

LETTERS

18/8180

The Bangladesh Times

Causes Of Failure In English

Sir.—I have gone through the letter captioned above by your Correspondent Mr. Delwar Ahmed which appeared in this column of your esteemed daily on August 8, 1980. The correspondent has argued that the cause of failure in English papers on the part of the students is the shortage of trained teachers of English now-a-days. I would like to say something about it.

Now-a-days the number of trained teachers is much higher than that of old days. We have a number of teachers training institutes and colleges in different parts of the country and an Education Extension Centre in Dacca to cater to the need of the trained teachers of schools. Each year a good number of teachers are undergoing training at these training centres to add to the number of trained teachers. Notwithstanding this fact, the standard of teaching of English in particular and other subjects in general is falling.

But in our school days, we found many untrained undergraduate teachers teaching English effectively in secondary schools. Neither training nor university degree but their wisdom, art of teaching and wholehearted dedication helped them to be effective teachers. Teachers are both born and made. Aristotle, the best teacher that ever lived and Ibne Sina, the Mualem-us-Sani (the second teacher) never underwent any formal training to teach their disciples. Their brain, wisdom and self-devised magic method of teaching made them the world's best teachers.

When I was a student of Class VII in Joradah High School, Jessore, an untrained Matriculation passed teacher Kh. Badrul Alam by name would teach us English, second paper and mathematics. His teaching method was so nice that even the back benchers could easily follow him. He devised a number of formulae to make some complicated problems of grammar and mathematics easily graspable to the students and he was successful.

Now, as per the service rules, the teacher having such an academic qualification will not certainly be allowed to serve in a secondary school. But how many such efficient teachers would you find in these days in secondary schools? In my opinion, more importance should be given to teacher's grasp of the subject he will teach and art of teaching than his qualifications and training at the time of appointment.—Yours, etc.,
MD. AFILUDDIN P.O. Alam
danga, Kushia.

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