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Challenges Affecting the Implementation of £50 Million In-Service Training Program for English Teachers in Bangladesh

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Abstract

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Numerous donor-sponsored in-service training programs have been operated in Bangladesh for English language teachers. EIA was the last donor-funded project that incorporated school-based training. It claimed to acquaint teachers with technology coupled with a lot of interactive activities to be incorporated in the classroom. The aim of the study was to identify the challenges faced by the secondary-school English language teachers in incorporating the elements learned in EIA training into their classroom practices and to identify the solutions to overcome the challenges. The present study undertook reflective theory developed by Wallace (1991). To conduct this study, semi-structured interview with the teachers and semi-structured classroom observation were carried out. Teachers reported some issues that potentially precluded them from employing different activities in their classrooms. In addition, teachers elicited suggestions to overcome the challenges. The interview data were organized thematically. This study was intended as an eye opener for the policy makers in the small states. Keywords: EFL, Bangladesh, English in Action, Classroom Challenges, Qualitative Method

Introduction

World Bank (2016, as cited in Rahman & Pandian, 2018) identified proficiency in English as the cornerstone for economic growth in Bangladesh. The country has been embarking on attaining proficiency for its citizens in oral and written form (Karim, Shahed, Rahman & Mohamed, 2019). Prior to achieving communicative ability in English, teacher training is positioned at the core of national education policy (Karim & Mohamed, 2019), given that the essence of developing teachers' repertoires is training (Karim, Mohamed, Ismail & Rahman, 2018). Nationwide training programs operated to train teachers in primary and secondary schools are Primary Training Institutes (PTIs) and Teacher Training Colleges (TTCs), which impart in-service training for primary- and secondary-school teachers. Yet training provided by these was inadequate, as manifestly claimed by various studies (e.g., Ali

& Walker, 2014; Hamid, 2010; Rahman & Pandian, 2018). The failure of PTIs and TTCs potentially stimulated the devise of donor-aided training programs for English language teachers in Bangladesh. Typically, donors from Britain and America along with international financial organizations, namely World Bank and Asian Development Bank (ADB), contributed to the operation of different donor-funded in-service training programs in this context. Examples of such in-service donor-sponsored training program entail: English Language Teaching Improvement Project (ELTIP), Teaching Quality Improvement in Secondary Education Project (TQISEP), English for Teaching, Teaching for English (ETTE), and Secondary Education Quality and Access Enhancement Project (SEQAEP). However, these witnessed limited success as they featured training outside school, meaning that they removed teachers from school and accommodated them in hotels for the training programs. As such, teachers were prone to experience diverse challenges when they tried to implement newly learned activities into classroom practice. We shed light on the challenges in the problem statement section of the current study.

Eventually, in order to train teachers in the light of real classroom environment, the need for school-based training program emerged. Therefore, English in Action (EIA) was intended to train teachers in their schools. Actually, EIA provided professional development for 75,000 teachers by the end of 2017 (Anwaruddin, 2017). Funded by Department for International Development (DfID), UK the project harnessed communicative technologies to impart training. In particular, it deployed low-cost mobile phones – dubbed as "trainers in your pocket" (Walsh et al., 2013) – that contained self-study materials for the teachers (Hamid & Erling, 2016). Here, self-study materials refer to the contents that are easily accessible to the teachers. For example, videos related to English classrooms tailor teachers to apprehend as to how different activities are employed in English classrooms to engage students (English in Action, https://www.youtube.com/watch?v=zYkhXM7KpzQ). Teacher guide and other resources are also there to assist teachers (English in Action,http://www.eiabd.com/eia/index.php?option=com_content&view=article&id=191&Itemid=138). The project cost £50 million. The project functioned from 2008 to 2017. Being school based in terms of yielding support, EIA attempted to attain enhanced and improved English language learning through professional development of the teachers (Hamid & Erling, 2016). The ultimate intention concerned equipping teachers to yield student-oriented classroom. As such, Communicative Language Teaching (CLT) shaped the base for EIA training program.

As depicted in Figure 1, EIA's professional development took place in the school. It deployed mobile phones, speakers, and teacher guides. Mobile phones distributed among trainees contained videos of language classrooms, generating ideas about creating interactive classrooms. Besides, stories, dialogues and poems also constituted a part of mobile storage. Battery powered speakers were provided with the intention to facilitate listening activities in the classroom. As regards the activities, trainees attended an orientation workshop where they introduced themselves to EIA personnel and were introduced to the features of Communicative Language Teaching (Shohel & Banks, 2012). Moreover, teachers were assigned to pair work in which they had discussion based on creating interactive classrooms and offering interesting lessons for students. Shrestha (2012) highlights that pair work created learning opportunities for each other since teachers had discussion on various pedagogical aspects. Most importantly, teachers reflected on classroom practices learned and completed and looked ahead to those that would come next. Teacher Facilitators (TFs) were appointed who observed each teachers' lessons and delivered constructive feedback for them, given teacher performed teaching for particular lesson from textbook, in front of TFs.
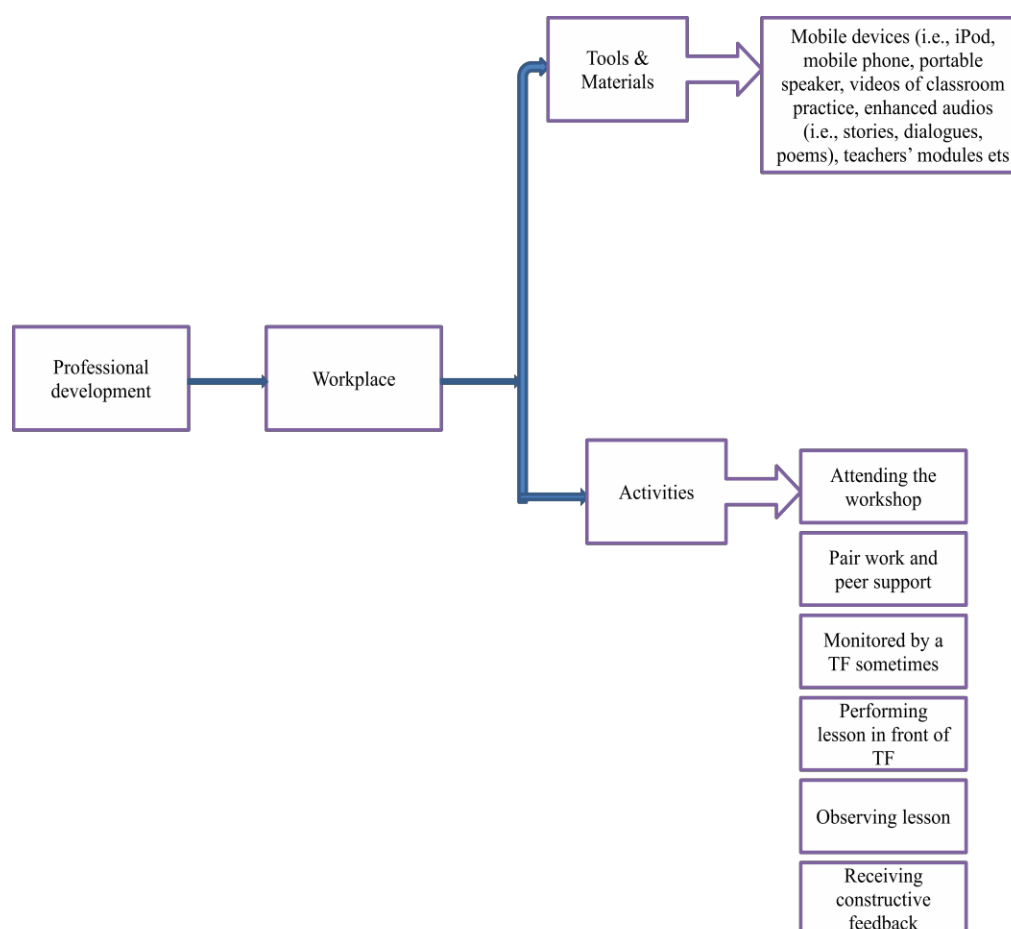
Figure 1. EIA's teacher support model
Source: Karim, Mohamed and Rahman (2017)

Problem Statement of the Study

As aforesaid, a lot of initiatives were taken into account to facilitate trainees. Yet Anwaruddin (2017) identified two major problems – technological determinism and teacher performativity- associated with EIA training program. According to him, EIA employed technology from a deterministic perspective, eluding the complex relationships among technology, its users, and the context. Furthermore, performativity puts pressure on teacher to do what they would not have done otherwise. Teachers' behaviour and practice are driven by the fear of being inspected, measured, and labelled by the EIA personnel. How teachers are going to be labelled maps the prior thought to teaching. To elaborate, it is documented in EIA website that Teacher Facilitators (TFs) are responsible to inspect whether or not teachers are adopting newly learned components to their classroom practices. Such agendum of EIA generates extra fear for English teachers (English in Action, http://www.eiabd.com/eia-component/secondary-education.html). Thus, it becomes conspicuous that the rigorous orientation of technology in the classroom mounts pressure on teachers, and thereby, it can be assumed that conducting classes is not free from challenges for EIA trained teachers. Experiencing challenges also seems obvious as Karim, Mohamed, Ismail and Rahman (2018) delineated that EIA training program concerned teacher training with mobile learning, whereas teacher training about mobile learning and technology integration, absent in EIA, was another aspect of mobile learning. However, training about mobile learning and technology integration are more facilitating as these involve "hands on exploration of mobile technologies, developing mobile lesson plans, micro teaching mobile lessons, enacting mobile lessons in the classroom,

reflecting on mobile lessons, planning mobilized curriculum, and integrating mobile + technology = mobagogy" (Schuck et al., 2013, p. 53). Since EIA exerted focus on the first aspect, teachers lacked the broader essence of mobile learning, and thus encountered difficulty. Furthermore, studies also reported the difficulties faced by the EIA trained teachers in the classroom. For instance, with regard to the challenges, Rahman and Akter's (2015) study showed that EIA trained teachers, for the majority, experienced difficulties in practicing communicative activities in the third quarter. Since there are three quarters in a year and Bangladeshi school syllabus is sectionalized 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 disclosed, is the necessity of the completion of the contents within short period of time during that quarter. This time is the preparation for the final exam, and hence, teachers want to revisit previously taught topics. Because the examination includes reading and writing skills, teachers deliberately avoid focusing on speaking and listening skills. Unfortunately, their study also divulged that in most of the classes, grammar is taught, although EIA trained teachers to include communicative activities to their classroom practices. Teacher is undone in the process, since sixty out of hundred marks is allocated in English Paper II for grade 9 and 10. Eventually, teachers had to teach grammar. Walsh et al. (2013) identified teachers experiencing problem with charging the mobile phone and speaker due to inadequate electricity supply since UNESCO (2008) reports that 30% of the population is yet to get electricity. In conjunction with this, teachers face difficulty in carrying the devices from home to the school because of their heavy weight. The aforementioned discussion sheds light on three dimensions of problem concerning the training program in Bangladesh. For instance, the employment of inadequate components in the training programs, they fail to bring changes in English teachers' classroom practice, and teachers experience difficulty in implementing what they have learned attending the training programs. Pertinently, Khan, Hossain, Hasan, and Clement (2012) claimed that Bangladesh is yet to be ready to afford technology in the classroom. They identified inadequate fund as responsible for building appropriate infrastructure that would support the use of technology in English classroom. On a more practical level, as highlighted by Afsari, Bakar, Su Luan, Samah and Pooi (2009), teachers are burdened with additional workload (i.e., administrative tasks) that preclude them to employ their credentials in designing, developing and incorporating technology into their classroom practices.

It has been a nationwide claim that after training program, English teachers remain unable to implement what they have learned in the training program, and thus, these programs have been identified as associated with limited success (Anwaruddin, 2016, 2017; Hamid & Erling, 2016). And, although superficially, some impediments have been figured out that preclude the implementation of training into classroom practice. That is why the current study was undertaken, in order to carry out a subtle exploration to trace the challenges affecting the implementation of £50 million-project. Hamid (2010) advocated for such studies to be conducted by the local researchers in the spirit of uncovering the real scenario in the classroom, which help to identify the actualities that impede the implementation of teachers' training into their classroom practices. Pertinently, the aim of the current study was to identify the challenges faced by the secondary teachers when they tried to incorporate the EIA trained activities into their classroom practices. The findings of the current study would potentially suggest the antecedents that negatively affect the implementation of EIA into classroom practice. On top of that, the present study elicited teachers' opinions to mitigate the challenges. Eventually, the findings will lead to suggestions to support the sustainability of such high-profile training programs.

In the following section, theoretical aspects related to reflective practice were explicated, given that teachers' challenges were explored through reflection on their classroom practice. After that, the method adopted was explained. Finally, the discussion, conclusion and recommendations were drawn building on the findings of the study.

Theoretical Framework

To examine the challenges experienced by teachers, their practice must be observed. Teachers' reflection on practice shed light on the challenges they encountered in the classroom when they tried to implement newly learned activities into their practices. Reflecting on Practice by Farrell (2008) and The Reflective Theory by Wallace (1991) turn our attention toward reflection on practice. Farrell (2008) talked about reflecting on practice. Here, the reflection is associated with the beliefs of the teachers. To illustrate, when teacher undergo any professional development or training program, their beliefs are also affected. Farrell (2008) highlighted that whether teachers' beliefs, after training program, get changed or not can be realized by reflecting on their practices. If there is certain change taken place in terms of teachers' beliefs, there must be the reflection of that change on their classroom practices. Teachers' usually reflect on their practice in the spirit of examining whether their beliefs are linear to their classroom practices. Farrell (2008) illustrated that reflecting on practice helps teachers to compare their beliefs about teaching and learning with their classroom practice. Teachers are the authorities to collect data to expose inconsistencies between their beliefs and practices. In this capacity, teachers will be able to know "what they do," "how they do it," and "what the impact of one's teaching is on students" (Farrell & Ives, 2015, p. 595). Ultimately, such reflection informs teachers whether their current practices need to be changed, if they do not reflect a teacher's particular beliefs. To conclude, Reflecting on Practice is associated with the teacher. Teacher is the sole entity to reflect and to check the consistency or inconsistency between beliefs and practices.

Similarly, the Reflective theory developed by Wallace (1991) is associated with two stages – pre-training and professional education/development. These two stages lead trainees to achieve the ultimate goal of professional competence.
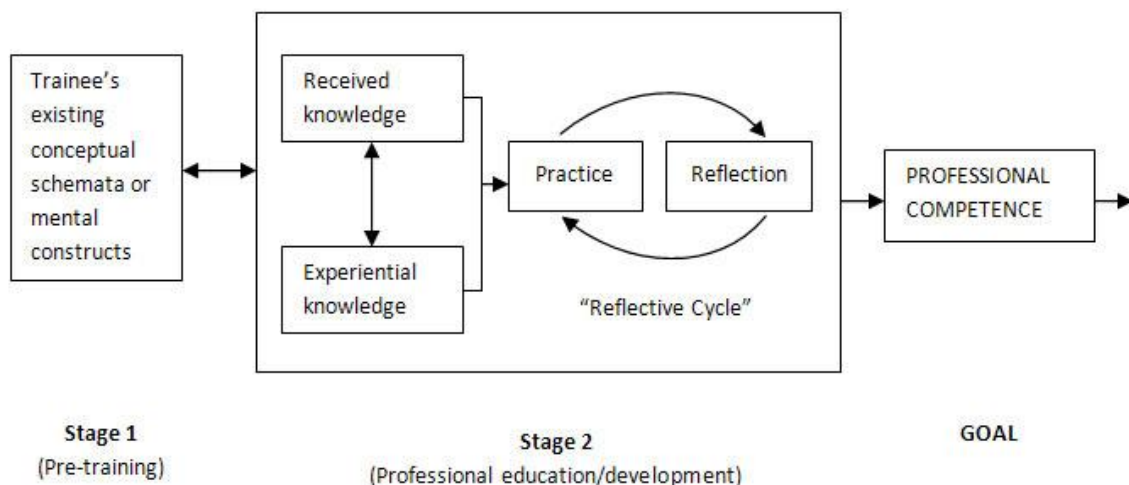
Figure 2. Reflective Model generated from Reflective Theory
Source: Wallace (1991)

Stage 1 (Pre- training)

Trainee's Existing Conceptual Schemata or Mental Construct:

The reflective theory intentionally emphasizes the trainees and what they bring with them when they attend the training program (Wallace, 1991). Teachers have more or less exposure to 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)

Professional education/development comprises received knowledge, experiential knowledge and reflective cycle.

Received Knowledge:

Received knowledge derives from facts, data, and theories, etc. which are either relevant to the study of a particular profession. These facts, data and theories can be discussed by means of necessity. For example, to overcome any challenge or to implement any practice in the classroom, teachers may be informed about underlying ideology or literature of the previous studies so that they would be capable to understand the phenomenon. However, in a language teacher training program, received knowledge acquaints trainees 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. Rahman (2000) summarized it by referring received knowledge as the collection of ideas and theories either generated by research or conventional practice which trainees receive rather than experience.

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 be 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, indicating 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 conversely, 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 is comprised of two elements: the fulfilment of certain minimum requirements that enable someone to function in their profession and a continuous process, an endless journey, a lifelong pursuit.

The current study focused on reflective cycle, which is an essential part of reflective model. Reflective cycle yields the challenges or difficulties experienced by the teachers, which is the fundamental concern of the research question. In reflective cycle, teachers sort out the difficulties when they try to incorporate the communicative activities into classroom practice. That was why the current study was guided by the Reflective Theory by Wallace (1991).

Context, Methodology and Design of the Study

English, being a global language, is taught every corner in the world. That English has an essential role in developing human capital globally drives both individual and society of Bangladesh to get immersed in this language learning process (Chowdhury & Kabir, 2014). According to them, Bangladesh, being part of south Asian region, perceived English as a Foreign Language (EFL) over decades and contrived its education policy by adapting teaching and learning of English to address the partial requirement of being globally connected (Rahman et al., 2019). Pertinently, Ali and Walker (2014) identified Bangladesh as commensurate with the characteristics of EFL contexts. Nunan and Carter (2001) defined that a context is considered as EFL one, if the foreign language gets exposed only to the classroom. Ali and Walker (2014) delineate that English is an academic subject in Bangladesh and English language teaching (ELT) here is based on English for General Purposes (EGP). Therefore, hardly do the people in Bangladesh use English for interpersonal communication. They seem to use it for international communication. However, it is worth mentioning that in the field of internal and international business, technology, education and research, and international communication, English has a substantial usage (Chowdhury & Ha, 2008; Rahman, 2015). As such, for the citizens of this country, English becomes an indispensable part of life as it has influence on the social, cultural, educational, political and commercial activities (Rahman et al., 2019). Therefore, as he elaborates, every government in Bangladesh concerns the development of ELT in Bangladesh, especially at the secondary level because this is the level considered as the point of departure for higher studies, he added.

In Bangladesh, students generally start to learn English at an early age (Ali & Walker, 2014). They get initial supports from their parents, who introduce them with the alphabets. This period is identified as pre-school one. Once the children have got admitted to school, they start learning English from primary level which continues up to their higher secondary level. It is worth mentioning that students learn English as a mandatory subject from grade 1-12 (Chowdhury & Ha, 2008). In addition, English is taught as an academic subject in all three streams of education, i.e., mainstream, Madrasha and English-medium education.

According to Roy (2016), after getting the independence in 1971, the government of Bangladesh adopted Grammar Translation Method (GTM) for teaching and learning English. GTM was followed traditionally for English language teaching in Bangladesh, and materials used for English teaching include prescriptive grammar rules and literature, such as, poems and

short stories (Ali & Walker, 2014). Teacher-centeredness and students' passive role were identified as the downsides of GTM. It was a deductive method and the goal was to boost students' performance in the examination. Realizing the poor achievement of the learners regarding the communicative competence, the Government of Bangladesh intended to bring major changes in English language teaching and learning in the secondary level (Chowdhury & Ha, 2008). National Curriculum and Textbook Board (NCTB) revised the English curriculum in 1995 (Rahman et al., 2019) and introduced Communicative Language Teaching (CLT) method in 1996 for teaching English at the secondary level (Chowdhury & Ha, 2008). It was expected that CLT would be conducive to the development for human capital to be equipped with communicative competence in English. English Language Teaching Improvement Project (ELTIP), funded by Department for International Development (DfID) and implemented by Ministry of Education (MoE), was assigned to implement CLT by developing textbooks and providing teachers with training (Hamid, 2010). The project aims at the successful implementation of CLT and thereby, developing students' communicative ability using English language NCTB (2003: 3, as cited in Islam, 2015). Unfortunately, CLT fails to bring any effective result (Chowdhury & Kabir, 2014). Furthermore, Rahman (2015), maintained that after more than a decade of the implementation of CLT, the English language proficiency of the students remains poor.

For such outcome, as they mention, policy makers tend to blame the teachers solely. Chowdhury & Ha (2008) identified, teachers prone to follow GTM. English lessons are taught using Bengali language. "Chalk-and-talk drill method" Pandian (2002), is prevailing in Bangladesh, although CLT is the selected method for English teaching in Bangladesh. Studies carried out by TQI-SEP and Hamid & Baldauf (2008) also endorse that English teachers conduct classes adopting GTM. In addition, the problem that drastically affects ELT in Bangladesh is the English language teachers' qualification. Teachers, for the most, do not have English teaching qualifications. Ali and Walker (2014) illustrate that English teachers in Bangladesh typically hold an MA concentrating particularly on American, British, Contemporary and Continental literature, which ostensibly have no practical orientation to English language teaching. Eventually, they struggle to exploit CLT-based and functional textbooks in the classrooms. Although universities in Bangladesh offer MA in language teaching, i.e., TESOL or TEFL, they are few in number (Karim, Shahed, Mohamed, Rahman, & Ismail, 2019). Nevertheless, such programs fail to equip the teachers with knowledge necessitated for incorporating theories into classroom practice (Ali & Walker, 2014).

Policy makers claim that a lot of training and professional developmental programs have been arranged for the English teachers to increase their teaching ability (Chowdhury & Kabir, 2014). For instance, as they explicate, to equip teacher with CLT method, both government and donor funded organizations operate training programs to train the English Language Teachers. The aim is to enrich teachers' ability to implement CLT. Among the government initiated institutions to train teachers are PTIs and TTCs in which PTIs are responsible for offering one year in-service teacher training program known as C-in-Ed (Certificate-in-Education) for primary teachers and TTCs are responsible to impart one-year Bed (Bachelor of Education) program for secondary teachers (Hamid, 2010). In conjunction with these, the Government of Bangladesh (GoB) introduce a number of donor-aided projects that aim at bringing changes in English language teaching at the secondary school (Chowdhury & Ha, 2008). Of particular initiative is the concentration on English teachers who are yet to achieve the ability to conduct English classes following CLT method (Hamid, 2010). Such phenomenon drives the nation to depend on donor-aided training programs. However, Rahman (2015) pertinently defined the donor-aided training programs as offering limited breakthrough for the English teachers in Bangladesh. On a pragmatic level, teachers received training from donor-sponsored training programs claimed to experience various challenges that belittle the

implementation of the knowledge – received from training program – into their classroom practices. The aim of the study was to identify the challenges faced by the secondary-school English language teachers in incorporating the elements learned in EIA training into their classroom practice and to identify the solutions to overcome the challenges. Consequently, the current study was specifically guided by the following research questions:

1. What are the challenges faced by the secondary-school English language teachers in incorporating the elements learned in EIA training program into their classroom practices?
2. What are the solutions to overcome the challenges experienced by the teachers?

Rationale and Significance of the Study

Studies carried out hitherto regarding EIA training programs mostly highlighted tools, knowledge, and skills that were transmitted to the teachers through EIA training programs (Anwaruddin, 2016; Shohel & Banks, 2012; Walsh et al., 2013), with little focus on the challenges faced by the teachers when they tried to incorporate what they have learned by participating in the training program into their classroom practice. As such, the importance of carrying out study to uncover the impediments that preclude the implementation of £50 million training program cannot be denied. Moreover, the current one adopted the phenomenological approach under qualitative research method. The present study considered Bryman's (2012) elaboration, which highlighted that postmodernists have been found influential in qualitative research. This is because individual account of a phenomenon can be documented through such kind of research. Additionally, it shed light on the EIA trained teachers' challenges in the classroom.

Concerning the significance, the study identified the challenges faced by the English teachers who have attended the training program in commencing communicative activities in the classroom. Policy makers being informed with these will design or plan a new training program which does not let the teachers experience such challenges. On top of that, the findings of the study would yield new insights for the small states which are about to contrive big initiatives to train English language teachers. Furthermore, the theories highlighted did not just facilitate the present study but also offer an avenue for both teachers and researchers in other contexts to undertake classroom-oriented studies. Finally, a phenomenological approach was incorporated which provided greater insights regarding the happenings in the classrooms.

Research Design

The nature of research questions should be the point of departure when fine-tuning research design (Nunan, 1992). The research questions, being linear to the aim of the study, should be the scaffold when considering the research design (Duff, 2008; Nunan, 1992). As regards the research questions, the current study was explorative, interpretivist, and phenomenological; hence approached qualitatively. Data compiled through qualitative research enable us to embrace a problem and analyse it critically, and thereby, lead us to the better understanding of a phenomenon (Creswell & Poth, 2017). Creswell (2007) defined qualitative research as an inquiry process of how people embrace social or human problems and generate meaning from them. Gay, Mills, and Airasian (2011) suggested 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). The aim of the current study was to delve the challenges secondary-school English teachers faced when they tried to incorporate the elements learned in EIA training program into their classroom practices. Pertinently, the current study documented the individual account of the teachers regarding the challenges faced by the teachers. Coupled with this, it also reported on teachers' remarks on how to overcome the challenges. Subject to the aim, this study adapted reflective model by Wallace (1991). Ma and Ren (2011) adapted and conceptualized this to enquire teacher training program.

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. To conduct this study, we selected samples based on purposiveness. Cohen, Manion and Morrison (2013) defined that the deliberate intervention on the sampling process is termed as "purposive sampling" (p. 115). The selection of schools and participants was made on the basis of accessibility and purposiveness (Creswell & Poth, 2017). Eight schools were approached, but only five responded. One school prohibited outsiders from entering the classroom. Eventually, it was excluded from the study. We selected the participants with minimum 10-year of teaching experience.

The ideal sample size is very ambiguous in the literature, however, is perceived as the characteristics of a qualitative research (Glesne & Peshkin, 1992). This is because the aim of the researcher is to explain, describe, and interpret, thus reaching saturation is the goal of qualitative research, not to make generalizations (Creswell & Poth, 2017). Creswell (2013) recommended phenomenology with three to 10 cases. Van Manen (2002) suggested the sample size within the range from six to 12, believing that such sample size is adequate for explicating the meaning of a phenomenon under study. Considering the suggestions for determining the sample size, we selected eight participants whose details are presented in the following table. In this study, we gave teachers pseudonym like, Numanee, Easir, Jihadi, Taheri, Azhari, Afsari, Niketoni and Chandpuri.

Eight participants of the study belonged to four different schools in Bangladesh. They had BA in English. Some of them had MA, either being majored in ELT or Literature. Ranging from 10 years to 25 years, they had experience of teaching English. Added to these, they had experience of attending different donor-sponsored training programs like, ELTIP and EIA. Some of them were part of CPD-1 program.

Data Collection

This study conducted semi-structured observation (see appendix B) and semi-structured interview (see the appendix A), which are recommended by Creswell (2005). To conduct this study, two types of data collection tools were exploited (e.g., semi-structured observation and semi-structured interview with the teachers). In the semi-structured observation, the researcher observed the difficulties that arose in the classroom. 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 challenges. The intention here was to record an interpretation of the class dynamic together with examples of interactive activities in the classroom and the challenges teachers experience to employ these activities in the classroom. Field notes were taken simultaneously with observation (See Appendix B:

Observation Protocol). Field notes described what the observer saw, experienced and thought during an observation (Gay & Airasian, 2003).

Through semi-structured interview, teachers described the challenges they experience when they incorporate EIA trained activities into classroom practice. That is how the researchers found the answer of the first research question. To answer second research question, semi-structured interview was also carried out. Through this, teachers also conveyed their suggestions to overcome the challenges. Given below is the research matrix that contained Interview Questions of the current study:

Table 1. Research Matrix

Research aim	Interview questions	Source of data	Techniques of data collection	Techniques of data analysis
To identify the challenges faced by the secondary-school English language teachers in incorporating the elements learned in EIA training into their classroom practice.	1. Did you face any difficulty learning the activities during EIA training session? 2. Do you think EIA training program was well-equipped in terms of materials and resources? Please explain. 3. What are the difficulties you often face when you try to incorporate the activities that you learned into your classroom practice?	Teachers	Classroom observation +Semi-structured interview	Thematic analysis
To identify the solutions to overcome the challenges	1. What are your suggestions regarding the removal of the barriers you often face when you try to incorporate EIA trained activities in the classroom? 2. Do you have any suggestions in terms of any inclusion or exclusion that may better equip the English teacher training program in Bangladesh? 3. Do you suggest the continuation of such English teacher training program? Why?	Teachers	Classroom observation +Semi-structured interview	Thematic analysis

Source: Authors

Interpretation of Data

Interpretation 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 involved organizing the data collected from field notes and transcription into common themes, focusing on the context, events, 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 all of the interview data and field notes together, mapping a comparative analysis. Flores (2005) called this cross-case analysis. Comparative analysis of data yielded a new list of data.

Ethical Consideration and Validity of Qualitative Research

Ethical consideration and validity are the key concerns of qualitative inquiry. The current study adopted the most structured, systematic and updated procedure of ethical consideration suggested by Creswell and Poth (2017), where six stages of data collection to publication process along with the ethical consideration in each stage had been defined. In the first phase, the institutional approval was confirmed. For this, the first author approached the principles of the schools by explaining every procedure of the study. After having the access to the schools confirmed, the author had meetings with the participant teachers. Participants were informed about the study and the ways of maintaining privacy. During data collection, the researchers paid best strive to avoid leading questions, personal or sensitive questions, and stored data in a safe and secure place for future usage. Moreover, participants were given pseudonyms in order to hide their identities in data analysis process. The current study reported and interpreted multiple perspectives. In the reporting process, effort was made to report honestly. On top of that, the researchers used composite stories so that individual cannot be identical. Researchers also allowed the participants to assess the consistency of interpretation and reporting of the data.

Furthermore, the issue of validation was tackled watchfully. Creswell and Poth (2017) described the validity of qualitative data from three perspectives (See Figure 3 for details). Multiple data collection tools were used in order to enable methodological triangulation of the data generated in this study to establish rigor and validity of the qualitative study. In the results, the negative results discussed in other literature and the results delved in the present study were acknowledged. Among the four authors, three belonged to the context where the study took place; and they had no personal interest in the study since they had no relation with any of the participants or schools. Nor did they work in any of the institutions there.

Validation from the participants' lenses was related and discussed in ethical consideration part above. For readers' better understanding. A brief overview of the context, the participants, data collection procedure, data analysis, validation and ethical consideration were defined clearly. The other two strategies were not applicable during the writing process; it is a criterion that is related to publication and oral examination of academic thesis.

FIGURE 10.1 ● Strategies for Validation in Qualitative Research
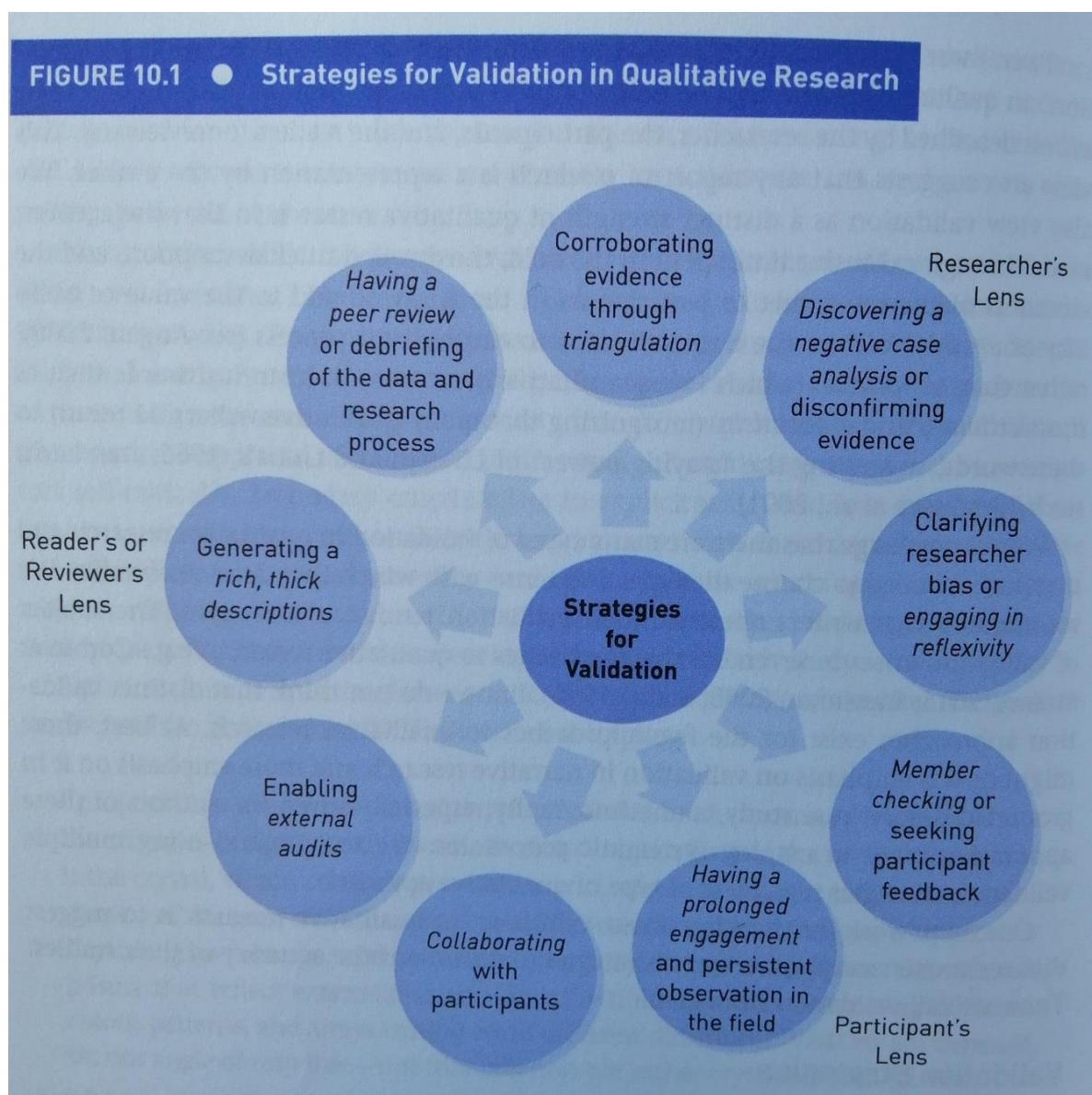
Figure 3. Strategy for validation in qualitative research.
Source: Creswell and Poth (2017, as cited in Rahman, Pandian & Kaur, 2018, p. 1112)

Findings of the Study

Classroom observation report (Appendix C, attached with submission) and interview data shaped the findings for current study. The findings were presented by integrating interview data and classroom observation report in order to draw a clear picture of the challenges that drastically affect the implementation of EIA training.

The present study intended to reveal the challenges faced by the teachers when they tried to incorporate the elements learned into their classroom practice. Prior to investigating classroom challenges, the current study also examined whether or not teachers faced any problem regarding training program and training materials by throwing interview question 1 and 2. The interview data and classroom observation report suggested that challenges varied from individual to individual. Based on teachers' responses and classroom observation report, the themes were created.

Difficulties faced by the participating teachers in EIA training program (Interview Question 1)

Majority of the teachers reported that they had faced difficulties in EIA training program. The interview data suggested that teachers' difficulties basically derived from limitation of time and trainers of the training program. For instance, NUMANEE reported,

> Actually our training session was run for 3 days. Since we had a lot of things to learn, our trainers were in a hurry to introduce everything to us. Therefore, I had difficulty to adopt their instructions quickly or acquaint with the materials quickly.

Added to this, AFSARI claimed,

> I have limited opportunity to practice in front of the trainers. And I was about to raise some questions to clarify some of my confusions. But I could not raise the issues. Number of attendees was 40. Hardly did the trainers address individual need. However, end of the day I managed to learn some activities.

The above information indicated that the duration of the training program was not insufficient. It was important for the teachers to demonstrate the elements learned in front of the trainers so that if they had any flaw, trainers would be able to address this and convey corrective feedback. Additionally, it was necessary for them to clarify the issues and confusion they had in mind. But due to limitation of time, teachers could not seek clarification. EIA employed local and foreign trainers to train teachers. Participant teachers argued that they had issues with local and foreign trainers. For instance, with regard to local trainers AZHARI stated, "I faced difficulty to understand the instructions of local trainers. They seemed not to be well-organized. I guess they have little expertise. They fail to introduce us to the activities in an organized way." Conversely, foreign trainers were not comprehendible to the teachers. As JIHADI viewed, "To me, I felt it difficult to understand the instructions of foreign trainers." It happened because of the native accent of the foreign trainers. Although participant teachers had been teaching English for many years, they had limited orientation to foreign accent that resulted in less understanding in EIA training.

To conclude, it was observed that six of the participant teachers experienced difficulty in terms of the time allocated to the training program and the trainers assigned to train them. Nonetheless, two teachers identified the training program as free from any kind of obstacles.

Comments on EIA training program's materials and resources (Interview Question 2)

Most of teachers affirmed that EIA training program was well-equipped in terms of materials and resources. As claimed by EASIR claimed, "Teacher guide, classroom videos, audio-visual materials were adequate. I went through the classroom videos and I learned a lot of classroom mechanics." The audio-visual resources helped teachers to initiate various classroom activities. "By watching visual resources, I came to know about how to involve students in pair and group work, role play and many other activities." Interview data suggested that the materials and resources exploited in EIA training program were identified adequate by the teachers.

Challenges faced by the teachers (Interview Question 3)

Teachers were asked question to elicit the challenges raised when they tried to incorporate the activities in their classroom practices. Interview data suggested that the challenges identified by one teacher were distinct from those expressed by another teacher, indicating heterogeneity with regard to the challenges.

a. Large class

Some teachers mentioned challenges resulted from the size of the classroom. Due to the large size of the class, teachers struggled to incorporate interactive activities. For example, NUMANEE claimed, "Generally, our classroom contains 60-80 students. When I make ready my students for group work or pair work, they cannot do it properly because of their sitting arrangement." Teachers also elaborated that due to the large size of the class, they could not pay equal focus on every student. When they tried to engage one part of the classroom, other part started making noise, often led teachers to lose the control over students. AFSARI distinctively highlighted, "It is difficult to assign task and monitor them. If I try to manage one part of the class, noise starts at other part of the class." In such cases, teachers could not always use group work and pair work. Forming groups and pairs killed valuable time of the class.

During classroom observation, such scenario was visible. There were 75 students in the class. They were sitting in a congested manner. Students were talking to each other. The classroom was full of noise and chaos. Teachers employed a lion share of the class time to let students attentive to the lesson. It was also observed that teachers shouted a lot to stop them. Moreover, students who were sitting at the back paid attention to teachers.

b. Students' reluctance

Teachers also reported students' reluctance to participate in the communicative activities. Often students exhibited reluctance to engage indifferent activities. Students preferred involvement in the activities likely to appear on the examination. On top of that, students did not like the use of English as a medium of instruction in the classroom. They preferred for teachers to use the Bengali meaning of unknown words. According to EASIR, "Most of the students are reluctant to participate in presentation or pronunciation drill because they know that only reading and writing activities will come in the examination." In such situation, it was difficult for the teachers to activate students for listening and speaking activities. As EASIR furthered, "Understanding students' demand, I also focused on examination related elements." Students also wanted teacher to use Bengali in the classroom. They were fond of explicit use of Bengali in the classroom. TAHERI expressed,

> They request me to use Bengali instead of English as medium of instruction. In the case of their query about certain words, they expect me to elicit Bengali meaning. They do not prefer the use of visual aid to elicit meaning. Nor do they prefer English to English meaning elicitation. Also, they are not interested to use English in the classroom when they ask any questions.

Given students' reluctance, teachers seemed to avoid some activities. As AZHARI claimed,

> I cannot always involve students in listening activities. Occasionally, my mobile phone runs out of charge. But in most cases, I found my students inattentive and reluctant to get involved in listening activities. Considering this, I do not carry

charger with me. Another thing is most of the students do not want to participate in role play.

Teachers also described students' tendency to be passive and to get their questions answered by the teachers. In particular, AFSARI added,

> Some of the students are not attentive. I tried to equip my students with the pre-reading activities in the reading class. But they did not concentrate. They believe on getting the questions solved by me. They prefer to be passive.

The aforementioned narrations of the teachers substantially indicated the challenges that were related to students' reluctance in relation to their participation in different communicative activities and teachers' use of English as a medium of instruction. When observing the class, same things, as articulated by participant teachers, were appeared. Students remained sceptical to participate in listening and speaking activities. It is noteworthy that every lesson in the textbook suggested by National Curriculum and Textbook Board generated equal focus on listening, speaking reading and writing activities. However, students remained passive when teachers asked them to engage in listening and speaking activities. It was also realized during the classroom observation that students were highly dependent on teachers to solve questions that had to be answered from reading comprehension.

c. Limitation of time

Teachers seemed to report problem associated with the time allotted for a class. With a large number of students in the classroom, teachers could not engage students in different activities. AZHARI, for instance, explicated,

> 40 Minute is not enough to accomplish all activities in a class. Therefore, I cannot address individual need like, suggesting them proper pronunciation of words. If I correct students' pronunciation, it would kill class time. In addition, I did not reinforce every pair to come in the front and practice dialogue.

Furthermore, limitation of time led teachers to curtail some content in the classroom. As AFSARI claimed, "Discussing pre-reading strategies takes some time. Moreover, students do not concentrate. That's why, to save time, I stopped discussing pre-reading activities."

The aforesaid elicitations potentially suggested that limitation of time hindered activating different activities in the classroom. On top of that, it was delved in the classroom observation that teacher directly went to the comprehension and started solving problems. He did not highlight the pre-reading, while-reading or skimming and scanning as part of reading strategies.

d. Small classroom

Small classroom with large number of students also precluded teachers from forming pairs or groups. Teachers were limited within the setting of the classroom. EASIR elaborated, "Classrooms are very small. There is little space. I cannot always engage my students to pair work and group work due to lack of sitting space." As such, it was conspicuous that small classroom with large number of students acted as another obstacle for the teachers, given forming groups and pairs required new sitting arrangements. During classroom observation, the space issue in the classroom was noticed. The space needed for sitting in a circle during

group work was not available in the classroom. Another problem observed was the use of high bench and low bench for students' sitting arrangements. These were relatively big in size and required more space.

e. Pressure to complete the syllabus

Teachers reported that they have additional pressure to complete the syllabus. Parents, head teachers, and students put pressure on them to complete and revisit the syllabus before examination. Consequently, teachers found it difficult to incorporate interactive activities in the classroom. CHANDPURI raised an important issue that drastically affected the incorporation of different activities in the classroom. This issue is mostly associated with English classes of grade 9 and 10. He explicated,

> I have to always focus on revising the syllabus. I conduct grade 10 English class. Technically, they are candidates for the board examination – Secondary School Certificate (SSC). Therefore, instead of engaging them to communicative activities, I focus on solving the questions of previous years from test papers (a guide that contain questions of last ten to twelve years). School authority, students, and parents put pressure on us for assuring students' good result. Eventually, I cannot focus on oral practices.

Pressure from parents, students, and school authority compelled teachers to focus solely on completing the syllabus, demanding teachers to compromise communicative activities in the classroom. Furthermore, classroom observation report also suggested students' inhibition to participate in communicative activities. But the observer noticed teachers strive to involve students in activity that was related to the practice of listening and speaking skills. Only a 10-12 students out of 65 were found to engage in these activities. Moreover, teachers did not use test paper in the classroom. He used textbook for reading and writing practices. Since the classroom observation was carried out at the beginning of the year and classes were not started in a full swing, and eventually students' attendance was comparatively low; that is why teacher did not start solving questions from test paper.

f. Teachers' concern

Teachers reported that they could not carry out interactive activities in the long run. Pressure to complete the syllabus, large size of the classroom, examination system did not motivate teachers to employ communicative activities in the classroom. For instance, NUMANEE elicited,

> January and February is the beginning of academic session. Thus, I am trying to incorporate some of the activities. Yet when the class will start in a full swing, perhaps I would not be able to operate interactive activities. I will have to focus on the syllabus for first terminal examination.

CHANDPURI drew another contention,

> Actually, training programs equip us with different activities. It is true. But examination does not require the employment of such activities. I have to shift focus on the syllabus for SSC pre-test examination. I will employ my students to solve from test papers.

Suggestions regarding the removal of barriers (Interview Question 4)

Teachers were asked questions to elicit their suggestions regarding the removal of the barriers they often faced when they try to incorporate EIA trained activities in the classroom. Building on their own difficulties, teachers offered suggestions to remove the challenges.

a. Reducing number of students

Teachers suggested to reduce the number of students in a class. For instance, NUMANEE opined,

> If the number of students is 20-30, it would be possible to engage students to different activities, and monitor them. To do so, school can open three or four sections so that each section can get consisted of 25-30 students.

b. Increasing duration of class

Teachers also suggest increasing the duration of the class. As NUMANEE opined, "If the duration of a class is 1 hour, I would be able to take more activities-oriented class."

c. Revising the assessment procedure

Teachers called for developing a system where equal concentration on four language skills would be established, provided examination currently includes reading and writing skills only. TAHERI elicited, "Revising examination system by including listening and speaking tests is necessary. Eventually, students would willingly take part in these activities."

d. Enacting motivation

Some of the teachers were found to conceive the idea of infusing motivation among the learners. EASIR stated, "Teachers have to counsel them about the importance of speaking skill. They should encourage students to take part in presentation by assigning interesting topics."
Teachers seemed to focus more on motivating students so that they would deliberately participate in the activities.

e. Shifting culture

Teachers also seemed to opine distinctively. They added some distinguishing points to his articulation. According to CHANDPURI,

> Actually, we cannot change everything overnight. What we are experiencing is the consequence of the culture that has been practiced in our classroom for a long time. I think we should try to incorporate activities. We should change the culture by changing our classroom practice gradually. As I mentioned my students don't want to participate in grammar game. They want me to explain grammatical rules with examples. So what I do is, I first explain a particular rule with examples. But I teach the next rule by involving them in grammar game. To encourage them to participate in dialogue, I offer chocolate for best performing pair. These are the way I apply to remove the barriers. So, I think all the teachers should apply such acts to engage them to activities.

From the interview data, it became conspicuous that reducing the class-size, extending the duration of the class, including assessment of speaking and listening skills along with reading and writing skills in the examination, and motivating students participate in interactive activities would be probable solutions to open gateway for the incorporations of different activities.

Teachers' suggestion regarding training program (Interview Question 5)

In order to elicit teachers' opinions regarding the design of English teacher training program in Bangladesh, the present study asked teachers whether or not they have any suggestions in terms of any inclusion or exclusion that may better equip English teacher training programs in Bangladesh.

a. Inclusion or exclusion of any element

In the semi-structured interview, teachers talked about the inclusion or exclusion of some elements related to the training program. Some appealed to increase the number of local trainers while some suggested to reduce the number of them. For instance, JIHADI opinionated, "I suggest the inclusion of more local trainers than the foreign ones. For this, local trainers should be trained first. Local trainers can switch to Bengali, if needed, during training session." Conversely, CHANDPURI added, "I think English teacher training program should be run by foreign trainers but with the help of contextualized materials." Furthermore, some argued for focusing on classroom management skills. According to AZHARI, "Training program should also include session on how to motivate student and how to manage a large class." In addition, two participants suggested to extend the duration of training session. According to NUMANEE, "The English training program should allocate more time to train the teachers." He rationalized, "extended time would offer more sessions for teachers to practice what they learned. After input session, there should be more practice session."

Building on interview data, it was clear that teachers expressed concerns regarding the exclusion of motivation, the exclusion of classroom management skills, and the need for extended duration of training session.

Continuation of such training program (Interview Question 6)

Teachers, for the most, confirmed that they wanted the continuation of such English teacher training program. For example, NUMANEE explicated, "Training programs give us new knowledge about teaching. Moreover, in the training program, we have the opportunity to discuss the problems we face in the class on a regular basis." In addition, CHANDPURI drew a comparative analysis. According to him, "Every training brings some new things for us. For example, ELTIP training introduces me to pair work and group work. EIA, along with these, introduces me to the use of technology in the classroom."

Form the abovementioned interview data, it was determined that teachers wanted the continuation of such training programs. Generally, they believed that training program boosts their teaching skills and helps them to increase their expertise.

Discussion

This study intended to uncover the problems faced by the teachers in teaching and learning environment. Drawing a specific question—what the challenges are faced by the

secondary-school English language teachers in incorporating the elements learned in EIA training program into their classroom practice—the study intended to reveal the pedagogic problems. Answering this question required the adaptation of reflective cycle of reflective model suggested by Wallace (1991). This is the stage where the challenges experienced by the teachers can be identified. In the reflective cycle, teachers were able to identify the challenges when they try to incorporate the communicative activities learned in EIA training program. The reflective cycle yielded by reflective model (Wallace, 1991) shaped the data collection of the study. Since the present study is an attempt to identify the challenges faced by EIA trained teachers when they try to incorporate newly learned activities into their classroom practices, by using semi-structured interview and semi-structured observation as the instruments for data collection. Eventually, the data for this study was generated through semi-structured interview and classroom observation. In the finding, we found several mismatches between teachers learning and practice. As Wallace indicated, teachers face challenges when they reflect on the received knowledge and try to incorporate those into classroom practice. In the current study, we have found several of those challenges that have been summarised in the next section and discussed further in light of other literature pertinent to this study.

Subsequently, it was revealed that structural impediments (e.g., time and class size), interpersonal impediments (e.g., reluctance of the students and pressure from parents), institutional impediments (e.g., pressure from the school authority to complete syllabus) and evaluative impediments (e.g., assessment of reading and writing skills) are potential barriers for the limited implementation of EIA trained activities in English classes. Teachers had to conduct classes that consisted of 60-80 students. Consequently, it became challenging for the teachers to monitor students. Therefore, the classrooms became chaotic. Additionally, teachers had the pressure to complete the syllabus. When they focused on employing different activities, it slackened their progress concerning the completion of the syllabus. Moreover, students were often reluctant to participate in interactive activities. They wanted to focus solely on reading and writing activities, which would get appeared in the examinations. Students did not prefer English as a medium of instruction in the classrooms. Nor did they prefer the employment of visual aid to elicit meaning of unfamiliar words. They existed in the classrooms as passive learners and expected the questions to be solved by the teachers. In such environment, it became challenging for the teachers to assign different activities in English classes. Furthermore, duration of a class is another issue that dismantled teachers' operations of various interactive activities. The duration of a class was 40 minute, potentially precluding teachers to address individual need.

Reflective cycle concerns the continuous process of practice and reflection. Accordingly, it intrigued teachers to note the challenges faced by them. As such, EIA trained teachers articulated the aforementioned pedagogic challenges that were hindering their operations in the classrooms.

As regards the barriers to the introduction of technology in Bangladeshi classroom, Khan et al. (2012) reported that Bangladesh lacked adequate resources and appropriate infrastructure to implement technology in the classrooms. Additionally, they articulated that due to insufficient funding, it became difficult to afford internet, audio-visual aids, teaching aids and other accessories required to introduce technology-oriented teaching and learning. They also expressed concern regarding the allocation of adequate budget to education and technology, preceded by the idea that political will often disintegrate proper allocation of national budget to this sector. They opined that exploiting the corridors of power, political leaders would stop leveraging money in this sector. Corridors of power meant the power paved by politics that drove politicians to limit funds in education sector. On top of these, they mentioned women were deprived of being enlightened by the accessibility to technology. Furthermore, they stated that teachers' attitude hampered the integration of technology in the

classrooms. Last but not least, their study suggested that due to lack of knowledge and command in relation to the technological tools, the use of technology in Bangladeshi classrooms became limited. Afshari, Bakar, Su Luan, Samah, and Fooi's (2009) study suggested that teachers have to be busy with heavy workload (e.g., performing administrative tasks). Consequently, they do not have time to design, develop, and incorporate technology into their classroom practices. Meng and Tajaroensuk's (2013) study also corroborated that due to extensive workload teachers usually found it difficult to manage time for in-service professional development. Furthermore, Keengwe, Onchwari, and Wachira (2008) identified poor administrative support that potentially yields difficulty to the implementation of technology in the classrooms. In the same vein, Afshari et al. (2009) explicated that the integration of technology to the classroom suffers from lack of qualified coordinators who are responsible for assisting teachers. As such, it has been conspicuous that previous studies identified numerous issues that belittled the use of technology in English classes.

The findings of the current study, on the other hand, suggested the distinct scenario concerning the implementation of technology in English classrooms. The participating teachers did not report inadequacy in terms of materials and resources. Nor did they mention infrastructural problems. Teachers were provided with low-cost mobile phones preloaded with audio-visual resources and speakers to operate listening activities in the classrooms. As regards teaching aids, teachers were deployed with teacher guide and videos of English classes, which substantially equipped teachers to conduct communicative classes. With regard to funding, EIA allocated £50 million to carry out the training program (Shrestha, 2012). Moreover, the present government of Bangladesh headed by Sheikh Hasina leveraged the lion share, estimated as 16.4%, of national budget to education and technology sectors (Rouf & Mohamed, 2018) in order to meet the national goal "digital Bangladesh." As such, it became manifestly realized that political will held the affinity concerning the digitalization of the pedagogy. Moreover, internet connection was made cheaper; the monthly subscription fee was reduced to near $1, suggesting that the nation is embarking on to be supportive for its citizens. Furthermore, women are not deprived of the accessibility to technology, rather the current vision of the government is to empower women perceiving their contribution to the nation-building program. Also, the female participants in this study did not report any gender discrimination prevailed in EIA training program. Additionally, the present study observed teachers' positive attitudes to the use of technology in English classes. As regards knowledge and command on technology integration, no teacher was found to report difficulty concerning these.

Fundamentally, the challenges portrayed in the previous studies mismatched to the constraints documented in this study. Participants of the study did not report their workload. Nor did they claim any difficulty that was associated with proper assistance to incorporate the elements learned in the training program. However, the challenges affecting teachers were emerged from the pedagogic site. Firstly, the size of the classes had been a bigger problem for teachers. Participating teachers articulated that it became difficult to conduct classes that were consisted of 60-80 students. Moreover, duration of each class was 40 minutes. Begum (2011) also elucidated this problem that disrupts interactive activities in the classrooms. In addition, Rahman, Pandian, and Kaur (2018) also marked the same problem associated with Bangladeshi context. Roy (2016) accorded the same problem that drastically affects teachers to monitor and secure every student's participation. Teachers had to spend invaluable time to make the classrooms calm and quiet. Hence, Teachers urged to reduce the size of the class and extend the duration of the class. Classroom observation data labelled the chaotic and noisy classroom environment, ultimate result of large size of classes. As such, there is no denying fact that it is high time to consider teachers' suggestion – class size with 20-30 students and class time with one-hour duration – to avail the effectiveness of the training program. On top of that, teachers mentioned the pressure to complete the syllabus. Additionally, teachers reported students'

reluctance to participate in interactive activities. Rahman and Pandian (2018), in this regard, shed light on the classroom reality, which has certainly been ignored during the curriculum development process. Teachers' voice remained unheard in the most cases (Rahman, Pandian, & Kaur, 2018). Making the class communicative has been the iteration for more than a decade, and diverse suggestions have been conveyed as to how to adopt communicative approaches (Das, Shaheen, Shrestha, Rahman, & Khan, 2014). CLT, a westernized method, intrigues teachers not just to adopt different communicative activities but it also urges the adoption of "entirely different culture of teaching and learning" (Rahman and Pandian, 2018, p. 4). Students in Bangladesh are accustomed to being passive learners in the classrooms, with occasional involvement in fewer activities, leading to their inhibition of communicative activities in English classes, they explicated. EIA had also designed its training program eluding the reality. Although EIA claimed that the training program equipped teachers with new methods and approaches, according to Anwaruddin (2016) it did not shed light on whether or how these methods and approaches had contextual relevance to the participating teachers and their students. Anwaruddin elaborated that contextual relevance of instructional methods is inevitable since any inconsistency related to this may drastically affect the pedagogy. Here the possibility of such a mismatch is undeniable because educational theories or instructional methods had been borrowed from a foreign context. Thang et al.'s (2010) study divulged that if a training program is arranged without considering the reality, it would certainly fail. That is why Prince and Barret (2014) explicated that training programs should be designed incorporating the voices of teachers, trainers, education officers, senior academic staff, and so on.

As regards the inhibition of students to involve in interactive activities, an explanation was drawn by Chowdhury and Ha (2008), indicating that, "teachers do not adequately encourage students to participate due to the culturally situated role of the teachers" (p. 310). Yet participants of the current study reported that encouraging or motivating students to engage to different activities also killed their valuable time. Another critical issue delved in this study was that some teachers got training and some teachers did not get training. As such, the same subject, English, is taught differently by the teachers, yielding major problems in teaching and learning environment. EIA

 trained teachers tended to make the classes participatory while their untrained counterparts were prone to conduct lecture-oriented classes. Consequently, the students failed to recognize the benefits of communicative activities.

Khan et al. (2012) elaborated that the vision of the present government concerns imparting the use of technology in education sector, requiring proper planning, policies, execution, and monitoring. However, in the Bangladeshi context, students' listening and speaking skills are not assessed. The examinations solely concern reading and writing assessment. For this, a growing number of studies (e.g., Ali & Walker, 2014; Chowdhury & Ha, 2008; Hamid & Honan, 2012; Kirkwood & Rae, 2011; Rahman 2015) question the activation of communicative approach in Bangladeshi ELT. With the exclusion of assessment pertaining to listening and speaking, it becomes practically impossible to engage students to the practices of such skills. The recent years have seen iterations of researchers (e.g., Ali & Walker, 2014; Hamid & Baldauf; 2008; Rahman & Pandian, 2018) appealing the issue that teaching approaches in the classrooms, expected outcome of the classrooms, and assessment in the examinations are not consistent, yet their voice remained unheard by the policy makers. That is why Rahman and Pandian (2018) identified the Bangladeshi education policies as inconsistent. The challenges experienced by the EIA trained teachers to employ communicative activities in the classrooms concerned the same issue as aforementioned. It became conspicuous that most of the students exhibited reluctance to participate in communicative activities knowing that their speaking and listening skills will not be assessed. In their study,

Rahman, Pandian, and Kaur (2018) also indicated that assessment of skills, teaching approaches to be adopted in the classroom, and design of the textbook are not aligned. He also pointed out the washback effect. He elaborated, knowing that listening and speaking skills will not be assessed, teachers do not want to use communicative activities in English classes. Teachers will be unable to incorporate interactive activities in English classes unless speaking and listening assessment are incorporated in the examination system. Students also inhibit such activities in the classrooms considering the fact that no mark is allocated for listening and speaking in the examination.

Implication

Participants in the current study pointed out the duration of the class time that resists teachers to motivate and engage their students to different activities. They appealed to the school authority for increasing the class hour and reducing the size of the class. Teachers opined that if their suggestion is addressed, they would be able to secure the engagement of pupils to different communicative activities, and thereby, meet the national demand – equipping citizens with communicative ability in English language.

The findings of the present study would facilitate school authority to address the demands articulated by the teachers. Schools' actions concerning the integration of technology and communicative activities must be linear to national vision, provided schools' vision precedes effective orientation of technology and communicative activities in the classroom (Anderson & Dexter, 2000).

As regards the weaknesses 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 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 classroom management and motivation in the training program slackens the incorporation of communicative activities in the classroom, and thereby, debilitates the sustainability of the training programs.

Subject to duration of the in-service training programs, the current study exhibited teachers' demand for 7-day training program perceiving that it would be more facilitating. Subsequently, teachers would get more opportunity to practice and reflect on the elements in front of the trainers. On top of these, some of the teachers expressed concern about the expertise of the local trainers. Additionally, teachers accorded the continuation of such training program. Therefore, Futuristic training programs should be devised considering these points.

Moreover, the current study also shed light on the Reflecting on practice by Farrell (2008). We highlighted it in order to emphasise on investigating into teachers' beliefs after training program. Unarguably, in-service training programs should have impact on participant teachers' beliefs. If there is no change taken place in terms of teachers' beliefs, then no change will be visible in relation to their practices. As such, future study should explore the changing pattern of teachers' beliefs after English teacher training programs. We suggested it because apart from challenges, beliefs may impede teachers to incorporate new elements in their classroom practices. As such, examining whether or not EIA - the latest high-profile training project –had left teachers with newly shaped beliefs is an undeniable priority. Finally, methodologically and theoretically the present study would be supportive for future researchers.

Finally, culture of prescription always getting manifested in the economically driven instrumental approach in educational context such as Bangladesh. EIA had meticulously followed the ideology of imposing the "dominant centre" on the "dominated periphery"—resulting Scientific Imperialism (Gatlung, 1980). The antecedents of the training programs must be contextual and accessible. Fantasising the wider use of technology may curtail teachers' dexterity and creativity, and ultimately, lead teachers to campaigners of that training program instead of being practitioners of training materials because they are more cautious of being inspected by the authority which results in the removal of their identity as facilitator.

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Appendix A

Semi-structured interview questions

1. Did you face any difficulty learning the activities during EIA training session?
2. Do you think EIA training program was well-equipped in terms of materials and resources? Please explain.
3. What are the difficulties you often face when you try to incorporate the activities that you learned into your classroom practice?
4. What are your suggestions regarding the removal of the barriers you often face when you try to incorporate EIA trained activities in the classroom?
5. Do you have any suggestions in terms of any inclusion or exclusion that may better equip the English teacher training program in Bangladesh?
6. Do you suggest the continuation of such English teacher training program? Why?

Appendix B

Semi-structured Observation Protocol

Time Lapses	Activities in the lesson of the textbook (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	Teachers' challenges

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