The Postmethod Pedagogy

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Table of Contents

The Association between Academic Vocabulary Knowledge and Perception in EFL Education

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Abstract

World Englishes (WE) is an important topic, especially regarding pre-service English teachers' attitude and awareness towards the plurality of WE in English language teaching (ELT) practices. Many previous studies have discussed language attitude and language awareness separately. In contrast, research into the relationship between language attitude and awareness towards WE, especially in the context of pre-service English teachers, has not been widely explored. This study aims to fill the gap by researching the relationship between language attitudes and awareness of WE among pre-service English teachers, and its implication for their teaching practice. This study employed a mixed-method approach using correlation and interview-based research. The research data was obtained from 62 respondents who filled out questionnaires from three universities in Jakarta and Tangerang, Indonesia. In addition, there were nine interviewees. The results showed a weak relationship between Indonesian language attitude and awareness of WE pre-service English teachers. Respondents indicated a positive attitude towards WE but had moderate awareness. We concluded that pre-service English teachers view WE as an essential topic, but they tend not to teach WE because they have to obey the school curriculum.
Keywords: language attitude, language awareness, pre-service English teacher, World Englishes.

1. Introduction

Vocabulary as an important component of a language has always been recognized in English language education. Teaching academic vocabulary in higher educational establishments has been investigated broadly. Teachers of English for Academic Purposes find

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it challenging to make a decision about words that should be focused on "during valuable class and independent study time" (Coxhead, 2000, p. 213). A growing body of research focuses on the investigation of receptive and productive knowledge of academic vocabulary (El-Dakhs, 2015; Köse & Yuksel, 2013; Malmström, Pecorari& Shaw, 2018). Only a limited number of them investigate the extent of the importance of academic words in different aspects of teaching and learning (Choo et al., 2017). Studies have also been conducted on vocabulary knowledge of English as Second/Foreign Language (ESL/EFL) (Csomay &Prades, 2018; Teng, 2017) and English for Academic Purposes (EAP) (Coxhead, 2012; Crossman, 2018). However, studies on the relationship between the perception and the knowledge of the academic vocabulary among the students studying in English as a Foreign Language and English-medium of instructions (EMI) are very limited. A number of studies have also supported the importance of students' beliefs and perceptions in language learning and in particular vocabulary (Choo et al., 2017). Given the significance of academic words and due to the scarcity of studies on English language learners perception and knowledge of English vocabulary in Uzbekistan and in Central Asia, the purpose of this article is to focus on discussing the relationship between the students' receptive knowledge of academic words and their perceptions of the importance of academic vocabulary for their tertiary studies. It also investigates the differences and similarities between the learners' beliefs and knowledge in two Uzbek universities. The findings will help identify the needs for the development of academic vocabulary knowledge among the university students and as such can be beneficial for the English language instructors and material designers.

1.1 Academic Vocabulary

Academic vocabulary (AV) is an important constituent of academic studies in the curricular of higher institutions, and it is supportive in studies at higher institutions (Coxhead, 2012). Nation defined AV as words frequently used in academic texts which are "not so common in the non-academic text" (2001, p.189). AV includes words used in academic texts that serve to attain a high efficacy of the academic message. The knowledge of academic words plays an essential role in understanding written texts, and is also central to the academic success of both native and EFL students (Gardner & Davies, 2013). Studies also show that students understand how important academic vocabulary is (Choo et al., 2017; Coxhead, 2000; Csomay & Prades, 2018). In the study conducted by Choo et al. (2017), participants presume the knowledge of academic vocabulary as important for the development of the four language skills. Some other

studies show a relationship between the use of academic words and the effectiveness of producing writing tasks (Brun-Mercer & Zimmerman, 2015; Csomay &Prades, 2018). It is noted that students are aware of what audience they are addressing and "its impact on their choice" of the academic words in their writings (Coxhead, 2012).

Academic vocabulary has been researched in the field of English for Academic Purposes (EAP) and English for Specific Purposes (ESP). Studies on AV represent a growing field, and many have focused on the use of academic words by students both receptively and productively. Different teaching instructions and the level of preparedness of the students for tertiary studies have a high impact on their overall academic performance. Some studies show a low correlation between the coverage of academic vocabulary and the overall score in some language respects (Paribakht& Webb, 2016).

Studies in this field lead to the idea of the need for specific academic word lists that could be helpful for both educators and students. As a result, several lists of academic words have been developed with different purposes. A University Word List (UWL) (Xue & Nation, 1984) comprised the words analysed from among 301,800 words of Campion and Elley's word list (1971) from nineteen different university disciplines taught in New Zealand and 272,466 words from the American University Word List (Praninskas, 1972) from ten first-year university textbooks. These two lists were combined with the lists created by Lynn (1973) and Ghadessy (1979) from annotations written by EFL students (Xue & Nation, 2001). The Academic Word List (AWL) considers the specialized occurrence, range, and frequency of words encountered frequently in academic texts, albeit in differing frequencies across several different disciplines (Coxhead, 2000, p. 221). Words in the AWL were selected from the material in the Academic Corpus, other academic texts not in the Academic Corpus, and non-academic texts. 570-word families have been identified as a result of the analysis of three different corpora. The most recent list of academic words is the Academic Vocabulary List (AVL) (Gardner & Davies, 2013), which consists of 120 million words from Corpus of Contemporary American English (COCA).

1.2 Measuring Vocabulary Knowledge

Few tests measure knowledge of academic vocabulary. Most of the existing tests assess the receptive dimension of words from the General Service List (GSL) originally developed by West in 1953 and later updated and expanded (Browne, Culligan & Phillips, 2013). They are designed for non-native speakers of English and are widely

used by the language instructors for teaching and research purposes (Köse & Yuksel, 2013; Moon, 2017; Teng, 2016). For instance, the Vocabulary Size Test (VST), originally developed by Nation in 1983, and revised by Nation and Beglar in 2007, is a multiple-choice test of 140 items which measures written receptive vocabulary size from the 1st 1000 to the 14th 1000- word families of English. The authors believe that the VST helps to show what knowledge learners have as they "need to have a moderately developed idea of the meaning of the word, in order to be able to choose it from the four options" (Nation & Beglar, 2007, p. 11).

Another commonly used test is the Vocabulary Level Test (VLT) developed by Schmitt, Schmitt, and Clapham (2001). The test measures 2000, 3000, 5000, and 10000 frequency levels and, in comparison to VST, has a different format. A level test consists of ten clusters of six words with three definitions each. The researchers argue that "even a small amount of knowledge about a target word's meaning should enable a student to make a correct response" (Schmitt et al., 2001, p. 62). Apart from having a different format, VLT has an additional section which, depending on the version, presents either the University Word List or Academic Vocabulary level items. The latter is a reviewed version and has better coverage of academic texts. Although both VST and VLT have been used to measure the knowledge of non-native and native speakers of English of different levels (from foundation to undergraduate and postgraduate), they are mainly focused on the receptive dimension of vocabulary (Köse & Yuksel, 2013; Saud, 2023, Warnby, Malmström & Hansen, 2023). The authors of both tests agree on the fact that the items do not give an opportunity to measure the productive dimension of the target words. Taking this into account, Laufer and Goldstein (2004)made a clear distinction between passive (receptive) and active (productive) vocabulary. Having considered the principles provided by Nation and Schmitt, they developed the Computer Adaptive Test of Size and Strength (CATSS).

It has a monolingual and bilingual (Hebrew-English) version, 150items, and measures five levels (including AWL) of vocabulary with 30 items for each level. What distinguishes this test from the VLT and VST is that "each word is tested in four modalities (active recall, passive recall, active recognition, and passive recognition)". It also gives a "more realistic picture of how well learners know the meaning of the tested items"(Laufer & Goldstein, 2004, p. 414).Despite certain differences, Gyllstad et al. argued that such tests (VST, VLT, and CATSS) should be considered to be multiple-choice tests, since they consist of "an item stem with a target word and set of response options, typically three or more with one keyed as the

acceptable answer and the remainder, the distracters, as unacceptable answers" (2015,p.279). Based on their study, the researchers suggest the learners should be administered the test(s) depending on the teaching and/or research objectives.

Since some recognized vocabulary tests might not meet all the requirements, teachers and researchers developed different items to measure both receptive and productive dimensions of academic words. The widely used passive vocabulary tasks are either Yes/No response tests (Roche& Harrington, 2013), filling-in-the-gap sentences (El-Dakhs,2015), or checklist tests (Masrai & Milton, 2018) combining words both from GSL and AWL. The knowledge of productive vocabulary is usually tested through written assignments, such as short argumentative paragraphs (El-Dakhs, 2015) or longer written papers, such as essays (Brun-Mercer & Zimmerman, 2015; Köse & Yuksel, 2013) or synthesis (Csomay, 2020). The researchers believe that adopting a multiple- test approach allows not only measuring the recognition (passive knowledge) but also the use of words (active knowledge) by non-native learners of English as well as giving a better understanding of learners' vocabulary development.

1.3 Objective of the Study

As we have seen, academic vocabulary has been the subject of different studies around the world and has focused on the knowledge of receptive and productive dimensions, the use of academic words in students' written and oral assignments, and the importance of academic words for students' academic performance. The aim of the current study is to contribute to the growing body of research on the knowledge of academic words among EFL students, guided by the following research questions:

1. What is the receptive knowledge of the general and academic vocabulary of the EFL and EMI students in two Uzbek universities?
2. To what extent do EFL and EMI undergraduate students in two Uzbek universities consider the knowledge of academic vocabulary significant for their studies at the university?
3. What is the relationship between the EFL and EMI university students' knowledge of and beliefs about academic vocabulary?

2. Method

2.1 Participants

This study was conducted at two higher education establishments in Uzbekistan: one national, the Uzbek State World Languages University; and one international, Westminster International University in Tashkent, Uzbekistan. The former has Uzbek and Russian as the medium of instruction, whereas the latter uses English as the medium of instruction.

The main field at the national university is linguistics and foreign language teaching methodology, while in the international university, the students study business administration, economics, finance, information technology, and commercial law. These two universities were chosen because the researchers had access to the target population, and also the comparison of an EMI institution to a non-EMI institution had been rarely done in other studies. 440 students participated in the study: 219 from the national university and 221 from the international university.

The students were divided into two groups: freshman and junior (see Table 1), representing almost all the regions and ethnicities of Uzbekistan including Uzbek, Karakalpak, Russian, Tajik, and Korean. A small number of students at the international university were of foreign origin (China, Afghanistan, and Turkmenistan). Similarly, most of the students speak Uzbek, Karakalpak, Tajik, and/or Russian. Students at the international university have an IELTS score of a minimum of 5.5 as required. Students at the national university are admitted on the basis of scores from the Uzbek State Testing Centre university entrance exam. The entrance score requirements are equivalent to a minimum B1 level on the CEFR scale. Most students at the national university were female but the majority of the students at the international university were male (Table 1).

2.2 Procedures

The aim of the study was to measure the level of students' academic vocabulary and identify the relationship between the students' knowledge of AV and their beliefs about the importance of AV. In order to investigate the student's perception of the value of academic vocabulary, an adapted version of Choo et al. (2017) beliefs questionnaire was administered. It consisted of twelve questions measuring four constructs using a 6-point Likert scale (1=strongly disagree to 6=strongly agree) on understanding and engagement during lectures, reading academic texts such as textbooks, journal articles, and publications; better production of writing assignments; using correct words in academic presentations; feeling more confident in speaking during classes; and participating in lectures in academic settings.

Two tests were administered to measure students' vocabulary levels. The Vocabulary Size Test (Nation & Beglar, 2007) was employed to measure the knowledge of words from the GSL, and the Vocabulary Levels Test (Schmitt et al., 2001) was administered to include words from the AWL. Both tests are widely available and have been used in several studies on students' receptive knowledge of vocabulary (El-Dakhs, 2015; Köse & Yuksel, 2013; Masrai& Milton, 2018; Saud, 2023). Prior to checking academicwords, it is recommended to identify the knowledge of the first 2000 words of the general service list since they do not belong to the academic word list (Coxhead, 2012). Therefore, both VST and VLT were employed in the current study. An analysis was performed to assess the

statistical reliability of combining two parts of the vocabulary knowledge tests. The reliability coefficient of 0.781 was identified (Cronbach's α), which suggests the test items have a relatively high internal consistency. The first twenty items (10 for the first1000 words and 10 for the second 1000 words of GSL) of multiple-choice questions were taken from the Vocabulary Size Test. The questions provided a short sentence with the word to be defined with four options given to choose from. The participants had to circle the answer they find the most appropriate: jump: She tried to jump.

a) lie on top of the water
b) get off the ground suddenly
c) stop the car at the edge of the road
d) move very fast

The Vocabulary Levels Test included ten clusters of six academic words to be matched with three definitions for an overall 30 words. The participants had to write the number of that word next to its meaning. Data collection took place over two weeks of the first semester of the academic year. Since the first-year students at both universities might not have been familiar with academic vocabulary, the participants were provided with a definition of AV, and then asked to fill in the beliefs questionnaire, followed by the knowledge test. This procedure was chosen to minimize the influence of the research tools on each other. Participants took between 15-30 minutes to complete both parts.

2.3 Analytical Tools

The collected data was analysed using JASP, a program for statistical analysis. The statistical calculations were performed in line with the research questions. Descriptive statistics were used to identify the receptive knowledge of general and academic vocabulary and to measure the students' beliefs about the importance of AV. In order to answer the third research question on the relationship between knowledge and beliefs, Spearman's rho was used.

3. Results and Discussion

3.1 Receptive Knowledge of Vocabulary

The first research question was aimed at investigating the receptive knowledge of the general and academic vocabulary of the EFL and EMI university students.

3.2 EFL University Students

The third-year students scored lower compared to the first year students. With a maximum of 10 correct answers, both year one and year

three were scored in test one and test two. The average of both tests in two levels varied by 0,5 correct answers in favour of the freshmen. The analysis of the second 1000 GSL words showed a higher level of SD when compared to the first 1000 GSL words' results. The number of academic words placed correctly was lower than performed by the third-year students. The mean of the AW test was 20.89 correct answers out of 30 for the first-year students and 18.71 for the third-year students. This also illustrates a slightly lower result for the third-year students which could be explained by the difference in admission requirements for both generations (see Table 1).

3.3 EMI University Students

Comparative analysis of the receptive vocabulary of EMI university students revealed a difference in the knowledge of the first 1000 GSL words between the first and third-year students, with the upper-level students having slightly higher results (M=9.080 and M=9.231 respectively). In contrast, the results of the second 1000 GSL vocabulary were similar for students at both levels. However, the mean score was lower than that for the first 1000 (see Table 2). As for the AV knowledge, there was a considerable difference at one point between the results of the first and third-year students (M=23.91, and M=24.91 respectively).

3.4 Students at both Universities

Comparative analysis of the results of the vocabulary knowledge test shows that the participants from both universities have a good knowledge (M=8.9 and 8.7, n=10) of the first 1000 words of GSL (see Table 3), with the international university students scoring only slightly higher than the national university students (First year M=8.723 and 9.080; Third year M=8.206 and 9.231 respectively).

Table 1: Descriptive Statistics for GSL and AWL(EFL Students)

Words	Yearofstudy	N(valid)	M	SD	Min	Max
First1000 GSL	first	112	8.723	1.435	1	10
	third	106	8.283	1.706	3	10
Second1000 GSL	first	112	6.866	1.492	1	10
	third	106	6.349	1.937	1	10
Academicwords	first	112	20.45	4.891	3	29
	third	107	18.71	6.326	2	30

Table 2: Descriptive Statistics for GSL and AWL (EMI Students)

Words	Year of study	N(valid)	M	SD	Min	Max
First1000 GSL	first	113	9.080	1.036	4	10
	third	108	9.231	1.107	3	10
Second1000 GSL	first	113	7.540	1.433	4	10
	third	108	7.556	1.349	4	10
Academicwords	first	113	23.91	3.741	13	30
	third	108	24.91	4.552	7	30

Table 3: Vocabulary Knowledge Test

	First 1000		Second 1000		Academic words		Total score	
	M	SD	M	SD	M	SD	M	SD
First-year students	8.902	1.260	7.204	1.498	22.19	4.676	38.29	6.486
EFL University(N=112)	8.723	1.435	6.866	1.492	20.45	4.891	36.04	6.950
EMI University(N=113)	9.080	1.036	7.540	1.433	23.91	3.741	40.53	5.111
Third-year students	8.721	1.619	6.926	1.828	21.82	6.311	37.47	8.828
EFL University(N=107)	8.206	1.877	6.290	2.023	18.71	6.326	33.21	9.185
EMI University(N=108)	9.231	1.107	7.556	1.349	24.91	4.552	41.69	6.008
All students(N=440)	8.814	1.448	7.068	1.671	22.01	5.532	37.89	7.722

As for the second 1000 words of GSL (n=10), the mean score is lower for both universities (First year M=6.866 and 7.540; Third year M=6.290 and 7.556 respectively). Also, as shown in Table 3, the mean score of AV knowledge (n=30) of the first-year students (M=22.19) is almost one point higher than the third-year students (M=21.82). Notably, the international university students scored significantly higher than the national university students (First year M=20.45 and 23.91; Third year M=18.71 and 24.91 respectively). Overall, (n=50) there is a slight difference between the first and third-year students (M=38.29 and 37.47), but, again, a significant difference between the first-year students from the national (M=36.04) and international universities (M=40.53) with similar patterns for the third-year students of national (M=33.21) and international university (M=41.69). The findings of the vocabulary test showed that both EFL and EMI undergraduate students had similar knowledge of the first1000GSLwords.Thiscanbeexplainedbythefactthat the requirements of

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both educational institutions are quite high. Therefore prospective students spend several years studying grammar and vocabulary of the English language. In contrast, the knowledge of the second 1000 GSL words between the students of the national and international universities drops significantly and differs between the levels and universities. This could be explained by the fact that the EFL university learners undergo their studies in their native language (Uzbek or Russian) and only English lessons are conducted in English, whereas, at the EMI institution, the students study all their subjects in English. The findings are not compatible with the results of the study conducted by El-Dakhs (2015), who found quite a low level of vocabulary competence among first-year Arab EFL students and a much higher level of receptive vocabulary knowledge among second and fourth-level students.

As for academic vocabulary, the results of the study revealed a significant difference between the knowledge of EFL and EMI students. One of the reasons to explain this difference between the first-year learners of both institutions might be entrance requirements. The EFL university students are expected to have at least a B1 level of CEFR upon graduating from the secondary educational institutions, and also pass an entrance test, consisting of grammar, vocabulary, and reading items. The students at the EMI University are required to have at least 5.5 Band in IELTS with no less than 5.0 in the writing section. This means they should have some knowledge of academic words while preparing for the different sections of the exam. The results of the study revealed that the academic vocabulary knowledge among the third-year students at both universities differs significantly. This might be explained by the exposure to the learning materials, i.e., Uzbek/Russian in the EFL University and mostly English in the EMI University. Another possible explanation is that most students in both higher education institutions apply the knowledge obtained before entering university and increase the number of terms specific to the field of study rather than academic words. Similar results were observed in the study of Köse and Yuksel(2013), who identified an increase in the size of vocabulary knowledge from the first to the second year of studies, but a decrease in the third year of studies among Turkish students. In his investigation, Saud (2023) also observed heterogeneous results in the AV knowledge among master's degree students in Nepal. This can be explained by the influence of previous studies at the bachelor's level and students' reluctance in learning new academic words. However, the findings of the current study are not in line with the study of El-Dakhs (2015) that identified high results of AWL among upper-level students in comparison to first-year students. Overall, the findings of the study show that the receptive dimension of the GSL and AWL is generally high among the Uzbek students of both EFL and EMI universities, since the majority of the learners scored much higher than the average. Only a few showed quite low performances in the vocabulary knowledge test.

3.5 Students' Beliefs about AV

The second research question was aimed at identifying the perception of the students concerning the importance of academic vocabulary for the EFL and EMI university students 'skills. The beliefs questionnaire used a Likert scale (1=strongly disagree to 6=strongly agree), in order to identify students'perceptions of the importance of academic vocabulary in their tertiary studies. Regarding the role of AV for all aspects of listening, the findings showed interesting results. The beliefs of the participants from both EFL and EMI institutions with regard to the significance of academic words for listening decreased from the first to the third year. The students at both universities considered AV to be significant for other skills' development.

3.6 EFL University Students

Students' beliefs about the importance of AV vary at two levels. The upper trend can be seen at year one students in all four skills (see Table 4). Both the first and third-year students agree that AV is very important for their reading (5.219and 4.838 respectively). However, they have different views about the significance of academic words for their listening comprehension. Year one students agree and strongly agree (μ=4.844) about the importance of AV while the participants from year three only slightly agree (μ=4.290). The majority of the first-year students believe that acknowledge of academic words is important for their writing assignment (μ=5,016), and they agree and strongly agree that the knowledge of these words is critical when they use them in writing (μ=5,209). Third-year students do not show similar results concerning all four writing aspects while they agree on the significance of academic vocabulary in their writing (μ=4,953).Third-year participants agree about the importance of AV for producing effective sentences (μ= 4,642).

3.7 EMI University Students

Statistical analysis of the EMI university students' beliefs about the importance of AV knowledge for skills development revealed no major differences between the levels (see Table 5). The mean scores showed that both groups of students believe the knowledge of academic words is least important for lecture comprehension (μ=4.599 and μ=4.407 respectively). Students at both levels believe that knowledge of AV is slightly more important for effective communication than understanding the lectures at the university (First year μ= 4.767 and Third year μ= 4.699). In comparison to speaking and listening skills, the knowledge of academic words is indicated as the most significant for the development of reading and writing skills.

3.8 Students at both Universities

Overall, participants of both universities agree that academic vocabulary is important for their studies, but the significance of AV for each skill varies (see Table 6). The participants viewed AV as most important for reading (μ=5.045) and writing (μ=5.056). Interestingly, students' perceived importance of AV decreased from the first year (Listening μ=4.733; Speaking μ= 4.844; Writing μ=5.099; Reading μ=5.149) to the third year (Listening μ=4.349; Speaking μ= 4.635; Reading μ=4.938; Writing μ=5.012) for all skills. Most EFL first-year students found AV significant. However, the number decreased noticeably by the third year when they slightly agreed with it. In order to be specific, the EFL students of both years agreed with more importance of AV for understanding lectures, rather than when being engaged. A probable reason for this could be the large number of students during the lectures. Thus, students are not exposed to discussions, and it could be a result of teaching styles when a teacher-centred approach is dominating in the class. Also, students may be finding academic content challenging during their lectures that make their understanding difficult. With regard to EMI institution students, the findings do not demonstrate a considerable difference between the levels. However, it can be observed that the responses vary from the years of the study indicating the decreased pattern among year three students. This might be explained by the fact that all the lectures are available to the EMI students on the learning management system. This means that there is an opportunity to watch/listen to the video lecture any time they want or need. In their first year of study, the students do not use these opportunities, but they access the electronic system more often when they become upper-level students.

Table 4: EFL Students' Perceptions

Skills	Year of study	N(valid)	M(μ)	SD
Speaking	first	111	4.922	1.093
	third	106	4.570	1.125
Listening	first	112	4.844	1.1445
	third	105	4.290	1.281
Reading	first	112	5.219	0.890
	third	106	4.838	0.749
Writing	first	110	5,016	0.9459
	third	107	4,804	0.9812

Table 5 : EMI Students' Perceptions

Skills	Year of study	N(valid)	M(μ)	SD
Speaking	first	112	4.767	1.128
	third	108	4.699	1.065
Listening	first	111	4.599	1.222
	third	107	4.407	1.266
Reading	first	112	5.085	0.934
	third	108	5.034	0.968
Writing	first	113	5.177	0.947
	third	107	5.218	0.868

The importance of academic vocabulary for the development of speaking was perceived differently by EFL and EMI students. The first-year students at the national university found AV to be vital. This differs significantly from the beliefs of the third-year learners of the same higher educational institution. EMI students of both levels did not consider academic words important for the speaking activities at the university. Such insignificance of the use of academic words for effective communication in both universities can be ascribed to the possibility of being prepared for oral presentations. Based on the findings, Cribb and Wang (2021) explained that there is no direct relationship between the use of academic words and coherence and length of presentations among Chinese third-year students. In contrast, Choo et al. (2017) in their research found that the knowledge and use of AWL are beneficial for Malaysian university students' effective communication.

Participants in the current study found the knowledge of academic words to be significant for the improvement of reading skills. Overall, there is a slight difference between the first and third-year students of the EFL University and almost no difference among the students of the EMI University. The first-year learners of both HE institutions believe that knowledge of AV is important for understanding academic materials and being effective in reading. However, the beliefs of the third-year students are not consistent. They find it more important to understand the meaning rather than to be confident in reading. Warnby, Malmström and Hansen (2023) explain that apart from vocabulary knowledge, students' reading proficiency might be conditional on different factors including strategies used for reading or subject knowledge.

Therefore, students' perception of the important of AV and reading ability can vary among the levels of study and learning contexts. The

findings suggested that knowledge of academic words was considered to be the most significant for the development of writing skills in both universities. However, the level of importance varies among the levels and universities. Students at both levels in the EMI institution believe that it is very important to use AV in their writing and to produce better writing. This might be explained by the fact that all the written assignments are produced in English and the use of academic words is one part of the assessment criteria. Academic words are perceived slightly less important by the first-year students at the national university, while AV was found to be unimportant for the development of writing by the third-year students. A possible reason for such a difference in the perceptions of academic words among the EFL and EMI students might be dissimilar written tasks and requirements set by the university subjects.

4. Conclusion

The aim of the research study was to identify the correlation between the EFL and EMI students' beliefs about AV and the receptive knowledge of general and academic vocabulary in Uzbekistan. The findings of the vocabulary knowledge tests revealed that the students of the international institution scored higher in the vocabulary knowledge test in comparison to the students of the national university. Overall, the students at both universities achieved high results in the first 1000 of GSL. However, the receptive knowledge of the second 1000 of GSL words was lower among the students at both universities. Analysis of the belief's questionnaire in dictated that the learners of both national and international universities consider the knowledge of academic words to be more important for the development of reading and writing skills in comparison to listening and speaking skills. Based on the findings, one of the major implications of the current study is that English language teachers should identify the learning goals and provide explicit academic vocabulary teaching for the EFL and EMI university students. Since the receptive knowledge of the second 1000 of GSL is much lower than the first 1000 of GSL among the students of the national and international universities, another implication is for the English teachers to consider including more material, such as academic articles and lectures, containing higher level words. EAP teachers can also advise on general and academic vocabulary activities that students could do, in order to improve their knowledge of vocabulary. This study shed light on students' perception and knowledge of general and academic vocabulary. The present study contributes to the existing knowledge on the importance of academic vocabulary for tertiary studies, and the findings confirm students' needs for vocabulary development. The results might not be conclusive and further research is recommended, in order to investigate the students' productive vocabulary and academic performance.

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Error Analysis in Writing English Paragraph: An Investigation at the Higher Secondary Level in Bangladesh

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Abstract

Writing is an essential language skill for HSC (Higher Secondary Certificate) students. One of the components of assessing students' language skills is their writing ability. At the HSC level, students must write Paragraphs in English in papers I and II. While writing Paragraphs, many students produce incorrect sentences. Poor knowledge of grammar, lack of reading, and practicing writing are the main factors responsible for this situation. This study tried to show the common mistakes and errors committed by HSC-level students and the causes behind these mistakes and errors. This article is qualitative research where 30 scripts on paragraph writing were analysed, and semi-structured interviews of six teachers of the English department responded to the interview. The study reveals that students make various types of mistakes and errors in paragraph writing, for example, use of parts of speech, pronoun reference, subject-verb agreement, prepositions, spelling, the word order of sentences, use of the possessive pronoun, vocabulary, use of tense, and voice. It is understood that students' inability to produce correct sentences lies in their lack of knowledge of grammar, vocabulary, reading habits, and less practice in writing.
Keywords: HSC, Paragraph, Writing, Error/Mistake, English 1st & 2nd Paper,

1. Introduction

It is common for second-language learners to make errors when they produce sentences (Karim et al., 2015). Providing feedback on their writing will pave the way for refraining from committing errors in their writing.

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Students need to read from various sources. Their reading habits did not develop, so their writing skills did not flourish. On the other hand, it reveals that students need to be sure of their writing efficiency. After completing their writing, they need help identifying whether they have written correctly. They write whatever their mind wants. Students often need more time to revise their writing in the examination halls. It also reveals that they write on the topic without thinking much when the paragraph is not a common suggestion in the exam. Their knowledge of the writing process needs to be improved. As a result, after writing one or two sentences, they cannot write anymore. Again, they cannot maintain cohesion and coherence in their writing. Students' grammar knowledge needs to be improved. It is also seen that despite their grammatical knowledge, they cannot apply it in their writing. For example, students know about the classification of tenses, and they know the examples from each tense. The problem arises when they need to apply their knowledge of grammar. There is a big gap between their acquired knowledge of grammar and their ability to apply it in sentences.

1.1 Statement of the Problem

Developing writing skills is one of the prerequisites for doing well in the examination. Usually students are assessed through their writing at the HSC level. Students need to increase their vocabulary. On the other hand, they cannot apply vocabulary and grammar knowledge when using it in the examination hall. In addition to that, they did not understand or do you like the language sense to make a good sentence. One of the causes of their inability to produce correct sentences is their need for practising reading. The students are not prescribed a second book at the HSC level except the HSC board book by NCTB. Students' writing skills will develop if they read any additional book, such as a storybook. There is a close connection between reading and writing as students must concentrate in class; otherwise, they miss essential points from the lecture. Because of the vast class size, students create noise in the class. Recent studies found that students are inattentive in the classroom. It also happens that they have written a lot. However, what the students have written in their scripts, needs to be corrected. The quality of writing free from error brings marks for the students. Students memorise several paragraphs for the exam. During examinations, many of them try to remember what they have memorised. When they read those paragraphs, they do not check the grammatical rules and vocabulary from the paragraph. As they forget their previously studied paragraph, they add some information to their writing. They need to produce better writing. It happens so that they have tried this writing for the first time in the exam hall. As they have no freehand writing experience, they cannot do well in the examination. On the other hand, students also have a lack of language sense.

1.2 Rationale of the Study

In our education system, students are assessed through their writing skills. It is found that many students need to improve their writing. They do not get the marks they desire. Students must fulfill the criteria of writing the correct sentences in their paragraph writing so they do not get good marks. Writing skill is essential for academic success. In Bangladesh, students must study English from primary to higher secondary. Despite studying English for 12 years, students need help writing correct English. In every class, students have to write a Paragraph. In most cases, it is found that students memorise those paragraphs and produce them in the examination script. By finding out the common errors students commit, educators can find the solution to the problem. Students' writing errors can be avoided by addressing the problem and implementing an effective strategy. The development of time-befitting pedagogical intervention will significantly change their writing. Through the analysis of the mistakes and errors of students, researchers and teachers will get a deeper understanding of the nature of errors, and they will be able to find out the factors responsible for the errors. It is seen that students make mistakes in grammar, vocabulary, and proper use of cohesion and coherence in their sentences. This aspect will facilitate the formulation of materials required to improve their writing. By focusing on the common errors in writing a paragraph, teachers can provide the students with some guidelines to follow.

1.3 Objectives of the Study

The objectives of the study are to:
(i) Identify the common types of errors by HSC students in writing a paragraph
(ii) Determine the causes of errors in paragraph writing

1.4 Research Questions

The research questions of the study are:
(i) What are the common types of errors in students' paragraph writing?
(ii) What are the main factors contributing to errors in paragraph writing?

1.5 Scope and Limitations of the Study

The current study examines the mistakes and errors of HSC-level students in writing paragraphs. The paper aims to identify the types of errors, such as grammatical, vocabulary, coherence, and cohesion. The errors are found in their writing. The analysis will be conducted based on the selected samples of HSC-level students. The study will also explore possible patterns of mistakes and errors of the students. The study aims to reveal insights into the specific areas where students make mistakes in writing a paragraph. While this study aims to provide valuable insights into the errors made by students in paragraph writing, there are certain

limitations. Due to resource and time constraints, the study was conducted using small sample size, and the data were not collected from rural institutions. Despite these limitations, the study aims to contribute significantly to students' mistakes/errors in their writing.

2. Literature Review

Writing is the most needed component in the academic life of students. The assessment process at the HSC level is based on writing. It is found that, in most cases, students need help to produce correct sentences. As they cannot produce correct writing, their overall grade decreases. It is found that in the question, a significant portion covers the writing. As they produce incorrect sentences, they fail to get good marks.

In order to develop writing skills, students need to develop their reading habits along with regular writing practices (Raimes, 1983). Raimes (1983) suggests that watching drama and cinema increases language proficiency. Karim et al. (2015) present students' errors in using the correct form of verbs in the 36 essays of students studying at a university. The students use the wrong tense, subject-verb agreement, and use of infinitives. The findings also echo with Khan et al. (2011). Hossain & Uddin (2015) also found errors in the writing and speaking of undergraduate 1st-year students at a public university. They found the following errors in the students' scripts: article, auxiliary verbs, and use of prepositions. In their study, it was found that most of the students used incorrect prepositions, articles, and auxiliary verbs, respectively. It is found that students need to pay more attention to cohesion and coherence in their writing. Some students must learn to maintain cohesion and coherence in their writing. Naturally, in their writings, clarity is absent in sentences. Poor organisation, weak topic sentence, or irrelevant supporting sentences prevent their writing from clarifying their ideas to the readers (Dossoumou et al., 2018). Students often find difficulties in establishing coherence in their writing. As a result, they produce disconnected and confusing paragraphs (Ananda et al., 2014). This error occurs due to the need to use transitional words, incomplete sentences, or unclear pronoun references (Fauziati, 2010).

One of the most common errors in students' writing is incorrect grammar. In this case, many students misuse subject-verb agreements, inappropriate use of tense, poor sentence structure, and word order sentences. Students need to learn the elements of sentences. They must be aware of the essential parts of sentences (Afrin, 2016). Punctuation error is also found in students' writing. Lack of proper punctuation, the meaning of the sentence cannot be conveyed. On the other hand, the idea remains unclear because of the absence of punctuation. Students forget to provide punctuation marks like commas, semicolons, etc. (Hoque et al., 2018).

3. Research Methodology

The study involves a combination of document analysis and teacher interviews to identify errors in paragraph writing. The nature of the research is qualitative. The document analysis will examine 30 scripts written by students on 'Adolescent vs. Adult Life'— a compare-contrast paragraph. The text is available in their HSC English textbook. A purposive sampling method has been used here. Data were collected from the writings of students from selected colleges in Dhaka. In addition to document analysis, the study will include interviews with six teachers teaching English at HSC and tertiary levels. The interviews will provide their observations, perceptions, and experiences regarding the nature of mistakes and errors of students at the HSC level. Interview data collected from teachers ranged from Associate Professors to Lecturers with various job lengths. The interviewed teachers are from public universities. The teachers conduct classes at HSC, Honours, and Masters Levels. Thirty scripts from students will be collected. Each script will be checked carefully to explore the mistakes and errors in writing Paragraphs. The scripts were obtained from the classroom. Students were given the topic and to write a paragraph of about 150 words. Students' scripts were checked following the ESL composition profile by (Jacobs et al., 1981). The assessment tools focus on content, organization, vocabulary, language use, and mechanics.

The researcher will conduct individual semi-structured interviews with six teachers who have experience teaching writing skills. The interviews will focus on gathering information about the errors observed in students' paragraph writing, their understanding of the underlying causes of committing these errors, and their strategies for addressing them. The researcher will thoroughly check the 30 scripts using a systematic approach. The errors identified in the scripts will be categorized based on types, such as grammatical errors, vocabulary errors, cohesion, and coherence. The frequency and patterns of errors will be identified and analyzed. Before the data collection, informed consent was taken both from teachers and students. The anonymity and confidentiality of participants were maintained using codes during data analysis.

4. Findings and Discussion of the Study

4.1 Findings from Teachers 'Interviews

Students depend on guidebooks for paragraph writing. They do not write anything of their own. One of the interviewees remarks, "In most cases, students cannot construct correct sentences. So, paragraph writing is a big deal for them. They do not maintain the sequence or development of ideas. They prefer memorization to spontaneous writing."

It is found that students cannot maintain cohesion and coherence in their writing. On the other hand, students make spelling mistakes and fail to

create correct sentences. Students can hardly compose something independently as they lack proper diction and knowledge. Another interviewee points out, "Students depend on memorisation. They do not brainstorm on the topic. Without planning, they start writing". It is found that they cannot write anything after a few sentences. Students take writing as a product, not as a process. As a result, they fail to produce correct sentences, or they cannot make any changes in making the sentences. All the interviewed teachers have expressed their concern regarding the cohesion and coherence of sentences. At the same time, they have also talked about using tense in paragraph writing. Students also lack the ideas to prepare a correct sentence. Their sentences lack clarity as they do not follow the right word. Using correct vocabulary is the key component here. They do not find the correct vocabulary. In addition to that, they cannot use the correct parts of speech. They do not know the exact parts of speech. The use of correct parts of speech is another mistake committed by them. Writing a paragraph depends on the level of the student's understanding of the topic and grammatical knowledge. As English is used here as a foreign language, it is supposed that students will face some problems in using the English language. One interviewed teacher opines,"As English is a foreign language in our country, students face the grammatical complication side by side thematic development, which creates ambivalence in their writing."

Many of the students cannot write sequentially. Most of the teachers express that spelling mistake is one of the common errors in paragraph writing. The use of correct grammar is an important matter for students' writing. It is noticed that students make frequent errors in the use of proper grammar. This includes subject-verb agreement, tense, incorrect word order, pronoun errors, wrong use of articles, and run-on sentences. Students are unable to construct correct sentences. Writing a paragraph is a big issue for them. They do not follow the sequence or development of ideas. Students do not have a clear idea about the topic. Lack of knowledge of vocabulary and faulty structures are also responsible for producing their writing. In reply to the question regarding the role of teachers in developing writing skills, the teacher has provided important feedback. One of the interviewee teachers expresses:"To improve writing, one needs to read more. Teachers can teach them to create simple sentences and encourage them to write more and more." Mastery of writing a paragraph requires extensive reading. A teacher can describe a topic to the students and tell them to find out the difficult words. He/she will show the sample sentences and linking words to ensure cohesion in the paragraph. It can be said that students need to develop a language sense when a student can understand the different parts of a sentence and the necessary vocabulary with the knowledge of parts of speech. The teacher can encourage students to write every day, and they will have to practice writing every day. At the same time, students need to make a plan to develop their writing skills. They must make a routine to read at least ten words daily and read 1 page in English. While reading, they will

have to locate different parts of speech. Moreover, students need to follow the sentence patterns from their reading pages. They will see how sentences are produced. It is noticed that after completing their writing, they do not revise. If they revised their writing, they would find out their mistakes. Students become tense in the exam hall and do not plan before writing. As a result, they cannot continue their writing after writing 2/3 lines. They write what they want. They even do not pay attention to the correctness of their produced sentences.

4.2 Findings from the Students' Scripts

From the scripts, it is found that students have made mistakes/errors in their writing in the use of parts of speech, subject-verb agreement, pronoun reference, the word order of sentences, use of the possessive pronoun, wrong use of words, wrong use of voice, incorrect use of tense, etc. In the students' writing, they make some errors regarding the use of tense. For example, "They joined in various types of social work" The student needs to write that 'they have joined' or 'they join various types of social work. Another common mistake by students is their use of spelling. They make several mistakes in their spelling, for example, 'countri,' 'adolesent,' etc. When talking about using voice, one of the students wrote, 'They are participated in various works. 'The correct sentence will look like 'They participate in various works.' They commit several errors in using the right form of verbs, 'When a person becomes adult…' Again, we find that 'They has two sides.' It can be written as 'they have two sides or there are two sides.' Many students make mistakes regarding prepositions, as is evident in their scripts 'on this time'. Again, they cannot use the right word in the right place. We see, 'They do some risks' here; the correct word is 'take.'

It is noticed that they did not properly use transitional words for cohesion in the writing. As it is a compare-contrast paragraph, they did not use linkers, for example: on the other hand, on the contrary, but, similarly, likewise, as, same as, at the same time. It is noticeable that the students do not use the proper punctuation in their writing. It is to be mentioned that they forget to put the correct punctuation. When they write a complex sentence, they do not put a 'comma' in the subordinate clause. From the scripts, it was found they did not follow coherence in their writing. While talking on one topic, they have changed their direction. As a result, their writing does not provide a clear idea of the topic. Sometimes, it is also seen that students write irrelevant words which do not match the topic. Another thing that happens in the students' minds is that a page full of writing will bring marks for them.

5. Recommendations

In that case, students need to be careful and read, focusing on different aspects of grammar and vocabulary. They need to think again before they write. In this case, a teacher can play a prominent role in the classroom. The teacher can show them several sentences taken from students' writing. The teacher can tell the students about the errors and mistakes in the learners' scripts. The instructor can identify mistakes or errors in the students' scripts and explain why they are incorrect. The teacher will suggest corrections in writing. Students need to be provided with real-life topics to generate new ideas. Teachers can provide a sample paragraph that students can follow. Providing corrective feedback to students is very important. On the other hand, teachers can provide students with a list of necessary vocabulary with parts of speech along with synonyms and antonyms. The teacher can provide effective feedback on the writing of the students. At the same time, the teacher will suggest a good grammar book for the students as students make mistakes in their writing for a lack of grammatical knowledge. The teacher can provide more examples of mistakes and errors to the students. The instructor can monitor the learning of the students regularly.

6. Conclusion

Writing is a productive skill and the most used skill in language learning. Writing English is considered to be a difficult task for Bangladeshi learners. Most high and intermediate-level students commit many errors in writing composition answers in Bangladesh. In Bangladesh English teaching and learning syllabus is designed to keep all four language learning skills in mind. It needs to be mentioned that English has been included in the academic syllabus of the country from class one to twelve as a compulsory subject. So, when a student reaches his Higher Secondary level, he gets to practice the language for ten years. However, when the students write any items for their classroom practice or answer exam questions, they commit a wide range of errors. Mastering writing skills is very important for students as students are mostly assessed through writing skills. It is seen that students are not careful of using grammar properly in their sentences. Students sometimes find it difficult to write the correct sentence. It is found that students are not aware of their mistakes, and they make the same mistakes repeatedly. Making mistakes/errors in paragraph writing is a common matter for students. In this case, the active intervention of the teacher will play a prominent role in correcting the mistakes/errors of students.

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Challenges of Integrating Communication and Information Technology (ICT) and Global Studies (BGS) in Classrooms

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Abstract

This study intends to explore the challenges faced by teachers while practicing ICT in the BGS classroom environment. The study follows a quantitative method with survey research design. Stratified sampling technique has been chosen to select the sample from eight administrative divisions including sixteen districts. The 18 items adopted (Albirini, 2006; Alaugab, 2007; and Wang, 2007) but contextualized survey questionnaire has been administered to collect data for investigating the relationship between variables. Data has been collected using five point Likert scale from 391 BGS teachers of rural and urban secondary schools in Bangladesh. The data has been analyzed through SPSS software while frequency, mean, standard deviation, and t-test are employed for data analysis. Results indicate that the lack of TPACK knowledge has been found as a major challenge in ICT integration process with lack of ICT skill and experience of using ICT at BGS teaching. Additionally, ICT materials are being used as driven force rather than assistive tools in classroom teaching. Findings also demonstrate that teachers face challenges of pedagogical knowledge addressing ICT integration in BGS classroom. The challenges regarding ICT integration in BGS classroom have been observed more in rural as well as non-government schools.
Keywords: BGS; Challenges; Curriculum; ICT; Pedagogy; Secondary Schools; Teaching-learning

1. Introduction

Innovation of information and communication technology (ICT) as a learning tool intensely changes the traditional concept of teaching-learning environment and transform the classroom teacher centered to student centered (Raman, Mallick & Sofian, 2015). Within the development in

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various aspects of ICT and ICT tools, it has been considered as influential device for diffusion of knowledge and information in education (Mbodila, Jones &Muhandji, 2013; Birisci, Metin & Karakas, 2009). The pedagogic use of ICT tools can meet the learning gap between teachers and students and strengthen the relationships among them. Nevertheless, some positive insights of ICT integration in education, there are some challenges took place with the success. In contrast, the ICT integration is mostly new for schools and teachers at secondary education in Bangladesh. Teachers increasingly use to practice ICT in their classroom in spite of facing different challenges (Babu & Nath, 2017).Therefore, it has urgency to identify whatever challenges teachers face during ICT integration process in secondary schools BGS classrooms.

On the other hand, National Education Policy-2010 (NEP) has aspired that ICT can be used widely as a tool of teaching in education system of Bangladesh due to positive impact on students' success (Hero, 2019; Ndawi, Thomas & Nyaruwata, 2013). ICT can improve the productivity and performance of teachers in classroom teaching-learning activities (Hero, 2019). In contrast, the teachers are expected to use of ICT for making collaborative teaching-learning environment whereby students can learn with active participation and makes it meaningful for better knowledge retention. Thus, ICT has been incorporated in secondary schools for past several decades in different countries to change and innovation in education (Tezci, 2009). Government of Bangladesh (GoB) has started to integrate ICT in education especially for secondary schools to make classroom teacher centered to student centered focusing constructivism of learning that helps to establish knowledge-based society and developed country within 2041 (ICT Policy, 2018). Therefore, the National ICT policies (2009, 2015 & 2018) intend to boost use of ICT tools in all levels for teaching-learning activities in education. In other words, ICT should be integrated into curriculum as educational tool for today's students in order to compete the upcoming challenges of 21st century education like ensuring efficiency, transparency, accountability and dynamism in education (MoE, 2013). It also focuses on stimulating creativity, inspiring collaboration, making critical thinker and upward communication of students. Their knowledge, skill and experience from the participation of ICT integrated classroom may make confident in their future work plan. In contrast, there have some challenges arisen which may make difficult to integrate ICT successfully in Bangladesh and Global Studies (BGS) classrooms. In this regard, the challenges towards ICT integration in secondary school BGS classrooms has been needed to be identified for 21st century flourish Bangladesh. Moreover, smooth running of ICT integration in classroom, the challenges have been addressed as important issues for successful implementation.

1.1 Background of the Study

The primary, secondary and higher education is the three major stages of formal education in Bangladesh. Primary education starts from 6 years of age and it is a 5-year cycle (grades I-V) while students at 11+ age continues for 7-years (grades VI-XII) secondary education. The secondary schools in Bangladesh are government, non-government and private in categories based on management system. However, the aim of this level of education is to develop learners' latent intellect and comprehensive inner faculties. Secondary education works as a link between primary and higher education as well as makes students acquiring a strong foundation of quality higher education.

The Bangla, English, Mathematics, Science, Social Science, ICT, Religion, Agriculture Education or Home Science has been taught in grades VI-VIII under main stream education. The pathways of students change into three different disciplines i.e., science, humanities and business studies in IX-X. The students of science and humanities need to be taught social studies as compulsory subject including early stated subjects whereas the students of business studies can choice social studies as optional subject (NCTB, 2012). Social Studies has been taught as Bangladesh and Global Studies (BGS), comprising social sciences and humanities to encourage civic competence for students and teachers. Despite having importance in all subjects, the study of social studies has been considered more important because it is interconnected study of the different disciplines. Instead of isolated presentation of sociology, history, civics, economics, geography and population studies, content of these subjects has been integrated in BGS book. Thus, the students may have a holistic view of a particular time and can get idea about history and heritage, arts and culture, and principles including the values of this country. They also may have scopes to think about very important things such as life of this people, the great achievement of the liberation war, patriotism, humanism, brotherhood, and scientific attitudes. In this regard, ICT integration may help students and teachers to knowledge formation process in BGS. Therefore, researcher selects the challenges to integrating ICT in BGS as study area at secondary school teachers which follows the NCTB curriculum.

On the other hand, GoB has done extensive work to incorporate ICT in the field of education for making teaching and learning more effective, enjoyable and work-oriented (NEP, 2010). Within many constraints, the government has distributed ICT materials, study materials, arranges several types of training programs to strengthen the capacity building of teachers so that they can facilitate student-centric learning environment. Secondary and Higher Education Division (SHED) has established a total of 33285 multimedia classrooms and 2306 ICT labs while another 46340 multimedia classrooms are being projected to establish in 31340 schools (SHED, 2020). The target of the establishing multimedia classroom is to integrate ICT in

classroom teaching-learning activities for promoting students' motivation towards the lesson, makes learning constructive, easy, enjoyable and work oriented. Simultaneously, the government organizes several training programs for secondary school teachers to ensure the effective use of ICT in classrooms. Moreover, during Covid-19 GoB has launched online teachers' training to enable them for taking online classes so that students can participate in classes (SHED, 2020). Therefore, the teachers are expected to integrate resources in their teaching-learning activities irrespective of subjects. Although the initiatives are open for all subjects, this study intends to determine the challenges of integrating ICT in BGS classroom activities.

1.2 Research Questions

The study aims to explore the challenges faced by teachers regarding ICT integration into their BGS classroom teaching-learning activities. However, the following research questions have been studied under this study.

1. What are the challenges to integrating ICT in BGS classroom?
2. What are the challenges about teachers' pedagogical knowledge addressing ICT integration in BGS classroom?
3. Is there any significant difference regarding ICT integration in BGS classroom by school location and types?

2. Literature Review

ICT has been considered a powerful tool for educational change and reform. Similarly, there are many challenges found during ICT integration process in BGS classroom. However, the challenges have been studied with some previous studies that may provide the directives to investigate the challenges regarding ICT integration process at the BGS classroom in secondary education in Bangladesh. Although there have many initiatives taken for improving ICT-pedagogy in classroom teaching, several challenges still need to be addressed carefully when ICT will be employed in teaching-learning purposes. Mou (2016) has studied the possibilities and drawbacks of ICT integration in the Bangladesh Education System and claims that many teachers do not use ICT efficiently in their classrooms, or if they do, it has not meaningfully incorporated into their curriculum. Bailey (2019) discloses that many classroom teachers are not comfortable in the use of ICT tools in classroom teaching-learning activities. Banu (2006) has studied the role of information technology in social science classrooms at secondary schools in Bangladesh and has expected that the teachers' roles should be facilitators or mentors in classrooms. Simultaneously, teachers are required to carefully plan for selecting and using ICT-pedagogy in classroom corresponding social science curriculum. Herrera et al. (2018) has focused on secondary history teachers' teaching conceptions which have

studied as a precursor to how they utilize computer technology in the classrooms. Researchers observe some specific patterns among educational uses of ICT equipment in relation to teaching conceptions in terms of time allocation and the manner of teacher technology use. This argument may help to explore how ICT-pedagogy is being used in BGS classrooms by social science teachers in secondary schools. Equally, Hero (2019) studies the impact of technology integration in teaching performance and claims that social studies teachers integrate technology in teaching with confidence about their teaching capabilities. Researcher adds that they expose talent on teaching with technology inside the classrooms. Additionally, Khan, Hasan, and Clement (2012) have studied the barriers of ICT integration in education considering developing countries but focusing Bangladesh. They affirm that ICT has been turned out to be an effective educational technology that promotes some dramatic changes in teaching and learning processes within a short time. Although the researchers argue that ICT has a significant positive impact on education, developing countries are still far-away from reaping these benefits due to specific limitations. Moreover, researchers recognize some specific barriers to effective ICT integration in the classrooms of Bangladesh education system.

On the other hand, Parvin (2013) addresses some challenges i.e. teachers' attitudes and beliefs about ICT, lack of ICT knowledge and skill, shortage of ICT supported infrastructure, lack of proper vision and planning, funding problem, and problem on social, cultural and political perception, and scarcity of time. Rahman, Paul & Hasan (2012) review the silent features of ICTs in the field of education in Bangladesh. They state that ICTs has been used for many purposes but in a scattered and limited way. However, researchers find some problems to use ICT in education sector like inadequate infrastructure, lack of computer, insufficient lab facility, lack of fund, limited budget allocation for maintenance and shortage of ICT skilled teachers. The above literatures address the challenges of ICT integration which may anticipate finding out the possible challenges i.e. content knowledge, pedagogical knowledge and involvement in ICT integration process in BGS classroom.

3. Methodology

The study followed survey method to explore the challenges of ICT integration process in BGS classroom. A blended with adopted and modified survey questionnaire had been administered to investigate the relationship between variables because survey method helps to achieve the most consistent results, with the highest return rate and least cost (Martin, 2009). Stratified sampling technique was chosen to select the sample. Primary data had been collected from social science teachers involved in secondary schools. The govt. and non-govt. secondary schools (grade: VI to X) but both rural and urban types were selected during sampling. On the other

hand, the population of current study had been considered as unknown whereby the sample was calculated 384 and with adding 5% error. The aggregated sample size was found 403 [384+19 (384 of 5%)]. Finally, 391 teachers were participated in this study from all eight (08) different administrative divisions and covered sixteen (16; 8X2) districts.

The sample teachers were proportionately maintained during sampling following the total secondary schools in Bangladesh (BANBEIS, 2019). Schools with ICT facilities were carefully selected. The teachers were given the questionnaire entitled "challenges to integrating ICT in BGS" based on 5-point Likert scale from 1 to 5 while five signified more challenges and it declined gradually then 1 indicated comparatively lower challenges. The Cronbach's *alpha* degree for the challenges about integration process in classroom instruction was 0.87. However, the data had been analyzed through descriptive statistics by using Statistical Package for the Social Science (SPSS) software. Frequency, mean, and standard deviation and t-test had been used for identify the challenges the teachers faced during ICT integration process in social studies classroom.

4. Results and Discussion

New innovation in education brings always a new set of challenges and stresses associated with integrating technology in education. Several types of challenges like infrastructures, up-to-date ICT facilities, lack of training, experience, teaching load, anxiety about new technology and job satisfaction in teaching-learning activities have been addressed in contemporary research findings. However, this study determines to explore the challenges about ICT integration in BGS classroom activities.

4.1 The Challenges addressing Integration of ICT in BGS Classrooms

The table below presents the findings regarding challenges about ICT integration those are faced by teachers in classroom teaching-learning activities. The challenges of ICT integration (M=3.36; SD=.48; N=391) is considered higher challenges compare to other sub-sections (table-2 & 4) of the findings.

SL	Statements	N	M	SD
Table-1: Challenges towards ICT Integration
1	Inadequate knowledge on integrating TPACK in classroom teaching-learning activities		4.22	.77
2	Lack of relevant ICT skill		4.18	.96
3	Lack of experience in using ICT in teaching	391	4.18	.79
4	Lack of training for integrating of ICT in teaching		4.09	.86
5	Completely dependence on ICT during teaching		2.77	1.17
6	Difficulties to assess students by using ICT		2.38	1.09
7	Utilize time properly in class by using ICT		1.67	.72
Average		391	3.36	.48

The most of teachers assess themselves that they are suffering with lack of knowledge on *integrating Technology Pedagogy Content Knowledge (TPACK)* in classroom teaching-learning activities (M=4.22; SD=.77) while they feel trouble equally with *relevant ICTskills* (M=4.18; SD=.96) and *experiences* (M=4.18; SD=.79) for classroom use of ICT. They ponder that the *lack of training* (M=4.09; SD=.86) is another considering issue that impedes integration process of ICT in education. Dependence on ICT (M=2.77; SD=1.27) during teaching has been recognized as a new challenge. Although, it is comparatively lower than early stated challenges but higher than the difficulties of students' assessment by using ICT (M=2.38; SD=1.09) and time management (M=1.67; SD=.72) in ICT oriented classroom.

According to the results, most of the teachers affirm that they have limited knowledge on *ICT integration* (TPACK) in teaching BGS. They have lack of ICT skills and shorten experience of using ICT in teaching BGS. Mahdum, Hadriana, &Safriyanti (2019) find the teachers with lack of capacity and knowledge on ICT use in classroom instruction. Nsolly & Charlotte (2016) claim that inadequate number of qualified teachers with technology-based pedagogy and insufficient subject based in-service training on ICT are the challenges for integrating ICT in curriculum. They argue that ICT embedded training can enhance the ability of teachers for integrating it in teaching effectively. Similarly, Albugami& Ahmed (2015) find that lack of ICT training is a challenge towards its integration in classroom. The above discussions disclose that the lack of TPACK knowledge is found as a major challenge in ICT integration process at BGS teaching. The other major challenges are the lack of ICT skill, experience of using ICT and insufficient training on ICT integration process. Moreover, many teachers use ICT materials as driven force rather than assistive tools in classroom teaching which is considered as another challenge. Rafeedali (2009) also depicts that the teachers from higher secondary schools are unable to utilize the pedagogical benefits from the resources of ICT rather than they follow of traditional teaching methods into classroom. Conversely, the use of ICT in evaluation process has been found discretely in a limited extent by some young teachers those initiatives make formative assessment quick, easy and interesting for students. It may help the successful integration of ICT in all aspects for classroom teaching-learning activities. Therefore, it can be suggested that the teachers immediately need to know how to blend ICT Knowledge in their classroom teaching-learning activities. They are also required to increase their relevant ICT skill and experience to meet the challenges successfully. Teacher's training can be a kind of solution to accelerate the use of ICT as a whole in teaching which may help quicken the ICT integration in assessment system.

4.2 The Challenges addressing Teachers' Pedagogical Knowledge

The proper pedagogical knowledge of teachers has momentous role in making classroom constructive whereby students get opportunity of collaborative learning environment to learn the content knowledge with better understanding by using their prior knowledge. This leaning process may be more useful for BGS contents because the contents focus mostly on abstract theme by its nature. Therefore, the proper integration of pedagogy in ICT oriented classroom can make a significant contribution in teaching BGS like other subjects. However, the listed below table-3 presents the challenges faced by teachers in classroom practice related to pedagogical knowledge.

Table-2: Challenges about Teachers' Pedagogical Knowledge

SL	Statements	N	M	SD
1	Creating interactive learning environment by using appropriate teaching methods in lesson		3.87	.98
2	Learners remain fully engage throughout the lesson		3.82	1.01
3	Lack of ability for evaluating students' activities by using ICT		3.76	1.03
4	Lack of work sheet for creative thinking skill, problem solving skill of learners		3.64	1.05
5	Lack of teachers' ability in disciplined classroom activities		3.48	1.19
6	Lack of subject knowledge of teachers in context of learners' class, age and ability	391	3.32	1.18
7	Enhancing attention by real life example while requires by using ICT		2.68	1.33
8	Inadequacy of analysis about lessons by using ICT		2.39	1.16
9	Difficulties in participating of learners in ICT oriented classroom activities		2.14	1.05
10	Difficulties involving learners in group work in ICT oriented classroom		2.07	1.02
11	Opportunity of traditional question-answering in ICT oriented classroom		1.91	.85
	Average	391	3.26	.55

The challenges have been considered on the basis of average mean while the more average mean score has been considered as higher challenges compare to lower mean score.The data illustrates that the teachers have to meet different types of challenges to incorporate pedagogical knowledge (M=3.26; SD=.55; N=391) in ICT oriented lesson. Such challenges may stop getting benefits from ICT integration in BGS classroom. Ndibalema (2014) acknowledges though the teachers possess positive views, they have shortage knowledge on ICT use as pedagogical tool. While, Ertmer, Tondeur, & Leftwich (2016) explicate the relationship between teachers' pedagogical beliefs and their uses of digital technologies

and reveal that technology integration is not an isolated goal to be achieved separately from pedagogical goals, but simply the means by which students are engaged in relevant and meaningful work.

The findings also disclose that the teachers poorly face more challenges on creating positive learning environment and using teaching methods in ICT oriented classroom (M=3.87; SD=.98). They cannot fully engage learners throughout the lesson in ICT embedded classroom (M=3.82; SD=1.01). Similarly, the teachers neither accustom to use work sheet for making creativity of learners nor to properly solve problem using ICT tools (M=3.64; SD=1.05). Moreover, teachers are not fully capable (M=3.76; SD=1.03) to evaluate students' activities by using ICT. Unexpectedly, they demonstrate inadequate subject knowledge (M=3.32; SD=1.18) in context of learners' class, age and ability. Sometimes teachers have not the right background or not train adequately to deliver lesson effectively in schools (A2I, 2011; p-42). Additionally, the lesson has to finish with insufficient analysis of content in ICT embedded classroom (M=2.39; SD=1.16), lack of setting content related real life example (M=2.68; SD=1.33) and has limitations in disciplined classroom (M=3.48; SD=1.19). On the other hand, teachers use to question-answering to measure the advancement of lesson (M=1.91; SD=.85), have little involvement of learners in group activities (M=2.07; SD=1.02) and unable to engage learners in ICT oriented classroom activities (M=2.14; SD=1.05).Above all, despite having different challenges, teachers can play a vital role as facilitators in integration process whereby students avail more opportunity to learn the lesson in collaborative, creative and joyful learning environment. Therefore, teachers need to develop their pedagogical knowledge for successful ICT integration in BGS classroom.

4.3 The Challenges toward ICT Integration

The study also explores the diversities of challenges during integration process of ICT in BGS classroom activities by school location and types.

4.3.1 Challenges by School Location

The table-5 demonstrates the level of challenges by urban and rural teachers. The rural teachers (M=3.45; SD=.46) feel more challenges compare to the urban teachers (M=3.33; SD=.43) while the *t-test* displays [t (389) = -2.12, p < .05] significant difference between urban and rural teachers regarding ICT integration. The data also indicates that rural teachers comparatively face more challenges than urban teachers to integrate ICT in their BGS classroom. The urban teachers have more opportunity like more computer or laptop in school, multimedia or smart board connected classroom. The urban schools also have more ICT skill and experienced teachers. Their teachers are professionally more qualified and have more opportunity to participate in-service training courses.

Table-3: Challenges toward ICT Integration by School Location

Clusters	Part-A (M & SD)			Part-B (*t-test*)		
	n (N=391)	M	SD	t	df	*sig.*
Urban	76	3.33	.46	-2.12	389	.04*
Rural	315	3.45	.43			

. On the other hand, rural teachers have to manage comparatively large class size following student-teacher ratio. However, the equal opportunities can make congenial learning environment and reduce the gap between urban and rural students all over country in Bangladesh. Moreover, MoE-2013 emphasizes to reduce the remaining discrimination of rural and urban schooling system.

4.3.2 Challenges by School Types

Likewise rural teachers, the non-government teachers (M=3.44; SD=.43; n=361) have to meet more challenges than government (M=3.22; SD=.49; n=30) school teachers. The *t-test* also indicates significant differences [t (389) = -2.64, p < .05] between the two types of teachers regarding challenges.

Table-4: Challenges toward ICT Integration by School Types

Clusters	Part-A (M & SD)			Part-B (*t-test*)		
	n (N=391)	M	SD	t	df	*sig.*
Govt.	30	3.22	.49	-2.64	389	.01*
Non-Govt.	361	3.44	.43			

There is significant difference found between government and non-government school regarding challenges of ICT integration in BGS classroom. The mean average illustrates that the govt. teachers face lesser challenges than non-govt. teachers. These differences are statistically significant though the number of non-govt. schools are very high than govt. schools. The govt. schools mostly in urban while non-govt. schools both participate from urban and rural areas. Therefore, the non-govt. schools face more challenges coincide with rural problems.

5. Conclusion

The challenges of ICT integration process at BGS classroom are concerning issue for successful accomplishment of taken initiatives in secondary school curriculum. Although, the teachers are going to integrate ICT gradually in their regular classroom teaching-learning activities in BGS, it is slower than expectation. Lack of TPACK knowledge is found as a major challenge in ICT integration process because teachers has shortened *skill and experience* of using ICT in teaching and limited knowledge on *ICT integration* process. Similarly, teachers face different types of challenges to

incorporate pedagogical knowledge. They poorly face more challenges on creating learning environment and using teaching methods in ICT oriented classroom and they cannot fully engage learners throughout the lesson in ICT embedded classroom.Moreover, there are remaining differences among school location and school types whereby rural as well as non-govt. teachers face more challenges compared to urban and govt. teachers. The successful integration of ICT in classroom instruction is required strong support from school authorities as well as the stakeholders and community involvement. Similarly, teachers need better ICT experience and high level of confidence on ICT integration process.

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The Extent and Nature of the Plays of Harold Pinter

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Abstract

This paper analyses critically the extent and nature of the selected plays of Harold Pinter. This study will also examine reverberations of Pinter's own style and mode of uniqueness. The critique of addressing Pinter as an absurd dramatist will be taken into account. Harold Pinter's representation as the most original exponent in combining aspects of avant-garde and absurd dramatist will be another consideration and concentration of this study. As the world of Pinter's imagination is that of a poet under the shadow of Kafka, Joyce and Beckett, the researcher looks at the devices and techniques of writings of Harold Pinter. Pinter's plays are also compared and contrasted. The issues of adopting Pinteresque or Pinterese are meticulously investigated with the relevance of the selected works. It is, perhaps, apt to ascertain that the adverse effects of the War World II and the worst situations of the people during the hardened time of the war might have been the inspirations of the typical devices of Harold Pinter's works. The juxtaposition of paradoxical statements, the uses of words and rhythm are considered to relate his plays. This paper also strikes a note on the examination of the palpable application of ellipses and pauses in the dialogues of Pinter's early plays to extract possible interpretations. Silences have been analysed as tools of dramatic technique. Poetic qualities in creating imagery are focused. The precision, frugal exercises of Pinter's language are in place to incorporate absurdity and interpersonal stasis. The problem of verification is, indeed, a matter of study that perhaps Harold Pinter intends to bypass and impose.
Keywords: *Extent, Nature, Play, Absurd, Language*

Introduction

There is no denying the fact that Pinter's intrinsic formation as a playwright and his distinct use of language of ambiguity help create an awareness to understand his mystification. The essential claustrophobia and basics of absurd conditions of the human experiences and actions are examined

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through Pinteresqueness in this paper. Harold Pinter is particularly concerned with the language he writes. He emphasizes the words, their sounds and their meanings. Clear evidences of the uses of his simple, lucid and direct words encompass all of his plays but their meanings are merely puzzling and astonishing. Silence seems to be powerful in the plays of Harold Pinter. Pinter at times is difficult to understand when he very often maintains his long silence. As a technique of the plays, Pinter, perhaps, gives this responsibility to his audiences to explore the pragmatics of the language. Pinter admits, "There are two silences. One when no word is spoken. The other when perhaps a torrent of language is employed" (Esslin 44). Questions of human existence are prevailing in Pinter. Pinter very often raises the question: Who am I? Thus, this query of existential fear may be linked with query of motivations, of verifications and of genuine identity. Though the plays of Pinter open up with normal activities and situations, they unmask the clues of menace, threat and ambiguity. Creation of ambivalence sometimes multivalence in the projection of the characters is found as a recurring craftsmanship of the plays of Harold Pinter. It may be unwise to assume that Pinter's plays are only about uncertainty and terror creation. Rather it gives many hints to understand that Pinter's works may be examined from multilayer concepts and interpretations. What interests one much is that of the Pinteresque style in dramatic presentation and thematic dimensions. Harold Pinter in his plays attempts to present all these with a mix of absurdity and claustrophobia.

Pinter uses the technique of repetitious words, phrases and sentences. Although critics accuse Pinter of his quirks use, the use of this kind of language weighs heavy while relating the total effects of a play. Repetitions make sounds rhythmical to one's ear and carry special meanings. It is also noticeable in Pinter's plays that he has dexterously maintained precision and economy of the language (Esslin 48). Pinter ensures it in his plays that he feels keenly interested to use language of the people to establish dominance and surveillance. As the master of language use in the theatre, Pinter maintains pauses in his plays to create such situations where no one feels better than ever; he intends to frighten and agonise the surroundings. It is, however, easy to understand how gloomy an environment Pinter makes in his plays through pauses as many tensions and unsaid things as are kept hiding in them.

Pinter's plays are postulated through the exposition of three kinds of pauses. Three dots work as a process of pressurization. It might refer to a quest of words to signify something special. It may interpret as an incongruity of thoughts. In the works of Pinter, a pause may denote to a procrastinating disruption of normal actions. In this case, lack of speech may function as a form of speech. The pause may be intermingled with menaces and threats. Silence is considered a longer stillness in the works of Pinter and this might function as an extreme point of danger (Raby 148). Pinter's silence works subtly than other absurd dramatists. The use of this silence in the plays must be understood not as an indication of passivity but as an iota of something

suggestive. While going through the moments of this silence, Pinter presents it with mercenary motives. Though the application of silence in the dialogues of Harold Pinter is deemed by the critics as a prodigal mannerism, the ultimate incidents and situations are caused through the process of maintaining muteness. Unpredictable consequences happen due to the maintenance of stillness; uncontrolled circumstances are seen in the overall conditions of Pinter's plays when he imposes silences. The degree of silence exceeds to its limits compared to conventions of established dramatists and becomes Pinter silence which may create high suspense, curiosity and anguish (Esslin 37).

In *Harold Pinter: The Poetics of Silence* James R. Hollis (1970) makes a critical survey on the major early plays of Harold Pinter in which the issues of the use of silence are a special treatment. The failure of language or words in establishing connection among the human beings is analysed with references to the crucially important plays. The language of Harold Pinter is investigated from multifarious dimensions to delve into the profound level of understanding (13). Pinter becomes Pinter of his own. The strategem used in the dialogue for the stage of Pinter is also categorically designed to reveal his own world of situations, experiences and phenomena for the purpose of disclosure of sordid nakedness. The usage of oblique dialogue is another consideration in realizing his own inventions. The audiences, in the plays of Pinter, are allowed to grasp emotional heights and real situations of the characters. Pinter consciously avoided polysyllabic utterances; instead, he adopts monosyllabic style. Silence sometimes turns into monosyllabic expression for the exploration of the situations. Thus, Pinter himself admits:

> that we communicate only too well, in our silence, in what is said, and that takes place is continual evasion, desperate rearguard attempts to keep ourselves to ourselves. Communication is too alarming. To enter into someone else's life is too frightening. To disclose to others the poverty within us is too fearsome a possibility. I am not suggesting that no character in a play can ever say what he in fact means. Not at all. I have found that there invariably does come a moment when this happens, where he says something, perhaps, which he has never said before. And where this happens, what he says is irrevocable, and can never be taken back (Esslin 39).

The pitfalls of silence multiply when it is maintained continuously in a series of dramatic actions. Silence works as explosives in Pinter's plays when volatile situations are with audiences. Silence functions as a shield when the characters intend to protect themselves from what they do not expect to be involved. The procrastinating silence of Stanley Webber, the protagonist, in *The Birthday Party* provokes Goldberg and McCann for their domination and subservience.

As for the pause of Pinter's plays, it is vivid that he adopts this technique as a parallel of silence. From the beginning to the end of *The Room, The Dump Waiter, The Birthday Party* and *The Caretaker*, pauses have been

deliberately applied as part of Pinter's acute observation and minute surveillance of the conditions of the world. Pauses work as a source of malice, tension and extreme grievances as they are exemplified in *The Caretaker*. Davies of *The Caretaker* is importunately provoked to dominate Aston and this happens because of the pause of dramatic actions. As part of Pinter's obsession, pauses help develop Pinter stricture as a whole. As part of concurrence of dramatic device, Pinter intently endorses and enacts pauses not to provide schematic meanings but to infer variety of explorations of meanings. That is why the problems of communication is clearly noticed; the danger of verification is prevalent; the complication of motivation is naively in place; and the enigma of identity becomes unfathomable. The instances of the arrival of the Negro in *The Room*, the mysterious incidents of *The Dump Waiter*, the ambiguous entrance of two envoys in *The Birthday Party* and the abrupt presence of Davies in *The Caretaker* are far more indicative but much hazier to extract implications.

Pinter is all through a conscious playwright of words and attempts to maintain simplicity in the construction of phrasing. The technique of the use of oversimplification of the concise dialogues put the audiences in jeopardy to decide their analytical turn of mind. The detailed examination of and about the totality of the language use apparently seem to be evasive and goes further to fill a desire of aspirations. The stripping of human conditions from the surface to the deepest level may be a poignant image behind the use of Pinter's own traditions. The workings of the Pinter also reveal that self-contradictory notions in the overall making process are a question of investigation. The reply to an anonymous letter to Pinter by a woman concerning the feasibility of meanings of The Birthday Party is an indication of a dilemma between the said and the unsaid. It is more difficult than usual to come to a settlement through the concretization of the real and the unreal. The exposition of contradiction is easy but puzzling when Pinter passes comments, "I only formulate conclusions after I've written the plays. I've no idea what I'm obsessed with – just so pleased to see the words on paper …." (Esslin 44). The statement takes the audiences to the essential confrontation of appearance and fantasy. It is, however, matters of lapses and gaps between the language of Pinter's plays and their intended significance. After a considerable break of imaginings, Pinter opines:

> I'd like to make it quite clear at the same time that I don't regard my own characters as uncontrolled, or archaic. They're not. The function and selection and arrangement is mine. I do all the donkey work, in fact and I think I can say that I pay a meticulous attention to the shape of things, from the shape of sentence the overall structure of the play. This shaping, to put it mildly, is of the first importance. I'm not in favour of diarrhoea on the stage, But I think a double thing happens. You arrange and you listen, following the clues you leave for yourselves, through the characters (37).

On one hand, Pinter is more about poetic precision in shaping and planning all-out design of the plays. As Pinter began his writing career with

poetry and poetic mindsets, the latter works resemble imaginative imperative. A prose poem of Pinter called "Kullus" has much in common with the making of an accommodation and a female characterization. Martin Esslin in his *Pinter: The Playwright* maintains*:*

> I let him in by the back door.
> There was a brisk room.
> -Come in.
> He stepped inside, slapping his hands, into the room.
> -Go on, Kullus. Go to the fire.
> He stooped to the grate and stretched his fingers.
> - You do not welcome warmth,
> Said Kullus.
> -I?
> There is no meeting. There is separation….
> -which is your room?
> she said.
> -I am no longer in my room ….

There is a territorial imperative in both poetry and plays of Harold Pinter. Dots are and hyphens are intermingled in his oeuvre as an integral to signify power and violence. In *The Peopled Wound: The Plays of Harold Pinter* (1970) Martin Esslin spoke about different critical issues that have been covered by Pinter in different plays. (Gordon 6). The paper will shed a slight light on a comparative study of Harold Pinter and other relevant absurd dramatists for further analyses. After the Second World War, existential philosophy and meaninglessness in the entire world were the salient features accompanying the ever-growing claustrophobia of the human beings. Franz Kafka and Samuel Beckett are two dramatists of absurdity who influenced Harold Pinter through their works. It also reveals that Beckett's *Waiting for Godot* shows the ways of exposition of absolute confinement and helplessness of life. Jean Genet and Edward Albee share the same mode.

Harold Pinter studied the horror of the consequences of the First World War and developed a new kind of understanding about the globe around him. Indeed, what took place before, during and after the First World War prepared Pinter much to be linked with a "New wave" of the writers. But the style and subject matter of Pinter's writings had set him apart from his predecessors and contemporaries. It is usually argued that Harold Pinter was under the shadow of Beckett, Kafka and Joyce. Though Pinter has much in common with Beckett in the case of pointlessness of the individuals of the plays, nonetheless Pinter is very much able to deal with ideas and issues unlike others. Beckett discloses the most abstract ideas in *Waiting for Godot* whereas Pinter presents everyday sparse dialogue and usual behavioural difficulties in most of his plays particularly in his early plays.

It is usually recognized that the first performance of Osborne's *Look Back in Anger* in 1956 marked a new start of the modern British drama.

Despite the political standpoints of the plays of Brecht, Pinter's plays were, perhaps, got inspired and continued developing with separate themes and style to discern. Albert Camus's *The Myth of Sisyphus*, Sartre's existential philosophy, Adamov's curable and incurable world of the human beings, Jean Genet's workings of the people's private world might have had impact on the concepts and construction of the plays of Harold Pinter. It is also argued that Pinter has not been able to be free from the influence of his birthplace and its adverse effects. One does not feel surprised to know about his Jewish influence in some way or other. Pinter is shown adamant about his own heritage and culture and this aspect of his personal credentials, possibly, made him different than other dramatists of his time.

The formation of Harold Pinter as a playwright in Britain was not as usual as one sees in other playwrights of the twentieth century. It was obvious that reputation, money making in theatre at that time in Britain was a principal concern, and acceptance of a dramatist chiefly relied on stardom. There was no established theatre in Britain, no drama department at any university but it was not meant any absence of performance of classical performances in London. Therefore, the quality of new playwriting was lamented by many observers. The plays of the 1950s and early 10960s did not represent the lives of the common people of London. Harold Pinter was developing his career as an actor and writing plays with his own dramaturgy, perhaps, to fill the lapses of the typical dramatic world.

Harold Pinter becomes a disciple of the theatre of the absurd as he is preoccupied with the quest for ultimate truth but his attempts turn into anguish and human predicaments when it is seen that nothingness prevails in the activities and situations of his plays. It is not understandable that the plays of Pinter do not explore more real and less abstract concepts with his own style and design. Failure of the speeches for communication has provided us with problems of identifying the culmination of situations. Thus, solution of the Pinter's plays becomes part of illogicality. Arthur Adamov, as an absurd dramatis, is preoccupied and obsessed with the brutal and senseless nightmare world. "The disappearance of meaning in the world is clearly linked to the degradation of language, and both, in turn, to the loss faith, the disappearance of sacred rites and sacred myths. But, perhaps, this degradation and despair are necessary steps toward a renewal" (Esslin 95). Eugene Ionesco too explores sadness of the society and its people when society fails to eliminate sorrows and scars permanently. The fear of death, the thirst for the absolute is crucial in the plays of Ionesco. Harold Pinter's concepts are analogous to the concepts of Ionesco but they have been different from each other in the use of their subjectivity and embodiment of absurdity. Jean Genet's image and essence are about distorted reflections. He expresses his concern of helplessness and solitude. Genet is, in most of his plays, are confronted with despair and loneliness. It is also argued that Genet's plays are nourished by nightmares within nightmares.

On the contrary, Harold Pinter's *The Room* is a tale of absurd condition and absolute claustrophobia. The space of Pinter's plays takes us to a void. Indeed, *The Room* contains a great many fundamental aspects of Pinter's individual style, expression. Power of external forces is demonstrated with much ambiguity in *The Dumb Waiter*. Mysteries, threats and horror are wrapped up to denote the absurdity and claustrophobic ambivalence. Pinter creates confinement to make the audience feel caught in the twisted nets. *The Caretaker* apparently presents absurdity and claustrophobia of the human beings in the broadest sense. One of the problems in Pinter's plays is the problem of verification. The problem of justification is relatively connected with the use of language. Pinter himself once puts,

> The desire for verification is understandable but cannot always be satisfied. There is no hard distinction between what is real and what is unreal, nor between what is true and what is false. The thing is not necessarily either true or false; it can be both true and false. The assumption that to verify what has happened and what is happening presents few problems I take to be inaccurate. A character on the stage who can present no convincing argument or information as to his past experience, his present behaviour or his aspirations, nor give a comprehensive analysis of his motives, is as legitimate and as worthy of attention as one who, alarmingly, can do all these things(1960).

Harold Pinter uses language in his plays as a device of self-protection and as a tool of the identification of interpersonal communication. Pinter is also seen to use the language as means of widening the spaces of violence and aggression. Goldberg and McCann in *The Birthday Party* posit bundle of queries to Stanley to create intolerable pressure on his psyche. The language becomes the sources of incongruity, ambiguity and comic effects when the characters are involved in the linguistic idiosyncrasies. When the plays of Harold Pinter are performed, it is not very difficult to realize the imagery of absurdity and meaninglessness of the situations of the human beings where they sense an infernal confinement. Thus, the languages of Pinter's plays are identical with departure from conventional dramatic technique and subsumes as Pinteresque. It is, therefore, apparent that the two concepts of this paper-extent and nature of the Harold Pinter's early major plays have predominantly been manifested through the recurring devices and techniques that the playwright has adopted while relating crystallization of absurdity and claustrophobia. This study also explores the genuine problems of identity, of motivation and of verification. The emphasis of essentially crises is also discerned while examining the mode of anxieties of the characters of Pinter's plays. Most importantly, the over-all effects of mystery, uncertainty, fear and ambiguity are shrouded together through the artistic paradox of Harold Pinter's oeuvre.

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A Review of Teacher Professional Development Programmes (TPD)

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Abstract

This study presented a review of relevant literatures on the perceptions of teachers on the TPD programmes offered for the teachers in schools. Various aspects such as an overview of TPD programmes, purpose of TPD programmes, characteristics of TPD programmes, methods used by TPD facilitators to teach teachers, the extent of TPD practice in schools and ways to improve TPD programmes in schools were explored. It was found in literature that TPD programmes are widely organised for all schools. However, the programmes do not fully cover a large number of aspects that are important for teachers for their professional development.
Keywords: *Teacher Professional Development, Principals, Teachers, Workshops.*

1. Introduction

Day (1999) explains Professional Development as all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. The TPD program is a process of innovation where the feedback of the teachers is regarded as significant to provide an improved product, service, process, business models, or policies in an existing context or adapting them from one context to another to achieve desired impact (Botha & Herselman, 2018). TPD courses are developed for teachers in schools so as to improve their innovation and teaching skills and an observed enhancement in classroom practice(Botha,2014). Qualitative professional development programmes are the key components in almost every modern proposal for improving education (Guskey, 2002). Professional development develops the teacher's skills, knowledge, expertise and other professional behavior according to Department of Higher Education (DoE, 2007). The roles and functions of every school in

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many countries is to ensure that the teachers are professionally developed, and the items taught in TPD programs can be effectively implemented for a better learner's performance according to Organization for Economic Co-operation and Development(2005). Teachers are expected to teach in increasingly multicultural classrooms to: place greater emphasis on integrating learners with special learning needs in their classrooms; make more effective use of information and communication technologies for teaching; engage more in planning within evaluative and accountability frameworks; and do more to involve parents in schools(OECD, 2005).Therefore,

> Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically (OECD, 2009).

TPD is most successful when teachers are actively involved and reflect on their own teaching practice. When teachers' developmental activities are well coordinated and sustained leadership and support are present, the TPD system essentially strives to contribute to the improvement of teacher's teaching skills. It does so by equipping them to effectively execute their essential and demanding tasks. This is done to continually improve their professional competence and performance to enable and empower them by improving their professional confidence, learning area/subject knowledge, skills and classroom management, to improve their professional status and assist them in identifying suitable professional development (PD) programmes that may contribute towards their professional growth (Department of Education, 2007).According to the European Commission (2012), knowledge about teaching and learning has changed tremendously, taking into consideration the time the experienced teacher now takes to acquire initial teacher training. In-service TPD is a mechanism which the DoE uses to update the skills of teachers in the country. TPD programmes are offered using formal approaches (courses and workshops) and informal approaches (with other teachers or by participation in extracurricular activities) (OECD, 2013).

The South African Council for Educators (SACE) statutory body for professional teachers has an overall responsibility for quality assurance, implementation and management of the continuous professional teacher development (CPTD) (DoE, 2007). All teachers registered by SACE have to earn PD points by selecting approved PD activities that meet development needs (Department of Education, 2007). The policy framework identifies four types of TPD activities, namely, school-driven activities, employer-driven activities, qualification-driven activities and

others offered by approved organisations. A distinction is also made between compulsory and self-selected PD programmers. The former are paid by the education authority involved, while teachers may receive bursaries for self-selected PD Programmes (Department of Education, 2007:3). According to OECD (2009), the TPD programs include aspects such as:

- courses/workshops (e.g. on subject matter or methods and/or other education-related topics);
- educationconferencesorseminars(atwhichteachersand/orresearchers presenttheirresearchresultsanddiscusseducationproblems);
- qualification programme (e.g., a degree programme); and
- observation visits to other school.

It remains a concern that teachers in some schools do not fully get the majority of these programs. Others indicated that the TPD do not cater for all aspects of the programs (OECD, 2009).

2. Methodology

This is a desktop review where data was collected from circulars, internet, policy documents and research articles.

3. Objectives

The purpose of the study is to establish the effectiveness of the TPD programmes offered for the teachers in schools.

4. The Extent of TPD Programmes Being Offered in Schools

The post-2015 development agenda for schools is focused on the ability of schools raising quality teachers for good teaching and learning (UNESCO, 2014). There is increasing consensus that African teacher education needs to focus on more effective and culturally appropriate pedagogical practices, both in the classroom, and in TPD initiatives. However, prevailing TPD models tend to focus on one-off 'top-down' teacher development 'interventions' that are now recognised as being ineffective (Moon et al., 2013; Bett, 2016). This means that schools offered TPD programmes but do not cover required aspects needed for proper teacher development. Orr et al., (2013) mentioned that an ongoing classroom trialing and sufficient scaffolding sustained are favourable regarding cost, scalability and effectiveness of TPD programmes. TPD must recognize "everyday realities of the classroom, and motivation and capacity of teachers to deliver in the classroom" (Hardman et al., 2011). Guskey (2002) indicates that TPD is important, and its main purpose is to facilitate the enhancement of teacher quality through engagement in a systematic programme geared to bring about change in three main areas.

Various researchers on TPD programmes consistently make the point that many TPD programmes are ineffective and will continue in this vein unless these programmes are realigned to the needs of teachers (Hunzicker, 2010). Guskey (2002) also indicates that the majority of TPD programmes are ineffective because they do not take into account two crucial factors:

1) What motivates teachers to engage in professional development and
2) The process by which change in teachers typically occurs.

Field (2011) warns that unless the TPD programme involves a systematic process of reflection, its impact on professional learning is compromised, and this, in turn, compromises the sustainability of any change on the teachers' part. Van Niekerk (2009) mentioned that the provision of TPD programmes should be emphases in schools with more emphasis Professional development, change in teachers' classroom practices, change in student learning outcomes and change in teachers' beliefs and attitudes. This will help the teachers to understand the process of teaching and learning and aspects that inculcate teaching and learning in school.

5. Characteristics of Effective TPD Learning

Effective TPD is seen as structured learning that leads to drastic change in teachers' knowledge and practices and improvement in learning outcomes (Darling-Hammond et al, 2017). Thus, formal PD represents a subset of the range of experiences that may result in professional learning. Publications of TPD in the last decade have shed light on effective TPD programmes that develop teachers' knowledge and skills, improve teaching practice and raise learners' performance (Desimone et al., 2006; Wanzare & Ward, 2000). In support of this, Hirsh's study on effective PD reveals two important characteristics of TPD learning:

1. Individual beliefs of a teacher play an important role in the development process and
2. A detailed plan for introducing new content and practices and facilitations of follow-up action is required.

Traditional approaches of TPD included: workshops, seminars and conferences that adopted a technical and simplistic view of teaching and believed that teachers' knowledge andskills could be improved by using experts from outside the school system (Boyle et al., 2005;Lee, 2005). These proved not to be effective because they did not sufficiently change teachers' subject knowledge or pedagogical skills (Newborn & Huberty, 2004), which explains why some authors suggest that the provision and sponsoring of ineffective TPD programmes that do not lead to the improvement of teaching and learning should be discontinued

(Mundry,2005;Desimoneet al., 2006).In addition, effective TPD will enable teachers to analyze any subject taught, teaching and improve pedagogy, illustrates job-embedded and content-focused (Roth et al., 2011). In a program studied by Allen et al., (2011), teachers collaborated with a one-on-one coach as an example of an effective TPD. TDP programmes that are successfully implemented are those that changes teachers' attitudes and beliefs. They believe it works because they have seen it work, and that experience shapes their attitudes and believes. This, according to Guskey (1989), is the key element in teacher development. Guskey (1989) further states that significant change in teacher's attitudes and believes becomes clearly evident in the improvement of the outcomes of their learners. The next section of the study will review literatures relating to the purpose of TDP.

6. Purpose of Continued TPD

Continuousgrowthofprofessionalknowledgeandskillsisanessential partofimprovement in all professions and teaching is no exception (Boyle Lamprianou & Boyles, 2005; Fletcher & Zuber-Skerritt, 2007). In education, it focuses particularly on the teacher as thekey to improving learner performance (Gold, 1998), King & Newman (2001) believe that as "teachers have the most direct, sustained contact with students, as well as considerable control over what is taught and the climate of learning, it is assumed that improving teacher's knowledge, skills and dispositions is one of the most critical steps of improving student achievement". It is very important to, therefore, find appropriate TPD approaches to ensure that all teachers, even experienced ones, are equipped with the necessary knowledge and skills for improving learners' performance (Hirsh, 2005;Shaw, 2003;Bonanno, 2012). The following are identified by the DoE(2018)as the general purpose of TPD:

3. Professional development transforms enabling them to create relevant and tailored course instructions for today's students;
4. Helps to create better learning outcomes;
5. Good implementation plans;
6. Teachers learn better ways to teach;
7. Teachers develop better organizing and planning skills;
8. Teachers gain more knowledge and other insight; and
9. To create lifelong learning for teachers.

Hirsh (2005) asserts that education is a never-ending process that does not stop after earning a degree and starting a career. Through continuing education, career-minded individuals can constantly improve their skills and become more proficient at their jobs. Therefore, it is outmost importance that TPD programs are organized to improve the knowledge of the teachers. James et al., (2013) identified the following as a reason for teachers to participate in TPD programmes:

7. Factors Militating against Successful Implementation of TPD

In the first two decades, TPD developments were a one-size-fits-all model; this is now changing to more continuing, content and pedagogically-focused programmes (Brandt, 2003; Mundry, 2005). The importance of teachers' experience and knowledge with regard to student learning is increasingly being realized (Knight & Wiseman, 2005). For education to be transformed in South Africa, it is necessary for teachers to be appropriately equipped to meet its evolving challenges and needs (DoE, 2007). The President's education initiative research project reports that the most critical challenge for teacher education in South Africa is the limited conceptual knowledge of many teachers.

The Ministerial Committee of Rural Education (2005) also identified teachers' limited access to TPD (Department of Education, 2007). The National Policy Framework attempts to appropriately equip teachers to meet the challenges and demands of a democratic South Africa in the 21st century. It is underpinned by the principle that teachers are the essential drivers of education (Department of Education, 2007). Its ultimate aim is to enable learners to learn well and equip themselves for further learning and for satisfying lives as productive citizens. Botha & Herselman (2018) mention lack of integration of technology in the TPD programme as a factor mitigating the success of the program. Technology and, in this instance, mobile tablets are often regarded as the magic wand needed to facilitate technology- enhanced, student- centered teaching environments. Teachers should be exposed in the TPD on how to use these gadgets in teaching learners to make learning interesting. In those cases, the TPD program should include some kind of training component, the focus might be on computer literacy, rather than how to use the technology as a tool for teaching and learning (Rubagiza & Sutherland, 2011). The next section will review methods used by TPD programme facilitator to impart knowledge and skills to the teachers.

8. Methods Used by TPD Programme

Literature review that the methods were used by the TPD programmes facilitators depend on the subject or department of the teacher. For example, science teachers need to be exposed to pedagogical and content knowledge relevant to the disciplines they will teach. Many teachers training colleges do not have the educational background necessary for teaching the existing teacher training curriculum effectively (Colburn & Clough, 2017).Unless science TPD facilitators take a thoughtful and strategic systemic approach to reform efforts the result will be poor(O-sakiet al., 2014).To make science learning meaningful, teaching should be explained as something that engages students with performing tasks, investigations, discoveries, inquiry and problem solving (Tilya,2003).

A large number of international studies on professional development practices of science teachers were conducted. It was found that TPD facilitators emphasized that teachers need more continuous support in improving their knowledge and understanding the chemistry, physics and other science subjects (Alhaggass, 2015). For example, in order to evaluate the effectiveness of training programs of science teachers, Asunta (2007) investigated different types of in-service science courses for primary teachers in Finland. The researcher reported that primary teachers felt they needed more continuous support in improving their knowledge and understanding of the subject, especially in chemistry and physics, and requested more hands-on activity planning. Other teachers in different fields of study, at whatever level and irrespective of the geographical location, are faced with numerous challenges(Kitta, 2004).He further argues that TPD facilitators device different strategies which are known by the teachers to ensure that the required knowledge is attained. Countries like Netherlands, Singapore and Sweden require at least 100 hours of teacher professional development training for every teacher per year.

It is possible to argue that the TPD program should be incorporated in all subjects across and the facilitators of these programmes should be made readily available. This speaks directly in answering the first research question of the study explored in detail after data collection. The researcher identified science and commerce teachers and investigated from them TPD facilitators' methods used to impact knowledge to teachers. Then extsection will review various ways to improve TPD programmes

9. Ways to Improve the TPD Programmes

Improving TPD programmes starts with the principal as the instructional leader in the school. VanNiekerk (2009) mentioned that principals should focus on improving effectiveness of teachers. Provision and promotion of appropriate TPD opportunities can lead to improvement of teaching and learning practices, allowing teachers to grow professionally by extending and renewing their knowledge and skills. A way that a principal can provide and sustain supportive contexts for teachers is through TPD as it influences teachers' confidence levels, their inclination toward trying out new innovative ideas, as well as their attitude towards the teaching profession and creativity in teaching (Wadesango, 2020, Henning et al., 2014).

Barrera Pedemonte (2016) indicates that improving TPD follows collaborative methods between teachers and the facilitator. He indicates that TPD facilitators need to have the requisite skills in ensuring that the programme is adequately carried out.TPD creates a supportive environment, so principals should encourage and create TPD opportunities where teachers can continuously share their expertise, success, frustration and knowledge with one another (Theroux, 2014). Therefore, principals

should assist teachers by providing the necessary time, resources, support and encouragement to enable them to work. A study conducted by Fargo (2010) showed that the TPD programmes are effective when the teacher also shows a positive effect in improving their content and methodological teaching strategies. Van Niekerk (2009) mentioned that the TPD programme should be continuous for teachers to ensure proper development of teaching. Consequently, well organized learning activities and teacher instructions during TPD programmes could increase the motivation of a learner. This is because self-determined learning occurs when a learning activity supports fulfillment of basic psychological needs or development of interest (Field, 2011; Rabapane &Wadesango, 2020).

TPD programmes can also be improved if teachers are able to inculcate reflection after training programmes. Most importantly, the process of reflection involves: description, reflective questioning and redeveloping practice theory (Woolgar, 2008). Reflection can be done by looking inwards to consider how experiences have influenced our thinking and learning, and how what was learnt in the training can influence teaching and learning. During TALIS 2008, it was discovered that beginner teachers across different continents experience various work-related challenges Organization for Economic Cooperation and Development, 2008).Beginningteachersstillfocusedonmeasuringsuchchallengesasclassroom discipline, motivating learners' interest, relationship with parents, organization of class work, supplies of support material, value of school leadership and workloads causing shortage of preparation time (Organization for Economic Co-operation and Development, 2013).Although these problem areas are associated with teachers in general and not just new teachers, special attention and support on TPD programmes should be given to new teachers (Zeru, 2013,Hodkinson & Hodkinson, 2005).

10. Recommendations

- Principals should organise training seminars and workshops on the application of discipline strategies/methods, management strategies and intervention programmes.
- Principals should improve on monitoring and support programmes provided for the teachers.
- Principal must make sure that healthy relationships exist between teachers and learners and that teachers guide learners with their behaviour in the classroom.

Principals should ensure that more TPD training time is put in place so that teachers can have enough timeto practice what has been learnt.

11. Conclusion

From the findings in the study, it is evident that there are various ways in which TPD programme facilitators impart knowledge on the teachers. These include: lecturing, case study, demonstration, role play and question and answer method. All sources reviewed were of the opinion that TPD programme facilitators should try to incorporate these methods when they teach. They also indicated that these worked and were seen as good teaching strategies. Findings from literature review also depict that more training should be provided for teaching, use of technological devices and involvement of teachers in curriculum development. It was found in the study that including technology in TPD training would help enhance the training programmes.

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Translation Studies: An Academic Discipline in Bangladesh

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Abstract

Recently, there has been an upsurge of interest in Translation Studies (TS). TS has become an emerging discipline in this world of globalization, and the interest in this field is increasing rapidly in recent times. The primary focus of this article is an investigation of the nature of translation and TS. In addition, it provides a brief overview of Holmes' framework for the field of Translation Studies, which he proposed in 1972. This study aims to provide an overview of the extensive nature of the field's application in Bangladesh. The findings of this study also include some suggestions for how Translation Studies might be made more beneficial in the context of Bangladesh. Additionally, it endeavors to propose strategies for optimizing the advantages of Translation Studies as a scholarly discipline in the context of Bangladesh.

Keywords: *translation, Translation Studies, interdisciplinary, academic, Bangladesh*

1. Introduction

Though translation is widely familiar and has always been a matter of interest throughout history, the term Translation Studies (TS) has become popular only during the second half of the 20th century since Holmes' paper in 1972. Translation Studies has become an emerging discipline in this world of globalization, therefore, the interest in this field is increasing rapidly.

1.1 Translation Studies: An Academic Discipline in Bangladesh

Translation as a technique of teaching and learning foreign language(s) like English, French, Sanskrit, Arabic, or Urdu has been used from the very beginning of the history of Bangladesh but Translation Studies as a separate field of study has been introduced in Bangladesh only

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recently through the inclusion of TS as an academic course in the tertiary level in some public and private universities. The scope of translation studies in Bangladesh worldwide seems promising because it is the medium through which interested readers can satisfy themselves by reading different literary and nonliterary texts worldwide. Not only general readers but also researchers from a wide variety of streams feel interested in translation studies because of its absorbing, challenging, and interdisciplinary nature.

1.2 Translation

Translation is a very familiar phenomenon that "involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted" (Bassnett, 2002, p. 11). She further adds that "translation involves the transfer of 'meaning' contained in one set of language signs into another set of language signs through competent use of the dictionary and grammar, the process involves a whole set of extra linguistic criteria also" (p. 21). House (2009) opines "Translation is the replacement of an original text with another text" (p. 3).

According to Shuttleworth and Cowie (2014), the concept of translation is characterised by its extensive scope, allowing for diverse interpretations. The concept of translation can be comprehended from two perspectives: as a process or as a product. There are several subdivisions within the field, including literary translation, technical translation, machine translation, and subtitling. Translation is a process that involves the transfer of meaning from one written text to another, and in some cases, it may also involve the act of interpreting.

In their work, Shuttleworth and Cowie (2014) delineate the differentiation between the "process" and the "product" of translation, which is made clear by Munday (2016) in Introducing Translation Studies: Theories and Applications. In the field of languages, Munday (2016) proposes three meanings of translation, firstly, as the general subject field or phenomenon, for example, (I study translation at university.), secondly, as the product— that is, the text that has been translated (They published the Arabic translation of the report.), finally, as the process of producing the translation otherwise known as translation (translation service). The act of translating written content from one language to another entails the conversion of an initial written text, referred to as the source text (ST), in its original spoken language, known as the source language (SL), into a written text known as the target text (TT), in a distinct spoken language referred to as the target language (TL).

Source text (ST) ⟶ Target text (TT)in source language (SL)
(The Process of Translation) in target language (TL)

The process of rendering involves the transfer of meaning from an original written text, popularly known as the source text in the source language, into another written text called the target text. If someone translates a poem written in Bangla into another poem in English, the original poem in Bangla is the source text or ST. Bangla is the source language (SL) and here English is the target language (TL), and the translated poem in English is the target text (TT).

1.3 Translation and Interpreting

Translation is different from interpreting, though these are two forms of translation where the former is considered as written translation and the latter is known as oral translation. To be more precise, interpreting is a type of translation when the material in the original language is provided orally just once and cannot be re-examined. Under time constraints, the target language text is produced with limited opportunities for editing and revision. (Pochhacker, 2009, p. 133). According to House (2009), the differentiation between translation and interpreting lies in the distinction between written and oral communication. In the context of textual translation, a text that is fixed and permanently accessible, with endless potential for repetition in one language, undergoes a transformation into a text in another language, which can be revised as frequently as deemed necessary by the translator. Conversely, the act of interpreting an oral text that is presented solely in one language involves the creation of a distinct oral text in a different language. The emerging text is presented in discrete segments and does not possess a permanent state, so allowing the interpreter to make limited corrections and revisions. Although translation includes several subcategories such as literary translation, machine translation, technical translation, interpreting, etc., translation basically refers to the written transfer of meaning from one language into another.

1.4 Types of Translation

The most accepted categorization of translation is given by Roman Jacobson (2004), a scholar, who differentiates among three methods of studying a verbal sign.: "it may be translated into other signs of the same language, into another language, or into another, nonverbal system of symbols" (p. 139). In his influential scholarly article, "On Linguistic Aspects of Translation", this American linguist makes a very important distinction among three types of translation:

1. Intralingual translation or *rewording* is an interpretation of verbal signs by means of other signs of the same language.

2. Interlingual translation or *translation proper* is an interpretation of verbal signs by means of some other language.

3. Intersemiotic translation or *transmutation* is an interpretation of verbal signs by means of signs of nonverbal sign systems. (p. 139)

Intra-lingual translation involves rewording or paraphrase, for example, if a text in British English is translated into American English, it will be considered as an example of intra-lingual translation. If a text originally written in English is translated into French or Bangla, it will be called inter-lingual translation. When Pride and Prejudice, a classic novel, is presented through a movie, it is taken as an example of intersemiotic translation or sometimes adaptation by some theorists. Among these three categories, the second category, interlingual translation, which involves two equivalent messages in two different codes, is taken as 'translation proper' by Jacobson (2004).

Within the field of Translation Studies, the concept of 'translation' pertains to the transfer of meaning from one language to another. Throughout history, a longstanding discourse has persisted on the merits of word-for-word translation vs sense-for-sense translation. Dryden (2004) classifies translation into three distinct kinds. One kind of translation is "metaphrase," which involves the literal conversion of an author's words and lines from one language to another. An illustration of this may be found in Ben Johnson's translation of Horace's The Art of Poesie. The second approach is known as "paraphrase or translation with latitude." In this method, the translator maintains a focus on the author, ensuring that the author's intended meaning is never lost. However, the translator does not strictly adhere to the author's exact words, but rather emphasises the author's intended sense. This approach allows for some amplification of the text, but without altering its meaning. An example of this approach can be seen in Walter's translation of Virgil's Aeneid. The final approach is referred to as "imitation," in which the translator (if we can still use that term) takes the liberty to not only deviate from the original words and meaning, but also to abandon them altogether when deemed necessary. Instead, the translator relies on only a few general cues from the original text to create a new composition according to their own discretion. An illustrative instance of this type of translation can be found in Cowley's rendition of Pinder's odes.

Here, it can be said that Dryden's metaphrase is same as word for word translation whilst paraphrase is like sense for sense translation where meaning or content is given more importance over words or sentence structures. It is true that "The sense may be translated while the form often cannot" (Hatim & Munday, 2004, p. 10). Among these three methods of translation proposed by Dryden, he prefers the paraphrase method since in this method sense neither is altered nor distorted. He suggests avoiding two

extremes of imitation and verbal version. The paraphrase method is between the two extremes and may be considered the best.

1.5 Translation Studies

Andre Lefevere (1978), cited in Bassnett (2002), proposed that the field focusing on the "problem raised by the production and description of translations" should be referred to as Translation Studies. It has been an emerging discipline in recent times. Translation Studies is an academic discipline that studies the theory and practice of translation.The academic discipline "Translation Studies" was initially coined by James S. Holmes, an American scholar. Holmes established this phrase in his article "The Name and Nature of Translation Studies," initially presented in 1972 and later extensively published in 1988. Subsequently, it has attained the status of a seminal text within this particular field of study. Translation Studies can be used for all research activities directly or indirectly related to translation (product) and translating (process). TS as a whole may be considered a broad practical discipline.

1.6 Translation Studies: An Interdiscipline

Outlining the foundational concepts of the discipline of Translation Studies, Holmes (2004) asserts that "a few would say it coincides with comparative (or contrastive) terminological and lexicographical studies". Further, a number of other people believe it to be "practically identical" to comparative and contrastive linguistics. However, many would argue that translation studies and translation theory are "largely synonymous" (p. 183). Though it is a very controversial term, Holmes (2004) establishes that Translation Studies is "different, if not always distinct" from comparative or contrastive linguistics, lexicographical studies and translation theory. Werner Koller was quoted by Holmes (2004) in his paper as "Translation Studies is to be understood as a collective and inclusive designation for all research activities taking the phenomena of translating and translation as their basis or focus" (p. 184). This idea is supported by Wolf (2007), as the nature of translation is essentially interdisciplinary; therefore, it is located between cultures and societies. Chesterman and Williams (2002) propose a lot of areas for research which show the immensity of Translation Studies and the areas for research proposed by them include: text analysis and translation, translation quality assessment, translation of literary and other genres, multi-media translation (audiovisual translation), translation and technology, translation history, translation ethics, terminology and glossaries, the translation process, translator training, and the characteristics of translation profession. A researcher whether having a background in cultural studies, literary studies, linguistics, comparative literature, or philosophy may feel comfortable working in TS because of its diversity of contexts. In this regard, Hatim and Munday (2004) conclude, "Translation

Studies has evolved to such an extent that it is really a perfect interdiscipline", which interfaces with a whole set of other branches (p. 8).
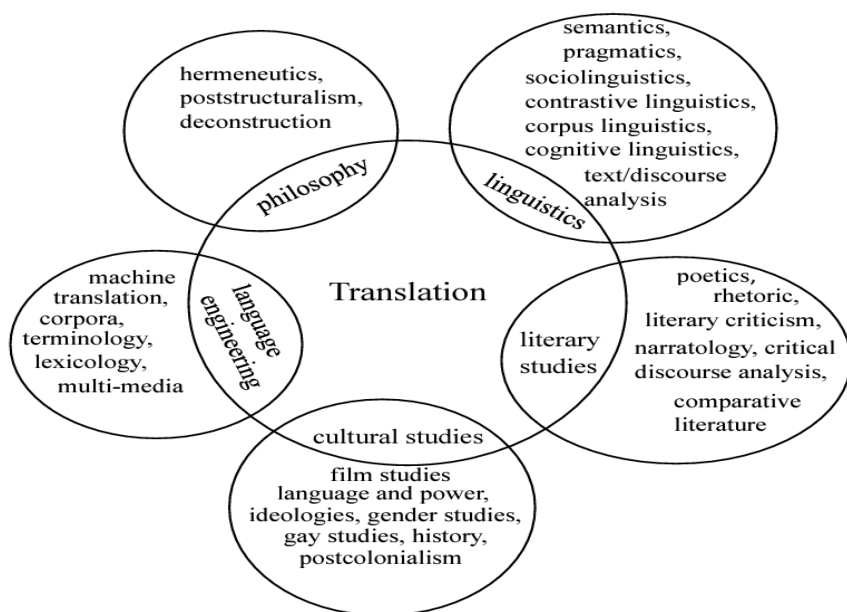

Figure 1:Map of disciplines interfacing with Translation Studies (From Hatim and Munday, 2004, p. 8)

. According to Shuttleworth and Cowie (2014), Holmes' initial goal was for Translation Studies to be open-ended and not limited to the study of "Literary translation and translations"(p. 183).

1.7 Holmes' Map of the Discipline

Holmes (2004) examines the possible areas of research that Translation Studies covers in his paper "The Name and Nature of Translation Studies." He broadly categorises translation studies like a science into two branches "Pure" and "Applied". The primary goals of 'Pure' research involve two key objectives: firstly, to provide a comprehensive description of the phenomena associated with translating and translation(s) as they occur in the real world; and secondly, to provide fundamental principles that can effectively elucidate and anticipate these phenomena. The first subdivision of 'Pure' TS is termed descriptive translation studies (DTS) or translation description (TD), and the latter one is designated as theoretical translation studies (ThTS) or translation theory (TTh). Descriptive translation studies (DTS) has a deep connection with the empirical phenomena under study and has three major types of research which are distinguished by their attention as product oriented, function oriented and process oriented. Leading Israeli translation expert Gideon

Toury (1995) later conveyed Holmes' description using a graphic as in Figure 2.
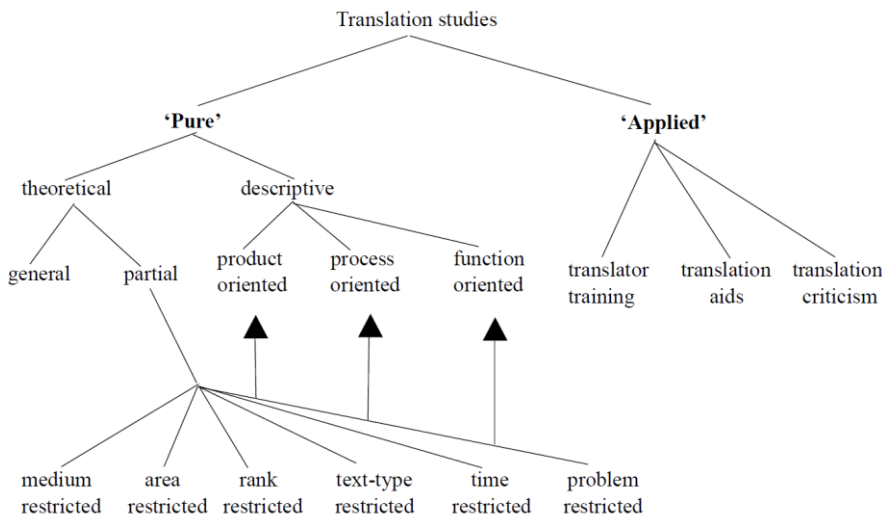

Figure 2: Holmes' 'map' of translation studies (From Toury, 1995, p. 10)

From Toury's figure of Holmes' map, it has been observed that theoretical translation studies is the other of the two branches of pure translation studies. Using the results of descriptive translation studies and the information available from related fields and disciplines, theoretical translation studies proposes principles, theories, and models from which the nature of translating and translations can be explained and predicted.

Holmes (2004) divides theoretical translation studies into general and partial translation theories. Being highly complex, general translation theory indicates a whole, inclusive theory that accommodates a host of elements to explain and credit all phenomena related to translating and translation. On the other hand, partial translation theories are specific in their scope and concerned with only one or a few aspects of translation theory as a whole. Holmes (2004) suggests six main types of partial translation theories, such as, medium-restricted, area-restricted, rank-restricted, text-type restricted, time-restricted, and problem-restricted translation theories. "Applied" translation studies deals with the applications to translation practice. Applied TS is further subdivided into three categories: translation training, translation aid, and translation criticism. Holmes' framework of applied translation studies has further been elaborated by Munday (2016), through a diagram as is shown in Figure 3, keeping the scope open to expanding.
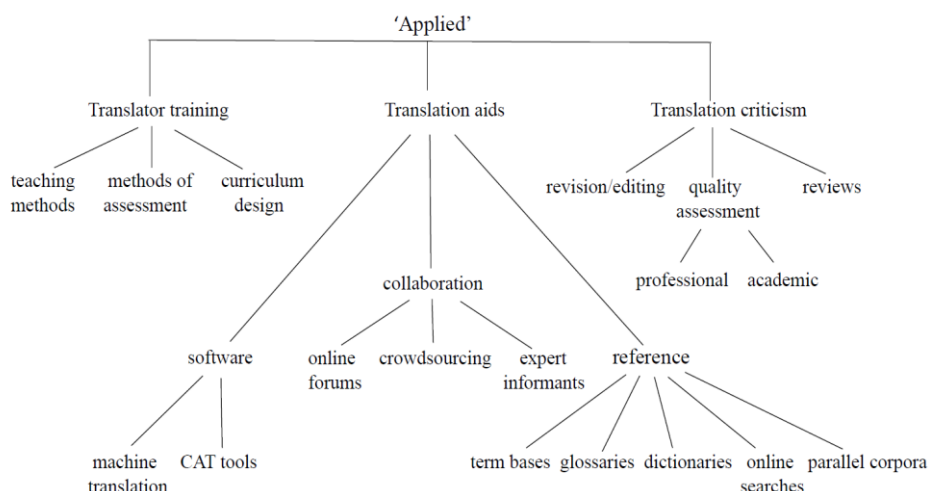
Figure 3: The applied branch of translation studies (From Munday, 2016, p.20)

Though the structures of Holmes (2004) and Munday (2016) have drawbacks, they are flexible enough to incorporate recent developments in the discipline.

2. The Current Scenario of Translation Studies in Bangladesh

Translation studies has gained significant attention in recent years in Bangladesh due to its vast potential in various sectors such as tourism, trade and commerce, international business, literature, interpreting, outsourcing, global communication, foreign policy, international organizations (e.g., UNO, UNICEF, Save the Children, etc.), national and international research, and career development. Translation has been employed for communication and language instruction and acquisition throughout history, spanning several historical civilizations. However, in 1972, the formal discipline of Translation Studies was established as a unique field of academic inquiry by James S. Holmes, with the publication of his seminal paper titled "The Name and Nature of Translation Studies."

It is evident that individuals possessing expertise in the field of TS can demonstrate superior qualifications in their professional endeavors and make more substantial contributions compared to their peers. Given the increasing importance of Translation Studies across diverse sectors, several public and private universities in Bangladesh, such as Dhaka University, Rajshahi University, Khulna University, American International University Bangladesh, Daffodil International University, East West University, Northern University Bangladesh, etc. have incorporated Translation Studies as an academic course into the undergraduate English curriculum. Individuals who have completed a program in Translation Studies would

assume leadership roles and make significant contributions in various fields associated with translation, in response to the substantial demand in these areas.

Translators in Bangladesh are facing challenges in achieving success in their sectors due to a deficiency of professional and language abilities. The author additionally says that the fact that non-Bangladeshis produce some of the most exceptional translations of Bangladeshi authors is not unexpected. The person used Radha Chakravarty's *Crossings*, as an example. The severity of this issue is heightened when it comes to the translation of scientific and technical materials, as compared to literary texts.

2.1 The Prospects of Translation Studies in Bangladesh

Bangladesh offers a wide range of opportunities for translation and Translation Studies. In the contemporary era of globalization, the communities across the world have become interconnected, necessitating the use of translation as a vital tool for comprehending the globe. Translation surely functions as a connection between two languages, cultures, traditions, and societies. In the context of globalization, individuals possessing academic expertise in this domain possess the potential to significantly contribute to the advancement of global communication. Furthermore, Translation Studies can make a substantial contribution to not only globalization but also localization by preserving and promoting local cultures and history through the practice of translation. Furthermore, translation serves as a means through which the general populace remains informed about the latest advancements in literature, creative arts, education, information technology, and politics. Translation facilitates individuals' access to a vast array of global knowledge, scientific advancements, and technological innovations. Moreover, Translation Studies, as a burgeoning discipline, offers abundant opportunities for scholars to engage in research within this domain. Bangladesh is home to a diverse range of dialects, therefore making intra-lingual translation a compelling area of study. The discipline of Translation Studies is increasingly appealing and financially rewarding for individuals seeking employment opportunities due to the high demand for translators in our interconnected global society. Skilled translators possess significant prospects to engage in both national and international work, leveraging their extensive expertise in translation and TS. Individuals have the opportunity to pursue careers in several sectors, such as media sports programs, medical tourism, international organizations, trade marketing companies, garment sectors, tourist agencies, donor agencies, and foreign trade organizations, among others. Therefore, it contributes to accelerating the national economy of Bangladesh.

3. Recommendation

It is crucial to generate awareness of the fundamental principles of translation that it is not a secondary activity rather a creative one in order to cultivate greater motivation among individuals to pursue translation as a professional vocation. While translation can entail elements of creativity, it is often perceived as a secondary activity and is, therefore, limited to a mechanical chore. In this regard, Alam (2011) says, "when I am translating, I feel creative". For Alam (2015), "to translate is to enter the realm of unending differences"

It is necessary to integrate Translation Studies as an academic course into not only English Department but also different departments of diverse faculties so that it is possible to effectively translate the contemporary developments in other branches of knowledge into Bengali, hence facilitating the study of knowledge. In order to enhance the progress of translation and TS, it is recommended to build a dedicated translation institute, center, or academy. This institution would serve as a platform for experts to collaborate and develop educational courses and training programs aimed at cultivating proficient and competent translators. A potential avenue for enhancing the collaborative and efficient work of professional translators in Bangladesh could involve the establishment of an organized body or association. Individuals may proactively engage their capacity in the translation of Bangla literary classics into many languages, as well as the reciprocal translation of works from other languages into Bangla. An academic journal serves as a platform for the dissemination of scholarly writings pertaining to the discipline of Translation Studies. An increasing number of academic events, such as seminars, symposiums, conferences, and workshops, can be organized to promote the importance of Translation Studies and showcase recent advancements in this discipline.

4. Conclusion

In a world with "over 7,000 spoken languages", it is not possible for everyone to know all the languages (Wikipedia). However, people can still communicate and understand each other's ideas and cultures, and inquisitive readers can quench their thirst for knowledge through translation without learning a second language. Translation is essential because the general people can know about recent developments in various branches of knowledge worldwide. Moreover, English language serves as the primary repository for a significant portion of global knowledge. Despite the existence of knowledge being used and practised in other languages and countries, a predicament has arisen wherein knowledge studied in languages other than English lacks global recognition and dissemination, restricting its ability to gain prominence in international forums. In this particular context, the significance of translation is of great magnitude as it facilitates the accessibility and comprehensibility of knowledge, thereby facilitating its

broadcasting. In the context of developing nations such as Bangladesh, where English is taught as a non-native language, the use of translation serves as the sole means by which marginalised individuals can access globally circulated knowledge in the 21st century.

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Travels for Transmission: Reviewing Rabindranath Tagore's Voyages to Bangladesh, China, Japan, Russia and Sri Lanka

Rumpa Sharmin[1]

Abstract

Rabindranath Tagore visited almost the whole world specially after winning the Nobel Prize for literature in 1913. His visits to different parts of the world carry significant meaning in connecting humanity irrespective of geographical and cultural borders. The present study will focus on his voyages to East Bengal (present Bangladesh) and Sri Lanka among South Asian countries and to China, Japan and Russia among Asian countries. In his visits to these countries he frequently focused and tried to make both intellectuals and commoners of those countries understand patriotism, global unity and harmony – which are to be the pillars of modern civilization. He believed that Asia would lose its individuality by abandoning its heritage. This paper intends to elaborate the life-long mission of Tagore to unite people under one umbrella of world ethos through transmission of cultures and his success in doing so in these five countries. The current study will minutely go through all major speeches of Rabindranath Tagore given in these five countries several times during his visits. It will also observe methodology of studying both primary and secondary materials. Tagore's own writings on his voyages, English translations of his travel writings, books regarding his travels and his philosophy, and scholarly articles on him and his visits will serve the purpose.

Keywords*: Culture, Modernism, Spiritual freedom, Transmission*

1. Introduction

Rabindranath Tagore's visits to Asian countries after winning the Nobel Prize carry a valuable meaning. He was the first Asian person to win the Prize for literature. He was not only a literary figure but also a great philosopher of the Modern era. He carried spiritual heritage from his arena and spread it to the other corners of the world especially to the Asian zone. His vision of an ideal society and grand harmony of mankind is the root

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cause that he travelled many countries in his life. The impact and influence of his thought on people around the Asian countries he has visited are enormous. The current paper will focus his voyages to five Asian countries – China, Japan, Sri Lanka, Bangladesh, and Soviet Russia. One thing common in these voyages is that he talked about cultural heritage of these countries and emphasized the establishing and reestablishing of cultural communication between each individual country with his motherland, India. In a conversation with H. G. Wells Tagore expresses his firm belief that "the unity of human civilization can be better maintained by linking up in fellowship and cooperation of the different civilizations of the world." (O'Connell 63). Tagore's achievement of these travels lies in these very words of his own. He overcomes the barrier of narrowness of mind and opens the door to the world to enter the very 'Tagorean' (Rabindrik) world to get the touch of transmission of human spirit.

1.1 Travel to China

Rabindranath Tagore visited China in 1924. His China trip covers three cities – Shanghai, Peking and Nanjing. He was optimistic in his lectures delivered in China. He focuses on an issue which is a very talked about topic now a days – 'Trans-Nationalism'. In this visit he emphasizes exchanging cultures and reviving years old heritage of China and his own country, India. Visva-Bharati produced a report on Tagore's voyage to China with the speeches he delivered there collected from newspaper reports. On April 25, 1924 Tagore delivered a speech to the Anglo-American Association of Peking. His idea of nationalism is reflected in this speech.

In a speech delivered at Shanghai he says –

> … some dreamer will spring from among you who will preach a great message of love and therewith overcoming all differences bridge the chasm of passions which has been widening for ages… (qtd. in Guha)

He continued,

> Asia is again waiting for such dreamers to come and carry on the work not of fighting, not of profit making, but of establishing bonds of spiritual relationship. (qtd. in Guha)

The Peking and *Tientsin Times* wrote about Tagore's physical appearance, his attire, attitude, and dignified manner that –

> … in all these is fulfilled our traditional conception of the oriental seer and patriarch. (qtd. in Guha)

Tagore visited China during the period of Chinese Renaissance. His visit adds a new feather to their growing renaissance. The establishment of 'Cresent Moon Society' is the evidence of it. The society translates his

literary works in Chinese language to take Tagore closer to the common folk of China. Dr. Sun Yat-sen opines – Tagore had dedicated his entire life to social upheaval with art and literature as his weapons, advocating the revitalization of the traditional Indian culture, enhancing national liberation movement. (qtd. in Ahmed *et al*.). Sun Yat-sen also observed that Tagore visited China with an aim of promoting the rebirth of the traditional cultures of the East as well as the unity of Asian nations. (qtd. in Ahmed *et al*.)

He was not wrong in his opinion. Tagore himself said almost a similar thing regarding his China visit: "I am hoping that our visit will reestablish the cultural and spiritual connections between China and India." (qtd. in Ahmed et al.). Tagore's purpose was clearly reflected in his various lectures delivered in China. In Shanghai he says in his first lecture: "… The time is at hand we shall once again be proud to belong to a continent which produces the light and radiates through the storm-clouds of travel and illuminates the path of life." (qtd. in Ahmed et al.) He visited China in 1924 and opened Cheena Bhavana (hall of China), the first foreign institution of Visva- Bharati to nurture Sino-Indian culture and literature in 1937. He emphasized the intercultural connection among Asian nations to reinforce the Eastern heritage. His lecture in Beijing during China visit reflects this ideology:

> Search in your own homes for things that are of underlying worth. Then you will be saved and will be able to save humanity. Some of us, of the East, think that we should copy and imitate the West. I do not believe in it. … We must fight with our faith in the moral and spiritual power of men. We of the East have never reverenced death-dealing generals, nor lie-dealing diplomates, but spiritual leaders. Through them we shall be saved, or not at all. (qtd. in Ahmed *et al*.)

In this visit to China he inspires both the vibrant young generation and intellectuals of this country to admire the Western modernization but not ignoring the tradition of their own. He talks about the blending of both material and spiritual culture for future progress of the world.

1.2 Travel to Japan

Rabindranath visited Japan more than five times; among them the three visits of 1916, 1924 and 1929 are very significant. In his 1916 visit to Japan as a part of world tour, Rabindranath talks about the jeopardy of excessive nationalism and capitalism. He criticized the nature of nationalism practiced by Japanese and other countries being influenced by Western thought but he praised Japanese sense of beauty, their tradition and culture enthusiastically. Being a true observer, he traces both the gems and threats of Japanese culture. In his own words:

> Clearly, the Japanese do not take their aesthetic sense lightly; they know it is profoundly empowering for mankind. At the root of this empowerment is peace. Where the enjoyment of beauty signals bliss without attachment,

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it prevents the Erosion of the life-spirit, and this aesthetic sense calms the excitability that can cloud human thoughts and emotions. (Datta)

The poet emphasizes the good practices of Japanese tradition and says that people should learn from them. He suggests that instead of following Western culture blindly, people can take decent rehearses from Japanese virtues. In his observation, "Japanese eyes and hands have been initiated into beauty by Nature; they are conditioned to see and to create" (Datta). Rabindranath's minute observation has not escaped the ceremony of tea of the Japanese, He refers to Okakura's Book of Tea and expresses his feeling about the tea ceremony in his Japan Jatri (Traveler to Japan). He visited a wealthy Japanese gentleman to join the ceremony and the significance of it is described as 'through all the stages of the procedure, a poetic rhythm infused every step of the ritual' (Datta). Tagore was greatly moved by a Jijutsu, a form of Japanese Martial Arts. He used to consider it more than self-defense. He wanted Bengali boys especially girls to learn this Jijutsu to strengthen their self-respect through the power of self-protection. Z. Sano and Shinzo Takagaki were two Jijutsu teachers in Shantiniketon in 1905 and 1929.

Rabindranath always considered the sense of inferiority of the Oriental people for which they blindly imitate the Occident, a shocking degradation of individual culture. Self-respect and resilient sense of identity are the root of any culture. The mission of transmission was not so easy His visits to China and Japan and some of the opposite reactions of some people in these two countries regarding his views of modernism and respect to indigenous tradition bear testimony of the challenge of his mission. This myriad minded poet never gave up after even going through tough criticism. He knew that his path would not be full of roses. So he continued the mission of transmission to fulfil his lifelong desire to bring a healthy unification of positive thoughts and ideals of both Asia and overseas. The success of his dream gradually gets ray of light both in his life time and even after his demise. Okakura Kakuzō, a great Japanese scholar and a very close associate of Tagore from Japan sent Shikoku Hori to Visva-Bharati for study in 1902, who was the first foreign student in Shantiniketon. Two Japanese citizens Dr. Hajime Nakamura and Professor Kazuov Azuma, were awarded with 'Deshikottoma', highest award in Shantiniketon till date. Another Japanese student named GenjiroMasu established a Folk Music Club in Japan after completing his study in Indian music from 1935 to 1937. Tagore's influence on Japan and Japan's influence on Tagore visibly found when 'Nippon Bhaban' was establish in 1991 in Vivva-Bharati to practice Japanese art and culture. Translating Tagore in Japanese language began in 1924 and it was completed within few years in 12 parts.

1.3 Travel to Sri Lanka

Rabindranath Tagore travelled to Sri Lanka thrice in his lifetime, in 1922, in 1928 and in 1934. In his last visit he was invited by Mr. Wilmot A. Perera to inaugurate an institution named "Sri Palee", which was established by Perera being inspired by Tagore's Santiniketan. The name "Sri Palee" was proposed by Tagore himself. Other organizations were also formed in Sri Lanka following Tagore's visits to this island like "Lanka Gandharva Sabha" and "Tagore Society of Ceylon". This proved the influence of Tagore and his philosophies on Sinhalee (Sri Lankan) art, culture, and literature. In his speech on "Sri Palee's" inauguration he says:

> This rural problem is a world problem, not merely your own national problem. And all over the world civilization suffers from the lack of balance which has been created through the predominance of towns which drives away life from the villages and life is centralized in those big towns, creating a sort of congestion which is not natural and against nature. (qtd. in Ahmed *et al.*)

On his arrival in Sri Lanka in his last visit he expressed his mission in this way:

> I have brought some part of our culture which Santiniketan represents. I have brought something from India, some aspects of the culture some delight of her ar, and I hope you will realise that it is of eternal value. Politically you may have been apart from India, but culturally you are part and parcel of India. We want you to come to us and share our heritage… (qtd. in Ahmed *et al.*)

Tagore's invitation did not go in vain. He received a group of Sinhalee students in Visva-Bharati and later they returned to their country and contributed a lot to develop humanistic art and culture that they have learned from the institution of Tagore. Among them Ediriweera Sarachchandra, Ananda Samarakoon, Chitrasena, W. B. Makuloluwa, Surya Shankar Molligoda are famous artists. His philosophy of revitalizing the society and culture of every country in a world of new civilization touched the island of Sri Lanka. In the speech of the Vice-Chancellor of the University of Peradeniya, Sir Ivor Jennings addressed in 1944, Tagore's influence on Srilanka is well expressed –

> … Tagore had more influence than anyone on the revival of the arts in the Island. His love of learning, his deep sense of poetry, and his feeling for literature make his light a beacon for youth to follow… (qtd. in Ahmed *et al.*)

1.4 Travel to Russia

Russian society which was reestablished after the Russian Revolution talks about economic equality whereas Tagore talks about equality as well as unity of mankind based on humanity or human bondage and brotherhood. Tagore was greatly influenced and motivated by Russian

education system, concept of co-operative society and farming. New Russian society on equality and their ideology create an everlasting mark on his mind. He observed the change and development of Russian society from humanistic point of view. His travelogue *Letters from Russia* (*RasiyarChithi*) talks about his realization of that society and his expectations from them.

Tagore believes in unity; unity of the East and the West, unity of Hindu and Muslim, and, above all, unity of whole mankind. When he visits Soviet Russia, he finds a ray of hope for his long- cherished dream of a society which will create a humanistic revolution. The Russian Revolution paves the way to establish an economically balanced society. Tagore observes that Russia has done it within very short time. The key factor that works behind this magic is, 'education'. In an essay titled as "Rabindranath Tagore's Conception of Cosmopolitanism: A Reconstruction", Saranindranath Tagore opines: "Cultivation of this attitude is precisely the task of Tagore's philosophy of education." (qtd. in Yeasin)

Here 'this attitude' indicates the cosmopolitan identity of man through interpretation and recognition of the end of the idea.Rabindranath stayed in Soviet Russia for two weeks and in Moscow only. In this trip he enjoyed operas and films to know their culture better. He visited schools and factories to understand their educational system and social economy. He comes to know about their idea of co-operative society too.

In an interview with Russian newspaper *Izvestia*, he expressed his amazement about the intensity of their education, which spreads all over Russia. He says:

> True, you have to fight against obstacles, you have to overcome ignorance and lack of sympathy, even persistently antagonism. But your mission is not restricted to your own nation or party, it is for the betterment of humanity according to your light. (qtd. in Guha)

In his travelogue *Letters from Russia* (*RasiyarChithi*), Tagore's observation of the country is found better. In letter 7 he says:

> Nowhere else have I seen a festival of education celebrated to such an extent. That is because, in other countries only those who are educated are the ones who reap its benefits – they alone enjoy the feast of milk and rice. Here, in each person's education lies the education of all. Any lack of education in one individual will reflect a collective lack in the others. That is because, through collective education, they hope to influence the collective mind to work for the success of all humanity. They are like the heavenly architect 'Vishwakarma': hence it is mandatory for them to become universal in the outlook. Therefore, it is they who realize the true spirit of university education. (Alam and Chakravarty, 781)

He suggested that Russian intellectuals value the opposite opinion too. He continues in that interview –

> It would not only be an uninteresting but a sterile world of mechanical regularity if all our opinions were forcibly made alike. (qtd. in Guha)

He further says –

> If you have a mission which includes all humanity, acknowledge the existence of differences of opinion. Opinions are constantly changed and rechanged only through the free circulation of intellectual forces and moral persuasion. Violence begets violence and blind stupidity. Freedom of mind is needed for the reception of truth; terror hopelessly kills it. (qtd. in Guha)

Tagore praises the establishment of proper education in Russia within a very short span of time. But the force of violence and cruelty that existed in Tsarist regime did not escape his keen observation too. So as a worshipper of humanitarianism he advised Soviet Russia:

> Therefore, for the sake of humanity, I hope that you never create a force of violence which will go on weaving an interminable chain of violence and cruelty. Already you have inherited much of this legacy from the Tsarist regime. It is the worst legacy you possibly could have. You have tried to destroy many of the other evils of that regime? Why not try to destroy this one too? (qtd. in Guha)

Tagore was always against any kind of discrimination among mankind. He consciously compares the British and Russian attitude to racial prejudice by saying, "The British have trampled on the manhood of the subject races under their rule" (qtd. in Guha).And regarding Russian attitude he says, "…free from racial prejudice, the Soviets have projected all over their domain the power of human fellowship" (qtd. in Guha). Tagore's visit to Russia clarifies the fact that he travels to this country to spread his ideology as well as to learn from their ideology too. His Russia visit gives him a glance of a fraction free world and it helps him to search the treasures of human soul more vibrantly.

1.5 Travel to the East Bengal (Bangladesh)

Tagore's relationship with the East Bengal, i.e. Bangladesh is many faced. His concept of an ideal society is better understood in this country as he has felt Bengal in his soul. Bengal was always a source of inspiration in his creative art. In pre-independence time Tagore physically visited and stayed here and, he remained in the very soul of Bangladeshi people in the post-independence era.Scenic beauty of nature of the riversides of Bangladesh is found in his *Torn Leaves* (Chinnopatro) –

> Living in Calcutta, one forgets how beautiful the earth really is. It's only when one lives here that one realizes how uncommon and sublime are the events that take place in our universe-such as the daily sunset amid the trees along the little river, or the silent emergence of thousands of stars above the solitary and silent sandbanks every night. (Alam and Chakravarty, 64)

From his *The Nobel Prize Acceptance Speech*, we also come to know about the impact of the surrounding atmosphere of East Bengal –

> When I was 25 years, I used to live in utmost seclusion in the solitude of an obscure Bengali village by the river Ganges in a boat-house. The wild ducks which came during the time of autumn from the Himalayan lakes were my only living companions, and in that solitude, I seem to have drunk in the open space like wine overflowing with sunshine, and murmur of the river used to speak to me and tell me the secrets of nature. (Alam and Chakravarty, 64)

Nature of the East Bengal shaped the creative faculty of Tagore and Tagore's creative genius and powerful literature opened the patriotic spirit and aesthetic faculty of the Bangladeshis. Tagore was not physically present during the great Liberation War and in post-independent Bangladesh. But the humanistic zeal of his writing and his philosophy of life inspire and instigate the oneness of Tagore and Bangladeshi people in a spiritual connection. Individual identity of Bengali culture in Bangladesh is constructed by the enthusiastic and creative humanism of Tagore's writing.

2. Mission of Travels for Transmission

Rabindranath's visits to Sri Lanka for at least three times created an everlasting influence on revitalizing the original Sinhalese literature and culture. His chief interest was to spread his philosophy of education, especially making Visva-Bharati, his own educational institution a center of the world cultural education. In his China visit, Tagore emphasized the sensitivity of Chinese youth of the contemporary generation to realize their responsibility in the new era. In Japan his observation covers the traditional beauty and imported darkness of the contemporary time of that country. In his *Japan Jatri*, an ever-optimistic Tagore is found when he praises Japan overwhelmingly as an example of calm and quiet nation to be followed by others. Tagore's Russia visits of 1930 are also very significant as it was a time of transition both in Russian as well as in world history. Being a common part of similar linguistic group, Tagore is undoubtedly closer to Bangladesh than any other country of Asia. He is considered the most celebrated cultural icon of Bangla Literature. His ideas of social, individual, and spiritual freedom which are associated with his sense of independence has influenced Bangladesh since pre-independence era till date.These five voyages demonstrate a common thing and that is Tagore's mission of transmission. His mission was to establish cultural connection, to spread spiritual messages, to highlight importance of both modern and traditional

knowledge, and above all to strengthen communication among Asian nations to survive in the upcoming future. His literary creativity, his philosophical observation and his humanism made him visit the countries. He says in a letter to Andrews in 1921 – "To me, humanity is rich, large, and many-sided" (qtd. in Ahmed *et al.*). Tagore is a person who always believes that without searching for the root and ground of one's own country and her traditions no one can grasp the spirit of the world.

3. Tagore's Visva-Bharati and His Travels

Rabindranath's life-long dream was to tie human beings all around the world under the umbrella of humanity. His own institution Visva-Bharati was established with this aim that it would be the center of world literature and culture. People from all over the world would come here to know about Indian heritage, culture and literature and people from Visva-Bharati would also go to different parts of the world to gather knowledge of other cultures. This is how there would be an interchange of culture and a common ground of exchanging and accepting cultural knowledge would be established. Literature does not have any boundary; in its deep core it sings the song of humanity. To make a humanistic society of mankind there should be individuality of the Eastern and the Western philosophies and combination of the modern and the traditional cultural knowledge are needs of the time. With this great intention Tagore travels to the countries and every time he tries to invite people from those places to join Visva-Bharati and never forget to express his respect to those cultures too. Tagore's intention was to interchange the best of human knowledge in any corner of the world in his Visva-Bharati. To him civilization means the practice of developing human togetherness. In his own words –

> … Visva-Bharati is, and will, I hope, remain a meeting place for individuals from all countries, east or west, who believe in the unity of mankind and are prepared to suffer for their faith. (qtd. in Ahmed *et al.*)

4. Conclusion

Living in a colonial world and experiencing the imperialistic power of the West Rabindranath Tagore sings the song of freedom. His concept of freedom is of the freedom of human soul, freedom of individual spirit of mind and freedom of nourishing one's own heritage. Throughout his life, he was in search of an infinite peace of the world. He travels to the Asian countries to unite them together to create opportunities to establish a nonviolent world. Borrowing and exchanging knowledge of diverse cultures and nations of the East can reestablish and revitalize the lost harmony of the world that is what he believes. Tagore ended his *The Nobel Prize Acceptance Speech* with the hope of that the East would be the light giver of humanity to the whole world –

… they might work together in the pursuit of truth and try to find the treasures that have lain hidden in the East for centuries and work out the spiritual resources of the East, which are necessary for all Humanity. (Alam and Chakravarty, 186)

Rabindranath belonged to the Modern era and he expected the new generation to feel it and contribute to develop the civilization to a right direction. He hoped to strengthen "cultural and spiritual" relationship and thus to contribute to civilization. His saint like persona, his fantastic thought combining both traditional and modern philosophies deeply impressed not only the people of his continent but also the people all around the world.

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Importance and Opportunities of Agricultural Education at the Undergraduate Level in Bangladesh: An Analysis

Nusaiba Antara[1]

Abstract

Agricultural education is very important for our country. It involves more than just teaching students the basics of farming and animal husbandry. The agricultural education system embodied with the latest advances in technologies and management strategies is important. Therefore, it is necessary to give people the opportunity to understand that agriculture is not limited to farming. it is a sustainable way of life. Agriculture plays a central role in the economy and the well-being of society. Agriculture not only provides food and raw materials, but also provides job opportunities to a significant part of the population. Therefore, an agricultural education system that incorporates the latest technologies and management strategies is essential. The state of agriculture education at Bangladesh is covered in this essay. The nation's agriculture strategy places a high priority on the spread of modern agricultural technology. Research institutes typically produce technology, which is then disseminated to farmers and students via various extension strategies and the media. Agricultural education plays a huge role in educating the people within the industry along with people that benefit from it. Agriculture is one field that failed to find an upright stance in Bangladesh, even though Government has launched programmes to promote growth and development. Agriculture forms a considerable portion of the Bangladesh economy regarding size, export, revenues, earnings, and job opportunities.

Keywords: Importance, Opportunities, Agricultural Education, Undergraduate Level

1. Introduction

There are many different professions involved in this industry that are not tied to food and fiber production. In such a growing industry, education is essential to ensure that everyone is up to date with the latest

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knowledge and technology. Agricultural education plays a huge role in educating those who work in the industry as well as those who benefit from it. Agricultural education can be perceived as "the profession that teaches farming". However, this is far from the truth. This young discipline is much more than sows, cows, and plows. Agriculturalist have to figure out a way to produce, market, and transport more food than we've ever produce before. Agriculture is an industry in which fewer people work in agriculture and work on less land. Yet they must produce more food for the world than we have ever had to do before. Being able to learn beyond the formal framework is crucial to achieving our goals. It is not just about educating those in the industry but also those who benefit from the industry. We love sharing our story of how we contribute to the industry and how we work hard to provide the world with a safe and healthy product. It is very important that everyone understands the basic principles of agriculture.

It is estimated that nearly 80% of the population resides in rural areas and earns livelihood from agriculture. As per the ministry of finance the sectoral share of broad agriculture, industry and service stood at 11.20 percent, 37.56 percent and 51.24 percent respectively in FY 2022-23; which were 11.61 percent, 36.92 percent and 51.48 percent respectively in previous fiscal year. GDP from Agriculture in Bangladesh increased to 3479.70 BDT Million in 2023 from 3391.30 BDT Million in 2022. In the latter part of FY22, the Bangladesh economy encountered several challenges, including a rise in inflation, an expanding current account deficit, and mounting pressure on exchange rates. In this regard, the monetary policy for FY23 was formulated in June 2022 and subsequently revised in January 2023. The Bangladesh Bank adopted a cautiously accommodative approach, establishing targets of 11.5 percent growth for broad money (M2) and 14.1 percent growth for private sector credit by June 2023. This was accompanied by an increase in the repo rate; first by 25 basis points to 5.75 percent in October 2022, and later to 6.00 percent in January 2023. The reverse repo rate was also raised to 4.25 percent in January 2023.

1.1 State of Agriculture Education at the Undergraduate Level

Agriculture not only provides food and raw material but also offers employment opportunities to a considerable proportion of the population; so, for our nation, agricultural education is crucial. Teaching pupils the fundamentals of farming and livestock rearing is not the only thing that agricultural education entails. Agriculture-related sciences and technologies are developing and changing to meet a range of issues and challenges. Therefore, it's important to provide people the chance to realize that agriculture is a sustainable way of life and not only a means of farming. A society's economics and general well-being are greatly influenced by agriculture. A big section of the people finds work in agriculture in addition to receiving food and raw materials from it. Therefore, it is crucial to have a

strong agricultural education system that incorporates the newest developments in technology and management.

In Bangladesh, 80% of people are related to the agriculture sector. Agriculture provides employment opportunities for rural people on a large scale in underdeveloped and developing countries. Agricultural universities in Bangladesh are responsible for producing capable agricultural graduates to meet the needs of farmers and help them solve problems related to higher agricultural production. In many cases, existing programs and textbooks of agricultural universities cannot meet the needs of farmers, especially in crisis situations such as salinity, drought, natural disasters, and climate change. The current status of higher agricultural education and the challenges of higher agricultural education in different aspects were discussed. Currently, the government has started to expand the agriculture education and establishes a number of Agriculture and agriculture related universities in Bangladesh. The private sectors are also interested to establish a few universities related to agriculture education. The following are state-run universities purely involved in the agricultural education. However, there are some other universities that have single agricultural faculty and courses.

1. Bangladesh Agricultural University (BAU), Mymensingh
2. Sher-e-Bangla Agricultural University, Dhaka
3. Bangabandhu Sheikh Mujibur Rahman Agricultural University (BSMRAU), Gazipur
4. Sylhet Agricultural University, Sylhet
5. Chattogram Veterinary and Animal Sciences University, Chattogram
6. Patuakhali Science & Technology University (PSTU),
7. Khulna Agricultural University
8. Habiganj Agricultural University (HAU)

1.2 Different Courses and Segments

Agricultural education is about learning about agriculture, nutrition, and natural resources. Agricultural Educators teach students the science behind food production and the business and economics of the agricultural industry. They also strive to instill a sense of responsibility in their students so that they can treat the land and animals responsibly. Agricultural education involves studying agriculture, agricultural science, and related subjects. Agricultural education includes instruction in animal husbandry, crop production, agronomy, horticulture, farm management, agricultural technology, agricultural mechanization, and other agriculture-related topics. Candidates willing to pursue careers in agriculture have vast areas to explore. Students can enhance their skills and knowledge in any of these areas of agriculture science. After pursuing relevant courses, they can expect job offers from Agri-based industries, private firms and government

projects. They have options to do BSc, MSc or PhD in various agriculture segments such as – Horticulture and Floriculture, Agronomy, Agricultural Economics and Farm Management, Agriculture Genetics, Forestry, Agriculture Entomology, Agri Chemistry, Agriculture Microbiology, Hydroponics, Animal Husbandry, Genetic Plant Breeding, Agriculture and Food Business, Plant Physiology, Fisheries, Plant Biotechnology, Soil Science, Seed Science and Technology, Sericulture, Plant Pathology and so on. In Bangladesh, an admission procedure drives eligible candidates to appear for an admission test at the national, state, and university levels. The minimum educational qualification to pursue Graduation is 10+2.

1.3 Practical Knowledge and Scope

Agricultural courses in multiple specializations provide practical learning to students. The agricultural science curriculum is modern and involves many beneficial aspects that help the students get abreast of technical applications and scientific concepts. Under the guidance of well-certified professors, students learn about the uses of agricultural products, agricultural productivity, and efficiency in Bangladesh. They also get practical training on modern techniques and methodologies of farming. Agricultural and Post-graduates enjoy various career opportunities once they complete the course. Campus selections are also made at good colleges. The areas of employment include – Agriculture and Farming, Estates and Tea Gardens, Agri Industries, Services Sector, Animal Husbandry, Agricultural Engineering and Research, Agricultural Consultancies, Dairy Farming, Poultry Farming, Handicrafts, Forestry, and so on. Agricultural courses in multiple specializations provide practical learning to students. The agricultural science curriculum is modern and involves many beneficial aspects that help the students get abreast of technical applications and scientific concepts. Under the guidance of well-certified professors, students learn about the uses of agricultural products, agricultural productivity, and efficiency in Bangladesh.

They also get practical training on modern techniques and methodologies of farming. Agricultural and Post-graduates enjoy various career opportunities once they complete the course. Campus selections are also made at good colleges. The areas of employment include – Agriculture and Farming, Estates and Tea Gardens, Agri Industries, Services Sector, Animal Husbandry, Agricultural Engineering and Research, Agricultural Consultancies, Dairy Farming, Poultry Farming, Handicrafts, Forestry, and so on. For instance, Bangladesh Agricultural University, Mymensingh, one of the top-rated universities in Bangladesh, now expanding its wings in Greater South Asia, offers some highly prolific specializations in Agriculture with industry-oriented curriculum. Moreover, the university provides highly qualified faculty, creative learning procedures, modern techniques, advanced resources and practical scope of learning to the

students. Inside the university, students will experience a dedicated team of subject experts, learned teaching professionals, excellent set-up, advanced library and labs, separate placement cell, industry inside the campus model, workshops, seminars, visits to rural areas and so on. Till now, thousands of students got placed in various government and private units in the agriculture sector. The current situation of higher education in agriculture and the challenges of higher education in the agricultural sector were discussed from different perspectives. The challenges must be met if agricultural universities are to produce high-quality agricultural graduates.

1.4 Importance of Agricultural Education

Cultivating a more sustainable future will be aided by agricultural education. Our World in Data reveals that the number of persons pursuing careers in agriculture has decreased over the past century. The decrease is brought about by both a shortage of people desiring to work in the agriculture industry and innovation and economic progress, which have reduced the number of employment available. Agricultural education courses provide individuals with in-depth knowledge of agricultural business, agricultural mechanics, agricultural research, animal science, food science, horticulture, natural resources, and more. In addition, these classes teach students the basics of agriculture and how to apply these principles to their lives. In cities, students can be found growing herbs and small garden plants and have a deep understanding of the food they consume. Meanwhile, in rural areas, students can raise chickens in their backyards or install solar panels on their roofs to improve farm management. All of these are ways in which agricultural education narrows the gap between farm and table; they also empower people to improve food security and agricultural literacy around the world. Promotion of agricultural education programs in university settings is essential to maintain an educated consumer base and increase interest in potential careers in agriculture. Agricultural programs can take many forms depending on the needs of the community in which they take place (natural resources, conservation, urban agriculture, nutrition, etc.). The major importance of agricultural education are-

1. To create responsible and educated consumers who develop thoughtful views on various aspects of agriculture.

2. Educated consumers ask questions, challenge misconceptions and make informed decisions for themselves and their families.

3. Agricultural education is a combination of experiential learning, management and classroom/laboratory teaching.

4. Making connections between agriculture and the food system helps to better understand food nutrition and the importance of healthy choices.

5. Introduces students to various professions in the field of agriculture (sales, continuing education, agricultural scientists, conservation, etc.) and provides an opportunity to learn about these positions

6. Increase agricultural literacy and make connections between the functioning of the food system, its actors and the relationships between all components.

These reasons only scratch the surface of what agricultural education has to offer students, educators and communities when it comes to connecting agriculture to consumers.

1.5 Objective of the Study

The purpose of this study is to explore the teaching practices of the Opportunities of Agricultural Education at undergraduate Level in Bangladesh. The objectives of the study are:

1. to explore the courses the universities are offering
2. to understand the state of Agricultural Education in Bangladesh
3. to explore the demand of the agricultural curses and programmes
4. to understand the challenges   of agricultural education expansion

1.6 Research Questions

As one can see, the stream of agricultural sciences is one of the most competent and famous fields that can reap abundant job opportunities and chances to settle abroad. So, the research questions of the present study are as the following:

1) What is the Importance of Agricultural Education in Bangladesh?

2) What are scopes of studying Agricultural Education at the undergraduate level in Bangladesh

2. Literature Review

This chapter serves as a review of the literature on 21st -century importance of the agricultural education in national Development. The following sections serve as guidelines for the literature review: (a) theoretical framework, (b) education in the U.S., (c) 21st -century skills, (d) career skills in the SBAE classroom, and (e) skills for tomorrow. The "FFA makes a positive difference in the lives of students by developing their potential for premier Agricultural education as a whole is made up of three interwoven circles that give students the ideal education. The three-component model consists of classroom/laboratory instruction, SAE, and the FFA, all of which generate the skills needed to succeed in the 21st -century (Yoest & Kane, 2015). When students have all three components of the three-component model, they are taught problem-solving through

classroom/laboratory instruction, collaboration, leadership, and teamwork through involvement in the National FFA Organization; and critical thinking and responsibility through an active SAE project. It is crucial for students to learn core academic content; however, it is essential to teach students how to make use of the information they are using and apply it to the real-world (Girlando 2013). Education as a whole must focus on teaching current and future young adults these skills, which will prepare them to succeed in a growing global economy after graduation (Girlando, 2013; Symonds et al., 2011). Teaching students 21st -century skills will allow students to adapt to changing 11 work environments, welcome new ideas, and embrace changing circumstances, which leads to success in the workforce (Kivunja, 2014). Students are expected to graduate being resilient, flexible, and adaptable (Kivunja, 2014) and according to Saavedra and Opfer (2012), if students are not learning the skills needed for success; it is because schools are not teaching them. When a school and educator build upon the foundation of applying content learned in core subjects, students are more engaged, take an active role in their education, and become prepared to thrive in the world after graduation (Battelle for Kids, 2019).

John Dewey's (1944) theory of constructivism offers a theoretical viewpoint for understanding the importance of education adapting to the continuous changes of a growing society. He explained that people's surroundings are continually changing, and education needs to adapt to those changes. Dewey argued that for education to be effective, students should be given opportunities for learning that enable them to link content learned in school to previous and future experiences and knowledge. Developing skills for the future happens through real-world experiences and active participation in learning. Additionally, Dewey believed that education is conceived as a constant reconstruction of experience. Through the three-component model of agricultural education (Yoest & Kane, 2015), students have the opportunity to take a hands-on approach to their education through contextual and work-based learning (National FFA Organization, 2018b).

Today, industry seeks to employ graduates with a wide-ranging collection of knowledge and skills—not just particular content knowledge, but skills that transfer, such as critical thinking, problem-solving, and effective communication (Lumina Foundation, 2018). The Association of Career and Technical Education (2010) identifies 21st -century skills as well as academic and technical skills as crucial in preparing students to become career ready. Agricultural education as a whole must strive to create a pool of qualified candidates that have a developed set of skills qualifying them for jobs in the industry. Twenty-first-century skills have become increasingly important for students to possess due to the growing demand of a qualified candidate pool with a broad skill set – especially in technical professions because of the rising global competition and search for innovations related to profit and productivity (Bancino &Zevalkink, 2017).

SBAE teachers must customize their program to prepare students to enter the workforce directly after high school or post-secondary education (Schneider, 2016). Numerous pieces of literature throughout the years have recommended experiential learning for enhancing student achievement and the teaching and learning implemented in many agricultural education classrooms. Students enroll in SBAE for experiential, hands-on learning (Swinehart, 2013). According to Roberts and Ball (2019), agricultural educators should use experiential learning to teach agriculture-based content as well as life lessons.

3. Methodology of the Study

The present study will be conducted through document analyses. 08 universities under cluster system admission process will be covered in the study. Different articles, newspaper reports, research studies, university web-sites will be reviewed in a systematic manner.

4. Findings of the Study

The total seats in the 08 Agricultural Universities are 3548 whereas as a single university Dhaka University offers 6085 seats in different faculties in 2022 and Over 290,000 students competed for those 6,085 seats. The Chittagong University has 48 departments and six institutes and admission seekers compete for some 4,926 seats in total where a number of 143,724 students have applied for those 4,926 seats in four units and two sub-units in the admission test of Chittagong University (CU) for the 2021-22 academic year. In the case of the Rajshai University, a total of 178,574 students applied for 3,930 seats in three units. However, for the 3539 seats in all the 08 agricultural universities, a total of 79,195 students applied for that vacancies.in admission test.

The number of seats in a single university of the general education system is much bigger than the total figure of seats of 08 agricultural universities. The demand of agricultural education in Bangladesh is very high so the number of seats should be increased adequately. The present study presents the scenario of the faculties, courses and curriculum of the 08 state-run/ public universities of Bangladesh. Currently the 08 public universities offer 3548 seats for the aspirant undergraduate students under different faculties. The details findings are presented in the following sections:

Table 1: Number of Total Seats in the 08 Agricultural Universities

No.	Name of the University	Number of seats
1.	Bangladesh Agricultural University (BAU)	1116
2.	Bangabandhu Sheikh Mujibur Rahman Agricultural University, (BSMRAU)	360
3.	Sher-e-Bangla Agricultural University (SAU)	704
4.	Sylhet Agricultural University (SAU)	431
5.	Patuakhali University of Science and Technology (PUST)	443
6.	Chittagong Veterinary and Animal Sciences University (CVASU)	245
7.	Khulna Agricultural University (KAU)	150
8.	Habiganj Agricultural University (HAU)	90
8.	Total Seat	3539

4.1 Bangladesh Agricultural University

Bangladesh Agricultural University is offering 9 undergraduate programs, 51 graduate programs & 45 Ph.D. programs under 45 departments, and 3 institutes. Its curriculum is designed to help the students to develop the skills required for 21st-century employment. As per the document provided in the university website there are 06 Faculties and 44 Departments:

Table-2: Bangladesh Agricultural University

No	Name of Faculty	No. of Departments
1	Faculty of Veterinary Science: Departments	8
2	Faculty of Agriculture: Departments	16
3	Faculty of Animal Husbandry: Departments	5
4	Faculty of Agricultural Economics & Rural Sociology	5
5	Faculty of Agricultural Engineering & Technology	5
6	Faculty of Fisheries	5
7	**Institutes:**	
8	Graduate Training Institute (GTI	
9	Institute of Agribusiness and Developmental Studies (IADS);	
10	Interdisciplinary Institute for Food Security (IIFS	
11	Char and Haor Development institute	
12	No. of Teachers:	567
13	No. of Officers:	380
14	No. of Halls Residence: 12 (Male-9, Female-3)	12
15	Major Farms	10
16	Total Area and Location	1200 acres,
17	Currently undergraduate seats	1116

Table 3: Number of Seats in the Bangladesh Agricultural University

Faculty/Institute	Degree	Number of Seats
Faculty of Veterinary	Doctor of Veterinary Medicine (DVM)	180
Faculty of Agriculture	B.Sc in Agriculture (Hons)	320
Faculty of Animal Husbandry	B.Sc.In Animal Husbandry (Hons)	180
Faculty of Agricultural Economics and Rural Sociology	B.Sc in Agricultural Economics (Hons)	106
Faculty of Agricultural Engineering and Technology	B.Sc in Agricultural Engineering	100
	B.Sc in Food Engineering	50
	B.Sc in Bioinformatics Engineering	30
Faculty of Fisheries	B.Sc in Fisheries (Hons)	120
Interdisciplinary Institute for Food Security	B.Sc in Food Safety Management	30
	Total =	1116

4.2 Sher-e-Bangla Agricultural University, Dhaka

Sher-e-Bangla Agricultural University (SAU) is located in the heart of the capital city. The SAU campus stands on 86.92 acres (35.19 ha) of picturesque land covered by green plantations. The "Sher-e-Bangla Agricultural University Act 2001″ was passed in the national Parliament on 09 July 2001. The Sher-e-Bangla Agricultural University started its formal functions on 11 September 2001 following the issuance of a notification by the Government as per requirement of the "Sher-e-Bangla Agricultural University Act 2001″. Nearly 5700 graduates plus 600 postgraduates have so far been produced by the Sher-e-Bangla Agricultural University. Graduates of this University have been playing a pioneer role in the development of agricultural system and agro-based economy of the country.

The Sher-e-Bangla Agricultural University was established for the expansion of higher agricultural education and committed to promote research in various fields of agricultural sciences and to offer extension services. It has made a significant progress towards commencing collaborative research programs with some foreign universities". In the Sher-e-Bangla Agricultural University, there are adequate residential facilities for the students; the academic activities is highly satisfactory; however, the transport facilities for is inadequate.

Table-4: Sher-e-Bangla Agricultural University

Sl	Faculty Name	No of Departments
1	Agriculture	14
2	Agribusiness Management	05
3	Animal Science and Veterinary Medicine	10
4	Fisheries, Aquaculture and Marine Science	06
	Total	35
5	Currently undergraduate seats	704

Table -5:. Sher-E-Bangla Agricultural University

Faculty	Degree	No of Seats
Faculty of Agriculture	B.Sc. In Agriculture (Hons)	387
Faculty of Agribusiness Management	B.Sc. In Agribusiness	71
	B.Sc. In Agriculture Economics (Hons)	71
Faculty of Animal Science and Veterinary Medicine	B.Sc in Veterinary Science and Animal Husbandry (Hons)	114
Faculty of Fisheries, Aquaculture and Marine Science	B.Sc in Fisheries (Hons)	61
	Total =	704

4.3 Bangabandhu Sheikh Mujibur Rahman Agricultural University

Bangabandhu Sheikh Mujibur Rahman Agricultural University (BSMRAU) is the 13th public university of Bangladesh. It is located at Salna, Gazipur. It was established in 1998 as a public university with an act (Act no. 16) promulgated by the government of Bangladesh. The university was established by transforming the Institute of Post Graduate Studies in Agriculture (IPSA). IPSA was established as Bangladesh College of Agricultural Science (BCAS) in 1983 as an academic organ of Bangladesh Agricultural Research Institute (BARI) and academically affiliated with Bangladesh Agricultural University until 1991.

Table-6: Bangabandhu Sheikh Mujibur Rahman Agricultural University

Sl	Faculty Name	No of Departments
1	The Faculty of Agriculture	14
2	The Faculty of Fisheries	05
3	The Faculty of Agricultural Economics and Rural Development	05
4	The Faculty of Veterinary Medicine and Animal Science (FVMA) has the following Academic Departments:	10
5	The Faculty of Forestry and Environment	01
	Total	35 Departments

6	Institute of Biotechnology and Genetic Engineering (IBGE)	
7	Institute of Climate Change and Environment (ICCE)	
8	Institute of Food Safety and processing (IFSP)	
9	Currently undergraduate seats	360

Table -7: Number of Seats in Bangabandhu Sheikh Mujibur Rahman Agricultural University

Faculty	Degree	Number of Seats
Faculty of Agriculture	BS (Agriculture)	110
Faculty of Fisheries	BS (Fisheries)	60
Faculty of Veterinary Medicine and Animals	DVM (Doctor of Veterinary Medicine)	60
Faculty of Agricultural Economics and Rural Development	BS (Agricultural Economics)	100
	Total =	330

4.4 Sylhet Agricultural University (SAU)

The Sylhet Agricultural University was officially inaugurated on 02 November, 2006. It was established to be referred to and known as the Sylhet Agricultural University by the Sylhet Agricultural University Act 2006 which was passed in the National Parliament on 03 October 2006. To achieve this objective, over 90 percent of the recurring budget and the university development fund come from the Government subventions through University Grants Commission (UGC).SAU has 7 (Seven) faculties and 47 (forty seven) departments under those faculties. The mission of the university is to- be a centre of excellence for agricultural studies and developing the leaders of tomorrow in sustainable development relating to the agriculture, rural economy, built environment and ensure food security, and to provide leadership regionally, nationally and internationally through its education, research and knowledge exchange activities.

Faculty: 7 (Seven)
(1) Faculty of Veterinary, Animal and Biomedical Sciences
(2) Faculty of Agriculture
(3) Faculty of Fisheries
(4) Faculty of Agricultural Economics and Business Studies
(5) Faculty of Agricultural Engineering and Technology
(6) Faculty of Biotechnology and Genetic Engineering
(7) Faculty of Postgraduate studies

Table-8: Number of Seats in Sylhet Agricultural University

Faculty	Degree	Number of Seats
Faculty of Veterinary, Animal and Biomedical Sciences	Doctor of Veterinary Medicine (DVM)	100
Faculty of Agriculture	B.Sc. In Agriculture (Hons)	88
Faculty of Fisheries	B.Sc. In Fisheries (Hons)	75
Faculty of Agricultural Economics and Business Education	B.Sc. In Agricultural Economics (Hons)	64
Faculty of Agricultural Engineering and Technology	B.Sc. In Agricultural Engineering	64
Faculty of Biotechnology and Genetic Engineering	B.Sc. In Biotechnology and Genetic Engineering (Hons)	40
	Total =	431

4.5 Khulna Agricultural University (KAU)

Khulna Agricultural University (KAU) is the 5th public agricultural university of Bangladesh. it has begun a steady journey toward achieving a new level of excellence in academics and research in the agricultural sector. It also serves the country and the larger community by developing knowledgeable and skilled professionals who can meet the challenges of the 21st century and help build 'Smart Bangladesh'. It was established on 14 July 2015 by the Act of the University passed in the National Assembly with the vision to become the 'Center of Brilliance'. The university commenced the academic activities in 2018 and it currently offers undergraduate degrees from different faculties.

1. Veterinary, Animal and Biomedical Sciences (15 departments)
2. Agriculture (11 departments)
3. Fisheries and Ocean Sciences (6 departments)
4. Agricultural Economics and Agribusiness Studies (6 departments)
5. Agricultural Engineering and Technology (5 departments)

Another two faculties (Faculty of Food Sciences and Safety, and Faculty of Environment, Disaster Risk and Agroclimatic Studies) are in the process of being included. The university is going to offer Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in the near future. KAU is committed to promoting excellence in higher education for a thriving and inclusive society through knowledge development and dissemination. To fulfill its objective, it works diligently to provide high-quality education so that students can address local, national, and international challenges.

Table-9: Table-8: Number of Seats in Khulna Agricultural University

Faculty	Degree	Number of Seats
Faculty of Veterinary, Animal and Biomedical Sciences	B.Sc. In Veterinary Science and Animal Husbandry	30
Faculty of Agriculture	B.Sc. In Agriculture (Hons)	30
Faculty of Fisheries and Ocean Sciences	B.Sc. In Fisheries (Hons)	30
Faculty of Agriculture Economics and Agri-Business Studies	B.Sc. In Agricultural Economics (Hons)	30
Faculty of Agricultural Engineering and Technology	B.Sc. In Agricultural Engineering	30
Total =		150

4.6 Patuakhali University of Science and Technology

The university was inaugurated on 08 July 2000. The PSTU has been offering undergraduate and postgraduate programmes in Agriculture, Computer Science & Engineering, Business Administration & Management, Animal Science, Veterinary Medicine, Fisheries, Disaster Management and Nutrition & Food Science. The up-to-date and well-conformed syllabi have been tailored to the market needs and are designed to equip the students with latest development in their fields of specialization. Moreover, the academic programmes are adopted with commitment to provide and mentoring our students a global career by the updated curricula. We, therefore, present an environment for teaching, research and entrepreneurship development in various disciplines of the university.

Table-10: Number of seats in Patuakhali University of Science and Technology

Faculty	Degree	Number of Seats
Faculty of Agriculture	B.Sc. In Agriculture (Hons)	227
Faculty of Fisheries	B.Sc. In Fisheries (Hons)	72
Faculty of Animal Science and Veterinary Medicine	Doctor of Veterinary Medicine (DVM)	72
	B.Sc. In Animal Husbandry (Hons)	72
Total =		443

Table-11: Number of Seats in Chittagong Veterinary and Animal Sciences University

Faculty	Degree	Number of Seats
Faculty of Veterinary Medicine	Doctor of Veterinary Medicine (DVM)	100
Faculty of Food Science and Technology	B.Sc. In Food Science and Technology	80
Faculty of Fisheries	B.Sc. In Fisheries (Hons)	65
Total		245

5. Recommendations

There are several options for agricultural education. It is part of the curriculum of secondary schools and colleges such as colleges, universities and vocational and technical institutes. The following recommendations aimed at attaining the training of enough manpower for the agricultural sector of the economy are put forward:

1. More agricultural universities should be established in every district at public level;

2. Number of seats at the undergraduate level should be made at least double in the existing agricultural universities;

3. Agricultural education programmes should be made compulsory at all levels of the nation's education system;

4. BCS cadre should be introduced for Agriculture Economic, Agricultural Engineering, and other subjects.

5. BCS Agriculture Cadre should include all subjects of the agricultural universities

6. Students in faculties/schools other than agriculture can be made to study agriculture as a general studies programme, so that on graduation, such students will be equipped with at least the rudiments of modern agriculture. Such students could go into either full-time or part-time farming in future.

7. Government should employ more agricultural educationists commensurate with the nation's training needs.

8. The job of agricultural educationists should be made attractive by way of provision of adequate incentives. Through this, they would he more satisfied on their jobs.

9. For the sake of informal agricultural education beneficiaries, the agricultural extension services should be improved by government.

10. The relevant authorities should adequately supervise all agricultural education programmes being embarked upon in the various institutions to ensure that the right agricultural training is being done.

11. Adequate transport facilities should be created for students to attend classes.

6. Conclusion

Agricultural education is systematic and organized study, learning and training, theoretical and practical, based on real field work, available to students, farmers or people interested in agricultural science, business and technology of animal and crop production and management of land, environment and natural resources. As the world population continues to grow, so makes the food demand. As a result, agricultural education is becoming more critical than ever to ensure that there will be enough food to go around. Agricultural educators tirelessly teach the next generation about sustainable farming practices and how to manage crops and livestock properly. By ensuring that agricultural education remains a top priority, we can guarantee that the world will have enough food for years to come. In the present condition, more agricultural universities in every district should be established to meet the demand of agricultural education, and for the development of the country. So far, the paper has highlighted the opportunities and shortages of agricultural education at the undergraduate level in the country.

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Investigating Factors Affecting Curriculum Implementation: A Case Study

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ABSTRACT

This study examines the factors affecting curriculum implementation in achieving high academic performance in Malawi, with a specific focus on Kadzakalowa Community Day Secondary School in Ntcheu. The study employs a qualitative research design, using interviews and observations to collect data from teachers, students, and school administrators. The study aims to identify the challenges and opportunities associated with implementing the curriculum, explore the strategies that teachers and school administrators employ to ensure successful curriculum implementation, and determine the impact of curriculum implementation on student academic performance. The findings provided an insights into the factors that contribute to successful curriculum implementation in Malawi and offer recommendations for improving curriculum implementation in the country. the study review also that thus factors, Lack of resources, Lack of qualified teachers, Poor students motivations, Lack of school fees, Poor curriculum implementation, Poor motivation of teachers, Poor administrative leadership and Long distance were factors affecting curriculum implementation in achieving high academic performance in Malawi at Kadzakalowa Community Day Secondary School in Ntcheu.

Keywords: *Curriculum implementation, Resources, Teacher quality.*

1. Introduction

Background of the Study Education is considered to be a key factor in the socio-economic development of any country. Education is a means of acquiring knowledge, skills, values, and attitudes necessary for personal and social development. The quality of education provided is, therefore, crucial in ensuring successful development outcomes. In Malawi, education is a priority sector, and the government has made significant efforts to ensure access to quality education for all. However,

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despite these efforts, Malawi continues to face numerous challenges in providing quality education, especially in rural areas. Curriculum implementation is a critical factor that determines the quality of education provided. The curriculum is the guide that outlines the knowledge, skills, values, and attitudes that learners are expected to acquire. Curriculum implementation, therefore, involves the translation of the curriculum into actual teaching and learning activities. Successful curriculum implementation is essential for achieving high academic performance, and it requires a conducive learning environment, well-trained teachers, and adequate resources. However, in many developing countries, including Malawi, curriculum implementation remains a challenge, and this negatively affects the quality of education provided.

1.1 Statement of the Problem

Curriculum implementation is a crucial aspect of the education system that affects academic performance. In Malawi, the curriculum has undergone various revisions in recent years, with the aim of improving student learning outcomes. However, despite these efforts, there is still a significant gap between the intended curriculum and its actual implementation in schools, leading to poor academic performance. Kadzakalowa Community Day Secondary School (Ntcheu) is one of the schools in Malawi facing this challenge, and its academic performance is lower than the national average. This research project aims to examine the factors affecting curriculum implementation in achieving high academic performance in Malawi, with a specific focus on Kadzakalowa Community Day Secondary School. The study seeks to identify the factors that contribute to the gap between the intended curriculum and its actual implementation, and how these factors can be addressed to improve academic performance.

1.2 Purpose of Study

The purpose of this research project was to examine the factors that affect curriculum implementation in achieving high academic performance in Malawi, using Kadzakalowa Community Day Secondary School in Ntcheu as a case study. The study seeks to identify the key factors that hinder or facilitate effective implementation of the curriculum in secondary schools in Malawi, with the ultimate goal of contributing to the improvement of academic performance among students. The study will specifically aim to:

- Identify the factors that influence the implementation of the curriculum in Kadzakalowa Community Day Secondary School.
- Examine the relationship between these factors and academic performance in the school.
- Explore the perspectives of different stakeholders, including

teachers, students, and parents, on the factors affecting curriculum implementation and academic performance.

- Provide recommendations for improving curriculum implementation in secondary schools in Malawi to enhance academicperformance.

This study is significant as it seeks to contribute to the limited literature on curriculum implementation in Malawi, especially at the secondary school level. The findings will be useful to policy-makers, educators, and other stakeholders in education in Malawi, as they will provide insights into the factors that need to be addressed to enhance the implementation of the curriculum and improve academic performance among students.

1.3 Research Questions

The study will answer the following research questions

- What are the factors affecting curriculum implementation in Malawi?
- What is the relationship between curriculum implementation and academic performance?
- Are there challenges towards curriculum implementation?
- How does curriculum development process enables achievement of high academic performance in Malawi?

1.4 Significance of the Study

The study will be significant as the results will inform policy makers in Malawi of the relationship between policy intentions and classroom realities. The study will also be used as a resource document for Malawi policy makers, teachers, teacher institutions, researchers, and the public. The study will also be of value as a resource document on education reform for the SADC region and lastly it will also contribute to the body of theoretical and practical knowledge about how a curriculum innovation could be implemented in a local context.

2. Literature Review

Effective curriculum implementation is crucial in achieving high academic performance in Malawi. However, curriculum implementation is a complex process that is influenced by a variety of factors, including teacher training, availability of resources, school leadership, and community involvement. This literature review has highlighted the various factors affecting curriculum implementation in Malawi, with a specific focus on the Kadzakalowa Community Day Secondary School in Ntcheu.

To achieve high academic performance, it is essential to address the various factors affecting curriculum implementation by providing adequate teacher training, allocating resources appropriately, improving school leadership, and enhancing community involvement. Teacher training is a crucial factor in curriculum implementation as it influences the teacher's ability to deliver the curriculum effectively. Teachers need to be equipped with the necessary knowledge and skills to deliver the curriculum in a way that meets the needs of their students. However, studies have shown that teacher training in Malawi is often inadequate, with many teachers lacking the necessary qualifications and training to deliver the curriculum effectively (Chikoti & Maphosa, 2017). This lack of training can lead to ineffective curriculum implementation, resulting in poor academic performance.

One of the primary factors affecting curriculum implementation in Malawi is the lack of resources. According to Banda and Chidziwisano (2018), many schools in Malawi face resource constraints, such as inadequate textbooks, classrooms, and teaching materials. The lack of resources affects the quality of education and limits the ability of teachers to implement the curriculum effectively.The lack of resources can lead to ineffective curriculum delivery, resulting in poor academic performance. Studies have shown that many schools in Malawi lack the necessary resources to support effective curriculum implementation (Makwinja & Mvula, 2018). This lack of resources can be attributed to inadequate funding for education and poor allocation of resources. Additionally, Effective school leadership is critical in ensuring effective curriculum implementation. School leaders are responsible for creating a conducive learning environment and ensuring that the necessary resources are available to support effective curriculum implementation. However, studies have shown that many school leaders in Malawi lack the necessary leadership skills to effectively manage their schools (Katsena & Makoza, 2018). This lack of effective school leadership can lead to poor curriculum implementation and, consequently, poor academic performance. Community involvement is also a significant factor in curriculum implementation and academic performance. According to the Malawi Education Sector Plan (2015), community involvement is essential in ensuring effective curriculum implementation and improving academic performance. Involving parents, community leaders, and other stakeholders in the education process can help to create a conducive learning environment and ensure that students receive the necessary support to succeed. The community can provide support to schools by providing resources and participating in school activities. Studies have shown that community involvement can significantly impact curriculum implementation and academic performance (Phiri & Zimba, 2017).

3. Methodology

The study used a qualitative case study approach. Data was collected through semi-structured interviews with teachers, students, and other stakeholders involved in curriculum implementation at Kadzakalowa Community Day Secondary School. Additionally, classroom observations and document analysis was used to supplement the data collected through interviews. The collected data was analyzed using thematic analysis to identify patterns and themes that emerge from the data.

3.1 Sampling

The study employed purposive sampling to select participants from Kadzakalowa Community Day Secondary School in Ntcheu district, Malawi. The study selected participants based on their relevance to the research question and their ability to provide rich and diverse data. The study involved the following participants:

Teachers: The study selected 10 teachers who taught at Kadzakalowa Community Day Secondary School for at least three years and are currently teaching core subjects, such as mathematics, English, science, and social studies Students: The study selected 40 students from Kadzakalowa Community Day Secondary School who are in their final year of study and have completed at least two years of secondary education at the school. The study aimed to select students who have achieved high academic performance and those who have struggled academically.

Parents: The study selected 20 parents who have children currently studying at Kadzakalowa Community Day Secondary School. The study aimed to select parents who are actively involved in their children's education and those who are not involved.

3.2 Data Collection Method

The study employed semi-structured interviews and focus group discussions to collect data from participants. The study used audio recordings, notes, and transcripts to capture and analyze the data. The study used the following data collection methods:

Semi-structured interviews: The study conducts semi-structured interviews with teachers and parents to explore their views on curriculum implementation and academic performance at Kadzakalowa Community Day Secondary School. The interviews focused on the factors that affect curriculum implementation, the challenges faced by teachers and parents in promoting academic performance, and their suggestions for improving the education system.

Focus group discussions: The study conducted focus group discussions with students to explore their views on curriculum

implementation and academic performance at Kadzakalowa Community Day Secondary School. The focus group discussions was focused on the challenges students face in achieving high academic performance, the factors that affect their motivation and engagement in learning, and their suggestions for improving the education system.

3.3 Data Analysis Method

The study employed thematic analysis to analyze the data collected from participants. The study used the following steps to analyzethe data:

- Data familiarization: The study reviewed the audio recordings, notes, and transcripts to familiarize themselves with thedata and identify key themes.
- Coding: The study coded the data by identifying and labeling key concepts, ideas, and patterns in the data.
- Theme development: The study developed themes by grouping codes into meaningful categories.

3.4 Data Interpretation

The study interpreted the data by drawing conclusions from the themes and identifying the factors that affect curriculum implementation and academic performance at Kadzakalowa Community Day Secondary School Data Collection. Data was collected through semi-structured interviews, classroom observations, and document analysis. The interviews were conducted in the local language and audio-recorded with the permission of the participants. The observations was focused on the teaching and learning process, and document analysis will involve examining relevant school documents such as the school's curriculum policy and student academic records.

3.5 Data Analysis

The collected data was transcribed, coded, and analyzed using thematic analysis. The analysis was identifying patterns and themes in the data that relate to the research questions and objectives of the study.

4. Results and Discussion

The results of the graph shows that poor curriculum implementation and poor motivation of the teachers were the highest factors that affected students' performance followed by the lack of qualified teachers and lack of adequate resources thus was mostly commented by male students. The study found that inadequate resources, lack of teacher training, and insufficient parental

involvement were the main factors hindering curriculum implementation and academic performance in the school. The study recommends that the Malawi government should provide more resources to schools, enhance teacher training programs, and encourage parental involvement to improve academic performance in secondary schools. The study aims to provide insight into the factors that affect curriculum implementation in achieving high academic performance in Malawi, with a particular focus on Kadzakalowa Community Day Secondary School.

Table-1: shortcoming of resources

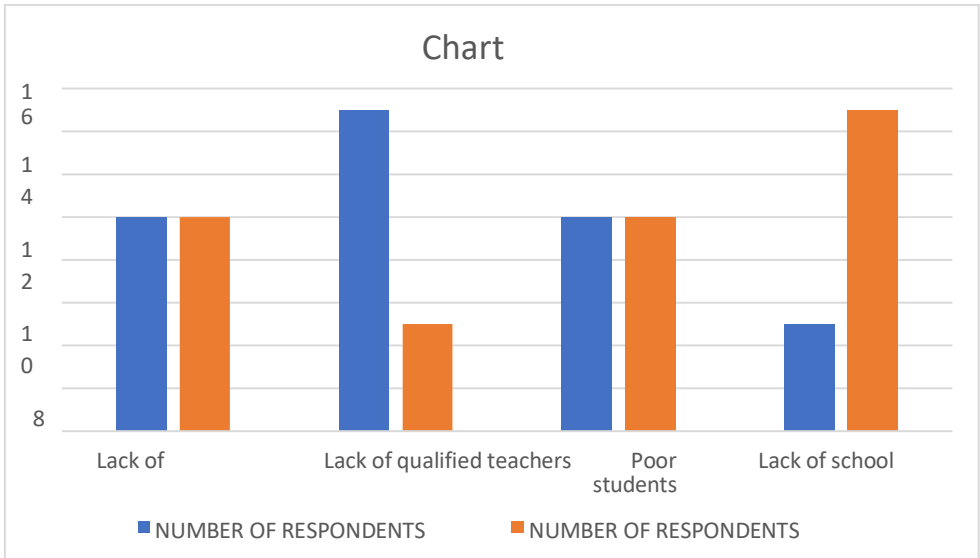| Factor	Number of Respondents	
	Male	Female
Lack of resources	10	10
Lack of qualified teachers	15	5
Poor students motivations	10	10
Lack of school fees	5	15

Figure-1: shortcoming of resources

The expected results will highlight the successes and challenges faced by the school in implementing its curriculum, and provide recommendations for improving curriculum implementation to achieve high academic performance, design using semi-structured interviews and focus group discussions with teachers, students, and parents. The study found that inadequate resources, lack of teacher training, and insufficient parental involvement were the main factors hindering curriculum implementation and academic performance in

the school. The study recommends that the Malawi government should provide more resources to schools, enhance teacher training programs, and encourage parental involvement to improve academic performance in secondary schools. Results of students on each factor contributing to curriculum implementation.

The findings from the study of students on factors that contributed to the poor performance of students due to curriculum implementations show that lack of school fees among female students was big challenge than boy. To conquer with factors that contributed to poor performance of students was lack of qualified teachers where the responses from boys shows that lack of qualified teacher was indeed challenge compared to female learners. On the other hand poor student's motivations and lack of resource are also challenges that cater both male and female students. The results from parents shows that ten percent of the females commented that poor teachers , poor administrative leadership lack of adequate resources and long distance were highest factors that contributed much in implementation of school curriculum and hence contributed to the poor performance of the students while six percent of the male parents said poor qualified teachers , five male parents commented on poor administrative leadership and four male parents commented on lack of adequate resources and also five parents conquered by said that long distance contributed to the poor performance of the students especially boys due to the curriculum implementation .

The study found that inadequate resources, lack of teacher training, and insufficient parental involvement were the main factors hindering curriculum implementation and academic performance in the school. The study found that the school lacked basic resources, such as textbooks, laboratory equipment, and computers, which impacted the quality of teaching and learning. The study also found that teachers lacked adequate training in the curriculum, teaching methodologies, and assessment techniques. The study further found that parents were not involved in school activities, such as parent-teacher meetings and school development committees, which impacted student motivation and performance.

Discussion

The findings are consistent with previous research, which has identified inadequate resources, lack of teacher training, and insufficient parental involvement as key factors affecting curriculum implementation and academic performance in Malawi. The study's findings suggest that the Malawi government should provide more resources to schools, enhance teacher training programs, and encourage parental involvement to improve academic performance in secondary schools.

5. Conclusion

The study concludes that inadequate resources, lack of teacher training, and insufficient parental involvement are the main factors hindering curriculum implementation and academic performance in Kadzakalowa Community Day Secondary School. The study recommends that the Malawi government should provide more resources to schools, enhance teacher training programs, and encourage parental involvement to improve academic performance in secondary schools. The study's findings have implications for policy and practice in Malawi and other developing countries that face similar challenges in education.

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Call for Papers

Dear Colleagues/Researchers,

Education and Development Research Council (EDRC) is a government affiliated research organization established in 2004. EDRC currently publishes a double-blind peer-reviewed Quarterly Journal titled **The Postmethod Pedagogy** especially for college and university teachers, trainers, researchers, instructional designers, e-learning developers, and practitioners.

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2. Abstract

The abstract should provide a complete synopsis of the research paper and should introduce the topic and the specific research question(s), provide a statement regarding methodology and should provide a general statement about the results and the findings. Because it is really a summary of the entire research paper, it is often written last. The abstracts must not cross 225 words.

3. Introduction

The introduction begins by introducing the broad overall topic and providing basic background information of the study. It then narrows down to the specific research question(s) relating to this topic. Every section may have subsections. It provides the purpose and focus for the rest of the paper and sets up the justification for the research.

4. Literature Review

The purpose of the literature review is to describe past important research and it relates specifically to the research problem. It should be a synthesis of the previous

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5. Research Design/ Methodology

The section will describe the research design and methods used to complete to the study. The instruments used (e.g., questionnaire, interview protocol, observation, focus group discussion, think aloud protocol, etc.), the participants, and data analysis procedures should be clearly mentioned in this section. The section may comprise subsections for every item. The general rule of thumb is that readers should be provided with enough details of the study.

6. Findings and Discussion / Results

In this section, the results are presented. This section should focus only on results that are directly related to the research or the problem. Graphs and tables should only be used when there is too much data to efficiently include it within the text. This section should also discuss the results and the implications on the field, as well as other fields. In this section, the hypothesis is tested or the research questions are answered and validated by the interpretation of the results.

7. Recommendations (Optional)

In this section, the author/researcher may put forward some recommendations based on findings of the study.

8. Conclusion

This section should also discuss how the results relate to previous research mentioned in the literature review, any cautions about the findings, limitation of the study, and potential for future research.

9. References

In this section, the author should give a listing of works cited in the paper. References should be an alphabetized list of all the academic sources used.

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of
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