronically 'ELT' is English language teaching (to the non-native speakers of English), in this study ELT course meant for "Approaches and Methods of Language Teaching (AMLT)" course of the NU undergraduate English programme. Various linguistic theories underpin these approaches and methods of language teaching. These methods and approaches of second or foreign language are founded in educational psychology and in various linguistic theories.

These theories provide an ELT practitioner with the insight to adequately understand the characteristics and structure of human languages and the basic principles underlying those structures. They also effectively help an ELT teacher to comprehend the characteristics of language and the characteristics of the human brain and the nature of the relationship between the two, relationship between language and society, relationship between language and culture and finally contribute to explain different processes of first language acquisition of the children and the second language development of the learners. Knowledge of linguistic theories sharpens a teacher's insight into language teaching. Proper knowledge of approaches and methods of language teaching makes him adept at understanding the context and applying the most effective method/approach accordingly and increases his ability to discover which teaching style best suits him and his topic area.

Therefore, the inclusion of ELT programmes in the tertiary level English curriculum in Bangladesh and the inclusion of LELT courses in the undergraduate English curriculum of the NU as part of this programme has immense importance and relevance, because it is considered as a complement to the preparation of skilled future English teachers and their professional development programmes and action plans of the Government of Bangladesh.

2. Review of Literature

Factors Affecting Teachers' Motivational Trajectories

Researchers in the last few decades have demonstrated a great interest in research exploring the multidimensional aspects of teacher motivation in both general education and language teaching (e.g., Ahmed, Pasha and Malik, 2021, Luu, 2020, Roness and Smith, 2010, Gao and Trent, 2009). Many studies accomplished during this period on teacher motivation issue (e.g., Gao and Xu, 2013, Watt and Richardson, 2007) [10, 25] have revealed that teachers usually

come into the teaching profession with mixed motivations that are basically of 3 types: altruistic (for example, a passion to teach children and cause a change in their lives); intrinsic (for example, enjoying teaching-learning ELT courses or teaching itself); extrinsic (for example, salary, retirement benefits and social status). Rasheed, M.I. *et al.* (2016) [22] found that compensation packages and financial incentives in the competitive market environment of the higher education sector, job design and working environment, performance management system, and training and development are also significant factors for teacher motivation. Motivation for teaching is evident to be conclusive for optimal professional progression, due to the fact that truly motivated teachers are distinguished by greater engagement (Cheon, 2018), less burnout (Berghé *et al.*, 2014) [4] and greater service dedication (Thoonen *et al.*, 2011) [24]. These types of engaged, dedicated and unexhausted teachers are determined to achieve the goals and objectives of the courses overcoming all the encounters within the precincts. Scholars in the past, such as Sinclair *et al.* (2006), Siwatu (2007), have stressed that teachers' motivation is greatly affected by their self-confidence, self-efficacy and outcome expectations (i.e., their perceived capability about the potential results their teaching can generate). Other researchers, such as Daci & Ryan (1985), Manuel and Hughes (2006), Tang *et al.*, (2014), Kavanoz, S., & Yüksel, H. G. (2017), Kaldi and Xafakos (2017), found that teachers' motivations rest on how much support they get from the institutional and social networks of support during their teaching activities.

So, previous researchers have demonstrated that practicing teachers' motivations are strongly influenced by various personal, social and contextual factors regarding both general education and language teaching. But to date, little attention has been paid to (de) motivational trajectories of practicing teachers in providing pre-service teacher education to student-cum-prospective-ELT teachers through linguistics and ELT courses as part of full-fledged ELT programme especially in the context of Bangladesh. Besides, hardly any research work has yet been addressed in the country and abroad, based on the Self-determination Theory (STD), to understand and solve the related problems of teachers' motivation, especially in the perspective of the NU as one of the neglected and ignored universities in the country (Alam, 2009) [2].

Prior literature review and consideration of the NU context gives us the impression that the NU is a less explored area, hence, there is still something to contribute to the existing literature; the nature of NU's curriculum, teachers' field of expertise, existing facilities, student quality i.e., the overall working environment of affiliated colleges may not be conducive to building the desired self-determination of teachers. Therefore, after reviewing the literature and considering the context of the NU, we believe that Self-determination Theory is a better match for investigating teacher motivation in teaching the LELT courses. Hence, the questionnaire has also been designed on those sub dimensions of intrinsic, extrinsic and amotivation which in some way or other covering the basic issues of the SDT. In all, this study can contribute to deepen our understanding of practicing teachers' (de) motivational trajectories in a different situation.

Rationale for the Study

In the context of the shortage of proficient language teachers, teacher education has become a major component of modern education systems worldwide. Hence, in Bangladesh, the NU has introduced about one lakh¹ students, which is about 70% of the total students pursuing higher study in English in Bangladesh, to pre-service teacher education through inclusion of LELT courses in the English Literature core curriculum and thereby made them more likely to gravitate towards the teaching profession. Again, the literature review indicates that much has been discussed on teacher education issue without attending to the voices of teachers in the field, especially in the context of Bangladesh. Hence, this study was undertaken with the purpose of investigating factors that might influence teachers' (de)motivational trajectories as motivation immeasurably contributes to the success of a course of study, whereas lack of motivation may emerge as one of the formidable challenges by creating roadblocks in the efforts.

That is why the objective of this paper is to explore various issues of teachers' motivation in providing pre-service teacher education through linguistics and ELT courses at NU affiliated higher education colleges in Bangladesh. Thus, this research encourages higher authorities to muse over the motivational issues of teachers in the NU, because, we believe that it is necessary to know the answers to some motivation-centered questions related to the practicing teachers in order to achieve the goals of the courses through proper practice. Efforts to assess the motivation and perspectives of teachers are documented as significant issue in measuring the effectiveness of any course of study.

An investigation of how much interest and attention that these teachers have for the courses may facilitate the policy makers to overcome the challenges regarding the teaching-learning of the courses. In fact, most importantly, what is required is a move away from anecdotal evidence and informal observations to a more insightful study of the teachers' willingness, enthusiasm and stamina in actual practice of the courses, because, these always impact how much care they take of the courses and the student-cum-prospective teachers that ultimately determine to what extent they will achieve the goals and objectives of the courses through their classroom practices as future teachers.

Finally, except such exploration, our reflections of the effectiveness of the courses will remain unpersuasive and will fail to adequately support the curriculum designers and teacher educators to make more effective curricular choices. Also, the paper can prove to be an effectual document for other worldwide higher education institutes where teachers and management are facing similar issues in similar contexts.

Theoretical Framework: Self-determination Theory (SDT)

Psychologist Edward Deci and Richard Ryan (1985) in their Self-determination theory postulate that human behaviour can be intrinsically motivated, extrinsically motivated or amotivated. This process can be looked through a continuum that elucidates various behavioural provisions from the minimum internalised to the maximum self-determined. In this manner, the minimum or least self-determined type of motivation which has been referred to as 'amotivation' in Abos *et al.* (2018) is demarcated by an absence of competency and willingness to engage in behaviour, as well as an absence of firm determination and strong desire to attain the expected result (Deci & Ryan, 1985). As regard intrinsic motivation, individuals sometimes aspire and feel the urge to achieve a particular goal, not for the achievement of some external objective, but for mental satisfaction alone. Motivation with such characteristics is called intrinsic motivation. As regard extrinsic motivation, a person may desire something in consideration of some material interest, or some external pressure or influence, for which he may feel an external urge. (Remi Radel *et al.*, 2016)^[20].

In their theory, psychologist Deci and Ryan (1985) postulate that self-determination is the most powerful prerequisite for motivation, because self-determination acts as a crucial ability which makes people feel self-confident and self-efficacious to be engaged in goal-oriented actions. Which is why, the SDT emphasises the development of a sense of self-determination among the individuals. Deci & Ryan premise that people are able to be self-determined when their needs for autonomy, competence, and relatedness are fulfilled. Regarding autonomy Deci & Ryan suggest that people need to perceive that nobody else but they themselves can control their own behaviour and the goals of their life and actions. Competence means you have the ability to do something well. It refers to the innate propensity to develop skill and ability, and to experience effectance in action (Legault, 2017)^[14]. Relatedness is a situation in which people feel allied with other people, often escorted by care, faith, and a sense of personal sanctuary. Therefore, putting these three prerequisites of self-determination in focus, according to Deci & Ryan a true self-determined person and his surroundings are characterised by self-control, self-confidence or self-efficacy, strong social connectivity, higher management help them build self-determination. According to Deci and Ryan, a self-determining person is persistent and ready to take on challenges, thus not only claiming credit for success but also taking responsibility for failure. These are the characteristics that identify a person as assertive which is a prerequisite for him to be considered motivated.

3. Methodology

To conduct this empirical research, both qualitative and quantitative methods were followed as multidimensional issues were involved. The data was collected both from primary (relevant field) and secondary sources. In order to collect primary data, a total of fifty teachers from six graduate and postgraduate colleges, purposively selected from a divisional metropolitan city of Bangladesh, were investigated through self-exploratory semi-structured questionnaire. Majority of the questions were close ended for which respondents were asked to select the best answer from multiple choice questions. Besides, there were some

¹ 90740 students in toto in honours level in considering the total seats in BA (Hons.) 1st year and 5850 students in master's level in considering the total seats of MA in English (Emergency Notification, National University Memorandum No. 10 (251), 2019/228, 11.9.2019), <https://www.nu.ac.bd/notice>, & Notification, "National University Master's Final (Regular) College Subject-Wise Approved Seat List."

open ended questions which aimed to explore the opinion of the respondents on the issue of teacher motivation and the challenges of teaching-learning of the LELET courses. Various textbooks on linguistics and ELT, books on teacher education and research methodologies, different journals and newspapers articles, and electronic sources such as internet, websites and so on, were consulted as secondary sources of data in the study.

Table 1: Procedure of survey area selection and sample distribution

Types of colleges under survey (sample)	Working Teachers		
	Male	Female	Total
Postgraduate Government College (1)	11	03	14
Postgraduate Government Women’s College (1)	07	02	09
Postgraduate Non-Government College (1)	05	02	07
Government Honours College (1)	05	02	07
Government Honours Women’s College (1)	04	02	06
Non-government Honours College (1)	05	02	07
Grand Total	37	13	50

It should be noted here that to ensure the representativeness of the sample, all categories of tertiary level colleges and teachers from all stages were included in the survey.

Table 2: Characteristics of study sample

Gender		Designation			
Male	Female	Lecturer	Assistant Professor	Associate Professor	Professor
37	13	26	12	08	04
Academic degree and Training					
Total number of teachers having postgraduate degree in linguistics and ELT	Total number of teachers studied a singlecourse on ‘Linguistics’ in literature core curriculum	Total number of teacher attended 5-6 sessions on ‘Approaches & Methods of Language Teaching’ & ‘Phonetics’ as part of ‘Subject-based Teacher Training’ under the NU	Total number of teacher received short term training on CLTA at NAEM	Total number of teachers without any degree/training on LELET courses	
03	19	04	04	20	

Execution of Questionnaire Survey

The researcher administered questionnaire survey on teachers to collect data from primary sources at the field level. Besides a few of open-ended questions, mainly close-ended questions were prepared for the teachers on five-point likert scale basis in a well planned semi-structured questionnaire. As previously the researcher himself was a teacher of several colleges affiliated to the NU, based on the previous acquaintances, he had, in the mean time, contacted some teachers besides the ‘heads’ of the English departments of the selected colleges by mail and over cell phone and requested their help in collecting data. Their

sincere cooperation greatly facilitated the researcher's task of conducting the survey. With consent of the ‘heads’ of English departments of the selected colleges as per predetermined schedule, the researcher physically met the target teachers for data collection purpose. After making some rapport through exchange of some cordial and informal talks, the purpose of the study was explained to the teachers, and the need for their sincere cooperation was highlighted. Some teachers instantly responded to the questions and some of them took the questionnaire home and returned later on. The teachers were requested to answer frankly and subjectively. Teachers discussed among themselves and sometimes asked the researcher also to make things clear in case of any confusion.

4. Analysis of Survey Results

4.1 Intrinsic Motivation

Table 3: Personal autonomy as exposed through attitude towards teaching profession and ELT courses

Statements	To a great extent		To some extent		No opinion		To a little extent		To a very little extent	
	f	%	f	%	f	%	f	%	f	%
I feel to be a born teacher	5	10	3	6	4	8	4	8	34	68
Sometimes I think I would have left teaching if I had better options	17	34	5	10	6	12	4	8	18	36
Teaching is a pleasant activity	34	68	6	12	1	2	4	8	5	10
I prefer teaching ELT courses to literature courses	10	20	7	14	7	14	11	22	15	30

The very first proposition in Table 3 was to what extent the respondents felt to be a born teacher. In reply, 68% of the respondents suggested that they did hardly feel themselves to be born teachers. The feedback of the 2nd item revealed that a significant number of teachers intended to leave teaching if they found better options. In response to the 3rd item of the series 80% of the respondents thought teaching as a pleasant activity. The last item shows that only 20% respondents were more interested in the ELT courses than in literature courses. So, Table 3 revealed that though majority of the respondents had fascination for teaching in general, they do not prefer teaching as their best choice; also, they exhibited insouciance for ELT courses. But despite being reluctant to teaching careers and ELT courses, they cannot give up them, which indicate that they do not have full control over their choices; and all these ultimately undermine their autonomy, and thereby, showing demotivating approach towards teaching profession and ELT courses.

Table 4: Competence and self-efficacy

Statements	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	f	%
Sometimes I advise students to avoid the more complicated issues of the courses and concentrate on the easier parts	3	6	2	4	19	38	20	40	6	12
I think only the authorities' indifference is responsible for failure in teachers' professional skills up gradation in ELT	35	70	6	12	3	6	3	6	3	6
I feel it is really backbreaking to teach the teacher education courses in the NU	10	20	17	34	10	20	8	16	5	10

The first item of Table 4 revealed that 52% of the respondents (taking together 40% 'disagreed' and 12% 'strongly disagreed') did not prefer to take on challenges of teaching the more complicated parts of LELT courses. In response to the next offer about 82% of the respondents (taking together 'strongly agreed' and 'agreed') blamed the authorities for the lack of their professional up gradation. The last investigation of the series showed that majority of the respondents (to be exact, about 54% of the respondents, taking together 'agreed' and 'strongly agreed') found it very challenging to teach the LELT courses.

Table 4 investigated how much confident and committed the respondents were to teaching-learning of the LELT courses and thus to identify their level of self-determination. The Table revealed lack of competence of majority of the respondents as they avoided complicated parts of the courses, and found it arduous to teach the courses. Besides, their transferring the responsibility for failure to the higher authorities proves the lack of self-determination as per the STD.

Table 5: Engagement and responsibility

Statements	Always		Often		Sometimes		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
I prioritise classes in LELT courses over those in any other courses	2	4	2	4	4	8	3	6	39	78
I think I could devote more time to ELT courses if I could reduce the workload of my other courses	3	6	3	6	6	12	2	4	36	72

The first proposition of Table 5 revealed that 78% of the teachers did not give priority to LELT courses over other

Table 7: Connectivity among teachers, students, colleagues and higher management

Statements	To a great extent		To some extent		No opinion		To a little extent		To a very little extent	
	f	%	f	%	f	%	f	%	f	%
I am happy with my students' eagerness for LELT classes	16	32	8	16	5	10	7	14	14	28
I get support and feedback from my colleagues regarding LELT courses	5	10	6	12	5	10	6	12	28	56
I am satisfied with the feedback and collaboration regarding LELT courses from those who lead the department	10	20	10	20	4	8	5	10	21	42
Higher management always ensures participation of class teachers in the seminars and workshops on teacher education issues	5	10	10	20	6	12	5	10	24	48

courses. The last investigation exposed that 72% of the respondents did not allot enough time for LELT courses for the sake of other courses. Hence, feedbacks of the participants, in Table 5, revealed that majority of the respondents lacked in commitment, perseverance and sense of responsibility, and thereby demonstrated lack of self-determination towards teaching-learning of LELT courses.

4.2 Extrinsic Motivation

Table 6: Personal relevance and autonomy

Statements	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	f	%
I teach LELT courses voluntarily as I think it is my duty	12	24	15	30	3	6	12	24	8	16
I am to teach LELT courses as per directive of the management	10	20	9	18	11	22	11	22	9	18

Table 6 revealed that 54% of the respondents (taking together 'agreed' and 'strongly agreed') were teaching the LELT courses willingly as part of their service, though many of the respondents (to be exact about 40%) had to teach the LELT courses unwillingly. The feedback to the 2nd item revealed that about 38% of the respondents (taking together 'agreed' and 'strongly agreed') were teaching the LELT courses being obligated by the authority.

Table 7 aimed to get an idea about how much the respondents were satisfied with their ‘relatedness’ to the working environment and the stakeholders; how much connectivity developed among class teachers, immediate supervisors and higher authorities as part of needs for competence, relatedness and autonomy— three of the chief components for developing self-determination as per the SDT. Information obtained suggested that there was a lack of functional communication, effective collaboration and coordination among the stakeholders regarding the teaching-learning activities of the courses.

Table 8: Amotivation

Statements	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	f	%
I feel ELT courses are an additional burden in literature core curriculum	9	18	20	40	3	6	14	28	4	8
I think teaching of LELET courses is a waste of time in the NU	8	16	18	36	3	6	14	28	7	14
I believe pursuit of professional development in teacher education courses in the NU is hassles	10	20	20	40	2	4	14	28	4	10
I consider effort in teaching LELET courses gets useless in the NU	8	16	19	38	5	10	15	30	3	6

The first item in Table 8 revealed that 58% respondents consider LELET courses as an ‘additional burden’ for them; 52% consider teaching of LELET courses in the NU as a ‘waste of time’ though 42% respondents contradict this position; 60% respondents agreed, of which 20% strongly agreed that they were considering the pursuit of professional development in LELET courses as a hassles for them, though 38% respondents disagreed to the proposition. In the feedback of the last offer of the series 54% respondents agreed, of which 16% strongly agreed, that they were considering effort in teaching LELET courses as useless, though 36% respondents disagreed to the proposition.

To sum up, the feedback that the respondents provide in Table 8, pinpoints their lack of self-determination. As Deci and Ryan in their theory assume that those who are more self-determined tend to believe that they have control over their own situations; when faced with challenges, they feel that they can overcome them through hard work, good choices and perseverance. But those who lack self-determination may feel helpless to manage the situation and may be frustrated thinking that what they do will be useless, and these are certainly the outcome of the absence of the basic components of motivation— autonomy, competence and relatedness as per the SDT. Finally, such an attitude of the mentioned respondents indicated that they were neither intrinsically nor extrinsically motivated, rather amotivated regarding the courses.

4.3 Analysis of Open-ended Survey Findings

In the open-ended part of the questionnaire, we posed 3 questions to the teachers participating in the survey so that they could freely and elaborately share their experiences of the facts and factors which augmented/diminished their enthusiasm and stamina for teaching-learning of LELET courses, and thereby to find out hints of some effective ways to overcome the demotivating factors. The questions were—

- a. As a teacher of LELET courses, how much autonomy do you enjoy?
- b. In your opinion, how qualified are the average NU affiliated college teachers to ensure quality teaching of LELET courses as part of a full-fledged ELT programme?
- c. How much connectivity do you feel with all the stakeholders of LELET courses?

a. Regarding Autonomy

According to the SDT, the concept of autonomy carries with it the power of control in all areas of life. However, information from teachers’ experiences reflected their lack of autonomy. For example, a teacher stated— "There is no specialist teacher in our department for ELT. As a result, though ELT is not my area of specialisation, I have to take ELT classes under the guidance of my supervisor." In fact, in affiliated colleges, due to weaknesses in the system, the issue of teacher autonomy is a bit neglected. A junior lecturer commented, "I am the only one in our department who has a degree in 'Applied Linguistics and ELT'. In this situation I want the responsibility of linguistics and ELT to be assigned to me only. But in our department, traditionally, teachers are never allotted classes according to their area of specialisation. As a result, even though I am an ELT teacher, I have to take more literature classes, and my colleagues, despite being literature teachers, may have to take more ELT classes. In fact, the ELT teacher education stream is not even acknowledged in my department." The next comments indicate the causes of the lack of teachers’ autonomy – "There is no funding allocated for providing supplementary teaching materials to students, but a minimal allocation of funds in this sector can increase teacher control and confidence." Another teacher commented, "I think it's not just that ELT teachers don't enjoy autonomy. The reality is that although teachers in affiliated higher education colleges are involved in tertiary education, none of them enjoy the same autonomy as university teachers. In fact, it's the teachers at the NU main campus who enjoy the real autonomy."

The fact is that higher education in English has been mainly centered on English literature since its inception at the college level. For good reason most of the general teachers and lead teachers working in the departments are with literature backgrounds. The handful of ELT courses within the literature curriculum are largely recent additions. “In fact, the minimum autonomy at the college level is mainly exercised by teachers who rarely interested in ELT programme or pre-service ELT teacher education, so they hardly feel the need to take independent initiative in this regard. The handful of ELT teachers who are joining the departments recently, being juniors on the job, are unable to effect any policy change”, a senior teacher confessed. Another ELT teacher said, "To effectively teach LELET

courses, I need sufficient freedom in formulating routines, conducting periodic examinations, preparing question papers, evaluating answer scripts and holding students accountable for absenteeism and failure in examinations."

b. Regarding Competence

According to Deci and Ryan, competence is the ability to do a job well. However, the experience of most of the participants in our survey revealed that, despite being primarily literature teachers, they are involuntarily to teach ELT courses in which they have little experience and training, thereby lack of desired skills is noticeable through their own narratives in this case, e.g., a teacher has narrated—"I am primarily a literature student but interested in teacher education. That is why I 'dedicate time' for ELT courses whenever I get chance. As a student, my literature curriculum included a course on linguistics. Also, I did a few days course on Communicative English (CLTA)." Pre-service teacher education is an important issue worldwide. But there is lack of awareness in this matter in the affiliated colleges in the NU. As a result, the fundamental differences in the objectives of ELT and literature courses are often not clear to teachers and students; evidence is in this comment—"There are only two courses on ELT in the entire syllabus. Any teacher can teach them; even if they are not subject experts; experience is the greatest training. The teachers are doing well in teaching ELT courses in our college, there is no shortage of skills in this regard." But an ELT expert teacher from the same college expressed frustration—"My area of specialisation is linguistics and ELT. I am most disappointed when I see some of my colleagues are just reading out from textbooks in the classroom in the name of teaching linguistics and ELT; 'yes', you may be able to teach, but teaching and ensuring quality education is not the same thing."

c. Regarding Relatedness/Connectivity

Stakeholders of a course of study mean the teachers, students and colleagues who are directly involved in the teaching-learning process of the course concerned. However, immediate supervisors and higher management are also considered as stakeholders indirectly as they somehow facilitate the implementation of the course. Anyway, as previously mentioned, psychologists Deci and Ryan believe that interaction and cooperation between stakeholders contribute to teachers' self-determination and intensify their motivation. However, the information collected in this phase indicates a lack of connectivity between stakeholders.

For example, an literature teacher who teaches linguistics having some experiences of attending a few sessions on approaches & methods of language teaching, and phonetics under subject-specific training at NU, expressed—"Since I teach linguistics along with some literature courses, I feel a relatively significant number of students lack interest in linguistics classes. Also, student participation in class activities remains somewhat high at the beginning of the year, but gradually declines due to the influence of the coaching trade, continues to decline at a significant rate. However, there are many other factors behind this—academic, economic and environmental."

A literature teacher in another college who teaches the ELT course, though she has no training in the subject, wrote—"Initially the attendance of students in class activities is

good. But I feel that ELT courses do not attract most of them and these seem like an extra burden to them. that, at some point, a significant proportion of them cease contact with classroom activities altogether." But an ELT expert teacher from the same college commented—"Most of the students attend my classes. A significant number of them show me great cooperation before, during and after the class; some of them keep in touch with me online even after class time and I can see their interest in ELT in their behaviour."

Another ELT teacher from another college expressed—"Among total 12 colleagues in my department, I am the only ELT teacher. Apart from me, a few other teachers also teach ELT courses. But we do not have any informal discussions among ourselves about ELT; neither am I called to any formal meeting nor any inquiries made to me regarding the courses. Preparation of examination schedule, setting of question papers or evaluation of answer scripts can be coordinated by any one of the colleagues as allowed by the 'system'. Ironically, the system does not speak for me to be treated differently in any case regarding the courses."

Comments of a professor, who heads a department—"Undoubtedly, the realisation of the aims and objectives of the course gets much easier if effective coordination and mutual cooperation can be established between the concerned stakeholders. But within the existing curriculum and manpower structure, the communication takes place mainly on a holistic basis. However, regarding the affiliated colleges, the higher management mainly coordinates with us through the Principal and we maintain contact with the class teachers and through them with the students."

5. Summary of Results and Findings

The results of the close-ended survey of this study, whose reliability is reinforced by the findings of the open-ended survey, signpost that teachers in affiliated colleges do not enjoy satisfactory autonomy, many of them lack necessary competence in ELT courses, and after all, there is a gap in the expected connectivity between stakeholders. However, some personal, contextual and social factors are active behind the shortfalls.

5.1 Issues that Cause the Shortfalls of Autonomy

According to the SDT, autonomy is that freedom of the individuals with which they control their own life in all cases without depending on others or outside interference.

Affiliated colleges are largely controlled remotely by the NU; as a result colleges have to wait for directions from the NU for any decision that undermines their autonomy.

Besides, the literature review and survey results and findings suggest that higher education in English in affiliated colleges mainly midpoints on English literature programme. Hence, naturally, the overall action plans of the NU, its manpower, teaching-learning materials and logistic supports are geared towards the literary goal. Moreover, most of the general teachers and leading teachers of the departments are mainly from literary background. In these circumstances, the autonomy of ELT teachers working in affiliated colleges is twice less than that of literature teachers, and ultimately, the ELT courses get somewhat sidelined, and the ELT teachers who are mostly juniors get, in some cases, a bit marginalised.

When a significant portion of teachers are to opt for teaching profession due to lack of better options, or when

they have to engage in teaching and learning subjects such as ELT teacher education under the directives of the superiors despite the lack of specialisation in the context of acute teacher shortage, their autonomy is hampered.

One of the determinants of teacher empowerment can be their economic independence. In this case, among many financial issues, the affiliated colleges do not have any funds allocated even for providing supplementary teaching materials to the students.

5.2 Whys and Wherefores of Lack of Competence

For practical reasons the area of specialisation of most of the practicing teachers is literature, as the curriculum of English higher education of the NU is mainly literature based. Characteristics of the sample of this study revealed that 96% of the teachers did not have an academic degree in 'Linguistics and ELT,' among which 54% of the teachers have very inadequate education and training in linguistics and ELT, though 40% of them did not have the minimum education or training in these courses; still some of them are to teach the LEELT courses in the context of the acute ELT teacher shortage. This is the root cause of teachers' lack of motivation towards the LEELT courses and as a result, a large number of the teachers did not feel self-efficacious, self-confident and devoted to overcoming the challenges of the goals and objectives of the courses.

5.3 Factors that Cause the Lack of Connectivity

Based on literature review and survey data the reasons behind the lack of connectivity could be as follows—

In the socio-economic reality, the NU admits a large number of average students without any kind of merit screening test. These students are primarily used to studying literature courses; hence, comparatively complex subjects like linguistics and ELT may not attract them. Moreover, the mushrooming of coaching business is contributing to students skipping classes. After all, it is difficult for untrained teachers to develop desired rapport, to make the class effective and to retain students in class activities. Consequently, all these pitfalls weaken the connectivity between teachers and students.

Since colleagues come from two different disciplines—literature and ELT, there develops hardly any connectivity between them based on the exchange of mutual experiences and knowledge about class activities.

Immediate supervisors and higher management consider the entire academic issue on a holistic basis; they hardly feel need of giving individual approach to just two courses of ELT within the literature core curriculum. Moreover, there is inexperience about ELT teacher education among many stakeholders. All these issues undermine collaboration and connectivity among them.

6. Conclusion

Foreign language teaching and teacher education is a current debate all over the world. In Bangladesh also, Achill's heel in developing students' desired English language skills is the scarcity of skilled ELT teachers. In order to overcome this crisis, besides multiple in-service training programmes in public-private partnership, Linguistics and ELT programme has been incorporated in tertiary level English curriculum to expand pre-service teacher education. In this milieu, NU as the largest university in Bangladesh, has also introduced two ELT programme courses within the literature core

curriculum of its affiliated colleges to introduce its thousands of English students to teacher education. But due to weaknesses of the system, thereby lack of congenial environment, the implementation of the mentioned courses is facing multi-dimensional complications in which the lack of motivation of practicing teachers has emerged as one of the strenuous challenges. This study found that majority of the practicing teachers was not motivated in the measurement of most of the sub dimensions of intrinsic and extrinsic motivation; rather, as a result of their lack of self-determination, they were demotivated towards the courses.

In the existing situation, some effective initiatives can be taken to make the teachers autonomous, efficacious and interconnected, thereby strengthening their self-determination and thus promoting their motivation. In order to escalate the autonomy and competence of teachers and to reinforce coordination and connectivity among stakeholders, ELT courses should be considered in an individual approach in the literature core curriculum rather than in a holistic approach. Moreover, confirming the provision of special funding facilities, adequate logistic supports and 'value independence'² of subject expert & trained teachers at all levels of policy making, teaching-learning, and evaluation of the courses can enhance teachers' motivation.

After all, since there are only two courses of ELT in the curriculum of literature, there is a sense of indifference among teachers and students in this regard. Therefore, introducing separate ELT/TESOL programme at MA level after providing proper training to practicing teachers and appointing sufficient number of ELT specialist teachers can effectively solve the existing problems. Because, then seriousness and new vibe will be created among all the concerned related to ELT teacher education.

Additionally, in house training, seminars, workshops etc. should be arranged and affiliation should be developed with the other universities, besides the NU, teacher-training colleges, college of education and schools at home and abroad to exchange the knowledge regarding teacher education.

All the above initiatives can add gravitas to teachers' motivation by developing their experience, competence and connectivity simultaneously. Most importantly, while recruiting teachers, it should be ensured that a candidate must enter the teaching profession 'by choice' basis instead of 'by chance' basis and, after all, matches the required competence in the field. "Assuring the quality of teacher education includes selecting competent recruits for teacher education programmes, accrediting teacher education programmes who consistently show positive results, and offering registration, licensing, or certification to those who demonstrate competency to enter the teaching profession" (Ingvarson & Rowley 2017) ^[12].

Finally, we must stick to the principle of the 'no fault' approach in exploring teachers' demotivational trajectories. That is, without finding fault with any specific individual, institution or authority, we should attend to identify and assess loopholes in the system and then address them through the provision of effective remedial measures as suggested in this study. Thus, if it is possible to eliminate existing demotivating factors related to practicing teachers, the discussed courses can contribute, be it on a limited scale, to the progress of ELT teacher education in Bangladesh.

² Having the right to control things that pertain to someone.

7. Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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