

Investigating Transformative Practices in the Bangladeshi Classroom

Authors : Rubaiyat Jahan, Nasreen Sultana Mitu

Abstract : This paper examines the theoretical construct of transformative practices, and reports some evidence of transformative practices from a couple of Bangladeshi English teachers. The idea of transformative practices calls for teachers' capabilities to invest their intellectual labor in teaching with an assumption that along with the academic advancement of the learners, it aims for the personal transformation for both the learners as well for themselves. Following an ethnographic research approach, data for this study were collected through in-depth interviews, informal talks and classroom observations for a period of one year. In relevance to the English classroom of the Bangladeshi context, from this study, references of transformative practices have been underlined from the participant teachers' views on English language teaching as well as from their actual practices. According to data of this research, some evidence of transformative practices in the form of *critical language awareness* and *personal theories of practices* emerge from the participants' articulation of the beliefs on teaching; and from the participant teachers' classroom practices evidence of *self-directed acts of teaching*, *self-directed acts of professional development*, and *liberatory autonomy* have been highlighted as the reflections of transformative practices. The implication of this paper refers to the significance of practicing teachers' articulation of beliefs and views on teaching along with their orientation to critical pedagogical relations.

Keywords : critical language awareness, personal theories of practice, teacher autonomy, transformative practices

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