
3-3-2019

Examining the Impact of an English in Action Training Program on Secondary-School English Teachers' Classroom Practice in Bangladesh

Abdul Karim Mr.

Universiti Sains Malaysia, khasan13aiub@gmail.com

Abdul Rashid Mohamed Dr.

Universiti Sains Malaysia, richsesusm@gmail.com

Follow this and additional works at: <https://nsuworks.nova.edu/tqr>



Part of the Arts and Humanities Commons, Quantitative, Qualitative, Comparative, and Historical Methodologies Commons, and the Teacher Education and Professional Development Commons

This Article has supplementary content. View the full record on NSUWorks here:

<https://nsuworks.nova.edu/tqr/vol24/iss3/2>

Recommended APA Citation

Karim, A., & Mohamed, A. R. (2019). Examining the Impact of an English in Action Training Program on Secondary-School English Teachers' Classroom Practice in Bangladesh. *The Qualitative Report*, 24(3), 441-469. <https://doi.org/10.46743/2160-3715/2019.3703>

This Article is brought to you for free and open access by the The Qualitative Report at NSUWorks. It has been accepted for inclusion in The Qualitative Report by an authorized administrator of NSUWorks. For more information, please contact nsuworks@nova.edu.

The advertisement features a dark blue background on the left with the NSU logo (a sunburst over the letters 'NSU' and 'NOVA SOUTHEASTERN UNIVERSITY' below it) and the text 'Qualitative Research Graduate Certificate' in white. Below this is the tagline 'Indulge in Culture' and 'Exclusively Online • 18 Credits'. A white button with the text 'LEARN MORE' is positioned at the bottom left. On the right, a photograph shows six diverse individuals sitting on a stone ledge in front of a building with 'NOVA SOUTHEASTERN' visible on the wall.

Examining the Impact of an English in Action Training Program on Secondary-School English Teachers' Classroom Practice in Bangladesh

Abstract

English teachers in Bangladesh have undergone numerous training programs. Both government-initiated and donor-sponsored training programs have been in operation in Bangladesh. Government initiated institutions to train teachers are Primary Training Institutes (PTIs) and Teacher Training Colleges (TTCs). However, researchers seemed to label training provided by PTIs and TTCs as inadequate. Bridging the gaps intrigued government of Bangladesh to devise donor-aided training programs, including English Language Teaching Improvement Project (ELTIP), English for Teaching, Teaching for English (ETTE), Secondary Education Quality and Access Enhancement Project (SEQAEP), Teaching Quality Improvement in Secondary Education Project (TQI-SEP). Studies reported their potential failure to bring changes in English teachers' classroom practices. English in Action (EIA) was the last donor-funded project that incorporated school-based training program. The aim of the study was to examine the impact of EIA training program on secondary-school English teachers' classroom practice in Bangladesh, drawing the questions in relation to the elements learned in the training program and the elements practiced in the training program. The present study undertook the Integrated Approaches to Teacher Development suggested by Hargreaves and Fullan (1992) and Reflective Model developed by Wallace (1991). This study adopted phenomenological approach since it subsumed the experience of an activity or concept from the participants' perspective. Eight Participants were selected who had been trained from EIA training program and who had experience of participating in other donor-aided program, in the spirit of yielding the uniqueness of EIA which informed the sustainability of this program. It had been divulged that teachers learned a lot of activities that were related to English language teaching. However, the present studies observed limited practice of such activities in the classroom.

Keywords

English in Action (EIA), Teacher Training, Impact, Classroom Practice, English Language Teaching (ELT), Communicative Activities, Communicative Language Teaching (CLT), EFL

Creative Commons License



This work is licensed under a [Creative Commons Attribution-NonCommercial-Share Alike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

Acknowledgements

My supervisor, Dato' Professor Dr. Abdul Rashid Mohamed, guided me through in this journey, I am really indebted to him for everything. I want to acknowledge the contribution of my school, School of

Educational Studies in the journey. The teachers who participated in my study, I am grateful to you. I hope, I have projected you thoughts and emotion rightfully.

Examining the Impact of an English in Action Training Program on Secondary-School English Teachers' Classroom Practice in Bangladesh

Abdul Karim and Abdul Rashid Mohamed
Universiti Sains Malaysia, Penang, Malaysia

English teachers in Bangladesh have undergone numerous training programs. Both government-initiated and donor-sponsored training programs have been in operation in Bangladesh. Government initiated institutions to train teachers are Primary Training Institutes (PTIs) and Teacher Training Colleges (TTCs). However, researchers seemed to label training provided by PTIs and TTCs as inadequate. Bridging the gaps intrigued government of Bangladesh to devise donor-aided training programs, including English Language Teaching Improvement Project (ELTIP), English for Teaching, Teaching for English (ETTE), Secondary Education Quality and Access Enhancement Project (SEQAEP), Teaching Quality Improvement in Secondary Education Project (TQI-SEP). Studies reported their potential failure to bring changes in English teachers' classroom practices. English in Action (EIA) was the last donor-funded project that incorporated school-based training program. The aim of the study was to examine the impact of EIA training program on secondary-school English teachers' classroom practice in Bangladesh, drawing the questions in relation to the elements learned in the training program and the elements practiced in the training program. The present study undertook the Integrated Approaches to Teacher Development suggested by Hargreaves and Fullan (1992) and Reflective Model developed by Wallace (1991). This study adopted phenomenological approach since it subsumed the experience of an activity or concept from the participants' perspective. Eight Participants were selected who had been trained from EIA training program and who had experience of participating in other donor-aided program, in the spirit of yielding the uniqueness of EIA which informed the sustainability of this program. It had been divulged that teachers learned a lot of activities that were related to English language teaching. However, the present studies observed limited practice of such activities in the classroom. Keywords: English in Action (EIA), Teacher Training, Impact, Classroom Practice, English Language Teaching (ELT), Communicative Activities, Communicative Language Teaching (CLT), EFL

Introduction

Bangladesh has been in the trajectory of developing English proficiency in oral and written form for the citizens since her inception in 1971 (Karim, Shahed, Rahman & Mohamed, 2019). Moreover, reviewing World Bank's (2016) report, Rahman and Pandian (2018) underscore the indispensability of improving English teaching and learning for Bangladeshis to remain enacted in the globally expanded economy. Thus, nationwide priority has been exerted on teachers' training in both primary and secondary level. The essence of developing teachers' repertoires is training (Karim, Mohamed, Ismail & Rahman, 2018). In a broader sense, training renders the antecedents (e.g., creating interactive atmosphere, deploying audiovisual aids, employing diverse activities to engage students and so on) required to be an

efficient teacher. Given its pivotal role in the development of both the teacher quality and students' learning (Karim, Mohamed, & Rahman, 2017), teacher training, in most of the countries, is identified central to the national education policies (Shohel & Banks, 2012). School is the most suitable setting for Teachers' Professional Development (TPD) to take place. However, TPD in Bangladesh concerns removing teachers from their workplace (Shohel & Kirkwood, 2012). As such, the goal of the training program – integrating communicative activities into the English teachers' classroom practice – is yet to achieve. Ostensibly, it results in students' poor communicative ability since hardly do the teachers involve them in communicative activities in the classroom (Chowdhury & Ha, 2008; Hamid & Baldauf, 2008; Hamid, Sussex & Khan, 2009). It is worth mentioning that Communicative Language Teaching (CLT) had been undertaken by National Curriculum and Textbook Board (NCTB) as the method to follow in teaching English in primary and secondary school (Rahman & Pandian, 2018). However, as mentioned, teachers fail to integrate communicative activities that are suggested by CLT. Consequently, the status of students' communicative ability is depressing.

As a result, training programs have been arranged by government of Bangladesh to train English teachers so that they can employ communicative activities in the classroom. Teacher training programs in Bangladesh have been operated by both the government and donors, e.g., Department for International Development (DfID), Canadian International Development Agency (CIDA), World Bank and Asian Development Bank (ADB). Among the government-initiated institutions to train teachers are Primary Training Institutes (PTIs) and Teacher Training Colleges (TTCs) (Hamid, 2010). However, researchers seemed to label training provided by PTIs and TTCs as inadequate (Ali & Walker, 2014). Hamid (2010) reports that the inadequacy prevailed in Certificate-in-Education (C-in-Ed) and Bachelor of Education (B.Ed) led Bangladesh to rely on different donor-funded projects to train English teachers. Subsequently, Government of Bangladesh (GoB) has introduced a number of donor-aided projects with a view to bridge the gap yielded from PTIs and TTCs (Chowdhury & Ha, 2008). Yet study shows that the training projects devised so far in Bangladesh potentially failed to equip English teachers to spell communicative class (Islam, 2015).

Bridging the gap, according to Shohel and Power (2010), requires school-based professional support for Bangladeshi teachers to develop their teaching skill. Therefore, English in Action (EIA) was devised in Bangladesh with the spirit of developing the English language proficiency of the people of Bangladesh. The project is financed by UKaid from the Department for International Development (DfID) and implemented by the Government of Bangladesh (Rahman & Rahman, 2012; Seargeant & Erling, 2011). A consortium of partners such as, Cambridge Education (Lead), BBC Media Action, The Open University, UK and two national NGOs – Underprivileged Children's Educational Program (UCEP) and Friends in Village Development Bangladesh (FIVDB) – are maneuvering unitedly to achieve the maximum communicative competence in English language for 25 million citizens (English in Action). The project cost £50 million (Shrestha, 2012). EIA continued its operation from 2008 to 2017.

EIA had provided training for English teachers in primary and secondary schools. EIA aimed at improving the English language proficiency of 25 million citizens in Bangladesh (Islam, 2015; English in Action). The project had developed materials and designed teacher professional development activities for English teachers in both primary and secondary schools (Shrestha, 2012). It was expected that these teachers would support millions of school children in developing their English language proficiency, Shrestha elaborates. The EIA website contains limited information about the objectives of the training program. Therefore, to identify the objectives of the project, previous studies are explored where the objectives have been reported. The objectives documented in the previous studies related to EIA training program, are as follows:

1. To introduce English teachers to the communicative activities through training (Chowdhury & Kabir, 2014);
2. To bring change in English teachers' classroom practice in the secondary schools (Shohel & Banks, 2010);
3. To disseminate classroom materials through mobile phones so that communicative activities in the classrooms get flourished, and thereby, develop the communicative competence of the students (Rahman & Rahman, 2012); and
4. To enhance English teachers' ability to use technologies and materials so that they can conduct a more participatory and communicative class (Rahman & Rahman, 2012).

Juxtaposing the carefully prepared cascades of information and communication technology (ICT) in the teachers' professional development (TPD), EIA strived to change the conventional act of the teachers in the classroom. A school-based support model has been designed by incorporating mobile phones, named as "trainer in your pocket" (Walsh et al., 2013), preloaded with audio and video resources related to the classroom practice. In addition, battery-powered speakers were distributed among the English language teachers so that they can use them in the classroom. Moreover, a teacher guide was designed covering 12 CLT modules in which each focused on a particular activity to be performed in a secondary classroom (Shohel & Banks, 2012; see Table 1). Demonstrating the activities, exploring principles that underpin the activities and encouraging the teachers to adopt and adapt these in the classroom are the fundamental concerns of the modules. Battery-powered speaker was deployed along with the mobile phone so that in conjunction with training, teachers would facilitate learners with the opportunity to listen to audio resources.

Table 1: 12 modules (Shrestha, 2012, p. 40)

Module	Key Points
1. Active learning	Elicitation techniques Stages of a listening lesson
2. Choral Dialogues	Scaffolding students Setting up pair work
3. Listening and responding	Active involvement Different learning styles
4. Information Gaps	Creating an information gap Authenticity
5. Pronunciation practice	Sounds, stress and rhythm Pronunciation models
6. Predictive listening	Elicitation techniques Creativity
7. Role play	Using Dialogues Pair work and group works
8. Songs for language practice	Automatisation Grammar integration//
9. Using visuals	Classroom interaction Skill integration

10. Creative writing	Personalization and creativity Stages of a writing lesson
11. Listening to the world	Real-life purposes Listening for gist/ key points
12. Grammar games	Grammar integration Motivation

Completing the 12 modules produces the mastery of the secondary-school English language teachers on the following activities to be performed in the classroom. Below are the activities in Table 2:

Table 2: Activities learned by the teachers following 12 modules in the training program

Activities	Applications
Teachers play Good Morning song/ Hello Song	To warm up the students.
Listening	Teachers play the audio related to the lesson, follow the PAUSE and PLAY. Following this, teachers encourage students to interact and respond, yielding speaking practice.
Play games Numbers game Grammar game	To teach vocabulary, To teach numbers (1-50), To teach grammar (e.g., to teach past continuous tense, teachers ask questions like, what were you doing when the thunderstorm started).
Using Poster	Pronunciation drill.
Using Picture (e.g., picture of birds)	To teach vocabulary (e.g., black/ white).
Role play	Teachers let students to practice dialogue/grammar (e.g., being in the groups, students act as shopkeepers and customers).
Miming and Gestures	Teachers let students mime in front of the class what s/he does before going to sleep. Teachers in this way elicit vocabulary such as, drinking, brushing, combing and washing.
Pre-reading strategy	Teachers introduce students to the new words before starting any reading comprehension.
Pair work in reading	Teachers ask one student in the pair to read the story and other will check with the textbook, Teachers ask students to sort out the gist/summary of the comprehension. Being in pairs, they answer the comprehension questions about the main facts of the text.
Pair work in writing	Teachers ask students to complete the task from the textbook. Then, ask them check their partner's writing being in pair. Teachers ask students to write rhymes and get it checked in pairs for spelling and pronunciation.
Writing	Teachers select a topic, write relevant words on the board and elicit meaning. Then ask students to use these in their writing.

Speaking	To accelerate STs-STs interaction. Teachers get some of the students to ask question and encourage others to reply.
Pronunciation Practice	Teachers ask students to identify rhyming words (e.g., head/bed, moon/soon) in pairs. One student will say one word and another student will say the rhyming word.

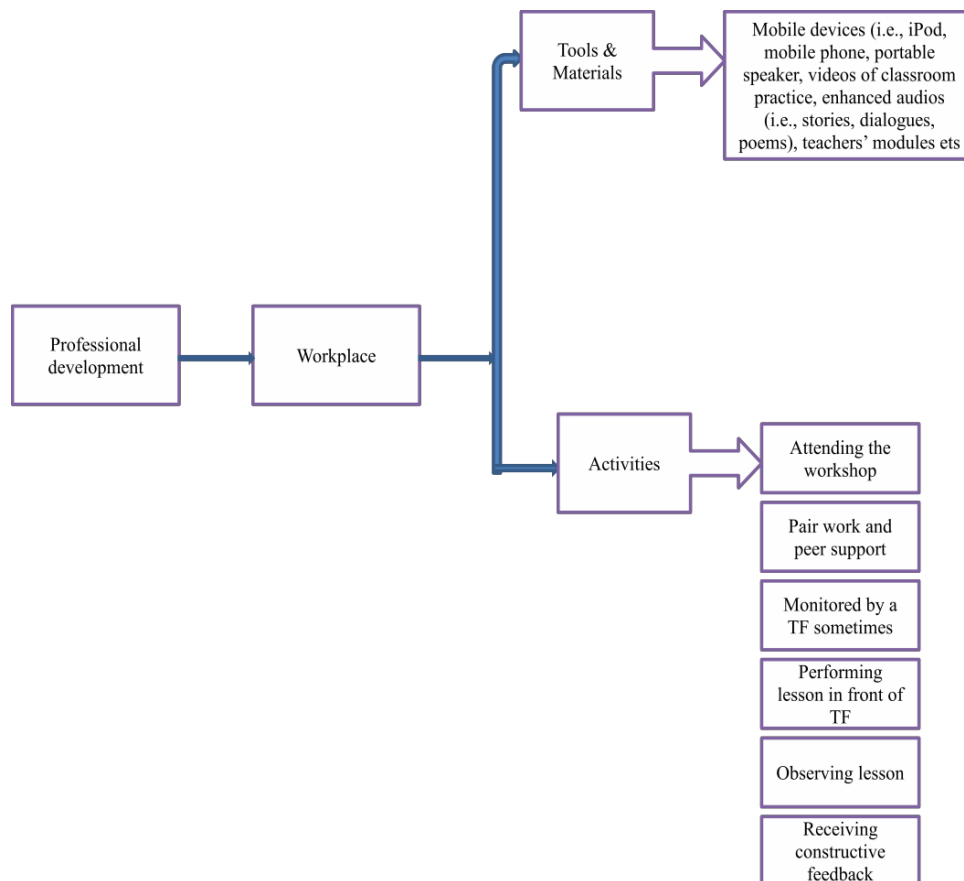


Diagram 1: EIA Teacher support model (adapted from Karim, Mohamed, & Rahman, 2017).

(b) EIA's principal and Teacher support model

English in Action training program has the following principles:

1. Continuity of support: Teachers attending the EIA training program can receive training over a long period of time (English in Action).
2. A school-based approach: At the centre of EIA training program is school-based support, meaning that the training program is held in the school (Shrestha, 2012). It is noteworthy that previously held English teacher training program in Bangladesh removed teachers from their workplace (Hamid, 2010).
3. EIA integrates the following phases to provide training for English teachers in the secondary level in Bangladesh.

Orientation workshop: Teachers are introduced to EIA personnel and the features of CLT in this workshop.

Distribute low-cost mobile phones among the teachers: EIA supplies secondary teachers with mobile phones containing audio and video resources that are substantially related to the 12 modules included in the teacher guide (Shrestha, 2012). Among the audio resources are textbook readings, dialogues, poems and songs while visual resource subsumes videos of classroom practice.

Facilitating teachers' pair work: Teachers work in pairs, support each other and thereby, create learning opportunities for each other (Shrestha, 2012). In the pair work, teachers have discussion with peers on classroom management, students' participation in the classroom and offering interesting lessons for the students. Moreover, teachers share problems they usually experience in real life and suggest probable solution for each other.

Appointing teacher facilitator: EIA appoints teacher facilitators to observe each teacher's lesson and deliver constructive feedback for them (Shrestha, 2012).

Arranging cluster meeting: EIA offers monthly cluster meeting run by a teacher facilitator and a teacher development coordinator (Shrestha, 2012). Shohel and Banks (2012) explicated that teachers, being in different groups, demonstrated lesson in front of other groups. If one group misses something, the next group notes down what could have been done to make the lesson more attractive, they added.

To sum up, EIA offered two-layer support for the teachers- in school support and beyond school support (Power, Shaheen, Solly, Woodward, & Burton, 2012). New classroom activities and professional development resources for the teachers comprise in-school support while workshop and cluster meeting constitute beyond-school support, they expound.

The present study was undertaken subject to few grounds. For instance, studies carried out hitherto on the impact of the donor-funded training programs integrated quantitative method (see EIA, 2012; Hamid & Honan, 2012). Therefore, it is important to carry out a study to understand the impact of EIA's teacher training program on English teachers' classroom practice by adopting a qualitative method. Moreover, studies mostly highlighted tool, knowledge and skills that were transmitted to the teachers through EIA training program (Anwaruddin, 2016), with little focus on the implementation of knowledge and skills in English teachers' classroom practice. Unlike previous ones, the current study adopts the phenomenological approach under qualitative research method considering Bryman's (2012) elaboration that postmodernists have been found influential in qualitative research which entails individual account of a phenomenon. Additionally, it will exhibit the EIA trained teachers' classroom practices. On top of that, the conventional scenario of evaluating the impact of donor-funded projects is that the evaluation is carried out by experts from donor countries Brumfit (1983; as cited in Hamid, 2010). Such evaluation has also been prevailed in Bangladesh. Generally, when experts from donor countries evaluate the impact of their projects, it is evident that, they tend to blame local stakeholders for any failure, and rarely do they hold themselves responsible for any inconvenience (Anwaruddin, 2016; Hamid, 2010). Hamid, therefore, suggests that critical inquiries into the program impact should be carried out by local researchers.

Background of the Problem

This section highlights the problems pertaining to the components of the training programs and impact of the training programs on English teachers' classroom practices. The following first paragraph yielded insight in relation to the problem associated with learning components in the training programs. The following paragraph undertook a brief documentation regarding the practice of the teachers after completing training programs.

The existing teacher training programs have not been able to train English teachers effectively. The limitation, most often than not, concerns the components of the training

programs, designed for English teachers. For instance, according to Malek, Begum, Islam and Ryad (2009), PTIs and TTCs responsible to train primary and secondary teachers follow the curriculum which is obsolete, and it concentrates on theoretical knowledge and does not address the practical needs of the English teachers. It is surprising that only 6.3% component is related to English teaching in PTIs whereas, only 5% of the curriculum is related to English in TTCs (Hamid, 2010) (see 22-26 for detail). The training provided by TTCs is unique in that they offer an additional English subject for teachers who pursue their specialization in English teaching. Yet it cannot serve the purpose of equipping teachers with expected teaching ability (Hamid, 2010). To sum up, no separate program like, TESOL or TESL, is provided for Bangladeshi English teachers, and they are being trained in a general teacher training curriculum following Islam (2003, as cited in Ali & Walker 2014). They, therefore, identify the training arranged for primary and secondary teachers as inadequate. As regards donor-funded project, the components of ELTIP are also inadequate to equip the teachers with the ability to operate communicative activities in the classroom (Hassan, 2013). In addition, subject to TQI-SEP, Raihan (2011) explicates that it is not adequate to equip teachers so that they can employ communicative classroom.

Several project-based training programs have been arranged hitherto for English teachers in both primary and secondary schools with a view to train them to conduct classes using the communicative approach. But the outcome of those projects was not satisfactory (Hamid, 2010), indicating that no change concerning English teachers' classroom practice takes place. Hardly does the training program yield any impact on English teachers' classroom practice (Raihan, 2011). Furthermore, Shrestha (2012) also divulges, the achievement is below the level of expectation. The pressing reason behind such low achievement is the dissatisfactory adaptation of the methodology – CLT – in the classroom. It has been reported that teachers tend to follow the traditional grammar-translation method TQI-SEP (2007, as cited in Hamid, 2010). For elaboration, Hassan's (2013) investigation reveals that teachers, received training from ELTIP, are not equipped with ability to involve students in communicative activities in the classroom since the ELTIP does not address such components during the training session. The participant teachers in his study claim that the training does not suffice. Consequently, they experience various problems when they try to engage students in the classroom. In addition, they argue that without proper training on communicative approach, it becomes challenging for them to activate communication in the classroom. It is mention worthy that ELTIP's commitment was to equip teachers so that they can employ communicative activities in the classroom. Raihan's (2011) exploration with regard to TQI-SEP training figures out similar kind of shortcoming associated the training programs in Bangladesh. He finds that the duration concerning the training is not enough; moreover, this is not adequate to address teachers' need pertaining to communicative activities. Additionally, teachers view the implementation of what they have learned in the training program challenging. He reports that hardly does the training program yield any impact on English teachers' classroom practice. The study conducted by EIA (2009) reveals that classrooms are mostly Bengali dominated; seldom do the teachers facilitate students' talk using the target language, as a result of inadequate training, in addition, pertinent to the incorporation of communicative activities. It also gets concluded stating that teachers volitionally follow the conventional grammar-translation method, and they are found reluctant to adopt communicative approach. Such findings are commensurate with those uncovered previously by the other native researchers (e.g., Chowdhury & Ha, 2008; Hamid & Baldauf, 2008).

EIA is the last project set out to provide teachers with training (Shohel & Banks, 2012). EIA targets to train 51,000 teachers (EIA Website) to bring change in their classroom practice by introducing communicative activities purported by CLT. The impact of EIA on teachers' classroom practice is yet to examine. Teachers trained so far from EIA also seem to conduct

classes following grammar-translation method. Instead of introducing communicative activities, Rahman and Akter (2015) reveal that EIA trained teachers are teaching grammar in their classes. They conduct the study after the completion of the third cohort (2013-2014) of English in Action training program. With regard to the challenges, their study also shows that for the majority, EIA trained teachers experience difficulties in practicing communicative activities in the third quarter. Since there are three quarters in a year and Bangladeshi school syllabus is compartmentalized depending on this, in the first two quarters, teachers use the audio resources in the classroom. However, the teachers experience difficulties in practicing communicative activities in the third quarter and are reluctant use these in that quarter. The reason behind this, as the study discloses, is the necessity of the completion of the contents within short period of time during that quarter. This time is the preparation for the yearly final exam, and hence, teachers want to revise previously taught topics. Because the examination includes reading and writing skills, the execution of accumulated focus on the four language skills is expectedly failed. Unfortunately, their study also divulges that in most of the classes, grammar is taught.

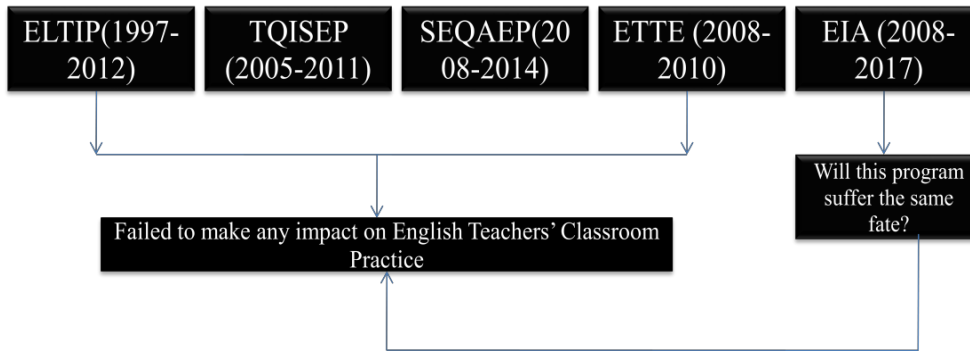


Diagram 2: The donor-funded projects in Bangladesh and their outcome.

Theoretical Framework

This study undertook Reflective Model developed by Wallace (1991) and Integrated Approaches to Teacher Development by Hargreaves and Fullan (1992). Given below is the illustrations of the theories incorporated in the current study.

Reflective theory. The reflective theory developed by Wallace (1991) is associated with two stages – pre-training and professional education/development. This two stages lead trainees to the achievement of ultimate goal that is professional competence.

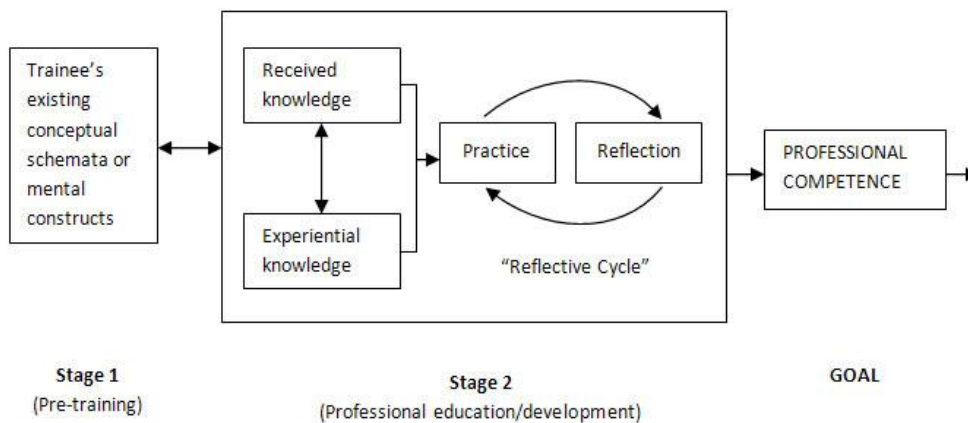


Diagram 3: Reflective Model

Stage 1 (Pre-training)

Trainee's existing conceptual schemata or mental construct:

The reflective theory emphasizes intentionally on the trainees and what they bring with them when they attend the training program (Wallace, 1991). This theory acknowledges the fact that rarely do the trainees participate in a training program without any prior idea. Such belief is, particularly, true for the teachers as they have more or less exposure to the classroom practice during their most impressionable years. As such, classroom experience constructs teachers' schemata that they carry when they immerse in training programs. Wallace (1991) also subdivides the schemata into two parts. On one hand, schemata are derived from reading books or being taught. On other hand, they are derived from accumulated experiences in professional life.

Stage 2 (Professional education/development)

Received knowledge:

Received knowledge derives from facts, data and theories etc. which are either relevant to the study of a particular profession or discussed by means of necessity. In a language teacher training program, received knowledge provides trainees to get acquainted with the vocabulary associated with the subject and matching of concepts, findings of the research, theories and skills which are widely perceived as part of the essential and intellectual content of the profession.

Experiential knowledge:

Experiential knowledge refers to the knowledge derived from professional action (Wallace, 1991). He noted that it is also possible for experiential knowledge to get produced through the observation of practice.

The relationship between received knowledge and experiential knowledge:

In the reflective model, the relationship between received knowledge and experiential knowledge is shown by vertically reversed arrows which imply the reciprocal relationship existing between them. The corollary of this model is that elements of both sources directly inform each other. Wallace (1991) suggested that the reflection on the received knowledge can take place in the light of classroom experience and consequently, classroom experience can shed light on the received knowledge sessions.

Reflective cycle:

The reflective cycle refers to the continuous process of reflection on received knowledge and experiential knowledge while performing the professional action (practice). This is the stage for examining whether the teachers are practicing newly given inputs. Besides, in the reflective cycle, the challenges or difficulties experienced by the teachers can be identified.

Goal

Professional competence:

According to Wallace (1991), professional competence implies two senses. On one hand, it symbolizes the fulfillment of certain minimum requirements which enable someone to function in his profession. On other hand, professional competence is a continuous process. This is an endless journey. Professionals continue pursuing competence all their professional life.

Integrated approaches to teacher development. Hargreaves and Fullan (1992) identify three approaches associated with teacher development (TD) – TD as knowledge and skill development, TD as self-understanding and TD as ecological change. The first approach to TD focuses on developing teachers’ knowledge and skills and has “led to the widespread in-service training of teachers in “new” skills and strategies. Such knowledge and skills are imposed on the teachers. The knowledge and skills here refer to the premise that with appropriate knowledge and skills, teachers are able “to provide improved opportunities to learn for all their pupils” (p. 2). The second approach is viewed as TD as self-understanding, entailing the changes to both behaviour and the person the teacher is. Anwaruddin (2016) elaborates, teacher development not just subsumes “Changing teachers’ behaviour,” but it also refers to the “changing the person the teacher is” (Hargreaves & Fullan, 1992, p. 7). The third approach views TD as ecological change, integrating the idea that the process and success are dependent on the context in which it takes place.

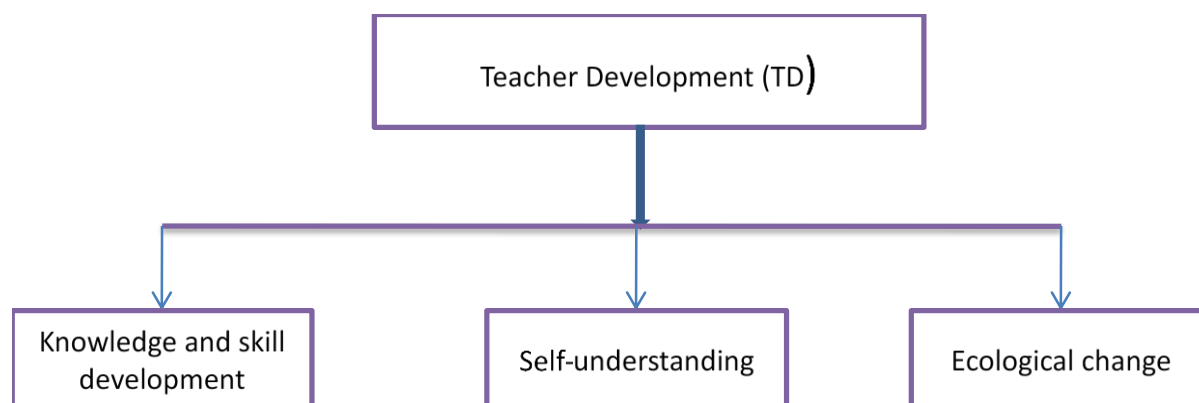


Diagram 4: Teacher Development Model (Hargreaves & Fullan, 1992).

Conceptual framework for the current study. This study adapts the integrated approaches to TD theory by Hargreaves and Fullan (1992) and reflective theory by Wallace (1991).

To answer the first research question, subjected to the elements learned by the secondary-school English language teachers in the EIA training program, this study adapts the first approach of the integrated approaches to teacher development. The first approach has “led to widespread in-service training of teachers in new skills and strategies.” In EIA training, teachers are equipped with new communicative activities to be performed in the classroom. These are new to the teachers to the extent that they have not been introduced to these activities orienting technology. Therefore, to identify the elements learned by the secondary-school English language teachers after participating in EIA training, this study incorporated the first approach suggested by Hargreaves and Fullan (1992).

To answer the second research question concerning “what are the elements practiced by the English language teachers in the secondary classroom in Bangladesh,” the emphasis is drawn on the reflective cycle since Wallace (1991) advocates this stating that this is the stage for examining whether the teachers are practicing newly given inputs. In EIA training program, secondary-school English teachers are equipped with a number of communicative activities. Therefore, regarding the elements incorporated by the teachers in their classroom practice, this study concerned the reflective cycle.

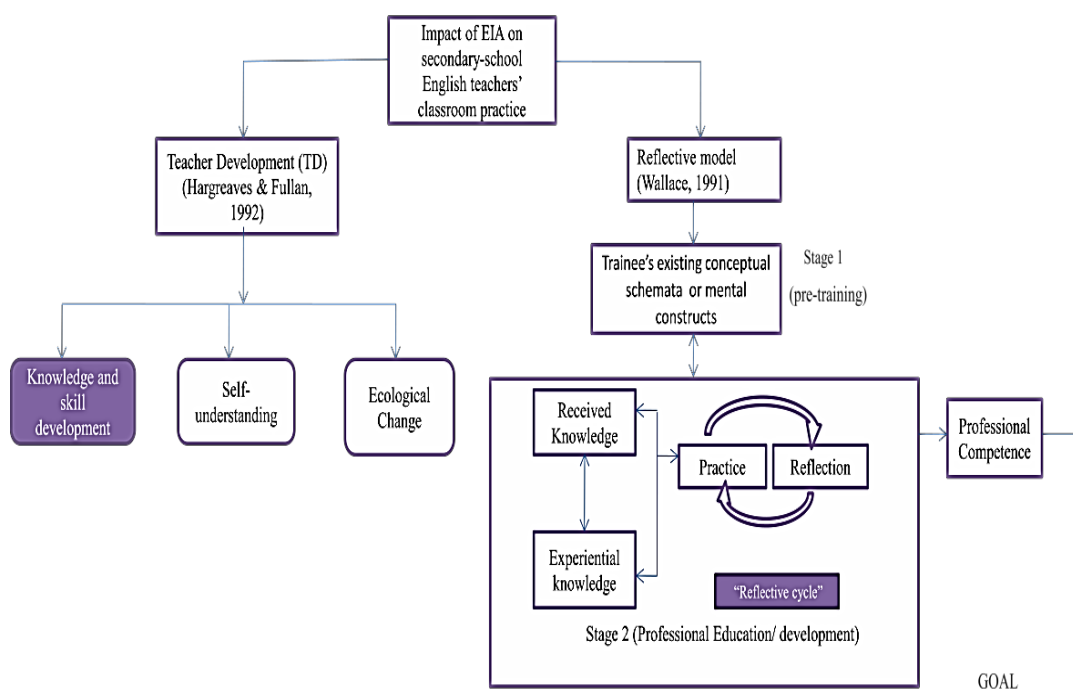


Diagram 5: Conceptual framework of the study

Research Methodology and Research Design

The aim of the study was to examine the impact of EIA training program on secondary-school English teachers' classroom practice in Bangladesh. It was guided by the following research questions:

1. What are the elements learned by the secondary-school English language teachers in EIA training program?
2. What are the elements practiced by the English language teachers in the secondary classroom in Bangladesh?

Research Design

Research design as an inevitable part of the research. The research questions, being linear to the aim of the study, should be the scaffold when considering the research design (Duff, 2008; Nunan, 1992). Regarding the nature of the questions, the current study was identified explorative, interpretivist and phenomenological; hence approached qualitatively. Creswell (2007) defines qualitative research as an inquiry process of how people embrace social or human problems and generate meaning from them. Gay, Mills, & Airasian, (2011) suggest that qualitative research method is best fit to the study which is intending to understand

the participants' opinion, the fundamental concern of the current study. In particular, this study adopted phenomenological approach since it subsumed the experience of an activity or concept from the participants' perspective (Gay et al., 2011). Moreover, a phenomenological approach was adopted to present study to examine teachers' perspectives (e.g., impact of EIA) in their professional life (Creswell & Poth, 2017), through these two questions that are directly related to impact of training program. Subject to the aim, this study adapted the integrated approaches to TD by Hargreaves and Fullan (1992) and reflective model by Wallace (1991). Anwaruddin (2016) and, Ma and Ren (2011) adapted and conceptualized these to enquire teacher training program. That is why the current study undertook these two theoretical grounds to expedite further.

Sample

In the current study, the research population was the secondary-school English teachers who have participated in EIA training program; they belong to both rural and urban settings. The sample was selected to conduct this study based on the purposiveness. Cohen, Manion, and Morrison (2013) define that the deliberate intervention on the sampling process is termed as "purposive sampling" (p. 115). The EIA intervened schools were chosen only encompassing both the rural (Brahmanbaria) and urban (Dhaka) areas. The schools were selected based on the available accessibility. Four schools each for rural and urban context were approached and researcher had the accessibility; they were the same in standard and performance in their respective context. Participants in this study were selected who had been trained from EIA training program and who had experience of participating in other donor-aided programs, in order to yield the uniqueness of EIA which informed the sustainability of this program. In addition, the participants had to be with minimum 10-year of teaching experience. Thus, the senior teachers of the schools were chosen as the sample.

According to Glesne & Peshkin (1992), the ideal quantity of sample is very ambiguous in the literature and it is the characteristic of a qualitative research. Instead, reaching the saturation point is being suggested. After observing so many cases closely, Creswell (2013) recommends case study with no more than four to five cases; ethnography with a single culture sharing group; grounded theory methodology with twenty to thirty cases; narrative inquiry with one to two cases observed unless developing a collective story; and phenomenology with three to ten cases. Van Manen (2002) suggests the sample size within the range from six to twelve, believing that such sample size is adequate for explicating the meaning of a phenomenon under study. Considering the suggestions for determining the sample size, this study selected eight participants

The selected participants were informed about the purpose of the study, how the findings of the study will be disseminated, what was their right during the study, withdrawal from the study, how would they benefit from the study as well as anonymity and confidentiality of the study, as suggested by Creswell and Poth (2017).

Data Collection

This study conducted semi-structured interview and semi-structured observation, which are recommended by Creswell (2005). To conduct this study, three types of data collection procedures were chosen e.g., semi-structured interview with the teachers, classroom observation and document analysis. In the semi-structured interview, the teachers elicited what they had learned in the training program, and what they were practicing in the classroom (Research question 1 & 2). In addition, the classroom observation of eight selected teachers was held to watch their practice. By analysing the documents, the distinction between what

EIA had intended to train, what the teachers had learned and what they were practicing was identified.

Interpretation of Data

Analysis of qualitative data typically involves five processes: data managing, data reading and writing memos, describing, classifying into categories and themes and interpreting (Gay & Airasian, 2003). Data analysis review the data collected from field notes and transcription into common themes, focusing on the context, event and participants (Gay & Airasian, 2003). The organization of interview data was accomplished based on themes. To carry out this, the analysis was divided into two phases including vertical analysis and horizontal analysis (Flores, 2005). Vertical analysis concerned the analysis of data from each respondent separately and relevant information based on the keywords was arranged in themes. Horizontal analysis incorporated the analysis of interview data together, mapping a comparative analysis. Flores (2005) calls it cross-case analysis. Comparative analysis of data yielded new list of data.

The semi-structured observation used a pro forma with five columns to write field notes. First column was the time lapses, where the time of each event was counted. Next column included the activities associated with the lesson. Third column involves what the teachers were doing (strategies used to engage students, facilitating St-t and STs-STs interaction). Fourth column was kept for eliciting what students were doing. The final column was the illustration of the comment on the event. The intention here was to record an interpretation of the class dynamic together with examples of interactive activities in the classroom, in relation to the elements learned in the training program. Field notes were taken simultaneously with observation. Field notes described what the observer saw, experienced and thought during an observation (Gay & Airasian, 2003). Eight classes were observed throughout the study.

In the context section, the 12 CLT modules and the activities yielded from these modules and way of EIA's support for the teachers have been stated after reviewing the documents available on EIA website (English in Action). Bryman (2012) highlights that some of the documents of the organizations are in public domain, particularly, on World Wide Web. Punch (2005) expounds that the use of documentary data should be in addition with some other research methods of data collection such as, interview or observation, as a tool of triangulation of research data. The researcher considered this as part of the literature review which greatly preceded the data collection procedure and validated the data by allowing cross-checking of interview and observation (Gay & Airasian, 2003). Thus, the distinction between what EIA committed to train, what the teacher had been learned and what they were practicing in real life were elicited easily.

Validity and Reliability of the Study

According to Gay et al. (2011), two common terms associated with the description of validity in qualitative research are trustworthiness and understanding. They maintain that trustworthiness can be achieved by addressing the credibility, transferability, dependability and confirmability of the study and findings. To achieve the credibility, the study addressed the problem that required examination to be explained. To illustrate, examining the impact of EIA training program, the researcher identified what EIA intended to train, what the trainees (secondary-school English teachers) learned and what they were practicing in the classroom. Once the information had been available, the impact of the EIA training program was declared. To attain the transferability, the researcher presented the descriptive and context-relevant statements so that someone hearing or reading the report of the study would easily gauge the

setting. The conclusion of the study was drawn incorporating as much detail as possible so that it would be generalizable to a larger group of people, and therefore, others would see the setting for themselves. To achieve confirmability, the researcher-maintained neutrality of the data. Researcher did not generate any biased view throughout the study. Nor did he intend to establish his perspective. Maxwell (1992, as cited in Gay et al., 2011) articulates interpretive validity; to attain this, the researcher interpreted the participant teachers' words and action accurately. To secure the validity of the study, Guba's (1981, as cited in Gay et al., 2011) suggestion was adopted. For instance, the researcher undertook prolong participation at the study setting, persistent observation, peer debriefing and member check. To elaborate, the researcher observed eight classes; each class endured for 40 minutes. Furthermore, the researcher, being non-participant observer, stayed in each class from beginning to end. To ensure the placement of impartial view, the researcher approached an assistant professor, who undertook secondary-school English teachers' Continuous Professional Development (CPD) in his Doctoral research and who has expertise in in-service and donor-sponsored training program in Bangladesh. The research had meticulous discussion with him regarding the whole process of the study. To accomplish member checking, responses elicited during the interview and observation reports were shared by the researcher with the participants. Once they had confirmed that these had been commensurate with their view, the researcher had documented these. Gay et al.'s (2011) elaboration considering reliability in qualitative research refers to the reliability of the techniques used to gather data. The questions designed for the current study were adapted from previous studies (e.g., Fouzieh, 2014; Veratharaju, 2015) that concerned the effect of in-service training programs on English teachers. This study exploited these questions since the previous studies uncovered as much detail as possible using the similar questions in other EFL context. Furthermore, this study included classroom observation to examine whether or not teachers are practicing the elements they have elicited in the interview session, facilitating the data triangulation.

The researcher conducted the observation alone in order to avoid inconsistency and distortion. Because Bryman (2012) explicates that where more than one "observer" is involved, there is a probability that there is a lack of consistency in their decisions.

Research Findings

Research Question 1

The first question of the study intended to identify the elements that are learned by the secondary-school English language teachers in EIA training program. Additionally, after presenting the answers of these questions, this study highlighted the elements EIA training program committed to carry out. Subject to document analysis the current study sorted out the elements, presented after the teachers' narrations elicited during semi-structured interview. It was accomplished to figure out the activities EIA training program contrived to conduct, what it conducted in reality and what teachers learned.

Pair work and group work. After attending EIA training program, teachers have learned a wide range of activities. Pair work and group work were the eminent activities learned by the teachers. Specifically, all the participants confirmed that they had learned to engage students to different activities through group work and pair work. According to T-1,

I have learned pair work and group work through which I can let my students involve in interactive activities.

In the same vein, T-2 elaborated,

Specifically, I have learned to incorporated group work and pair work – fundamental concerns of communicative English language teaching – in my classes.

Likewise, T-3, 4, 5, 6, 7 and 8 also acknowledged they had learned to involve students in group work and pair work, which facilitate them to secure individual engagement to the activities. As such, it has been manifestly realized that teachers learned to engage students to different activities through group work and pair work.

Use of technology. Followed by group work and pair work, participants have admitted that they learned the use of technology with regard to classroom practice. For example, most of the teacher elicited that they have learned the use of technology to facilitate students' learning. In particular, T-1 expressed,

I have learned to use mobile phone for learning purpose. Additionally, I have learned a new way to carry out pronunciation drill, given the audio resources, preloaded in the mobile phone, speaker open an unorthodox avenue to involve students in listening and speaking activities.

Similarly, T-4, 6, 7 and 8 also mentioned that they had learned the use of mobile phone and speaker in the classroom. Subsequently, it was conspicuously observed that most of the teachers had no idea about the use of technology prior to attending the training program. Nevertheless, teachers had learned the incorporation of mobile phone and speaker to encourage listening and speaking activities in the classroom.

Use of teacher guide. EIA training program incorporated session that was pertaining to the use of teacher guide. Subject to participants' learning, it has been elicited that they had learned the use of teacher guide. Specially, half of the total number of participants responded that they had learned the use of teacher guide in the classroom. T-3 expounds,

Through teacher guide, I learned as to how to use materials and how to get students involved in activities by forming either group or pair.

As regards its usefulness, T-8 elaborated,

I have learned to take class following teacher guide. Through teacher guide, I came to know about activating students to different activities i.e., listening, speaking, reading and writing.

Similarly, T-1 and 7 accorded that they have learned the use of teacher guide attending EIA training program. To round up, EIA equipped teachers with the ability to use teacher guide in the classroom.

Basic class-starter. EIA training program also intended to develop basic class-starter among the participating teachers. Some of the participants accorded that they had learned to convey greeting and to incorporate warm session. As T-3 elicited,

I have learned to start the class conveying greetings. In addition, I learned to incorporate warm up session in the classroom by asking simple questions.

In the same vein, T-4 elaborated,

I have learned as to how to start class with greetings. I have learned to ask some questions at the beginning to grab the attention of the pupils.

T-5's response was also commensurate with those of Teacher 3 and 4. Therefore, it was concluded that EIA trained teacher from starting to ending of English language class. Teachers had also learned the techniques that precede the improvement of four skills of English language. For instance, two of the participants confirmed that they had learned techniques to improve four language skills. According to T-2,

I have learned as to how to improve learners' four skills of English language by adopting communicative activities.

Similarly, T-7 added,

I have learned as to how to make the class interactive. In addition, I have also learned to improve four language skills through interactive activities.

Activities EIA Designed

The current study incorporated document analysis to sift the activities training program. Document analysis suggested that EIA training program concerned demonstrating the activities, exploring principles that underpin the activities and encouraging the teachers to adopt and adapt these in the classroom are the fundamental concerns of the modules. Battery-powered speaker was deployed along with the mobile phone so that in conjunction with training, teachers would facilitate learners with the opportunity to listen audio resources. Consequently, teachers were given input on how to use technology (i.e., mobile phones and speakers in the classroom). In addition, as document analysis informed, EIA training program comprised activities such as, playing good morning song, playing audio tapes, operating grammar game, employing role play, activating pair and group works in relation to reading and writing, discussing pre-reading activities, launching pronunciation drills, incorporating speaking and teaching vocabulary using pictures and so on.

As such, it was manifestly realized that EIA training program assigned teachers to the activities which brought mastery on the employment of aforementioned activities in the classrooms. Pair work, group work, group discussion and presentation shaped the activities teachers were engaged to throughout the training program. As regards learning, teachers confirmed that they learned pair work, group work, use of technology, use of teacher guide, basic class-starter and so on by attending EIA training program. Yet EIA training program did not shed light on the principles that underpinned the activities. As such, the concluding remark drawn here was that teachers learned to incorporate pair work, group work and technology in their classroom practices but teachers remained unaware of the underpinning principles regarding these.

Research Question 2

The second question of the study concerns the elements practiced by the English language teachers in the secondary classroom in Bangladesh. Participants were asked question on whether or not they have changed their classroom practice as a result of EIA training program. They were also asked question in order to reveal their new incorporations in the classroom practice.

Elements practiced. Participants were asked question on whether or not they have changed their classroom practice as a result of EIA training program. They were also asked question in order to reveal their new incorporations in the classroom practice. Concerning the changes in classroom practice, all the participants were found affirmative.

Employing pair work and group work. As regards new incorporations in the classroom, most of the teachers identified pair work and group work. For example, T-2 mentioned,

Yes, I have changed my classroom practice as a result of EIA training Program. Students are now involved in different activities like pair work, group work, and various speaking and listening activities etc.

Similarly, T-8 responded,

As a result of EIA, I have changed my classroom practice. Now my classes are activities-oriented. Role play, presentation, pair work, pronunciation drill and group work.

The response of T-7 was commensurate with that of T-8.

Undertaking class-starter. Teachers' elicitation confirmed that they undertook certain class-starter at the beginning of the class. T-3 added,

After having training from EIA, I have certainly changed my classroom practice. Now at the beginning of the class, I ask students what is taught in the previous class and I ask question on it so that I can understand how far they have grabbed in the last class. Then, I introduce them to the new topic. Pair work and group work are part and parcel of my current classes.

Introducing student-centered classroom. T-5 was found to response differently to these questions. According to him,

As a result of EIA training program, I have changed my classroom practice. Now, I try to make the class student-oriented. Before, I used to give lecture throughout the class time. Now I engage students to different activities.

Similarly, T-6 elicited,

Yes. I have changed my classroom practice as a result of EIA training program. Now, I try to make the class student-centered.

Diverse activities. Teachers also informed that various activities shaped their classroom after EIA training program. T- 1 confirmed,

As a result of EIA training, I have changed my classroom practice. The new incorporations are – Acting, Riddles and Games, using sound box to play songs.

The interview data indicated that EIA training program enabled teachers to bring changes in their classroom practice. Moreover, it is also evident that teachers acknowledged pair work, group work, using technology in the classroom, asking question regarding the topic of the last class and avoiding lecture-oriented teaching as new incorporations in their classroom practice.

Teachers' Practices in Reality

Teachers' narrations diligently indicated that EIA training program potentially enabled English teachers to change their classroom practices. Moreover, participating teachers articulated different activities that are considered as new incorporations in their classroom practices. Basically, role play, riddles and games, playing songs, pair work, group work, and various speaking and listening activities constituted the new incorporations of teachers' classroom practices, as mentioned by the teachers. As regards teacher guide and technology, most of the teachers confirmed that they use these in their classes. To apprehend whether or not teacher`s had incorporated these elements in their classroom practices in reality, the current study has undertaken classroom observation (Appendix A). In the classroom observation, some common phenomena became visible. All the teachers used Bengali as a medium of instruction. None of them used technology in the classroom. Nor did they use the teacher guide in their classroom practices. Moreover, in most cases, the teacher did not check the tasks completed by the students.

The findings of the observation suggested a complicated scenario of the classrooms. For instance, in the interview, T-1 stated the integration of role play, riddles and games, and playing songs in her classroom practice. However, it was observed in reality that she did not employ listening activities in her class. However, she assigned pair work. But because of the last class size, the teacher could not monitor the class properly. Similarly, T-5 did not employ listening activities in the classroom. When he asked students to perform in front of the classroom, few students did it. Other remained as passive listeners. Students sitting in the front were directly monitored by teachers. Subsequently, they were active participants in pair work and group work. Yet students sitting in the back created noise and disturbed the classes. To hold them calm and quiet killed valuable time of the class.

Concerning reading activities, students requested the teacher to read and translate the passage for them. Some of the teachers did it. Surprisingly, it has been found that teachers did not articulate pre-reading strategies in the classroom. They simply asked students to read the passage and to solve given questions. When students asked the meaning of unfamiliar words, teachers seemed to elicit Bengali meaning directly. They did not use visual aid to convey the meaning of unfamiliar words. In the case of oral performance in front of the classroom, teachers did not mark students' wrongly articulated word. They did not suggest the correct pronunciation. Actually, this was the result of avoiding listening activities in the classroom. The audio resources, like, songs, poems, etc. were provided not only to develop listening skills but also to improve learners' pronunciation. No pronunciation drill was undertaken in the classroom.

As regards writing, a teacher asked students to complete writing task, e.g., writing letter/paragraph, argumentative writing etc. However, the teacher did not check the students' writing. Actually, teachers were in a hurry to let pupils move from one task to another, given

the duration of the classes was only 40 minutes. Therefore, the teacher had to be in a hurry. In short, the active participation of some students and passiveness of the rests, teachers' inadequate monitor, noisy and chaotic class, reluctance of the students to participate in listening and speaking activities, incomplete completion of the activities and no assessment of students' tasks by the teachers have sketched the vignette of EIA trained teachers' classrooms. Appendix A contains a table presenting the summary of classroom observations.

Discussion

The first research question of the study was pertained to the elements learned by the secondary-school English language teachers in EIA training program. The first approach to TD, according to Hargreaves and Fullan (1992), concerns the development of new skills and strategies. Generally, when teachers attend any training program, they get introduced to and learn new skills and strategies. EIA training program acquainted teachers with different activities to bring changes in their classroom practices. In other words, EIA training program intended to develop teachers' knowledge and skills so that they would facilitate best learning opportunity for their students. The first approach to TD undertakes widespread in-service training of teachers in new skills and strategies. EIA training program was arranged for secondary-school English teachers, who were eventually the in-service teachers. As regards new skills and strategies, it introduced teachers to the communicative activities through training (Chowdhury & Kabir, 2014) to bring change in English teachers' classroom practices in the secondary-schools (Shohel & Banks, 2010). Moreover, to equip teachers with strategies, it disseminated visual resources, e.g., videos of English classes, to show teachers as to how to employ different activities in the classrooms. Additionally, it intended to enhance teachers' ability to use technologies and materials so that they can conduct more participatory and communicative classes.

EIA training program's primary concerns was to attain teachers' knowledge and skill development (Anwaruddin, 2016). Teachers conceived the value of "this (watching and listening to training materials) for developing their own pedagogic knowledge" (Shohel & Power, 2010, p. 212). Teachers were provided with "good teaching and classroom behaviors demonstrated in audio-visual materials" (Shohel & Banks, 2012, p. 33), which were preloaded in the mobile phones distributed among trainee teachers. They reported that teachers were influenced by these demonstrations. Shohel and Power's (2010) study indicated that by participating in EIA training program, teachers learned to teach students using new approaches. Furthermore, Shohel and Kirkwood (2012) elicited, "video clips of good classroom practice impact on teachers' understanding of teaching and learning and of the communicative and participatory classroom approaches" (p. 422). The iterations of the teachers yielded in this study were also commensurate with those of earlier studies. Teachers acclaimed that they had learned a lot of elements attending EIA training program. They had been equipped with new knowledge and skills to engage students to different activities.

Another contention entails the idea that knowledge and skills are imposed on the teachers (Hargreaves & Fullan, 1992). EIA training program imposed different activities on teachers. To maximize the communicative competence of the students (Rahman & Rahman, 2012), EIA training program induced teachers to adopt and adapt these activities in their classroom practices. Theoretical ground suggests that appropriate knowledge and skills enable teachers to provide improved opportunity for their learners to learn. Anwaruddin (2016) exemplifies that confidence in teaching subjects, expertise in classroom management, knowledge about different teaching strategies and ability to respond to different learning styles constituted knowledge and skills. Through EIA training program, teachers developed good command to operate different activities in the classrooms. Accordingly, teachers came to know

about different teaching strategies. For instance, incorporating grammar game to teach grammar, using pictures to teach vocabulary, assigning pair or group works to accomplish reading and writing tasks and so on. However, regarding classroom management skills, EIA training program was not focused. That was why teachers were found to struggle to engage all the students to the activities. Furthermore, a handful number of students were active learners while other remained as passive ones. They asked teachers to solve questions for them. Immediately, teachers started solving questions. But they did not check the works done by the active learners. As such, it was clear that teachers had the ability to respond to one learning style. They left out minority when responding to the majority.

The interview data suggested that teachers had learned a lot of activities participating in EIA training program. Accordingly, the current study intended to reveal the elements practiced by the teachers in the classroom. Therefore, the second research question of the study concerned identifying the elements practiced by the English language teachers in the secondary classrooms in Bangladesh. To uncover the elements, this study carried out interview with the participating teachers. Additionally, the study also undertook classroom observation to reveal this answer. Moreover, answering this question required the current study to adapt reflective cycle of the reflective model developed by Wallace (1991). Reflective cycle concerns the continuous process of reflection on received knowledge in teachers' classroom practices. Wallace calls it "reflection-in-action," suggesting that teachers can reflect what they have learned by attending the training program in their classroom practices. During the interview sessions, all the participating teachers confirmed that they were able to reflect on the inputs received in their classroom practices. Most of the teachers reported that they produced learner-centered classrooms. As regards the elements practiced, all the teachers named pair work and group work as common operations in their English classes. In other words, various speaking and listening activities, presentation, role play, pronunciation drill, games and puzzles, and the use of technology shaped their classroom practices. These were the elements practiced according to the teachers' narrations.

To embrace their elicitation clearly, the study incorporated a closer look upon their classroom practices, and therefore, carried out classroom observation. Reflective cycle preceded this action since it advocates that through reflection on classroom practices, it becomes possible to have a clear view of whether or not teachers are practicing newly given inputs. Classroom observation indicated some common phenomena that entailed that Bengali was used as a medium of instruction, teacher guide and technology were not used in the classrooms, and teacher did not check the tasks accomplished by the students. In conjunction, it was observed that teachers did not employ listening activities in the classroom. Teachers assigned students to pair work and group work. But they could not monitor the activities properly, given the size of the classes was large. As such, a handful number of students were actively involved in assigned activities. However, eluding the activities, their passive counterparts made noise in the classrooms. Teachers needed to invest few minutes to appease them. Furthermore, teachers seemed to assign students to reading and writing activities but they did not discuss pre-reading and writing strategies in the classrooms. During classroom observation, it was seen that teachers did not employ visual aid. Yet they seemed to solve questions for the students.

To sum up, in the interview, teachers mentioned that they used technology in the classroom. Moreover, they employed visual aid and audio tapes in the classrooms. However, in reality it was found that teachers operated group work and pair work. But they could not monitor students properly. Consequently, the observation suggested that teachers partially reflected on the elements in their classroom practices.

Building on the data elicited by the teachers and classroom observation, it was blatantly realized that the teacher did not act according to what they learned in EIA training program.

Hamid and Baldauf (2008) reported the depressing outcome of the donor-aided training programs in Bangladesh. Teachers did not incorporate the elements they had learned attending ELTIP training program. Seargent and Erling (2011), after a while, corroborated that ELTIP left insignificant impact on English teachers' actions in the classroom. Ali and Walker (2014), later on, accorded the ineffectiveness of the donor-sponsored training programs. Both studies yielded similar concern associated with the issue that training program did not bring changes in English teachers' classroom practices. Rahman and Pandian (2018) also label the ineffectiveness of the previously held training programs. Conversely, the present study indicated that teachers incorporated some of the elements learned in EIA training program into their classroom practices. The signature of EIA trained teachers' endeavors was visible according to the interview data. However, illogical would it be to declare the holistic implementation of the elements exercised in EIA training program, provided that teachers left some activities, e.g., speaking and listening to songs or poems, in the classroom. However, the activation of group work and pair work, as an outcome of EIA training program, cannot be denied.

The aforementioned discussion underpinned to determine the impact of EIA training program on secondary-school English teachers' classroom practice. The diagram below potentially indicated the impact of this training program on classroom practice.

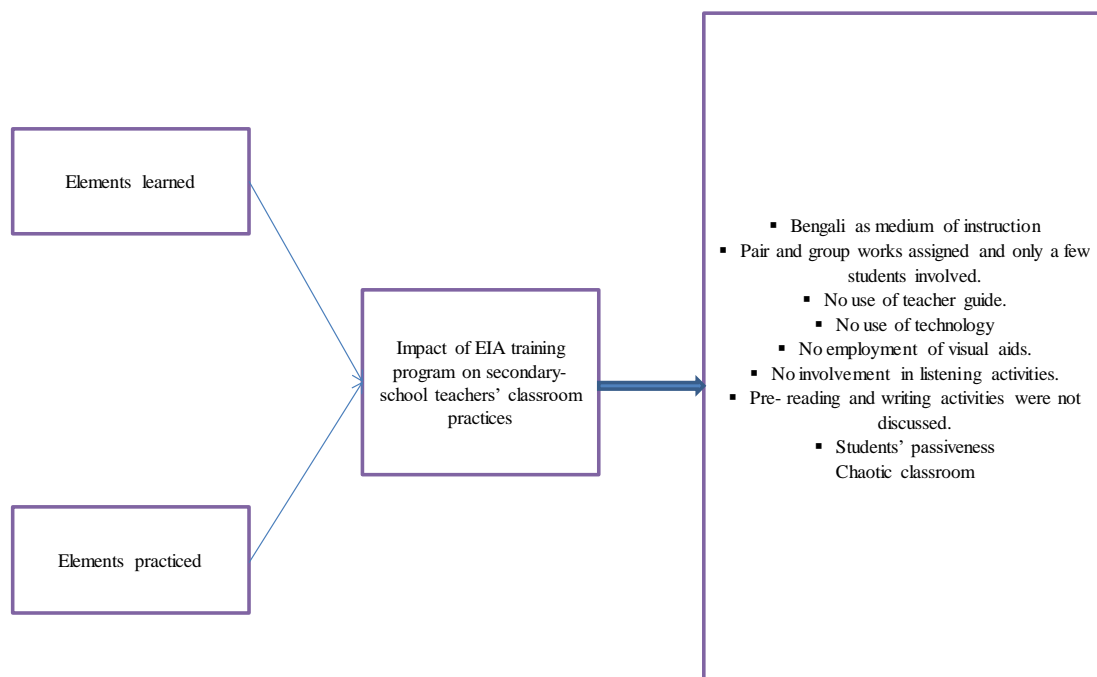


Diagram 7: Impact of EIA training program on English teachers' classroom practice

Implications and Recommendation

Unlike previous studies, the current one observed teachers' maneuver to operate communicative activities, with equal focus on every skill. However, students' inhibition stressed the outcome of teachers' endeavor. As reported, students solely focused on reading and writing activities. As such, the immediate action, undeniably, requires the integration of listening and speaking assessment in the examination. The inconsistency prevailed in the teaching method and assessment fundamentally precedes the rise of the problems. The prevalence of such inconsistency hindered the incorporation of technology and communicative activities in the classrooms, and thereby debilitated the sustainability of EIA training program. Therefore, the current study drew policy makers' attention to address this issue and to activate

necessary initiatives to remove the inconsistency prevailed in the pedagogy. Above all, embracing teachers' interview concerning the challenges indicated that they would soon stop operating communicative activities in the classroom. Subsequently, the outcome of EIA training program will be commensurate with that of its predecessors. Building on such phenomenon, the sustainability of EIA training program will be insecure. As a result, the improvement of English language proficiency of 25 million citizens will surely be unattained. Moreover, the current study also acted as a gateway to reflect on teachers' suggestions related to the solutions of the problems. Reducing the size of the classes and extending the duration of the class time were the major recommendations conveyed by the teachers.

As regards the weakness of EIA training program, the absence of classroom management skills and motivational part was observed. Teachers demanded the inclusion of classroom management skill to the content of futuristic training program. It is the reality that teachers have to conduct large classes. As such, classroom management skill should be accounted in teacher training program. Teachers would require less time in classroom management, if they are provided with proper training on it. Moreover, motivational part should also be incorporated into the contents of the forthcoming training program. Teachers articulated the necessity of the inputs as to how to motivate students. The absence of these elements in the training program slackens the incorporation of communicative activities in the classroom, and thereby, debilitates the sustainability of the training programs.

Conclusion

The current study aimed at examining the impact of EIA training program on secondary-school English teachers' classroom practice in Bangladesh. The study was guided by two research questions that were pertaining to the elements learned in the training program and elements practiced in the classroom. The present study undertook the integrated approaches to TD suggested by Hargreaves and Fullan (1992) and reflective model developed by Wallace (1991). Adopting phenomenological approach, the study was carried out. The semi-structured interview and classroom observation data were elicited from eight teachers. Document analysis was accomplished additionally. The interview data were organized thematically. Following the themes linear to the research questions, the findings of the study were presented. It had been revealed that teachers learned a lot of activities that were related to English language teaching. However, the activities have limited practice in English classes. Consequently, its sustainability was questioned.

Limitation and Future Research

This study substantially focused on teachers' learning in EIA training program and their practice in the classroom. However, this study had no coverage subjected to the impact of the training program on changing teachers' beliefs. Nor did it investigate on the resources exploited in the training program or the trainers' expertise, which can be the point of departure for further studies. Additionally, the present study yielded qualitative elicitations from eight teachers. Moreover, it only encompasses the scenario of four schools from two areas. However, EIA is a nationwide training program. Therefore, to draw the vignette of the whole nation, a nationwide survey can be carried out based on the qualitative findings of the current study.

References

- Anwaruddin, S. M. (2016). ICT and language teacher development in the global south: A New materialist discourse analysis. *Educational Studies*, 52(3), 260-278.
- Ali, M., & Walker, A. L. (2014). 'Bogged down' ELT in Bangladesh: Problems and policy. *English Today*, 30(02), 33-38.
- Bryman, A. (2012). *Social research methods*. Oxford, UK: Oxford university press.
- Chowdhury, R., & Ha, P. L. (2008). Reflecting on Western TESOL training and communicative language teaching: Bangladeshi teachers' voices. *Asia Pacific Journal of Education*, 28(3), 305-316.
- Chowdhury, R., & Kabir, A. H. (2014). Language wars: English education policy and practice in Bangladesh. *Multilingual Education*, 4(1), 1-16.
- Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. London, UK: Routledge.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Los Angeles, CA: Sage.
- Duff, P. (2008). *Case study research in applied linguistics*. New York, NY: Lawrence Erlbaum Associates.
- English in Action (EIA). (2009). *An observation study of English lessons in primary and secondary schools in Bangladesh*. Dhaka, Bangladesh: Author.
- English in Action (EIA). (2012). *Classroom practices of primary and secondary school teachers participating in English in Action (Study 2a2)*. Dhaka, Bangladesh: Author.
- Flores, M. A. (2005). Teacher's views on recent curriculum changes: Tensions and challenges. *The Curriculum Journal*, 16(3), 401-413.
- Fouzieh, S. (2014). *An evaluation on the effectiveness of primary school teachers' professional development in Iran* (Unpublished Doctoral Thesis). Universiti Sains Malaysia, Malaysia.
- Gay, L. R., & Airasian, P. (2003). *Education research: Competencies for Analysis and Applications*. Upper Saddle River, NJ: Pearson.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). *Educational research: Competencies for analysis and applications*. Upper Saddle River, NJ: Pearson.
- Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction*. White Plains, NY: Longman.
- Hargreaves, A., & Fullan, M. G. (1992). *Understanding teacher development*. London, UK: Cassell.
- Hamid, M. O., Sussex, R., & Khan, A. (2009). Private tutoring in English for secondary school students in Bangladesh. *Tesol Quarterly*, 43(2), 281-308.
- Hamid, M. O. (2010). Globalisation, English for everyone and English teacher capacity: Language policy discourses and realities in Bangladesh. *Current Issues in Language Planning*, 11(4), 289-310.
- Hamid, M. O., & Baldauf, R. B. (2008). Will CLT bail out the bogged down ELT in Bangladesh? *English Today*, 24(03), 16-24.
- Hamid, M. O., & Honan, E. (2012). Communicative English in the primary classroom: Implications for English-in-education policy and practice in Bangladesh. *Language, Culture and Curriculum*, 25(2), 139-156.
- Haider, M. Z., & Chowdhury, T. A. (2012). Repositioning of CLT from curriculum to

- classroom: A review of the English language instructions at Bangladeshi secondary schools. *International Journal of English Linguistics*, 2(4), 12-22.
- Hassan, M. K. (2013). *Teachers' and students' perceived difficulties in implementing communicative language teaching in Bangladesh: A critical study* (Unpublished doctoral dissertation). The Open University, UK: Milton Keynes.
- Islam, A. S. M. (2015). *Language policy and practice in secondary school contexts in Bangladesh: Challenges to the implementation of language-in-education policy* (Unpublished doctoral dissertation). Aalborg University, Denmark.
- Karim, A., Mohamed, A. R., & Rahman, M. M. (2017). EIA- A teacher education project in Bangladesh: An analysis from diversified perspectives. *International Journal of Instruction*, 10(4), 51-66.
- 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.
- Karim, A., Shahed, F. H., Rahman, M. M., & Mohamed, A. R. (2019). Revisiting innovations in ELT through online classes: An evaluation of the approaches of 10 minute school. *Turkish Online Journal of Distance Education*, 20(1), 248-266.
- Ma, J., & Ren, S. (2011). Reflective teaching and professional development of young college English teachers-from the perspective of constructivism. *Theory and Practice in Language Studies*, 1(2), 153-156.
- Malek, A., Begum, M., Islam, F., & Ryad, S.S. (2009). *Education science and education in Bangladesh* [in Bangla] (2nd ed.). Dhaka: University Grants Commission.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge, MA: Cambridge University Press.
- Power, T., Shaheen, R., Solly, M., Woodward, C., & Burton, S. (2012). English in action: School-based teacher development in Bangladesh. *Curriculum Journal*, 23(4), 503-529.
- Punch, K. (2005). *Introduction to social research: quantitative and qualitative approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Raihan, M. J. (2011). *The impact of EFL teacher training in Bangladesh*. Retrieved May 25, 2017, from [http://dspace.ewubd.edu/bitstream/handle/123456789/641/Md. Jamil Raihan.pdf?sequence=1&isAllowed=y](http://dspace.ewubd.edu/bitstream/handle/123456789/641/Md._Jamil_Raihan.pdf?sequence=1&isAllowed=y)
- Rahman, K. A., & Rahman, M. F. (2012). Change initiatives in English in action intervened primary schools in Bangladesh. *Mevlana International Journal of Education (MIJE)*, 2(1), 15-24.
- Rahman, M., & Akter, N. (2015). 'ICT-Periodism' in the classroom: Lessons learnt from English in action. *International Journal of Science and Research (IJSR)*, 5, 1330-1334.
- Rahman, M. M., & Pandian, A. (2018). A critical investigation of English language teaching in Bangladesh: Unfulfilled expectations after two decades of communicative language teaching. *English Today*, 34 (3), 1-7
- Seargeant, P., & Erling, E. J. (2011). The discourse of English as a language for international development: Policy assumptions and practical changes. In H. Coleman (Ed.), *Dreams and realities: Developing countries and English language* (pp. 255-274). London, UK: The British Council.
- Shohel, M. M. C., & Banks, F. (2010). Teachers' professional development through the English in Action secondary teaching and learning programme in Bangladesh: Experience from the UCEP schools. *Procedia-Social and Behavioral Sciences*, 2(2), 5483-5494.
- Shohel, M. M. C., & Banks, F. (2012). School-based teachers' professional development through technology-enhanced learning in Bangladesh. *Teacher Development*, 16(1),

25-42.

- Shohel, M. M. C., & Kirkwood, A. (2012). Using technology for enhancing teaching and learning in Bangladesh: Challenges and consequences. *Learning, Media and Technology*, 37(4), 414-428.
- Shohel, M. M. C., & Power, T. (2010). Introducing mobile technology for enhancing teaching and learning in Bangladesh: Teacher perspectives. *Open Learning*, 25(3), 201-215.
- Shrestha, P. (2012). Teacher professional development using mobile technologies in a large-scale project: Lessons learned from Bangladesh. *International Journal of Computer-Assisted Language Learning and Teaching*, 2(4), 34-49.
- Van Manen, M. (Ed.). (2002). *Writing in the dark: Phenomenological studies in interpretive inquiry*. London, ON: Althouse Press.
- Veratharaju, K. (2015). *Secondary school English language teachers' professional development needs, expectations and practices in Malaysia* (Unpublished Doctoral Thesis). Universiti Sains Malaysia, Malaysia.
- Wallace, M. J. (1991). Relating theory and practice: the reflective model. In M. J. Wallace (Eds). *Training foreign language teachers: a reflective approach*. Cambridge: Cambridge University Press.
- Walsh, C. S., Power, T., Khatoun, M., Biswas, S. K., Paul, A. K., Sarkar, B. C., & Griffiths, M. (2013). The 'trainer in your pocket': Mobile phones within a teacher continuing professional development program in Bangladesh. *Professional Development in Education*, 39(2), 186-200.

Appendix A

Summary of classroom observation data: This table is representing the overall picture of the classes observed. It contained the summary of eight classes observed in this study.

Time Lapse	Activities in the lesson of the text book (ST-T, STs-STs interaction)	What the Teachers are doing (Strategies used to engage students, facilitating ST- T, STs-STs interaction)	What students are doing	Note
Opening- 10th Minute	<p>→ Listening (Listen to the audio and tick the right box in the following grid)</p> <p>→ Pair work (Question- answer, ST-ST interaction, matching, making dialogue and acting it out, Role play, talking about picture and reading the text)</p> <p>→Group work (Writing paragraph, reading passage, debate regarding advantages and disadvantages of the E-mail and telling story).</p>	<p>→Teacher started the class by conveying greeting “good morning”.</p> <p>→Teacher took the attendance.</p> <p>→Teacher instructed students to open particular page. She also instructed them to look at the lesson and respond accordingly.</p> <p>→Teacher asked students to form group or pairs to perform activities.</p> <p>→Sometimes teacher assigned individual work.</p> <p>→Teacher seemed to avoid employing listening activity in the classroom.</p> <p>→In few occasion, teacher seemed to try to motivate students to engage them to pair work.</p>	<p>→ Students stood up when teacher entered and conveyed greeting “Asslamualaikum” (Muslim greeting).</p> <p>→Students responded to teacher’s call.</p> <p>→ Often, students responded to teacher’s instruction and acted according to the lesson, like, involving in pair and group work.</p> <p>→Sometimes all the students did not participate in pair and group work. Few students seemed to be active participants in pair and group work.</p> <p>→In some occasion, students did not participate in pair work. They wanted to move on to the reading activity.</p> <p>→Concerning reading passage, students were found to be passive sometimes.</p>	<p>→ Teacher used Bengali as a medium of instruction.</p> <p>→Teacher did not use technology in the classroom.</p> <p>→ Teacher did not use teacher guide in the classroom.</p> <p>→ Teacher did not employ listening activity in the classroom.</p> <p>→During pair work, students sitting in the front columns seemed to participate actively because teacher monitored them properly. The rests started gossiping and making chaos.</p> <p>→There were two categories of pair work. First category of pair work involved learners in speaking activity. Another type of pair work engaged pupils to reading and writing activities. Students seemed to be reluctant to participate in first category of pair work. They were interested in second category.</p>

<p>10th – 20th Minute</p>	<p>→Teacher asked questions to students.</p> <p>→Teacher assigned students to perform individual, pair and group activities, such as, reading passage, answering questions related to passage, matching columns and make presentation.</p>	<p>→Students attempted to perform activities, like, question-answer, making dialogue, reading passage and presenting their work in front of the class.</p> <p>→When reading the assigned passage, they asked teacher to translate it for them.</p> <p>→Sometimes students asked teachers to read and translate the passage for them, and help them solve the questions related to the passage.</p>	<p>→Teacher was struggling to monitor a large class. To keep the class calm and quiet, teacher needed to invest some valuable time.</p> <p>→During ST- T interaction, students were found reluctant to use English. Teacher also did not ask them to use English.</p> <p>→ During reading activity, majority of the students asked teacher to read and translate the passage for them.</p> <p>→Teacher did not discuss pre-reading strategies.</p> <p>→Teacher conveyed Bengali meaning of the unknown words. Nor did the teacher employ visual aid to elicit the meaning of the words.</p>
---------------------------	--	--	---

<p>20th-30th Minute</p>	<p>→Teachers asked questions to students.</p> <p>→Teacher asked students to form group and assigned groups to write paragraph and share story.</p> <p>→Teacher asked students to form pairs and perform activities, such as, making dialogue, matching columns, and discussing relevant logo.</p> <p>→Teacher also assigned individual activity, like, writing letter.</p>	<p>→Students tried to elicit answer.</p> <p>→Students willingly took part in writing letter. Yet others asked to teachers to write it for them on the white board.</p> <p>→Students, being in pairs, attempted to make a dialogue and to match columns. They got the matching checked by their teacher.</p> <p>→In the pair work, some students did not participate.</p>	<p>→In most classes, teacher did not discuss pre- writing strategies, i.e., brain storming, jotting down idea, include relevant ideas and so on.</p> <p>→Teacher was in a hurry to move from one activity to another. Therefore, none of the activity got completed properly.</p> <p>→Concerning feedback, teacher did not suggest correct pronunciation in response to wrongly articulated word words.</p> <p>→Similarly, in most cases, teacher did not check the answers yielded from reading and writing task.</p>
<p>30th -40th Minute</p>	<p>→Teacher asked questions to students.</p> <p>→Teacher asked students whether or not they finished writing. Two students were asked to come in front and read the write- up aloud.</p> <p>→Teacher asked students to write a dialogue in pairs and act it out.</p> <p>→Teacher delivered the idea about writing strategies.</p> <p>→Teacher assigned pair work that entailed argumentative writing, reading text and answering questions, writing answer.</p>	<p>→Students tried to elicit answers.</p> <p>→A handful number of Students wrote paragraph.</p> <p>→Some students participated in writing activity but majority of them did not participate.</p> <p>→Concerning dialogue, some pairs were found to complete the task.</p>	

Author Note

Abdul Karim is a Lecturer at BRAC Institute of Languages, BRAC University. He has a Master's of Art (Education) by research. Before that, he completed MA in TESOL from North South University, Bangladesh. He has published widely in the field of English language teacher education in numerous international journals (Indexed in SCOPUS). He has been reviewing for many international journals in the field. Besides, he has developed instructional materials for the fundamental English language course for tertiary students. Correspondence regarding this article can be addressed directly to: khasan13aiub@gmail.com.

Dr. Abdul Rashid Mohamed is a senior professor of education. He was a long-time dean of the School of Educational Studies, Universiti Sains Malaysia from 2005 to 2015 and the Chairman of the Malaysian Education Deans' Council (from 2009 - 2015). Currently he is an advisor to the council. He is presently the deputy Chairman of the Malaysian Professorial Board (Education and Human Resource Cluster, since 2010). He also sits on a number of national and international levels committees on education. Among the roles he still plays are advisors to IDEC (Graduate School for International Development and Cooperation), Hiroshima University and Republic of Maldives Ministry of Education. He was the Chief Editor of two journals until 2015; *APJEE (Asia Pacific Journal of Educators and Education)* and *MEDC Journal (Malaysian Education Deans Council Journal)*. He is currently the Deputy Vice Chancellor of Albukhary International University, Malaysia. Correspondence regarding this article can also be addressed directly to: richsesusm@gmail.com.

My supervisor, Dato' Professor Dr. Abdul Rashid Mohamed, guided me through in this journey, I am really indebted to him for everything. I want to acknowledge the contribution of my school, School of Educational Studies in the journey. The teachers who participated in my study, I am grateful to you. I hope, I have projected your thoughts and emotion rightfully.

Copyright 2019: Abdul Karim, Abdul Rashid Mohamed, and Nova Southeastern University.

Article Citation

Karim, A., & Mohamed, A. R. (2019). Examining the impact of an English in action training program on secondary-school English teachers' classroom practice in Bangladesh. *The Qualitative Report*, 24(3), 441-469. Retrieved from <https://nsuworks.nova.edu/tqr/vol24/iss3/2>
