

Professional Development of the Japanese Language Teachers in Bangladesh: Present Situation and Challenges

Mohammed Ansarul Alam

Md. Ahmedul Azam

Abstract

Even though teachers' professional development has become a significant issue in the educational system around the world, it is not yet reflected among the foreign language teachers in Bangladesh. In this research, challenges of the Japanese language teachers in professional development have been investigated. Data derived from the teachers' interviews and secondary resources are used for the research. It has been found that the concept of professional development is not known to most teachers and both the teachers and the institutions are struggling to develop in this field. A greater part of the teachers is not well equipped with academic knowledge as well as very few have the administrative capacity and network with relevant stakeholders. The research proposed some concrete recommendations for both the Japanese language teachers and policymakers. Particularly, conducting in-country teachers' training is highly recommended. The Institute of Modern Languages, the University of Dhaka and the Japanese Language Teachers' Association of Bangladesh may take the lead in the professional development of the Bangladeshi Japanese language teachers. In-depth further research should be carried out covering more institutes that offer Japanese Language programmes in this particular field for the development of the Japanese language education as well as all other foreign language education.

Key Word: *Professional Development, Needs and Challenges, Japanese Language Teachers, In-country Teachers' Training*

1. Introduction

In Bangladesh, teachers' professional competency is measured through their academic degrees and teaching experiences. Many of the teachers are not even aware of the "Continuous Professional Development". In the field of foreign languages, the situation is even worse. However, in this research focus has been given to the Japanese language teachers in Bangladesh. Japan gave recognition to Bangladesh at the beginning of 1972 and since that year Japanese language education was introduced in Bangladesh (Japan Foundation Survey 2018, Alam 2019, 2020). According to the Japan Foundation survey conducted in the year 2018, the number of Japanese language institutions in Bangladesh is 86 and the number of teachers is 220. Though the survey does not cover 100% of institutions (as participation in the survey is voluntary), still the number is quite significant.

To meet the need for Japanese language skilled persons there is a huge demand created recently for teaching the Japanese language in Bangladesh. At the same time, language teachers' professional development has become an important issue in education and curriculum development globally. Very few professional training and development programmes are undertaken to fulfil the requirement for the language teachers' qualifications and professional development. As Bangladesh does not have an official second language, apart from Bangla, English is widely used in this country and most professional development activities are limited to the English language only. Due to globalisation and major economic connection with the outer world, the need for

other foreign language teaching-learning became undeniable (Shahriar, 2012). Research in this field is very significant in Bangladesh, as very few people have concentrated in this arena before. Therefore, the principal aim of this study is to investigate the professional development challenges of the Japanese language teachers in Bangladesh, which hindered the implementation of the foreign language curriculum (Rahman and Pandian, 2018).

1.1 Statement of the Problem

The need for professional development in the teaching profession is recognised worldwide. The term “Professional Development” in the education sector is difficult to describe within a certain frame. It covers teaching-learning to administrative issues. A daylong conference or short workshop can also be an effective part of professional development. As a part of the professional development, a teacher may learn a new theory relevant to his or her specialised field and gather new techniques of teaching methodology so that he or she can cope with the latest standard of teaching. Participating in a teachers’ training programme or acquiring leadership skills is also a good example of professional development. Numerous researches describe various difficulties, such as the problem of quantity and quality of candidates entering the teaching profession or the problem of preparing the candidate for the teaching profession (Vanderlinde, 2016). At the same time, teachers’ professional development is one of the important goals of the teachers’ education system and the curriculum system in Bangladesh (Karim, et. al. 2018). Any teacher needs not only a wide and profound knowledge of the discipline but also needs to go through professional education training to fulfil the requirements of the teacher’s qualification and professional norms (Lv, 2014). Certainly, this is a very crucial aspect for Bangladesh and the researcher felt that an in-depth overview of the

professional development challenges of the Japanese language teaching in Bangladesh needs to be investigated.

1.2 Professional Development and Rationale of the Study

In the teaching profession, regardless of how long a teacher works in the teaching profession, professional development needs and challenges are inevitable (Deocampo, 2020). Thus, it is also vital to understand the way to address those needs and deliver solutions to overcome those challenges. In Japanese language teaching-learning, there are multiple complex issues like teacher's voice, classroom management, teaching strategies, learning strategies, classroom communication, vocabulary, lesson planning, teaching appraisal, classroom motivation etc. are part and parcel of professional development (Awla, 2014). At the same time, a foreign language teacher has to arrange lots of co-curricular activities and has to play various roles apart from teaching only a certain language (Alam, 2008). Therefore, the researcher is inquisitive about conducting this study to explore the particular challenges of the Japanese language teachers of Bangladesh. In addition, this particular study will explore the solutions to encounter those challenges tactfully and efficiently. Some earlier research on professional development challenges of English language teachers explored many agendas but no research initiatives undertaken on Japanese Language teachers' professional development yet.

The concept of professional development has a broad meaning, which made it sometimes very difficult to specify what the professional demands are. There are so many ways how we can move towards professional development, which are as follows:

1. Enhancement of education and knowledge in own subject arena.

2. Training on specialised teaching techniques useful for teaching-specific subjects.
3. Earning various credentials and certificates from formal institutions.
4. Developing technical, quantitative and analytical skills that can be used for students' improvement and performance.

According to Salam (2016), professional development refers to processes and practices that improve the job-related knowledge, skills, and attitudes of employees. In this research, professional development is examined from 2 different perspectives; academic competence and administrative ability along with building networks with the stakeholders of the teachers.

1.3 Objectives of the Study

Given the above, the main objective of this research is to explore the present situation of the professional development of the Japanese language teachers in Bangladesh and what kind of challenges they face to improve this situation. In this research, professional development is in two major categories: Academic and Administrative. To reach the aim, two research questions (RQs) have been set as follows.

RQ 1: What are the academic challenges faced by the Japanese language teachers?

RQ 2: What are the administrative challenges faced by the Japanese language teachers?

2. Literature Review

Teaching a foreign language in a different cultural context and foreign country requires a quality professional teacher who plays a crucial role in the second language acquisition (Borko, 2004). Countries like Bangladesh where such skilled professionals are in need to train a large number of students. The early concept of professional development is believed to be the focus on the extension or development of teachers' existing knowledge, which is a great misunderstanding. Teachers' professional development is more person-centric than teacher training. Richards and Ferrell (2005) pointed out that maintaining the interest, creativity, and enthusiasm of experienced language teachers in their profession is one of the challenges faced by the schools, principals and teacher educators. Teachers need to enhance their responsibilities over the time of their professional journey in educational institutes. According to the definition by the Glossary of Education “In education, the term professional development may be used for a wider variety of specialised training, formal education or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skills and effectiveness.” In short, professional development is the expansion of training, education and progressing further for professional advancement.

Sadeghi and Richards (2021) explored the types of professional development activities of the English language teachers in Iran. Findings of this research show that English teachers do not take part in professional development activities substantially. The motivation is not linked with their personal professional development. Moreover, dissatisfaction with being a language teacher is also revealed in this study. However, like Sadeghi and Richards, research on Japanese language teachers is almost nil.

Existing facilities and motivation for the Japanese language teachers are also different. Hence, a fresh investigation of Japanese language teachers is worthwhile.

Alam (2008) categorised the role of a foreign language teacher into 6 major categories, A) Class Design, B) Teaching, C) Activities during the class, D) Activities after the class, E) Extra-Curricular Activities, and F) Position, Entity and Profile. Alam (2008) also urged that the duty of a foreign language teacher is not only teaching in the class but also having to do a lot of administrative jobs. In another research, Alam (2020) emphasised “building a strong and effective network” for the betterment of the Japanese language education in Bangladesh. In such a case, the main initiative must be taken by the concerned teachers, that is, teachers must have both academic knowledge and administrative skills.

Salam (2016) investigated the current status of the professional development of university teachers. In this research, data was derived from a total of 540 respondents of which 159 were teachers. This research revealed that the university teachers are usually used to the traditional methods, not quite familiar with ICT, and facing various obstacles to improving their professional development.

Such kind of situations has made the professional development of foreign language teachers an inevitable part of foreign language education. Professional development refers to a complex combination of competencies such as knowledge, skills, understanding, values and attitudes, which are the key factors in improving students' learning (Galaczi & Nye 2018). Similarly, in foreign language teaching, the idea of foreign language teachers' professional development remains the same as teachers'

professional development in other areas of teaching. To meet the challenges of the 21st century, we are all confronted with changing conditions and diverse changes in language and culture. This has created new requirements, competencies, assessment criteria, and quality indicators. However, a trained teacher has remained the most effective in determining students' achievement. Thus, in the teaching profession, professional growth is considered to be a permanent goal. Here, growth means change and development, a positive and open attitude, the accumulation of knowledge, and the development of skills to apply in teaching-learning situations.

Flower et al. (2017) pointed out that in this modern era, to acquire 21st-century skills, a teacher needs to have information literacy, information technology literacy, media literacy, and digital collaborating skills. From the above review, it is apparent that researchers are well aware of the professional development but in the context of foreign language education in Bangladesh, there is almost no significant research found in this field.

3. Research Design

This study was carried out among 20 respondents randomly selected from Japanese language teachers who had been teaching the Japanese Language in various types of institutions. Of the respondents, 10 of them have more than 5-year teaching experience. Their age ranges from 18 to 50 years. All the respondents are local Bangladeshi teachers who have been teaching at the Public University to Private School level. Data was collected through semi-structured interviews where they had the freedom to express their opinion from various perspectives. In the interview, they were mainly asked the following major questions.

- What is your academic and professional qualification in the field of Japanese language education or teaching?
- Do you think that you are well equipped to perform a job of a Japanese language teacher? Why?
- What other qualification of ability do you have which may require your profession to teach the Japanese language?
- What kind of professional development do you need to teach the Japanese language?

In this study, we used a qualitative design of narrative inquiry approach to understand the challenges faced by foreign language teachers in Bangladesh. Narrative inquiry is regarded as a suitable method to be used in such a study that deals with real experiences or stories of people (Mertova, 2007), in the context of professional development. We explored the challenges of the foreign language teachers and therefore emphasised the interpersonal aspects of their language.

3.1 Data Collection and Data Analysis

At present, the number of Japanese language teachers is several hundred. They teach Japanese language at various institutions across Bangladesh. Among the institutions, public universities, private universities, Technical Training Centres, private schools etc. are mentionable. To ensure the representation from all categories, data was mainly collected from the members of the Japanese Language Teachers' Association of Bangladesh (JALTAB), the only academic association of the Bangladeshi Japanese language teachers. More importantly, members of the

JALTAB belong to the various levels of academic institutions, from private schools to public universities.

Interviews with the respondents were carried out both online and face-to-face at the respondents' convenience. The relevant part of the data has been analysed accordingly. In the "Findings and Discussion" section, the names of the respondents are mentioned as "R-01", "R-02", "R-19", and "R-20". We aimed to engage with expert Japanese language teachers to depict the in-depth facts and issues. Therefore, key respondents were selected through purposive sampling. Data for this research was collected through key informant semi-structured interviews. We choose the Key Informant semi-structured interview to be used because of its potential to provide an in-depth understanding of teachers' challenges and their lived experiences. Responses we analysed thematically according to the research questions. The reason for choosing thematic analysis for this research is its flexibility.

4. Major Findings and Discussion

In this section, the findings and discussion are described in two parts by the two research questions of this research.

4.1 Academic Challenges Faced by the Japanese Language Teachers

The first research question was "What are the academic and professional challenges faced by the Japanese language teachers". In the interview, respondents were asked about their language proficiency, self-evaluation of their language skills, teaching experience, knowledge of teaching methodology, the experience of taking part in teachers' training etc. Qualitative data drawn from

the Japanese language teachers reveals the following major challenges they are facing in pursuing their academic activities.

4.1.1 Lower Level of Language Skill

This study revealed that most Japanese language teachers in Bangladesh do not have adequate information on their professional development opportunities. Most of them consider that only the Japanese Language Proficiency Test result is the criteria for becoming a Japanese language teacher in Bangladesh. Even after passing JLPT N5, the lowest level of the Japanese language proficiency test (JLPT), some of them became Japanese language teachers. Here is data from 2 respondents mentioned below.

R-01: I became a Japanese language teacher as soon as I passed JLPT N5 and still now I am struggling to teach my students. I need to develop my verbal proficiency, but I am not getting such an opportunity where I can increase my Japanese language speaking proficiency.

R-19: I don't have any degree or research experience in this field. I have studied Japanese for 2 years and completed 2 certificate courses. Still, I am not confident while teaching. Sometimes, I feel embarrassed.

In fact, except for some higher educational institutions, there are no fixed criteria for becoming a Japanese language teacher in Bangladesh. Thus, a young student just passing an elementary level certificate may become a teacher of the Japanese language. And obviously as mentioned by the R-01 and R-19, they are struggling with their low competency of language ability. As Salam (2016) suggested higher degree in a relevant field is

necessary to improve professional development, a reflection of this suggestion is seen in the above findings.

4.1.2 Lack of Self-learning Facility

Teacher respondents opined that the majority of them (90%) have not found any reference book for self-learning on how to teach the Japanese language. Such kind of teacher's guidebook is not available for Bangladeshi Japanese language teachers. As we know teaching a foreign language is not simply a teaching task which requires a sound academic and professional background. In this study, we found that reference books are not available for Japanese language teaching and most of the respondents have no training in teaching.

R-11: All the formal educational institute teachers have training institutes and plenty of reference books on teaching-learning methodologies but we the Japanese language teachers are not getting those facilities. After JALTAB (Japanese Language Teachers' Association of Bangladesh) had been formed, they had a few Study Sessions. But we need more training opportunities on teaching Japanese as a foreign language.

R-18: I want to read relevant books. But I face 2 (two) problems. Number one is books on teaching Japanese are not available in Bangladesh. And number two is, because of difficult Kanji [in the Japanese writing system, ideograms or characters that are adapted from Chinese characters], I cannot even understand books that I may access from the internet.

The above statements indicate that there is a need for resource materials for Japanese language teachers. At least the interested teachers who want professional development can get support from the resource materials. In turn, these materials help them develop

a self-learning attitude that can bring huge beneficial changes to the Japanese language teachers. Another respondent's response was in favour of more training opportunities for their professional development. This finding is consistent with Sadeghi and Richards (2021), who emphasise regular workshops and training sessions for the professional development of the teachers.

4.1.3 Extra Workload

Most of the Japanese language teachers (85%) reported that they have to do whatever tasks are assigned by the institutes. Sometimes they have to do other clerical administrative/official jobs, which are beyond their job description. The majority of the heads or owners of the Japanese language institutes are businesspersons. They consider teaching Japanese from a business perspective. In this regard, one of the teachers mentioned,

R-10: What and how I am teaching Japanese to my students are not regarded as a matter of concern to my Managing Director, rather he always looks at the numeric figures. How many students got enrolled, how many passed JLPT, and how many students we sent to Japan etc. are his main concern. He used to pressurise me to increase the number of students only.

R-20: During my free time, I want to study the Japanese language to upgrade myself. But because of the pressure of clerical jobs, I don't have any free time for myself. Though, at the time of the appointment, authorities did not tell me about such works.

This reflects that the Japanese language teacher needs to engage in student-hunting promotional activities. They have to do many tasks assigned, which are not clearly described. The language institutes rarely have a proper job description and they regularly need to work more than 8 hours. Such added workload creates a

big barrier to their personal proficiency development as well as professional development.

In the compilation of the above findings, regarding the academic challenges faced by the Bangladeshi Japanese language teachers, it may be stated that most of the Japanese language teachers in Bangladesh do not have sufficient language ability or degrees in relevant fields. According to the official website of the Japanese Language Proficiency Test (JLPT), only in December 2020, the number of Bangladeshi applicants for the JLPT was 1,856. Therefore, improving the language competency of the teachers is a must. In addition to that, they are struggling to continue self-studying and accessing other resources around them.

4.2 Administrative Challenges faced by the Japanese Language Teachers

The second research question was “What are the administrative challenges faced by the Japanese language teachers”. In the interview, respondents were asked about their administrative knowledge and ability, and networking among the stakeholders. On the top, it has been investigated how a foreign language teacher may equip him/herself to take on any professional challenges inside or outside of his/her classroom.

4.2.1 Lack of Cooperation from the Institutions

The majority of the respondents (70%) opined that they are not getting any kind of support from the head of the institution. Heads of the Japanese language institutes mostly are business persons who only care about what number of students are getting enrolled and how many are going to Japan. They keep the teacher engaged with many other tasks apart from their teaching job. Respondent R-04 reported as below.

R-04: In my language school, my roles and responsibilities are not mentioned. I have to do all the tasks assigned by my head. He (the owner of the institute) used to assign me various other tasks, which are not related to my job. I rarely can take a leave and get spare time for study. Once I received a training opportunity but he did not allow me to go for the training.

According to the respondent's opinion, it is clear that most of the heads of the Japanese language institutes have a traditional mindset and are not allowing their teachers professional development opportunities though they manage such opportunities after a lot of hurdles. As Alam and Nesa (2020) pointed that Japanese language teachers have to take extra initiatives to create a learning environment even outside of the class. In such a situation, institutional cooperation is considered indispensable.

4.2.2 Lack of Opportunities for In-country Training

In Bangladesh, there are plenty of academic degree programmes for teaching English but not even a single academic programme ever existed in Bangladesh that is designed for the professional development of Japanese language teachers. All the respondents (100%) agreed that if there was an academic programme for Japanese language teachers they could join the programme, but no such initiative has ever been taken in Bangladesh. The thing will be clearer from the responses of the following two respondents.

R-07: I wish I could join an academic professional development programme as a Japanese language teacher. But all the initiatives are available outside of Bangladesh. Thus it became so difficult from my part to attend such a programme going abroad. At least leading institutes should come forward and think about designing such programmes for us.

R-15: I may get a chance to join a training in Japan. But as I have small kids, it will be difficult for me to go to Japan for several months. We need an in-country training.

Therefore, it is also evident that an academic professional development programme for the Japanese language teachers is an urgent need in Bangladesh. Our neighbouring country, India already has numerous institutes for the professional development of Japanese language teachers and holds teachers' training programmes on a regular basis. At least, our leading language institutes, such as the Institute of Modern Languages, the University of Dhaka and the Japanese Language Teachers' Association of Bangladesh should organise such programmes.

4.2.3 Job Uncertainty and Poor Salary

During the Covid pandemic, many Japanese language teachers lost their regular job and those who haven't lost their job were less paid. In this study, we also found that the salary range of Japanese language teachers is not sufficient enough to run a family of four members. Many educational institutes are eager to assign young and new Japanese learners who have a good score in the JLPT examination. One of our respondents explained it as:

R-12: I became a Japanese Language Instructor immediately after I passed the JLPT N4 examination and at the same time I also completed my graduate studies. I had no prior experience, thus I wanted to earn money to support my family. Now it's almost 3 years that I have been working with the same institute. During the Covid pandemic, my institute remained closed for 18 months and I didn't receive any salary. Now they have resumed their programme and I am getting a poor salary compared with the past. I am not sure how long I can sustain in this job with a decreased salary and with great uncertainty.

Therefore, this is a matter of concern that, many Japanese language teachers lost their jobs during the Covid pandemic and no one took initiative to take care of them. There are no rules and regulations for remuneration and no base of salary determination, which made it very difficult to choose a profession as a Japanese language teacher.

4.2.4 Official Communication Skill

A teacher has to make a lot of official communications apart from the routine work of teaching, evaluation etc. Particularly, teachers in higher educational institutions need to do such jobs frequently. Respondent “R-14” is teaching at a university and data derived from his interview is given below.

R-14: We have to collect and share various information such as scholarships for the students. Then, we have to communicate with the Embassy, Japan Foundation, Japanese universities etc. Sometimes, we need to do a lot of paperwork, email, phone etc. regularly.

As Alam (2008) pointed out that a foreign language teacher has to perform a lot of duties in addition to his/her routine work, that is, teaching in the classroom. Nowadays, because of the internet and other issues, the pattern of communication has also changed. Writing emails, reports, letters, making telephone calls, messaging etc. are considered an indispensable job for a teacher. To make such communication, only language skill is not enough, one has to have a good professional attitude, manners etc.

From the results and discussion above, regarding the administrative challenges faced by the Bangladeshi Japanese language teachers it may be stated that most of the Japanese

language teachers in Bangladesh do not have proper and effective networks with the stakeholders.

Considering the findings of both research questions, it is clear that foreign language teachers must have sufficient academic knowledge and skills, and be well aware of the learner's needs, motivation and existing situation in a regional and global context so that he/she can give the maximum effort for the students as well as to the academic world. In both academic and administrative categories, Bangladeshi foreign language teachers are lagging behind and there are many issues to be addressed immediately.

5. Recommendations

Based on the findings of this survey, some concrete recommendations have been made for the betterment of the Japanese language education in Bangladesh. The recommendations have been made in two separate categories.

5.1 Recommendations for Japanese Language Teachers

For the professional development of the Japanese language teachers, individuals or institutes may follow the following recommendations:

1. For all Japanese language teachers in Bangladesh, it is highly recommended to be an active member of the Japanese Language Teachers' Association of Bangladesh (JALTAB). As the JALTAB organises Study Sessions etc. periodically, young and inexperienced teachers may learn about the pedagogy of teaching-learning and other related matters under one umbrella. Teachers will also get plenty of information that may connect to their professional development.

2. Teachers should negotiate with the head of the institutions to ensure their further study and other academic activities. Teachers must have to achieve such professional confidence.
3. Teachers have the intention and eagerness to participate in various professional training programmes. In Bangladesh, there are very few opportunities for such training. But in recent times, the number of online training has been increasing. It is a good opportunity for Bangladeshi teachers to upgrade themselves.
4. Teachers may urge a uniform job description required for all Japanese language teachers so that everyone gets equal opportunities and a balanced workload. This may be done under the umbrella of the Japanese Language Teachers' Association of Bangladesh (JALTAB).
5. Japanese language teachers need to have adequate access to professional development resources and they also need to create time for their learning. To become a 21st-century teacher self-learning on language teaching is essential for each teacher.
6. In the new normal era after the Covid pandemic, the job uncertainty will continue. Thus, it is very difficult to build a successful career as a Japanese language teacher in Bangladesh. With the growing need for Japanese language teachers, some initiatives should come from the teachers to ensure their minimum salary demand.

5.2 Recommendation for Policymakers and Researchers

Some recommendations for the policymakers and the researchers were also made.

1. Education policymakers of Bangladesh should consider Japanese language teachers' professional development as a great concern to ensure the supply of skilled human resources in Japan and to Japanese companies working in Bangladesh.
2. Educational institutes that are providing Japanese language courses need to ensure adequate professional development and growth opportunities for their teachers. By doing so, they will be more benefited.
3. Higher educational institutes and National organisations dealing with language should come forward to design an academic programme for the Japanese language teachers (as well as other foreign language teachers) and set a few criteria for becoming Japanese language teachers.
4. Researchers should come forward to carry out in-depth research on Japanese language education focusing on the professional development of the language teachers.
5. The Institute of Modern Languages, the University of Dhaka and the Japanese Language Teachers' Association of Bangladesh (JALTAB) may organise seminars etc. to attract young prospective Japanese language teachers by providing concrete guidelines to

build their future careers as a foreign language teacher.

6. Direction for Future Research

Professional development challenges of Japanese language teachers are not a highly researched field in Bangladesh. Applying new pedagogical knowledge and skills mostly changes the long-established practices and way of classroom teaching-learning practices. Results from the language teachers' interview reveal that most teachers encounter a variety of obstacles in their professional life. Many teachers said that they do not get enough support from their head of the institute, supervisors and colleagues. At the same time, language teachers who are in their early professional level lack professional development opportunities, training facilities and sufficient teaching-learning materials. This issue reveals that further research should be carried out on the role of Japanese language teachers and professional development initiatives for them.

7. Conclusion

This research investigated the academic and administrative challenges faced by the Bangladeshi Japanese language teachers to upgrade their professional development. For time constraints due to the COVID-19 pandemic and other unavoidable situations, data was only collected from selective sources. Further research should be continued. Though this research focuses mainly on Japanese language teachers, the situation of other foreign languages (except English) is also almost the same. Hence, the recommendations of this research may also be considered significant for them. In the case of foreign language education, a teacher is a central character. Without having sufficient academic and administrative knowledge, he/she will never be able to serve

properly. As Bangladesh is a densely populated country and its economy depends on foreign remittance, all relevant stakeholders, e.g., individuals, institutes and the government should come forward to resolve all the challenges to the professional development of the foreign language teachers. Findings and recommendations of this research will remain as a basic document for all concerned persons and entities.

References

- Alam, M.A. (2008). Role of a foreign language teacher. *Journal of the Institute of Modern Languages. University of Dhaka*, 21, 203-216.
- Alam, M.A. (2019). Significance of proper information in learning Japanese Language- Focusing on the gap between learners' expectation and reality. *Journal of the Institute of Modern Languages. University of Dhaka*, 29, 19-33.
- Alam, M. A. (2020). JLE in Bangladesh -Recent developments and challenges-. In A. Shyam (Ed.), *Japanese Language Education in South Asia -Issues & Challenges* (pp. 14-38). The EFL University Press.
- Alam, M. A., & Nesa, F. (2020). Bideshi vasha shikkhon porjalochona: Japani vashar Bangladeshi shikkharthider 'Speaking Skill' briddhir proyojoniota o protibondhokota (in Bengali) [A review on foreign language learning: Needs and obstacles to improve 'Speaking Skill' of the Bangladeshi Japanese language learners]. *The Comilla University Journal of Arts*, 5, 87-98.
- Awla, H. A. (2014). Learning styles and their relation to teaching styles. *International Journal of Language and Linguistics*, 2(3), 241-245.

- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3-15.
- Deocampo, M. F. (2020). Issues and challenges of English language teacher-trainees' teaching practicum performance: Looking back and going forward. *LEARN Journal: Language Education and Acquisition Research Network Journal*, 13(2), 486-503.
- Flower, A., McKenna, J. W., & Haring, C. D. (2017). Behavior and classroom management: Are teacher preparation programs really preparing our teachers? *Preventing School Failure: Alternative Education for Children and Youth*, 61(2), 163-169.
- Galaczi, E., & Nye, A. (2018). Teacher professional development. In *The Cambridge assessment English approach to teacher professional development* (pp. 4-12). Cambridge: Cambridge University Press.
- Japanese Language Proficiency Test. (2022, May 1). <https://www.jlpt.jp/>
- Karim, A., Mohamed, A. R., Ismail, S. A. M. M., & Rahman, M. M. (2018). Organized hypocrisy in EFL teacher training programs. *International Journal of Instruction*, 11(2), 437-450.
- Lv, Y. (2014). The professional development of the foreign language teachers and the professional foreign language teaching practice. *Theory and Practice in Language Studies*, 4(7), 1439-1444.
- Ministry of Expatriates' Welfare and Overseas Employment, Bangladesh. (2022, May 1). <https://probashi.gov.bd>
- Mertova, L. W. (2007). *Using Narrative inquiry as a research rethod: An introduction to using critical event narrative*

analysis in research on learning and teaching.
Routledge.

- Rahman, M. M., & Pandian, A. (2018). A critical investigation of English language teaching in Bangladesh. *English Today: The International Review of the English Language*, 34(3), 43-49.
- Sadeghi, K., & Richards, J. C. (2021). Professional development among English language teachers: Challenges and recommendations from practice. *Heliyon*, 7(9). E08053. <https://doi.org/10.1016/j.heliyon.2021.e08053>
- Salam, M. A. (2016). *Professional development and pedagogy of university teachers in Bangladesh: An exploratory study.* (PhD Thesis). Institute of Education and Research, University of Dhaka.
- Shahriar, G. (2012). *Foreign language teaching and learning in Bangladesh. An investigation on the impact of authentic material.* GRIN Verlag. The Japan Foundation. (2022, May 1). Japanese language education in abroad. <https://www.jpf.go.jp/j/project/japanese/survey/area/country>.
- Vanderlinde, R., Tuytens, M., De Wever, B., & Aelterman, A. (2016). Professional learning of teacher educators, teachers, and student teachers: An introduction. In *Professional learning in education: challenges for teacher educators, teachers and student teachers* (pp. 9-20). Academia Press.