University of Dhaka

The Role of School Administration in Teaching and Learning Process of

English Language at Primary Level

By
MD. NURUNNABI
Registration Number: 003
Academic Year: 2010-2011

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
of
Master of Philosophy

Department of Language Education
Institute of Education and Research
University of Dhaka
November, 2016

The Role of School Administration in Teaching and Learning Process of English

Language at Primary Level

Approved By

………………………........
Professor Salma Akhter
Supervisor
Institute of Education and Research

University of Dhaka

Declaration

"I hereby declare that the thesis entitled "**The Role of School Administration in Teaching and Learning Process of English Language at Primary Level**" is entirely my original work and has not been submitted for any other award. All the quotations, citations and summaries have been duly acknowledged."

…………….................
Md. Nurunnabi
Registration Number: 03
Session: 2010-11
Institute of Education and Research
University of Dhaka

I certify that the dissertation/ thesis entitled "**The Role of School Administration in Teaching and Learning Process of English Language at Primary Level"** is an original work done by Md. Nurunnabi. He has completed the research work under my supervision. I have gone through the research work and found satisfactory for submission to the Institute of Education and Research (IER), University of Dhaka for the degree of Master of Philosophy (M.Phil) in Educational Administration and English Language Education.

…………….............................
Professor Salma Akhter
Supervisor

Institute of Education and Research

University of Dhaka

ACKNOWLEDGEMENT

Dedication

The thesis is dedicated to my parents who have been always encouraging me to get higher education and giving me all the support, I need.

Abstract

English is an international language. It is important for everybody to know English to communicate each other specially to communicate with foreign partners. Primary school builds a foundation of a students' learning as well as English language learning. As (ELT) is vital issue in contemporary world, we have to emphasis on ELT especially at the primary level. English Language Teaching depends on various aspects like teaching techniques, teaching materials, school environment, teaching abilities of English teacher, head teacher as well as school administration. In this respect, the role of school administration plays a vital role to ensure the good teaching learning environment. The aim of the study is to explore the role of School administration in teaching learning at primary level.

This study is qualitative in nature. Data has been collected from both primary and secondary sources. The target populations of the study are all Head teacher, all English teacher, SMC members, AUEO and UEO of Nalchity Upazila in Jhalokathi District, 20 English teachers, 10 head teachers and 20 SMC members from EIA intervention schools at Nalchity upazilla, 2 AUEOs and UEO of Nalchity constituted the desire sample size. Purposive sampling was done for this study. Researcher interviewed Head teachers, English teachers, SMC members, AUEOs and UEOs for collecting data. Data was collected between 1 July to 15 October, 2012 (during the pilot phase of EIA). Four set of Interview schedule was prepared for taking interview from teacher, SMC members and AUEO/UEOs.

Major findings showed that English in Action (EIA) intervention teaching techniques were more effective than traditional techniques. The role of Head teacher was very much

important to engage all English teachers in their English classes to make all students participate widely by using EIA techniques and materials like pair works and group works. Head teacher also gave support to use audio materials, poster, charts and block rockers during the English class which make English language teaching very realistic to students. Head teachers took special steps for improving English language learning by providing extra classes for English languages while some of them increased time period of the classes. Findings also showed that various types of meeting was held in school compound by the initiativeness of a head teacher, like mothers meeting, yard meeting or SMC meeting who were involved to improve the condition of English Language teaching. Although most of the cases, number of student of a class was high; classroom and school environment were favorable towards English language teaching and learning. AUEO and UEO visited the school on monthly basis and

Some of them were very helpful to the teacher and some of them were not supportive to the teachers. Sometimes they arranged training to provide proper guidelines through URC.

On the other hand, uneducated and unaware guardians, traditional assessment system (i.e. writing and reading based assessment) and dropped out students were challenging issues to ensure a better English teaching learning environment of a school. In some cases, classroom space was not enough according to the ratio of the students and some school had no opportunities to get electricity support. Thus it was very challenging for the teacher to use modern ICT based materials or participatory approach for English language learning.

List of Acronyms

ELT   English Language Teaching

SMC   School Managing Committee

UEO   Upazilla Education Officer

AUEO   Assistant Upazilla Education Officer

EIA   English in Action

URC   Upzilla Resource Center

ICT   Information and Communication Technology

CLT   Communicative Language Teaching

ELT   English Language Teaching

TQI   Teaching Quality Improvement

SEQAEP   Secondary Education Quality and Access Enhancement Project

ATEO   Assistant Thana Education Officer

GPS   Government Primary School

NNPS   Newly Nationalized Primary School

RNGPS   Registered Non-Government Primary School

MoPME   Ministry of Primary and Mass Education

DfID   Department for International Development

TPD   Teachers Professional Development

TDC   Teacher Development Coordinator

TF   Teacher Facilitator

PTLP   Primary Teaching Learning Programme

OU   Open University, UK

CT   Core Trainer

IT   Information Technology

TED   Teacher Education and Development

PEDP   Primary Education Development Programme

CPD   Continuous Professional Development

DPED   Diploma-in-Education

UCEP   Underprivileged Children's Education Program

STLP   Secondary Reaching and Learning Programme

ODL   Open and Distance Learning

SA   School Administrator

List of Table and Figures

Table of Contents

Chapter 1

Introduction

1.1 Background

Education can help a nation to reach optimum level of development. Without education no nation can prosper. Quality education can remove the all ignorance and darkness of a nation and help to empower all the citizen of a nation. It helps to ensure the development of a nation (Kothari, Patel &Shelat, 2012; Afroze, Kabir& Rahman, 2008). Quality education also the key indicator of the people's progress and prosperity (Haq, 2004). To-day's world getting closer and every people can contact with people of other countries. For this reason, language especially English language plays a vital role for development. English is not just a language but also a technology for surviving within a context of growing trends of globalization and English is the key to national progress (Appleby et al,2002). As English is an international language, without English it is not possible to competein the global world. So government of Bangladesh has given special emphasis to improve the English language teaching learning and its environment. Keeping this in view the government of Bangladesh have taken various project both government and Donner funded to improve the quality of English language teaching and learning like English in Action(EIA), Teaching Quality Improvement(TQI), Secondary Education Quality and Access Enhancement Project(SEQAEP), and Higher Education Quality Enhancement Project (HEQEP).English is taught as a compulsory subject in both primary and secondary level education in Bangladesh.

English in Action(EIA) is one of the big project to improve the quality of English language teaching at primary level in Bangladesh over a 9-years period from May 2008. The goal of EIA programme is to "contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy". It was workingas pilot phases in 21 upzilla in different districts for primary level and 10 upzilla in different districts in Bangladesh for secondary level. Ten schools of each upzilla conducted their English class by using the instruction of the EIA intervention. EIA arranged a workshop with the Head teachers of EIA intervention schools to inform the role of English language teaching-learning process of the school. Without monitoring English language teaching learning environment do not improve. Only School administration can ensure the proper monitoring of a school. Some of the main function of the school administration particularly of the head teacher is to create learning environment, facilitate teachers in their teaching activities and provide them professional support services to improve their classroom's academic activities. Quality of classroom teaching in our primary school system is always questionable. And it is an established fact that in spite of huge infrastructural development, increased enrolment, reduce drop-outs, quality of primary education is very low. National assessment on primary students has shown that the student are not able to achieve the competency after completing the primary level of education. One of the major challenging area is the language especially English Language teaching in the primary and secondary level in Bangladesh. School administration plays an important role to facilitate and improve English language teaching and learning in the primary schools. In this study researcher tried to explore the role of school administration played in English language teaching and learning at the primary schools in Bangladesh

1.2 Aim of the Study:

The main objective of this study is to explore the role of school administration in teaching learning process of English language at primary level.

1.3 Research Questions:

1. What are the role of the head teachers in English Language teaching learning in school?

2. What are the role of SMC members about English Language teaching learning process in school?

3. What is the relationship among the head teachers, teachers and SMC members about implementing the English language teaching learning process?

4. What are the administrative role of UEO and AUEO/ATEO in facilitating English Language teaching and learning at the school level?

1.4 Rational of the study

Teaching and learning English as a subjecthas always neglected in education system of Bangladesh. Most of the students fail to learn English properly at the primary level. Moreover, there is very littleoral, visual or written English material available to motivate the learners,especially outside Dhaka. There is also acute shortage of competent

Englishteachers. There are very few teachers in rural area who are able to speak English correctly and fluently. This insufficiency can be regarded as a constraint to overall development especially economicdevelopment of the country (English in Action, Implementation Phase, Bangladesh, 2008).

This study tried to find out the major issues obstructing theimplementation and monitoring especially administrative role played by concerned authorities in English language teaching at the primary level. The findings of the study will help thedecision makers or project evaluators to take decisionsabout necessary steps to improve the administrative role in improving English language teaching learning. Moreover, this study will provide policy makers with the necessary information for making effective policies and in taking right decisions for designing the administrative role to implement English teaching learning.

Finally, this study will help English teachers, head teachers, educational administrators, SMC members and policymakers to take proper action for monitoring the teaching-learning activities in the English classroom and help to improve students'the communicative skillsat primary level of education.

1.5 Significance of the Study

English is an international language. Primary school plays an important role to achieve any language specially English and Bengali. Here the headteachers' role is very significant in taking effective decisions in English Language teaching learning process. Many important things are needed to maintain a good teaching learning process and environment in school. And that should be ensured by the administration of the school. Monitoring and evaluation are important parts of successful teaching learning process, which is the important function

of the head teachers who are the main administrator of the school. So this research will be helpful to develop the monitoring system of teaching learning process of English language learningat the school level. Positive environment is helpful of teaching-learning process that should be ensured and maintained by the administration. A teacher cannot provide good services to the schools without help of the administration (head teacher and SMC members). Teachers cannot provide quality English teaching in the classrooms without the help and assistance received from the school administration. It is important to explore the role of the administration of a school in teaching-learning process of English language at primary level of Bangladesh. The study will help the policy maker also to take initiative to train up the administrators to play the role successfully in their school.

1.6 Limitations of the Study

Though the study has met its objectives, there were some unavoidablelimitations. First of all, all information are collected from EIA based primary schools of Nalchity Upazilla. So, the findings will be applicable only to that particular level of education in Nalchity Upazilla only. But problems pertaining to this program may vary with geographical variations.

Moreover, the study result is applicable to only the EIA schools as theparticipants were from those schools only. Non-EIA schools on the otherhand may display very different outcomes. The results, therefore, cannot be generalized.Besides, some respondent teachers did not give information about their head teachers and other administrators'role properly.

1.7 Chapter Description:

The thesis has been organized and presented briefly into eight chapters. The chapter wise brief introductions are given bellow:

Chapter-1: The first chapter outlines the topic and deals mainly with the background, objectives, research questions, rationale and significance of the study.

Chapter-2: This Chapter describes the background of EIA in Bangladesh.

Chapter-3: This Chapter surveys literature that discusses the place of English Language teaching in the primary level in Bangladesh.

Chapter-4: This Chapter describes in detail theresearch methodology including the nature of the study, study area, sampling procedure, toolsfor data collection, data processing and analysis. Chapter five contains the analysis of the dataobtained from the field.

Chapter-5: This chapter contains analysis and interpretation of collected data.

Chapter-6: This Chapter discusses the findings of the study.This chapter also compares the results of the study with other research findings.

Chapter-7: This Chapter covers conclusions and recommendations on improving the monitoring system and the role of school administration in teaching learning process in English of the EIAbased on the findings and thediscussions.

Chapter 2

Theoretical Framework: English in Action (EIA) in Bangladesh

2.1 Introduction:

Bangladesh has one of the largest primary education systems in the world with an estimated 19.6 million primary school-aged (6 to10 years) children. The total number of teachers was 466,508 (all types of schools). Of these teachers, female teachers totaled 265,776 (57%). There have24 types of primary schools in Bangladesh.

In the 2013 Annual Primary school census, the total number of schools was 106,859 (all 24 types of schools). Of these schools, 35.28% schools are GPS; 21.18% are newly nationalized primary schools (NNPS) (previous RNGPS); and 13.2% are Kindergartens; the total enrolled children were 19,584,972 (in all types of schools); girl students totaled 9,804,020 (50%). The percentages of girls in the two major categories of schools - GPS and NNPS were 51% and 50% respectively. The total number of teachers was 466,508 (all types of schools). Of these teachers, female teachers totaled 265,776 (57%). The percentages of female teachers in the two major categories of schools - GPS and NNPS – were 64% and 45% respectively. The Ministry of Primary and Mass Education (MoPME) is the main primary education provider in Bangladesh, accounted for a total 68,373, or 64% schools. MOPME managed 79.9% students at Government school and 69.2% teachers in 2013.(ASPR,2014)

2.2 Overview of EIA in Bangladesh:

EIA is a nine-year (2008-2017) development programme, financed by the Department for International Development (DfID) of the Government of United Kingdom to improve English language skill. It aims to help 25 million people in Bangladesh through improving their ability to use English language by promoting communicative approach and use of ICT, textbooks and supplementary materials in an innovative way (Baseline study 5, 2009). There are four basic pillars to the EIA programme in Bangladesh:

a) Primary Education: engaging students and teachers through innovative classroomresources.

b) Secondary Education: empowering teachers to change their classroom practice. These interventions are school-based, delivered through supported distance learning and enhanced by mobile technologies.

c) Adult Learning: enabling lifelong learning via interactive and digital media and

d) Research, monitoring and evaluation (RME): evaluating ongoing projects and research in impacts of interventions (Shohel & Banks, 2010).

As a partner of the EIA programme, the Open University, UK is involved in Teachers Professional Development (TPD) programmes in Bangladesh and Institute of Education andResearch (IER), University of Dhaka is working as a collaborative research partner with theEIA project where15 IER researchers are involved in the research activities.

BMB MottMacDonald supplies project management support for the consortium. Other members of theconsortium are Friends in Village Development Bangladesh (FIVDB), BBC World ServiceTrust, and Underprivileged Children's Education Project (UCEP) (Woodward, 2010).

Teacher Development Coordinators (TDCs) supports and mentors Teacher Facilitators (TFs) and teachers. TFs are local Govt. teachers in specific upazillas and they facilitate the activities. They act as mentor of the EIA teachers from each school. However, Government officials like Upazilla Education Officers, Assistant Upazilla Education Officers, Upazilla Resource Centre Instructors and others support in implementing all teacher training and activities in each upazilla.

2.3 English in Action's Primary Teaching Learning Programme (PTLP):

Primary Teaching Learning Programme (PTLP) in English in Actionproject is engaging students and teachers through innovative training and resources(Woodward, 2010). It has been bringing major pedagogic changes to primary teachers' practice in the field of language teaching and learning. Research (Shohel & Banks, 2010) has showed clearly that this changed practice has resulted in significantly improved English language proficiency of both students and teachers in Bangladesh.

There are twin strategy of PTLP for achieving its goals. "Its attractive and stimulating classroom materials include an interactive audio instruction package supplemented by visual materials (posters, flash cards) and detailed guidance for teachers. The teachers' professional

development strategy is based on regular face-to-face training and distance learning materials in audio, video and print form. All audio and video resources (both for training and classroom use) are hosted on a low-cost mobile phone, given to all EIA teachers" (retrieved from www.eiabd.com). Amplified loudspeaker were supplied to the teachers so that they can use audio in their classroom teaching.

Resources and the classroom materials are also closely linked to the national curriculum and it's English for Today text books.

"PTLP materials, with their lively dialogues and songs and colorful posters have perhaps made the greatest impression, but face-to-face teacher training and support, which help teachers develop their pedagogic skills through practice and reflection, are just as important to PTLP" (retrieved from www.eia.bd.com).

According to the EIA Baseline Study (2009) of EIA, three important principles of teacher development programme of EIA are as follows:

1. Continuity of support: Teachers build on their learning through regular meetings over a long period of 16 months.

2. A school-based approach: Teachers develop their skills in their own classrooms and reflect on their experiences with the support ofTeacher Facilitators (TF) and their fellow teachers. Teacher Facilitators visits to teachers in their classrooms and give supportive feedback to the teachers.

3. Local capacity building:Teachers and headteachers get service from the EIA's teacher facilitators. They are developing training and teaching expertise of lasting benefit to their community through their involvement with EIA.

2.3.1Supporting Team ofPTLP in English in Action:

EIA has a wide and varied supporting team to implement the PTLP. The team is consisted of following members:

-The Open University (OU), UK providesEnglish teaching and teacher training specialists;

- Core Trainers (CTs), a group of specialist trainers, act as mentors and facilitators to the Teacher Facilitators (TFs) and sometimes to teachers,

- Teacher Facilitators (TFs), specially selected and trained Government teachers, act as facilitators and mentors to the teachers in schools in their locality.

Upazilla, being the main center in implementation, all teacher training and support activitiesare implemented through and with support from existing Government structures with the valuable help from officials such as Upazilla Education Officers, Asst. Upazila Education Officers, Upazila Resource Center Instructors and others (EIA Baseline Study-3, 2009)

To all EIA activities,Quality assurance is essential, whether be it material development, teacher training or teacher support. EIA used various techniques like observation, interviews, group work, etc. and instrumentsto collect quality-related information about materials and services.

2.4 English in Action's Secondary Teaching Learning Programme (STLP):

STLPof EIA is giving training to the teacher and engaging students to the classroom by using materials. It has become a tool to bring major pedagogic changes to secondary teachers' practice in the field of language teaching and learning. Research(Woodward, 2010) shows clearly that this changed practice results in significantly improved English language proficiency of both students and teachers in Bangladesh.

EIA's STLP is entirely based on what teachers actually do in the classroom. Teachers in the EIA intervention schools are provided with easy-to-use professional development materials in both printed format and as audio-visual materialsto improve practice English among the students(Woodward, 2010). Besides, training workshops, teachers also work with their peers in their schools and in regular face-to-face 'cluster meetings' of 24 teachers where participants both reflect on classroom practices learnt and completed and look ahead to those that come next. EIA supplied audio and print materials to the teachers to use in their classrooms with the students. EIA also provided an amplified loudspeaker to the school so that they can use audio in their classroom teaching (EIA Baseline Study 2b, 2011).

2.5 Media and Adult Learning:

BBC Janala ('window' in Bangla), part of English in Action, is a multi-platform service which has enabled millions of Bangladeshis to learn English affordably through their mobile phones, the web, television programmes, print media and peer-to-peer learning. Programme's main target audience is adults aged 15-45 years, from a wide range of socio-

economic groups. So far over 28 million people – a quarter of the adult population in Bangladesh – have accessed EIA media products (EIA Baseline Study-5,2009).

The aims of BBC Janala is to change the perceptions of learning English amongst the adult population, reduce barriers to learning and support the development of an innovative educational media sector.

2.6 Research, Monitoring & Evaluation:

Research, Monitoring and Evaluation (RME) is one of the component of EIA which runs across the programme activities and the main objective of this component is to enable the programme management and implementation teams involved with the delivery of the programme to make informed decisions relating to policy and practice as well as celebrate programme success (retrived from www.eiabd.com)

Quality Assurance (QA) system has been built into to the primary and secondary schools component to ensure that remedial measures, adaptations and refinements are implemented as the project progresses. From the beginning, the Research, Monitoring and Evaluation (RME) strategy has played a vital role in guiding its success(Shohel& Banks, 2010). EIA's RME covers four broad and often overlapping areas:

  (a) **Monitoring:** Ithelps short and long term project management decisions by using continually collected (Quality Assurance) information;

  (b) **Evaluation:** It may be formative or summative, evaluating the outcomes of a particular element of this programme;

(c) Research: It provides details information in different contexts for EIA operates, participants' experiences, or wider questions, such as the link between English language and economic opportunity;

(d) Dissemination: Findings are shared with both stakeholders and wider academic, policy and professional communities.

2.7 Institutionalization:

To create deep and lasting impact, the aim of EIA is to become an inseparable part of the education sectors and media learning services in Bangladesh.

2.7.1 Working with the Government of Bangladesh

EIA is a discrete project under the Primary Education Development Programme III, and it works closely with the Ministry of Primary and Mass Education and the Ministry of Education, with the expectation that, by 2017, its programme components will be embedded within the Government structures and systems (retrieved from www.eiabd.com).

In according to EIA baseline study (2009), the collective work between EIA and GoB focuses on:

- Implementing and monitoring EIA schools programme in collaboration with the Government at policy, administrative and field levels, including the integration of EIA contents into primary English subject based training and foundation training programmes and M&E mechanisms;

- Design of new teacher education – working with the Government and development partners to design new sector-wide teacher development programmes;

- Curriculum development – working with the National Curriculum and Textbook Board on new textbooks, teachers' editions, and to make EIA teacher professional development videos and classroom audios available to all English teachers;

- Teachers' portal – working with Prime Minister's Office and Access to Information (a2i) Project to make EIA resources accessible to all in the teacher education sector.

2.7.1 Working with NGOs and Projects

Some NGOs are working in this project as the national partners with EIA; they are Underprivileged Children's Educational Programme and Friends in Village Development Bangladesh. Local NGOs conduct the adult English learning clubs of EIA, EIA work with UNICEF to cover out-of-school children to provide service from this project, and Save the Children's use EIA reading materials in their programme (EIA baseline Study-3, 2009).

2.7.3 Working with the Private Sector

EIA is creating affordable learning facilities for people through the partnership with the telecommunications sector(all six local mobile operators, state and private TV companies, national newspapers).

EIA is now transferring the multi-media English learning products to the local partners. The expectation of EIA is that these will not only continue to be available to support millions of new learners, but also provide a stimulus and platform for new English learning products to

be createdwhich will be supported by the EIA developed network of English language teaching and learning media professionals (EIA Baseline Study, 2009).

2.8 Over all Target and Achievement of EIA in Bangladesh:

Phase	Achievement and Target		
	Upazillas	Teachers(Primary and secondary)	Students
Pilot Phase (2008-2011)	24	751	130,000
Up-Scaling Phase(2011-2014)	112	12,500	900,000
By 2017 EIA will have reached	232	51,000	7 million

Table-1: overall target and achievement of EIA in Bangladesh (source: www.eiabd.com)

2.8.1 Pilot Phase (2008-2011):

EIA was working with 751 teachers from both primary and secondary schools (including govt. and NGO schools) and 43 Teacher Facilitators across 24 upazillas in piloting phase (2008-2011).

2.8.2 Up-Scaling Phase (2011-2014):

EIA was working with 12,500 teachers and 900,000 students from both primary and secondary schools (including govt. and NGO schools) across 112 upazillas in up-scaling phase (2011-2014).

2.8.3 Up to 2017:

EIA will be reached 51,000 teachers and 7 million students from both primary and secondary schools (including govt. and NGO schools) across 232 upazillas by 2017.

Chapter 3

Review of Related Literature

3.1 Introduction:

Research is a systematic way of investigation. Related literature is a guideline to this way. To conduct any research literature review is done with the aims of reviewing and analyzing current research, documents, journals, students to identify strengths, weaknesses, gaps and form a basis for future research design. So, literature review is a very vital task for any researcher to conduct any research study. Through such reviews the researcher makes planning for doing the research study systematically and step by step. The review of related literature involves the systematic identification, location, and analysis of documents containing information related to the research problem. The review has several important functions which make it well worth the time and effort. The major purpose of reviewing the literature is to determine what has already been done that relates to a research problem. In other words, the review tells the researcher what has been done and what needs to be done. Another important function of the literature review is that it points out research strategies and specific procedures and measuring instruments that have and have not been found to be productive in investigating the research problem. This information helps a researcher to avoid other researcher' mistakes and to profit from their experiences. (Gay 1996).

Review of related literature is a very important part of a research work. Because research is a systematic way of investigation and related literature is a guide line to this way. Reading the literature also helps a researcher to learn how other educators compose their research

studies and it also helps in finding useful examples and models in the literature for a researcher's own research. (Creswell 2008).

3.2 Review of Related Literature:

3.2.1. Ramirez(2010) conducted a study, 'The roles of elementary school administrators and the obstacles they encounter in the process of implementing and maintaining dual immersion programs in California',*the* purpose of the study was to describe the role of elementary school administrators and the obstacles encountered while implementing and maintaining 'Dual Immersion programs' in California. In this study two research questions were addressed: (a) what is the elementary school administrator's role in the process of implementing and maintaining a Dual Immersion Program? and (b) what are the obstacles encountered by elementary school administrators in the process of implementing and maintaining a Dual Immersion Program? A non-experimental, descriptive research design was used to analyze the survey results. Eighty questionnaire were sent to elementary school administrators. Twenty respondents' answer sheet and three personal interviews were analyzed to fully understand the skills, tasks, and obstacles to successfully implement and maintain a Dual Immersion. The study revealed that elementary school administrators needed: (a) to ensure that teachers analyze student data and make curriculum decisions that affect the academic performance of students in a Dual Immersion program; (b) to ensure that teachers understand the outcomes and expectations of the program; (c) to encourage teachers to use data analysis to accommodate the instructional needs of all the students in the program; (d) to ensure that new staff

members to the program found support and guidance and (e) to support program policy to encourage accountability. (Ramirez, Anel-Janeth, Ed.D, 2010). This study helps the researcher to understand the role of headteacher.

3.2.2Musungu & Nasongo (2008) conducted a study on "the head-teacher's instructional role in academic achievement in secondary schools in Vihiga district, Kenya" which was very much similar to the current study and the main objective was to investigate the instructional role of the head-teacher in academic achievement in Kenya Certificate of Secondary Education (KCSE) examinations in Vihiga district of Western province. The population of the study comprised 84 head-teachers and 1,280 teachers serving in the 84 secondary schools. Saturated sampling technique was used to select a sample from the high and average performing schools, while stratified random sampling technique was used to select a sample from the low performing schools. The sample comprised 7 high performing schools, 17 average performing schools and 20 low performing schools. All the 44 head-teachers of the selected schools formed part of the sample for the study together with 8 teachers from each school sampled randomly. Data was collected by use of questionnaires, in-depth interviews and document analysis guide. The findings of the study showed that head-teachers' instructional role included regular checking of teachers' professional records, regular class supervision, and management plan for carrying out curriculum goals. This study helps to researcher to select the research tools of the study.

3.2.3 A case study was conduct on the problems, innovations and solution: case study of English Language Teaching (ELT) in Bangladesh by Moursheda Rahman in 1996. This was a case study which was directed to investigate the problems in English language study and teaching that are presently being experienced at primary levels of the education system in Bangladesh. This study dealt with the changing of English language teaching (ELT) methods in the light of students' need and interests. It explored why and how present ELT methods fail to satisfy students' need in learning to speak English more accurately and fluently.

The study was conduct to select the qualitative methods of data collection consist of document study and questionnaire survey. The results of the study showed that many English teaching activities which teachers commonly used fail to satisfy students' need and interest. The researcher mentioned that lack of interest has negative impact on motivation to study English. Some negative feelings such as frustration and boredom, have been developed due to the uninteresting and unenjoyable teaching activities.

The researcher showed that ELT in Bangladesh lacks using variety of teaching activities but blamed the English curriculum lacking real life relevance and continuation. ELT in the schools also face shortages.

In recognition this, the researcher recommended some solutions on basis of the findings of the study. The recommendation generated from the research should be useful for changing English language teaching method on Bangladesh. The researcher also argued to develop a need based foreign/ second language curriculum. Finally, the researcher recommended that the ESL/EFL teachers should be trained enough for

handing a second/ foreign language classroom. They should be properly trained to be able to use modern English language teaching methodologies as well as to satisfy the practical needs of classroom teaching in Bangladesh. This study helps the researcher to realize the status of ELT in classroom in Bangladesh.

3.2.4 Shohel and Power(2010) conducted a research on "Introducing mobile technology for enhancing teaching and learning in Bangladesh: Teacher perspectives" This research reviews the themes emerging from Bangladeshi teachers' experiences of taking part in the initial research and the development stage of a professional development programme they were involved with. The Secondary Teaching and Learning Programme is an ICT-enhanced Supported Open Distance Learning (ISODL) programme of professional development in English Language Teaching (ELT). This paper presents evidence arising from semi-structured interviews carried out with teachers from a pre-pilot study for the English in Action (EIA) project.

 The teachers participating in this study reflect upon six months' experience of using professional development materials (course material of audio podcasts enhanced with text and images; videos of classroom practice; audio of classroom language) and classroom resources (audio recordings of text-book reading passages, songs, poems and stories), all accessed via portable digital media players (iPods). It helps researcher to understand the ICT depended EIA materials which are used in EIA intervention school for English Language Teaching as well as the gap of administrative role in this perspective.

3.2.5 Shohel & Frank (2010) explored the English in Action (EIA) intervention in Bangladesh and described how the school-based support systems affect classroom practices in the Underprivileged Children's Educational Programs (UCEP) schools. It presented evidence demonstrating how in-school training helps teachers' professional development (TDP). To evaluate the EIA "Communicate" strand of the Secondary Teaching and Learning Program (STLP), a mixed method research strategy was adopted using a questionnaire, classroom observation, semi-structured interviews with school administrators (SAs), teachers and students. This paper explored TPD by analyzing interviews with UCEP school administrators and teachers who participated in the pre-pilot EIA intervention. It concluded that school-based support systems, combined with technology-enhanced open and distance learning (ODL), are contributing significantly to TPD as an in-service training. The study implied that successful teachers' education and training could happen in the context of schools, although there was no evidence of this happening in the Global South. Considering the urgent need for teachers' education and training, teachers' professional development should be school-based. Providing a stable policy base for development is also essential. This study focused on one aspect of an entirely school-based support system. This study will guide researchers in preparing tools and the findings will help in achieving some concepts for research.

3.2.6 Rezaul Karim (2004) conducted a study on Teachers' perceptions, attitudes and expectations about Communicative Language Teaching (CLT) in post-secondary education in Bangladesh. This study was found that teachers' perceptions of communicative activities and CLT approach correspond with their reported classroom

practices. There are positive indications that Bangladeshi EFL teachers are well aware of the basic principles of communicative language teaching and they practice the major communicative activities in the classroom. There were some discrepancies between teachers' perceptions and practices uncovered in this study. These discrepancies are caused by not teachers' misconceptions of CLT or their limited knowledge of CLT pedagogy; rather possibly due to some practical reasons like lack of resources, traditional exams, unequipped and large classes, lack of support from administration. This study help to the researcher to identify the lake of support from administration in ELT at primary level.

Though the role of administration in implementing EIA is vital, a very few research was found to identify the role of school administration in English Teaching learning process. This study is an attempt to explore the role of school administration in teaching and learning process of English Language at Primary level of Bangladesh.

3.3 Key Concepts Definition:

3.3.1 School Administration:

Administration speared at the beginning of the human civilization in order to manage an organization. Administration is an unavoidable social process. Administration exists from the family to highest national level. So importance of administration is easily understood. Administration is essential in every field of social, economic, educational, religious, political, human's welfare, business and cultural activities. Administration plays a vital role for the fulfillment of the objectives and management of the organization. English word

"Administration" came from Latin word "Administrate" that means management. Newman said, "Administration is a process common to all group efforts, public or private, civil or military, large scale or small scale." Campbel said, "Educational administration like other branches of administration has suffered from too much empresses on the adjective and too little on the noun."

The knowledge base in educational administration has developed, mainly, in Anglo-American countries, and studies conducted in educational systems within developing countries have usually been marginalized in the discourse of the field (Dimmock and Walkter, 1998). Administration refers to the process of decision making and its implementation (Griffiths cited in Begum & Akhter; 2000). Actually the ideas of educational administration and management derived from trade and industrial management. The collaborative effort and its management, direction, combination, control, evaluation and leadership for establishing the aims and objectives of education is the educational administration (Begum& Akhter, 2000). Kenevich in his book called "A Public Education" described educational administration "a process concerned with the execution of policies within a unified system related to organizing and allocating human and material resources to accomplish predetermined objectives." School administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on (Ekundayo, 2010). All these tasks can be reduced to the following: planning, organizing, directing, supervising, and evaluating the

school system. These activities are those of the school head teacher who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. By implication, the principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver (Maduabum, 2002).

In the discussion of educational administration school administration is an obvious component. The reason is that administration is the prime focus in educational administration is to provide planning, direction, instruction and leadership for proper education and over all development (eg. Physical, mental, spiritual and so on) of learners at school. The fields of school administration are the activities related to teaching, and the direction, controlling and management of teachers, learners, staffs, curriculum, textbook, assets and economy (Begum & Akhter, 2000). It can be said that to execute the teaching learning process in easy and proper way is the school administration.

3.3.2 Head Teacher:

In general, a formal primary school has five grades with four teachers, one of whom is the head teacher. There are two shifts in a school, the morning shift is for the students of classes I and II, and the noon shift is for the students of classes III to V. Like any other teacher the head teacher conducts class along with other management responsibilities in both shifts. There is no provision of subject teacher in primary schools, so each teacher has to teach all the subjects. The head teachers of government primary schools are appointed in two ways: (i) through promotion, and (ii) through direct recruitment. Independent management bodies operate the non-government schools, so head teachers are recruited independently and

directly. The minimum qualification of a head teacher is twelve years of education. In many cases, however, candidates with graduation or higher degrees are also recruited as head teacher (Nath and Chowdhury).

The head teachers of GPS and NNGPS have been assigned by the government three kinds of roles: administrative and organizational roles, academic management roles, and financial responsibilities(Education Watch, 2005). The Head teacher is the person on whose shoulders rest the entire administration, success or failure of the school (Ekundayo, 2010). The Head teacher identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities of the staff according to specialization and expertise (Uyanga, 2007).

3.3.3 SMC (School Managing Committee)

The Second Five Year Plan acknowledged the need to decentralize the administration of education, especially for primary education. In one of the major policy drive, the government intended to decentralize the primary education structure with control and management of school to vest almost entirely in local management committees, which were to be formed at the village level (Sattar, 1982). The government also passed the Primary Education Act 1981 and made provisions for the establishment of local education authorities at the subdivisions (present district). In 1981, a separate Directorate of Primary Education (DPE) was created with structures spread at Thana (sub-district) level. The Act also provided for school based management and the formation of the school management committee (SMC). The Primary Education Act 1981, however, was promulgated as a decree

by the then military ruler, but was not followed up with necessary administrative steps for implementation.

3.3.4 AUEO (Assistant Upazila Education Officer)

AUEOs are at the upazila tier of the primary education system management who are directly involved in school supervision, monitoring and administration. They have a key role in ensuring quality of education and proper functioning of the school (Education Watch, 2005). The roles and responsibilities of AUEOs are largely divided into three broad categories of administrative, supervisory and training and other functions. (GOB 1986). (Education Watch, 2005)

3.3.5 UEO (Upazila Education Officer)

The upazila education officers (UEO) are responsible for providing leadership to primary education at the grassroots level. According to the government circular (GOB 2004), (Education Watch, 2005).

School Administration provides a broad range of services to schools and in particular school administrators. The School Administration department is directly responsible to the Director of School Administration.

The functions of the School Administration department include staffing and administrative appointments, day-to-day operational issues of schools, the evaluation, identification, recruitment and professional development of current and aspiring school administrators, community-based educational supports, international students, and safe schools.

3.3.6 Communicative Language Teaching(CLT)

Communicative language teaching (CLT) is generally regarded as an approach to language teaching (Richards and Rodgers 2001). As such, CLT reflects a certain model or research paradigm, or a theory (Celce-Murcia 2001). It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence (Hymes 1971), or simply put, communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication.

Richards and Rodgers (2001) describe principles of procedures underlying the Direct Method in the following way:

1. Classroom instruction was conducted exclusively in the target language;

2. Only everyday vocabulary and sentences were taught;

3. Oral communication skills were built up in carefully graded progression organized around question-answer exchanges between teachers and students in small, intensive classes;

4. Grammar was taught inductively;

5. New teaching points were introduced orally;

6. Concrete vocabulary was taught through demonstrating, objects, and pictures; abstract vocabulary was taught by association of ideas;

7. Both speech and listening comprehension were taught;

8. Correct pronunciation and grammar were emphasized.

3.3.7 ELT in Bangladesh:

English is mandatory in academic curricula in Bangladesh and carries heavy weight age at both primary and secondary levels. The country has a rigid education policy, language policy, curriculum and testing processes. These result in constraints on teaching methodology and goals. There is considerable pressure on local ELT practitioners from both institutions and guardians alike to focus on exam-oriented teaching. Teachers report being repeatedly prompted to focus on exam completing the syllabus. Given these limitations, the scope for application of some of the aspects of "communicative competence" in the classrooms is limited. Teachers report that there is a conflict between the curricula and the examination system regarding the receptive skills of speaking and listening proficiency. Although these are integral and vital parts of the communicative approach, there is no provision for testing them in the examination system. This results in lack of student motivation in acquiring these skills.

Current approach of English Language Teaching (ELT) all over the world is communicative (The Communicative Language Teaching or CLT). Very recently, the academicians of Bangladeshi ELT context with the backing of the Government has founded CLT in the general education.CLT requires interactive classroom activities with the integration of the four language skills of reading, writing, listening and speaking. Nevertheless, for the construction of sufficient interaction and quadruple- skilled integration in classrooms there await some barriers for the Bangladeshi teachers. (Sarwar, 2008).

3.3.8 Teachers' Professional Development in Bangladesh

Training is an essential element of primary teachers' professional development. Malek, et al. (2007) states that while education is for life, training is for a particular profession. The aims and objectives of teachers' training are:

(a) To help teachers develop ad update their professional knowledge;

(b) To increase their efficiency in the strategies for new educational methods;

(c) To train teachers of all levels in information technology (IT) and to ensure wider use of it;

(d) To build up a modern and developed Bangladesh.

In Bangladesh English teachers in primary schools are trained up in two ways. These are: pre-service training, and in-service training. The quality and output of an education system depend, to a great extent, on the quality of its teachers. For developing quality teachers both pre-service and in-service education is needed (Dalal& Sharma, 2014; Halim, 2007).

In line with the Teacher Education and Development (TED) Plan, a range of training and development initiatives have been introduced throughout the life of PEDP3 including the Diploma-in-Primary Education, in-service training, and teacher support networks. These provide teachers with the skills to implement more engaging teaching/learning, which in turn leads to higher learning outcomes. PEDP-3 will include the introduction of a new Diploma-in-Primary Education (DPEd) program and the implementation of a comprehensive continuous teacher education program of in-service training and support networks.

Continuous Professional Development (CPD) for the more than 300,000 teachers already in the system will be established, based on restructuring existing in-service training to more needs based training by initiating teacher/head teacher support networks, seeking to improve teaching and learning at the school and sub-cluster levels. An induction program is assist new teachers, untrained teachers who are unable to attend the PTIs, due to capacity constraints. Concurrently with the DPEd and CPD reforms, the comprehensive teacher education development plan adopted by MoPME defines the required teacher competencies and standards and establish an integrated and streamlined teacher education system. Schools is being developed to serve as models of effective child-centered teaching providing venues for observation, practice teaching and internships for teacher education programs.

3.3.9 Roles of the School Administrator in Implementing Language Programme

The role of the administrator is pivotal in a school. The school administrator's role in implementing language programming often includes:

• Developing an implementation plan at the school level;

• Selecting languages for the district and schools;

• Understanding the required teacher language qualifications and language delivery models;

• Making appropriate placement decisions for all students, including those with special needs;

• Implementing effective strategies to meet student support needs;

• Ensuring that language teachers possess the knowledge, skills and attitudes necessary to implement the language programs;

• Seeking input from parents in selecting the language programs;

• Forming partnerships to develop language learning in the school;

• Following provincial and school authority policies, regulations and guidelines regarding language programming;

• Developing and implementing a marketing and promotional plan for the school's language programs;

• Monitoring, assessing and adjusting the implementation plan on an ongoing basis. (Alberta Education,2007)

Chapter 4

Methodology of the Study

Methodology is the system of methods followed by particular discipline. Research methodology is the way how we conduct our research.

4.1 Nature of the Study:

Gay and Airasian (1996) noted that, 'the nature of the question or problem to be investigated determines either the study is qualitative or quantitative'. Creswell (2007) defined quantitative research as "a type of educational research in which the researcher decide what to study; ask specific, narrow questions; collect quantifiable data from participants; analyze this number using statistics; and conduct the inquiry in an unbiased, objective manner". On the other hand Gay (1996) mentioned "qualitative research involves intensive data collection that is collection of extensive data on many variables over an extended period of time, in a naturalistic setting. The term "naturalistic setting refers to the fact that the variables being investigated are studied where they naturally occur". For the convenience of research and for availing the distinct advantages qualitative approach was followed to conduct the research.

4.2 Population:

The population of the study was all the teachers of primary level of Nalchity upazila in Jhalokathi district. The researcher worked with the English teachers, Head teachers and SMC members of the EIA intervention primary schools as well as the UEO and AUEOs of the Nalchity upazilla of Jhalokathi.

4.3 Sampling :

This study is a qualitative study. So in order to achieve the goals of this study, the researcher had to collect authentic data from the target source of the study like EIA intervention school. As a result, sample size was small and selected purposively. The sample size is 10 primary schools of one upazilla.

Respondent	Sample School	Total
1 head teachers from each school	10	10
2 subject teachers from each school	10	20
1 SMC members/SMC chairman from each school	10	10
2 AUEOs	2	2
1 UEO	1	1
		53

Table-2: Sampling size

4.4 Data Collection Tools:

As this is a qualitative study, the data was collected through using interview schedule. A semi structured interview schedule (Schensul, 2012; Fraenkel & Wallen, 2009) for English teachers, a semi structured interview schedule for Head teachers, a semi structured interview schedule for SMC members and a semi structured interview schedule for UEO/AUEOs were used for collecting data.

4.5 Data Collection Method:

Data was collected from four sources teachers, head teachers, SMC members, AUEO and UEO by using interview schedule.

4.5.1 Interview Schedule for English Teachers and Head teacher*:*

Twenty three open ended questions were set in the semi-structured interview schedule for English teachers and twenty two open-ended questions were set in another semi structured interview schedule. Educational setting plays an important role in the implementation of EIA intervention (McDonough & Shaw, 2003). The data collection tools were developed following by EIA Research Tools(2011 & 2012) and tried portray the impact of teachers' knowledge, experience, education, training, belief, mental lives, learners' motivation, language level, level of English proficiency, needs, coordination with the curriculum, the state, school education policy, syllabus, expectations of and support from parents, colleagues and school principal on the implementation process. Both of these interview schedule also investigated the problems and benefits faced by teachers in implementing EIA intervention.

4.5.2 Interview Schedule for SMC members:

Thirteen open ended questions were set in a semi structured Interview schedule. This tool tried to know about SMC member's knowledge of English language learning, cooperation of SMC members in Teaching process, awareness of SMC members and information about the SMC meeting.

4.5.3 Interview Schedule for AUEOs and UEO

Eighteen open-ended questions were set in a semi structured Interview schedule. This tool tried to know about UEO and AUEO's knowledge in English language learning, cooperation of them in teaching process, awareness of them and information about monitoring of them in teaching learning process.

4.6 Data Analysis and Interpretation:

After collecting data, it was processed through manually and computer applications. The researcher transcript the data into English from Bangla. All data were accumulated under some unique theme for eliminating data redundancy. All the data from the interviews were qualitative in nature. So all data were processed into homogeneous information and then synthesized to get the desired theme. Apart from the four main research objectives, there were many other subthemes.

4.7 Ethical Considerations

Ethical considerations addressed confidentiality of data, anonymity of respondents, respectfor the research sites and informed consent (Black, 2002, Mertens, 2012; Creswell, 2008 & Ethical Guidelines, 2003). Researcher was very sincere to avoid plagiarism. The researcher was highly committed to therespondents to keep the privacy of their information and source of data. During data collection and analysis, autonomy and equity of the participants wereensured and the researcher used member checks by asking for clarification duringconversations with the respondents. There was also scope for respondents to includenecessary information or delete irrelevant information in the field note. So, it had beencleared that the researcher followed the open democratic form of ethical approach (Scott andMorrison, 2006). The researcher was explicit about the nature of the research process from the beginning, including all personal biases and interests.

Chapter 5

Analysis of Data

5.1 Analysis of Head Teacher's Interview Schedule regarding their role in ELT

5.1.1 Introduction

Nalchity upazilla is situated in the southern part of Bangladesh. Researcher collected data from 10 primary Head teacher of Nalchity upazilla. Among them three of the head teacher were female and seven of them were male.

Three respondent teachers of this study had post-graduate degrees, four had graduate degree and rest of the head teachers(3) had HSC degree.
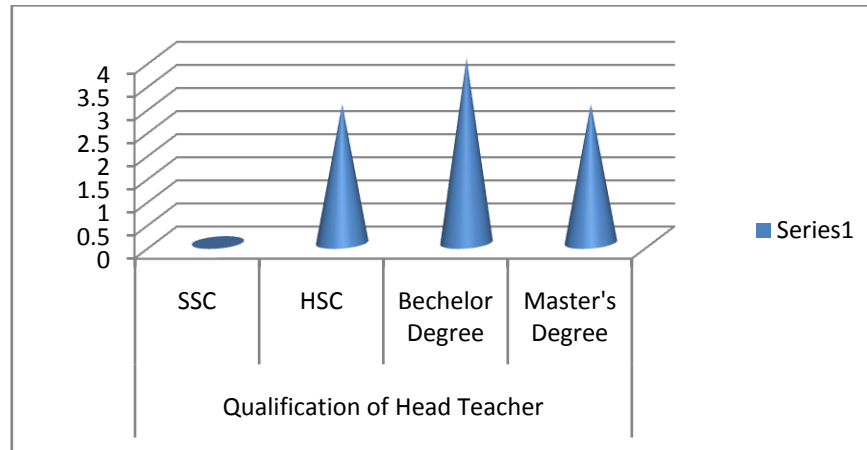
Figure-1: Qualification of Head Teacher

Among them, two Head teachers had 6-10 years, five had 11-15 years, one had 16-20 years, and rest of the teachers had more than 20 years teaching experience.
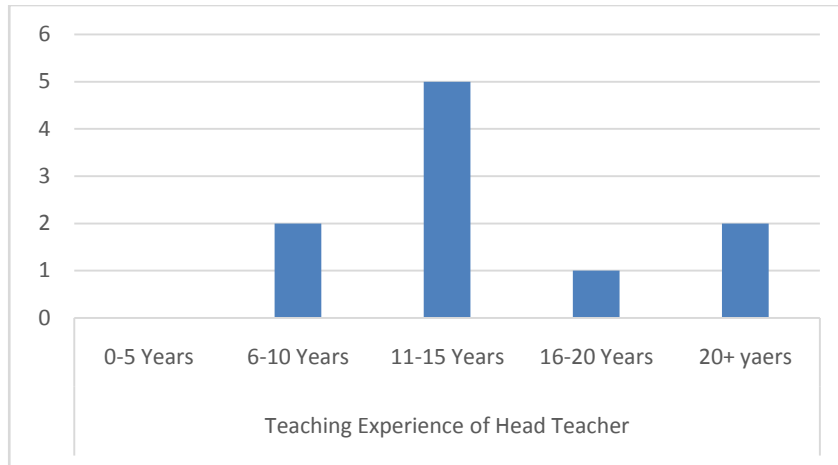
Figure-2: Teaching experience of Head Teacher

5.1.2 Goals and objectives of English Language Teaching

Most head teachers stated that 'to communicate and to become skilled' in English language learning was essential. According to them one of the major goals and objectives of English language teaching was to generate skilled manpower for Bangladesh. Moreover some of them also believed that English language teaching and learning secured better jobs for their learners. However some head teachers opined English was needed to do better in examination. Respondent head teachers said,

> *"We want to communicate with others in abroad, get skilled in English, speak with foreigners, be able to get good jobs and compare Bangla language with another language." (Head Teacher's Interview, Amirabad GPS)*

> *"The goal of English Language teaching is every student will able to speak in English especially in the classroom, to write*

38

anything in English, and to explain something in English."

(Head Teacher's interview-Barotkathi GPS)

"English language learning means achieving four skills of language skill like listening, reading, speaking and writing. To enhance the use of English is the aim of the English language teaching." (Head Teachers' Interview, Katakhali GPS)

5.1.3 Effective teachingtechniques for English language teaching

All head teachers mentioned English in Action (EIA) intervention in teaching techniques were more effective than traditional one. Head teachers stated engaging student was always effective for better learning, in English class students got that chances through pair work and group work. Besides, audio materials, posters, charts, block rockers made English language teaching very interesting to students. However, some head teachers said that current assessment system to some extent hampered in applying this techniques. Respondent head teachers opined,

> *"The teachingtechniques that are used in the classroom are effective in achieving the objectives of English language teaching. Because all teachers are using those techniques willingly. The students were afraid of English but now they are not. They are learning short cut conversation such as how are you, what is your name etc." (Head Teachers' interview-Amrakuri RNGPS)*

> *"They used block rocker, Chart, poster and real materials to achieve the objective of ELT. They did better in English results." (Head Teachers' Interview, PurboDubil RNGPS)*

39

"I think that the technique being used for English language learning is very effective. For example the students get pleasure by listening audio and become enthusiastic in English learning. This way of learning English will be more permanent for longtime." (Head Teachers' Interview, Katakhali GPS)

"They do not achieve fully, they are able to acquire few skill. Sometimes teacher have to divert these practices for better performance in examination. Now it is first stage of this programme, in future students will get used to this practice." (Head Teachers' Interview, Nandikathi GPS)

5.1.4   Role of School Administration to Teaching

Some head teachers stated that school administration had a vital role in managing school and a supportive role to teaching. On the other hand, some head teachers maintained that school administration monitor and give support to teaching. They ensured teachers presence on time and provide all supportive materials to conduct a class. Some head teachers opined that administration supervised all classes and gave instruction for better teaching activities. However, few head teachers said that school administrator played a facilitating role to teaching. They motivated teachers and students for better teaching and learning. If they found any gap for teaching then administration tried to mitigate the gap for better learning. Head teachers mentioned,

"The school administration is ready for doing all type of activities which is related to school management. They always try to monitor all type of work, give economical help if we

need. If we need any type of school material they help to buy

that materials." (Head Teachers' Interview, Amirabad GPS)

"The school administration supervised teaching activities and

instructed us." (Head Teachers' Interview, Barotkathi GPS)

"I am working as their facilitator in everything else. I observed

the class and help them to use the materials. In a word I help

them in every aspect." (Head Teachers' Interview, PurboDubil

RNGPS)

"School administration encourages the teacher to conduct the

class by using materials as well as classroom language and

discuss each other in their problem. Administration try to

ensure the environment of teaching for example ensure

electricity supply perfectly, make all materials available etc."

(Head Teachers' Interview, Nandikathi GPS)

5.1.5 Role of School Administration in English Language Teaching

School administrations were found co-operative towards English language teaching. Most head teachers encouraged English teachers to do well in English language teaching. They took proper steps to ensure teachers training and provided support if any teachers face any problem during English language teaching. Respondent Head Teachers mentioned,

The total help and co-operations are provided in teaching English

are given from the school administration. (Head Teachers'

Interview, Amirabad GPS)

School administration should take proper steps to ensure training of English teacher. They give emphasis on the quality education. (Head Teachers' Interview, Barotkathi GPS)

No separate steps are taken but the students become skilled through controlled classes. (Head Teachers' Interview, Katakhali GPS)

5.1.6   Special Support for English Language Learning

All head teachers took special steps for improving English language learning. Some head teachers provided extra classes for English languages while some of them increased time period of the classes. Moreover, some head teachers fixed a day in a week for improving English language speaking. Whereas few head teachers emphasized on English language improvement at quarterly school meeting and took proper steps to minimize any gap for English language teaching. Respondent head teachers stated,

"The extra classes are taken on English. Especially we take a class on English hand writing." (Head Teachers' Interview, Amirabad GPS)

"Sometimes we take extra class to improve the condition of the weak students." (Head Teachers' Interview, Barotkathi GPS)

"Yes. A special step was taken for speaking in English on Thursday." (Head Teachers' Interview, Purbo Dubil RNGPS)

"Yes, meeting has been held at every three months where English language teaching has been emphasized. I attend every meeting spontaneously." *(Head Teachers' Interview, Katakhali GPS)*

5.1.7   Head Teachers' Role in Implementing English Language Teaching

Some head teachers mentioned their role in implementing English language teaching was to help school administration only. Whereas some head teachers said if any English teachers faced any challenges then they tried to solve it or took proper steps. Sometimes head teachers visited English classes and gave feedback (after the class) to teachers if required. Respondents Head teacher opined,

"In every aspect, the school administration has been helping."
(Head Teachers' Interview, Purbo Dubil RNGPS)
"Problems of the school is discussed with the SMC members in every month but there is no such programme for the guardians."
(Head Teachers' Interview, Katakhali GPS)

However, some head teachers stated they gave priority to English class therefore maximum English language classes held at first period so English classes got extra time. Even though some head teachers helped English language teachers to use proper teaching aids and encouraged to apply communicative language teaching approaches in the classroom. Some respondents said,

"I help all English teachers to use the teaching materials in the class room. I manage to arrange the maximum English classes at first hour of the day for helping to understand English classes to

43

the students easily." (Head Teachers' Interview, Amrakuri RNGPS)

"I supervise the English teacher. I always told to English teacher to use materials and asked to use English language to communicate with the students." (Head Teachers' Interview, Nandikathi GPS)

5.1.8 Special Instruction for the English Teachers from Head Teacher

Most head teachers gave instruction to English Teachers for using more English in English classes. Some head teachers motivated English teachers to use teaching materials whenever they inclined to use teaching materials in their classes. Some head teachers emphasized on involving more students in the classroom and gave them scope to speak in English through group work and pair work. Few Head teachers said that,

"They will use English as class room language, they do group work and teach the students practicaly, and then students can learn properly." (Head Teachers' Interview, Barotkathi GPS)

"Yes. I gave some instruction to the teacher whenever they were not inclined to use materials, I emphasized on the using of the materials and observed it whether they were using them or not." (Head Teachers' Interview, PurboDubil RNGPS)

"English is used in classroom and our students are giving good response too." (Head Teachers' Interview, Katakhali GPS)

5.1.9   Initiative towards improving English Language Teaching and learning

Some head teachers mentioned there were some English clubs in their schools to improve English language teaching and learning. These clubs were created to make a proper atmosphere for English language learner and teachers as well. But some clubs were already closed. Few Head teachers stated as:

> *"Yes. An English Club was established but it is closed now. I have attended meetings." (Head Teachers' Interview, Purbo Dubil RNGPS)*
>
> *"I want that more than eighty percent students will be able to understand the English language especially have command over English through English club." (Head Teachers' Interview, Nandikathi GPS)*

5.1.10 Goal of English Language Learning Club

There was no specific goal for English language learning club according to some head teachers. Moreover, in some cases teachers, SMC members or parents were not aware about this club activities. Therefore some club initiatives were vanished before it came to light. However, some head teachers mentioned that creation of clubs helped to make better performances of students and gave confidence on reading, writing and speaking in English. Respondent Head teachers stated,

"No, there was a possibility of setting up a club but now it is over. Before we used to get journal but now it was stopped." (H.T, Amirabad GPS)

"The target is to make the better performed student in English. They achieved better skill in English." (Head Teachers' Interview, Amrakuri RNGPS)

"No. there are not any such programme among the teachers, SMC members and parents is this purpose. But when SMC meeting was held, sometime we tried to discuss about the progress of English language teaching." (Head Teachers' Interview, Nandikathi GPS)

5.1.11 Initiative Among Teachers, SMC members and Parents

Most head teachers said several meetings i.e. mother's meeting, yard (Udhan) meeting or SMC meeting had been arranged with SMC members and parents to improve the condition of English Language teaching. Several times they discussed with other teachers for better English teaching. Few respondent Head teachers stated,

"At least the students can share their views on their daily needs after finishing class five. They can write by hearing conversation." (Head Teachers' Interview, Amirabad GPS)

"Yes. Mother's meeting and yard meetings are arranged to improve the condition of education of their children. Mother's awareness of their role is increased by that meeting." (Head Teachers' Interview, Amrakuri RNGPS)

"Sometimes I give opinion to improve English language teaching to English teacher and suggest discussing with other colleagues." *(Head Teachers' Interview, Nandikathi GPS)*

5.1.12 Support for English Teacher from School Administration in Implementing English Language Teaching

School administration provided all kind of supports such as teaching materials, infrastructure facility or proper instruction to make class joyful and interesting for English teachers when required. Some head teachers opined,

"If English teacher faces any problem, the school administration will come to help them." *(Head Teachers' Interview, Amrakuri RNGPS)*

"Whenever it is needed any material like chart, book and pen etc the school authority manages them." *(Head Teachers' Interview, PurboDubil RNGPS)*

"Yes, meeting was held with SMC members in every month. A discussion with them took place and they gave attention and cooperated with us with enthusiasm." *(Head Teachers' Interview, Katakhali GPS)*

5.1.13 Activity to Increase the Skill of English Teachers

There were no specific activities under taken from school for English teachers' skill development. Though teachers did informal chat or sharedtheir experiences with head teachers or other colleagues if they faced any challenges in their classroom. Respondent Head teachers mentioned,

> *"We have discussed with the teachers about the creative learning." (Head Teachers' Interview, Amrakuri RNGPS)*

> *"No, all problem are solved only by the discussion among the teachers." (Head Teachers' Interview, Barotkathi GPS)*

5.1.14 Usage of English during Classroom Practice

Some head teachers said the amount of using English in English classroom has been increasing. English used generally for giving instructioni.e. good morning, open your books, stand up, and write on your khata/ exercise books etc. with their students. Though fewhead teachers stated extent of using English in the class room was very limited. Some respondent head teachers opined,

> *"Yes. Especially class room instructionsare used in English such as good morning, thank you etc."(Head Teachers' Interview, Amrakuri RNGPS)*

> *"They use English very little in the class room." (Head Teachers' Interview, Barotkathi GPS)*

> *"My English teacher tries to use English in the class room as far as possible. Otherwise they use bangla when student do not understand any word. It has an opportunity to use thirty percent bangla in whole English class of an English teacher."*
> *(Head Teachers' Interview, Nandikathi GPS)*

5.1.15 School Environment and Classroom Environment for English Language Teaching

Most head teachers stated their classroom and school environment were favorable towards English language teaching and learning. They had well decorated classroom, enough place inside and outside of the classroom and also healthy environment for learning. However one of the respondents mentioned school and classroom environment were not properly conducive for English language learning due to excessive number of students. Respondent teachers opined,

> *"It is not 100 percent conducive. The ratio of students and teacher should be fixed. It should be 40:1 but here it is 70/80:1.for this reason it is very difficult to conduct the classroom activities."* *(Head Teachers' Interview, Amirabad GPS)*
>
> *"Yes. It's very helpful. As the school is situated south oriented, the sufficient air and light come from the outside. There are enough places inside the class room. For this reason, it is said*

that the environment is very much helpful." (Head Teachers'

Interview, Amrakuri RNGPS)

"Of course. Classroom environment is well but sometimes EIA

materials that were given to us did not work properly." (Head

Teachers' Interview, Nandikathi GPS)

5.1.16 Involvement of SMC members in English Language teaching process

All head teachers mentioned SMC members were supportive for school management process. They provided financial help and advisory help to schools. They did not interfere in the pedagogical aspect therefore SMC members had indirect supportive role in English teaching process. Some of the respondent Head teachers said,

"They give financial help if there is any need of buying

anything." (Head Teachers' Interview, Amirabad GPS).

"SMC members are very enthusiastic about the English

language teaching process." (Head Teachers' Interview,

Barotkathi GPS)

Whenever it is needed any material like chart, book and pen etc

the school authority manages them. (Head Teachers' Interview,

PurboDubil RNGPS)

"Not only English language teaching they know overall

activities of the school. I inform them everything during the

SMC meeting. But EIA did not involve the SMC member. If they

involve them, it is helpful to implement these activities and they

help us in this purpose." (Head Teachers' Interview, Nandikathi GPS)

5.1.17 Support from AUEO/UEO in English Language teaching

Some head teachers mentioned AUEO/UEO did not give proper support to classroom practice because they were very busy with other staff and their posting were changing rapidly. To some extent AUEO/UEO's visit were scarce for school and teachers due to their commanding style of supervision and monitoring. On the other hand, some head teachers said, AUEO/UEO's role was very supportive for school though they did not have any role to English language teaching but when they visited classes, they gave effective feedback to improve classroom teaching if necessary. However it was found that AUEO/UEO's role was very supportive to school. Some respondent head teachers stated,

> *The role of AUEO is not regular because of the transfers of AUEOs rapidly as a result their role is not satisfactory. Monitoring by UEOs is very scarce. (Head Teachers' Interview, Amirabad GPS)*
>
> *They gave us suggestion about the classroom practice. But they are not involved only in English language, they involved to observe all subjects. They also gave support the teacher to implement their activities. (Head Teachers' Interview, GPS)*
>
> *As the UEO is always busy, he cannot come to audit the school. That is why when we visit the upazilla, he takes the information and gives us his valuable suggestions and cooperation. He comes*

51

to audit the school two or three times in a year. He cooperates

with us. (Head Teachers' Interview, Katakhali GPS)

AUEO comes to school for investigating purpose. He helps during the

cluster meeting that is held in every month. (Head Teachers' Interview,

Amrakuri RNGPS)

5.1.18 Challenges in Implementing English Language Teaching

Some head teachers mentioned English learning environment was not properly favorable. On the other hand, some head teachers said uneducated and unaware guardians were challenging issues. Some head teachers thought assess result two traditionalskills i.e. writing and reading based assessment system were challenging issues. However, few head teachers said gradually dropping out student was a challenging issue. Respondents Head teachers opined,

> *"The environment of English learning is not conducive. 2% of*
>
> *guardians are aware of English learning but the rest of guardians*
>
> *are not. There is scarcity of furniture. The classroom should be*
>
> *spacious."(Head Teachers' Interview, Amirabad GPS)*
>
> *"Many problems arise as the new system is not related to the old*
>
> *syllabus. It creates problems to synchronize between these two*
>
> *systems. But it is conducive to language learning." (Head*
>
> *Teachers' Interview, Katakhali GPS)*
>
> *"Our exam system is creating a problem to use English in*
>
> *classroom as classroom language because our exam system*

emphasis on writing only. (Head Teachers' Interview, Nandikathi GPS)

5.1.19 Administrative Initiatives to Develop the English Language Teaching

Proper monitoring and providing relevant teaching materials regularly are needed for improving English language teaching. However some head teachers mentioned regular training and follow up supervision from proper authority for English teachers are needed to develop English language teaching. Some respondent Head teacher stated,

> *"It would be better if there were arrangement for various training." (Head Teachers' Interview, Amrakuri RNGPS)*

> *"To develop it seems to me that there are needs for regular training,particularly to keep the project on, needs forcontinuous monitoring system. It also needs to synchronize the syllabus with this system. If these steps are undertaken, English language learning will be fruitful." (Head Teachers' Interview, Katakhali GPS)*

5.2 Analysis of English Teachers' Interview Schedule

Five respondent teachers of this study have post-graduate degrees, nine have graduation degree, and five have HSC degree and rest of the teacher have only HSC degree.
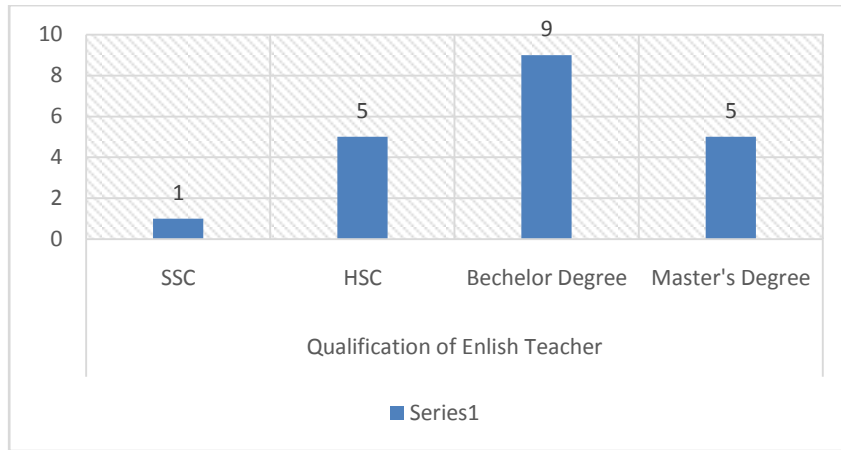
Figure-3: Educational Qualification of English Teacher

Among the English teachers, Seven respondent teachers of this study have more than 20 years teaching experience, three are having 16-20 years, four are having 11-15 years, five are having 6-10 years and rest of the teachers are having less than five years teaching experience.
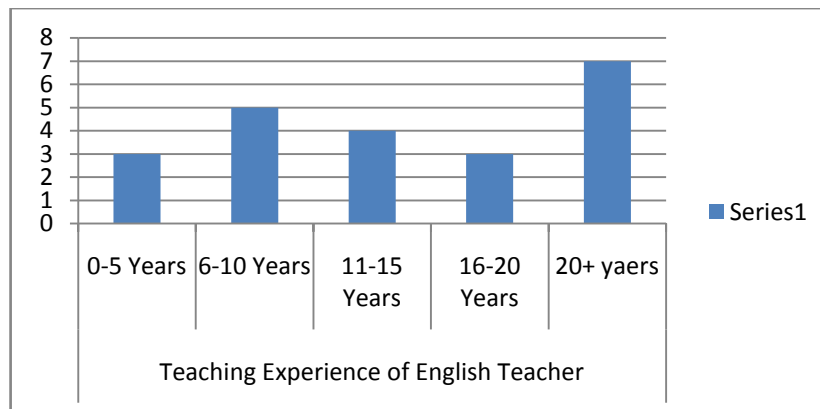
Figure-4: Teaching Experience of English Teacher

5.2.1 Knowledge about ELT of English Teacher

All teachers shared their knowledge about the ELT in various ways. Some teachers stated ELT as medium of communication with the foreigners or others in English. On the other hand, some of the teachers expressed it to achieve four skills of English learning like listening, speaking, reading and writing. However, few teachers said ELT as a means to communicate with others while few of them added English as an international language. From their responses it came out that it is important to learn English for all people. While some of the teachers stated ELT as a tool of English teaching development and instrument for making skilled students. They mentioned making learners fluent and spontaneous in speaking in English which is an aim of ELT. Though few of respondentsmarked ELT as a tool of their professional development. They mentioned;

> *"To increase speaking power and also to increase four skills. EIA emphasis on speaking" (English Teacher-1 Interview, Amirabad GPS).*
>
> *"English is an international language. So, after learning, anybody can speak in English whenever they go either at home or to abroad. This language is used everywhere" (English Teacher interview-1, Amrakuri RNGPS).*
>
> *"The aim and focus are to make the learners fluent in English" (English Teacher_2_Interview, Purbo Dubil RNGPS).* However, other teacher said, *"Yes. I mean by ELT that students acquire four skills of English language. It*

means that the students will get the overallidea about the

English language" (English Teacher_2_Interview, Katakhali

GPS)

5.2.3 Issue(s) Considered during the Presentation of Subject Content in the Classroom

Most of the teacher considered the students' quality, subject content, teaching materials etc. during the presentation of the subject content in the classroom. Some teacher considered the classroom environment, using teaching materials, using techniques, effectiveness of teaching, students understanding, punctualities and students presence. Whereas some of the teachers expressed concern about students' learning and their learning style during presenting any lesson in the class. They mentioned students' attentiveness, student's learning environment and classroom infrastructure. However, teachers also stated content, topics, classroom instruction and teacher's presentation style as challenging issues of ELT classroom. Respondent teacher said,

> *"I always try to make student understand what I teach them. They*
> *will be able to speak and write properly." (English Teacher-1*
> *Interview, Amirabad GPS)*
>
> *"I have to know learning result and try to acquire it" (E T-1,*
> *interview-Barotkathi GPS).*
>
> *"Yes. Student will be able to provide their identity in English.*
> *They will be capable to speak and discuss any topic in English. It*

is the objectives of English language learning." (English Teacher_2_Interview, Katakhali GPS)

"To use simple instruction in our daily life is the motto of our English Language learning." (English Teacher_1_Interview, Nandikathi GPS)

5.2.3 Method(s) followed in English Teaching in the Classroom

Participatory approaches such as group work or pair work mentioned by most of the teachers used in their English classrooms. Tough lecture methods such as asking question and answer, reading and writing text also were also followed in the classrooms. However, some of the teachers faced troubles to use participatory methods in the classroom. Some of the teachers used individual work, posters, flip chart and flash card during their classes which were mostly project method or display methods. On the other hand, some teachers used action oriented methods during English classes such as role play. They were very much careful about students' level and students' capacity. Before using any methods they considered these factors as well. Besides some of teachers used audio-visual materials, poster, picture and mind mapping as well which considered as display methods. Teachers opined,

"Group work, pair work are practiced in classroom. But it is quite impossible as the classrooms are not spacious. The English Language teaching is mainly focused on teaching grammar only." (English Teacher interview-2, Amirabad GPS)

57

"I use classroom language. I use group work, pair work and individual work." (English Teacher-1, interview-Barotkathi GPS)

"The study related steps are used whenever it is required. Such as group work, pair work etc." (English Teacher_2_Interview, PurboDubil RNGPS)

"If I go to teach any English class, I always consider the good and weak students and I give the feedback to weak student through the good students. If they fail again, I teach them personally." (English Teacher_2_Interview, Nandikathi GPS)

"I always take care of the fact of proper teaching and think about the capacity of the students. For example sometimes I select poster for some lesson, iPod for some lesson, mind mapping for some lesson. I teach them through their own questioning." (English Teacher_2_Interview, Katakhali GPS)

5.2.4 Teaching Aid used in the Classroom

Teachers used poster, charts, flash cards, block rocker and supplementary books in the classroom. Some teachers mentioned audio materials and iPod also used in the classroom. One of the respondents stated,

"Yes, many supportive materials like block, rocker, iPod, chart, flash card etc. are used in classroom activities." (English Teacher_1_Interview, Purbo Dubil RNGPS)

5.2.5   Techniques Practiced in the Classroom to Assess Students

Asking question was found as a common techniques in the classroom to assess students. But the way of asking questions varied from class to class. Some of the teachers used poster to ask questions while some used questionnaires to ask questions. Some of the teachers engaged advanced learners to help weak learners during the class. Oral test and role play were opined as techniques by some of the teachers to assess students. Sometimes teachers used model to assess students. On the other hand, some teachers used group work, written test and projects work in the classrooms to assess their learners. Few of the respondents mentioned:

> *"Asking question, reading and writing. Yes, because I use any poster and tell them 'this is a ball' and then if I ask them and get right answer, it is clear that the learners are getting right response." (English Teacher-1 Interview, Amirabad GPS)*
>
> *"The good students are asked to help the weak students. I always try to improve the condition of the weak students. Writing and oral test are taken." (English Teacher-1, interview-Barotkathi GPS)*
>
> *"Yes, I use poster, flash card, iPod Nano, model as teaching aids. For example I use a man to describe the parts of human body and identified the human body practically." (English Teacher_2_Interview, Katakhali GPS)*
>
> *"Their performance is evaluated through group work. The group leader observes the group work and said who are able to complete*

the task. Those who are remaining behind are helped to improve

their condition." (English Teacher Interview, Shaitpakia GPS)

5.2.6 Effective Techniques to Achieve the Objectives of English Language Learning in English Classroom

Some teachers expressed participatory approach (i.e. group work, pair work, role play) was more effective than otherapproach. Though using audio materials can be identified as an effective one but it was more useful for advanced learners than weak learners. However, majority teachers used lecture method but they did not mention it as an effective one. A few of teachers mentioned display technique as an effective one. Respondent teachers said,

> *"Yes, the advanced students have advanced their skills rapidly in English. They could not speak earlier but now they are able to speak and understand classroom languages." (English Teacher_1_Interview, Purbo Dubil RNGPS)*
>
> *"To assess the students I examine them with asking questions. I ask them to raise their hands who are able to give answers. Those who are not capable to answer the question, I told them the right answer." (English Teacher_2_Interview, Nandikathi GPS)*

5.2.7 Usage of English to Conduct the English Class

All of the teachers used both English and Bangla in their classrooms. Most of the time they used instructional language i.e. good morning, open your book, stand up, write on

your khata/ exercise book etc. Only few teachers mentioned Bangla was used only because the level of learnersquality was poor. Though some of the respondents identified teachers' level of English language skills also a concerning issues for using English in the classrooms. When teachers faced any challenges in teaching English in the classroom then most of the case their fellow colleague i.e. assistant teachers, assistant head teachers or head teachers helped them to overcome the situation. Teachers opined,

> *"English and Bangla are used. I use common sentence what they can understand easily, such as come here, stand up, sit down, open your book etc." (English Teacher interview-2, Amirabad GPS)*

> *"Yes, we use English in classroom. But it is true that as we passed SSC in 1984, we could not learn English properly. Then we are unable to give enough time to learn English because of shortage of teachers or time. But we try our best to give our students best learning." (English Teacher_1_Interview, Katakhali GPS)*

> *"If I face any problem, I take help from the assistant teachers and the head teacher. If I find any problem in word meaning, I take help from other teacher. A few days ago I took help from a madam about the English name of a flower." (English Teacher-1, interview-Barotkathi GPS)*

5.2.8 School's Support for English Class

All of the schools were found very supportive to English teachers to conduct their classes. Schools provided most of the materials for English classes such as various word chart, flip chart, poster, model, chalk, duster, educational materials etc. Head teachers and others subject teachers were also cordial to English classes. One of the teachers mentioned,

> *"If I face any problem, the head teacher cooperates with me. Besides the other English teacher also cooperate. If I face any problem to understand in English he helps me to solve it."*
> *(English Teacher_2_Interview, Katakhali GPS)*

5.2.9 Support from Head teachers for English Language Teaching and Learning

All of the teachers mentioned that head teachers are very cooperative and provide all necessary supports for English teachers as well. Head teachers were marked as cordial, inspiring and strategic for English language teaching and learning. Some head teachers regularly supervised English classes and provided feedback to teachers if required. Some of the head teachers instructed how to use teaching materials properly and how to implement appropriate strategy to control a large class. English in Action (EIA) approaches are new for English language teaching and learning in Bangladesh and the approaches are more students centered. Head teachers were very supportive with these approaches. All of the teachers expressed head teachers' role was very crucial towards this approach. Few respondents said:

"The head teacher helps to provide everything what a teacher needs. He encourages the teacher to use English in the class room." (English Teacher_1_Interview, Katakhali GPS)

"Though this system is new one, it has made the teachers and students English oriented. In this matter the headmaster provide all that we need for betterment of teaching learning activities." (English Teacher_1_Interview, Nandikathi GPS)

5.2.10 SMC Members' role towards in Implementing English Language Teaching

Some of the teachers mentioned SMC members are very cordial and helpful to them. Though, they had very limited scope to give any inputs on their teaching. However, SMC members were caring and positive with any innovation for developing classroom teaching such as EIA techniques. Even though, sometimes they visited teachers' classes and inspired teachers to use this approach of teaching. But, some of the teachers opined SMS members were not supportive at all. Most of times SMCs regular activities were indolent in the schools. A large number of SMC members were uneducated and did not comprehend the pedagogical aspect of teaching. There were no sharing about English classes with SMC members. The respondents stated,

"They encourage me. They want to hear about education materials and they are very happy about this matter." (English Teacher interview-Amrakuri RNGPS)

"There is no such question of cooperation from SMC member. Cooperation is asked from the head teacher when required. Most

of the SMC members are uneducated, so they do not care of the

students." (English Teacher_2_Interview, Nandikathi GPS)

5.2.11 Role of AUEO in Implementing English language teaching

Majority of the teachers stated that AUEO visited and observed the classroom regularly. Generally they helped teachers to evaluate their overall classroom performance. Most teachers did not mention how AUEOs helped in implementing English language teaching. Rather, few of the teachers opined AUEO did not have any proactive role to implement English language teaching strategy in the classroom. To some extent they were not supportive to English classes at all. One of the respondents said,

> *"The UEO and AUEO do not cooperate in such ways. The*
> *AUEO has observed classes before but he has given no feedback.*
> *He just thanked us." (English Teacher_2_Interview, Nandikathi*
> *GPS)*

5.2.12   Role of UEOs in Implementing English Language Teaching

According to the respondents, UEOs barely come to schools. If they come then they become busy with files checking or with other administrative works. Most of time UEOs did not have any idea about new approach of English teaching and learning. Therefore their roles became limited according to the majority of the respondents. But few teachers mentioned that UEO helped them to improve their English classes. Teachers stated,

> *"UEO rarely comes. Even when he comes he does not visit classes but checks files." (English Teacher interview-2, Amirabad GPS)*

> *"He advises to improve English language skill development." (English Teacher_1_Interview, Purbo Dubil RNGPS)*

5.2.13 Opportunities to Improve English Language Teaching Skill

Some of the teachers mentioned that subjects training along with sub-cluster training are an opportunity to improve English language teaching skills. Though few teachers said they could develop their English language teaching skill through their classroom practice and discussion with their colleagues while few of them stated "BBC Janala" and daily English newspaper helped them to improve their English languages teaching skills. One of the teachers opined,

> *"We can learn through our discussion. Besides to listening "BBC Janala" and to read the Daily Star help us to improve English language skill." (English Teacher Interview, Shaitpakia GPS)*

5.2.14 Classroom Environment for English Language Learning

Some of the teachers opined that classroom environment seemed to be favourable for English class. The size of the classrooms were appropriate for learners and had all modern equipment for teaching. On the other hand, some of the teachers stated that classrooms environment was not conducive for English language learning. Classroom space was not enough according to the ratio of the students. Thus it was

very challenging for them to use modern ICT based materials or participatory approach for English language learning. One of respondent teachers mentioned,

"Our classroom is over crowed. It would be better if the class were divided into two sections. It is quit impossible to maintain a large classroom." (English Teacher Interview, Shaitpakia GPS)

5.2.15 Support from Colleagues

All of respondent teachers mentioned their colleagues were very supportive to them for English language teaching and learning. If teachers faced any problem in the classroom then they shared it with their colleagues for better strategy to overcome the challenges. Sometimes, teachers faced uncomfortable with modern technology such as using projector in the classroom. At that time, they got help from their colleagues as well. One of respondents said,

"I get support from my colleagues. If I do not understand, I discuss with them. When I face any problem, I get help from them." (English Teacher Interview, Shaitpakia GPS)

5.2.16 Suitable Methods for English Language Teaching

Some of respondent teachers mentioned asking questions through showing poster or display was more suitable method for English language teaching and learning. While some of respondents remarked group work and pair work were more appropriate for classroom. A few of the respondent teachers said showing picture through the poster was effective method for English language teaching. However, some of the respondents mention EIA techniques using technology based materials with different

strategies was the more suitable methods for English language teaching and learning. One of the respondents remarked,

> *"The use of Block Rocker with iPod is much more useful because the learners enjoy it. It would have been more conducive if it were learning related." (English Teacher_1_Interview, PurboDubil RNGPS)*

5.2.17   Training on Teaching English Language

Most of respondents had subject based training. Some of the teachers had attended EIA cluster meetings that was helpful to improve their English language teaching. Some of respondents believed cluster meeting was more useful to improve their English language teaching than subject based training. One of the teachers said,

> *"We have had a cluster meeting from EIA in a month. This training is improving my English language skill." (English Teacher_2_Interview, Katakhali GPS)*

5.2.18   Training Effect on Classroom Practice

Some of the respondent teachers stated after having training i.e. after cluster meeting their hesitation for using different techniques in English language classroom was gone. Teachers could figure out specific learning gap of their learners as well. Training taught them how to use effectively different techniques and materials inside the classrooms. Therefore training made respondents teachers more spontaneous, confident and more effective for teaching their learners. Teachers demanded more

training like EIA cluster meetings that could improve their classroom practice also. One of respondents remarked,

> *"Yes. The inner hesitance has been rooted out. I have learnt how to teach students by using teaching materials and teaching techniques." (English Teacher Interview, Shaitpakia GPS)*

5.2.19 Challenges in Implementing English Language Teaching

Different types of challenges were faced during English language teaching. Most of the time all of the techniques could not apply in the classroom that were acquired during different trainings. Because real classroom pictures to some extent were not same as demonstration session of the training. Implementing group work or pair work sometimes became a challenging task for English language teaching. Sometimes, classroom's size was not appropriate enough to use ICT based content and materials. And also the context of the learners became a challenging issue for English language teaching. One of respondents mentioned,

> *"Yes. Group work was not done before training. English was not spoken. English as Classroom language was not used but now it is being used." (English Teacher-1, interview-Barotkathi GPS)*

5.2.20 Steps need to be taken to develop the English Language Teaching

A large number of respondents concerned about present assessment system of English language learning. They suggested to introduce speaking and listening evaluation on English language assessment. Some of the respondents thought more training and development projects like EIA could improve English language teaching. They demanded more trainings like EIA cluster meeting needed to arrange at regular interval. A few of the respondents mentioned to improve teachers' quality. Some of respondents emphasized on developing classroom infrastructure and appointment of more subject based teachers in the schools. One of respondents commented,

> *"There is no alternative to training skill. More we get training more we become efficient. Besides the guardians of the village are not aware. So we are to face problems. That is why they have to be made conscious of the facts of their children's education."*
>
> *(English Teacher_1_Interview, Katakhali GPS)*

5.3   Analysis of SMC Members' Interview Schedule

Nalchity upazilla is situated in the southern part of Bangladesh. Researcher collected data from 10 primary SMC members of Nalchity upazilla. Among them seven of the SMC members are male and three of them are male. One of the respondent SMC member have post-graduate degree, three have graduation degree, four have HSC degree and rest of the head teachers have SSC degree.
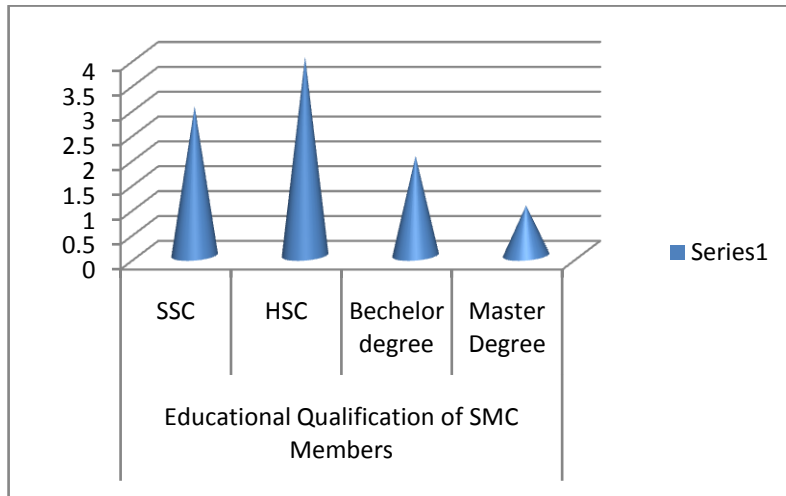
Figure-05: Educational Qualification of SMC Members

5.3.1 School Visit

All SMC members visited schools regularly at least once a month. Most of the SMC members visited schools to know the school environment. But some of them mentioned the purpose of the visit was to support school administration and to improve classroom environment. A few of them stated the purpose was to attend only SMC meetings only. Some of the respondents opined,

> *"Yes, as a Union Parishad member of the ward and a SMC member, I come to the school regularly and my house is situated*

near to the school. So I always come to the school to know the condition of the standard of education." (SMC member interview 1_Amirabad GPS)

"Yes, as I do a job near the school, I come to school. I observe the school environment. The head teacher of the school is very cordial to school activities." (SMC member interview 2_Amirabad GPS)

"Yes I come to school regularly because I have to see the activities of school. I want to know the problem of teacher." (SMC members Interview 1_Nandikathi GPS)

"I come to school regularly as I work near secondary school. When SMC meeting held in the school they called us and I come to school and we are informed of the teaching learning activity of this school and justify whether the students are able to come to school." (SMC members Interview 2_Nandikathi GPS)

5.3.2 SMC Meetings

All respondent SMC members said SMC meetings held regularly once in a month in every school. Some of the SMC members stated,

> *"SMC meeting is held once in a month." (SMC member interview 2_Amirabad GPS)*

> *"Yes. The school arranges the SMC meeting once in a month." (SMC member interview 1_Amirabad GPS)*
> *"School arranges a SMC meeting in every month." (SMC members Interview 2_Nandikathi GPS)*

5.3.3 Special Agenda for English Teaching and Learning

Majority of SMC members mentioned generally in SMC meeting challenges of school management, development of school infrastructure, students' evaluation and guidance had been discussed. Some SMC members stated about the status of English teaching and learning were discussed in SMC meeting particularly focused on students' status in English (mainly focused on examination result), teachers teaching style and training facilities and challenges of using teaching aid. However, some of them mentioned there were no special agenda about English language teaching and learning in SMC meetings. Respondent SMC members said,

> *"They have discussed about the development of the school, about the evaluation of the students teaching learning activities, infrastructure of the school and cleanliness of the school etc."* *(SMC member interview 2_Amirabad GPS)*
>
> *"There are discussing about the infrastructure development of the school and student's stipend When EIA programme was conducted, then we discussed about the EIA activities."* *(SMC members interview 1_Barotkathi GPS)*
>
> *"No, there is no special agenda for English teaching and learning."* *(SMC members Interview 1_Katakhali GPS)*
>
> *"We emphasis on English language learning in this school. We try to know the problem of student and discuss this problem to solve it*

when SMC meeting held." (SMC members Interview 1_Nandikathi

GPS)

5.3.4 Purpose of Support to English Language Learning from SMC Members

Some SMC members said to improve the condition of English language learning students was the prime purpose behind supporting English language teaching and learning. While some SMC members stated the purpose was to support English language teachers. However some SMC members mentioned that to improve community life, SMC supported English language teaching and learning. Some respondent SMC members opined,

> *"It is mainly a small town. That is why we try to make a nice teaching environment for developing the skill of the student in English." (SMC member interview 2_Amirabad GPS)*
>
> *"The English class is conducted by using EIA materials." (SMC members interview 1_Barotkathi GPS)*
>
> *"The steps are taken to evaluate the present condition of the students." (SMC members Interview 1_Purbo Dubil RNGPS)*
>
> *"Yes. If they are able to talk with people in English, they will do better in life. This school tries to ensure learning English like Bangla." (SMC members Interview 1_Nandikathi GPS)*

5.3.5 School Environment for English Language Teaching

Most SMC members mentioned school environment was supportive towards English language learning. Most of the schools had enough classroom and classrooms were well equipped for using ICT materials. However some SMC members did not have clear

idea about the school environment the role towards English language teaching and learning. Some of the respondents replied,

> *"The environment and the communication system here are developed and the people of surroundings are educated. So the teaching environment is good." (SMC member interview 2_Amirabad GPS)*

> *"I want to know from the head teacher but I do not come during the class time." (SMC members Interview 1_Purbo Dubil RNGPS)*

> *"The environment is good. But there are some lackings like classroom, furniture. That is why it would be helpful if there are separate and extra class rooms." (SMC members Interview 2_Purbo Dubil RNGPS)*

> *"Now most of the students are eager to learn English and they get all support from this environment." (SMC members Interview 1_Nandikathi GPS)*

5.3.6 Role of Classroom Environment for English Language Teaching

According to majority SMC members opined classroom environment was conducive for English language teaching. They believed classroom size, infrastructure and equipment were sufficient for English language teaching and learning. However a few of them mentioned classroom size was not big enough for student, so it was a barrier for English language teaching and learning. Some respondents stated,

"Classroom environment is helpful but the lack of furniture make it very difficult to implement the new approach of teaching learning system." (SMC member interview 2_ Amirabad GPS)

"Yes, the environment of the classroom is good too. For example students learn through playing. The environment of the classroom is far better than that of others." (SMC members Interview 1_Katakhali GPS)

"Classroom environment is good but size of students in the class is so large that is hampered the regular activities of teaching learning g activities." (SMC members Interview 1_Nandikathi GPS)

5.3.7 Support from School to SMC in English Language Teaching Process

Most of the SMC members were satisfied for the supportive role of school to SMC in English language teaching and learning. Though some of them mentioned role of school with coordinating SMC in English language teaching and learning was not conducive enough. Some respondents said,

"I help them to coordinate with their activities of teaching English." (SMC members interview 1_Barotkathi GPS)
"The school gets some advises from the SMC members but it is all. There is no such communication with them." (SMC members Interview 1_Purbo Dubil RNGPS)
"Yes, we have been connected to the school and its meeting. But it may not happen next time." (SMC members Interview 2_Purbo Dubil RNGPS)
"No, there is no such participation as a SMC member." (SMC members Interview 1_Katakhali GPS)

"If they face any problem, they inform us for cooperation and we cooperate with them." (SMC members Interview 2_Nandikathi GPS)

5.3.8 Support from SMC to English Teacher in Implementing English Language Teaching

Majority of SMC members mentioned their supportive role to English teachers in implementing English language teaching. However their roles were to overcome challenges of English language teaching management but not on pedagogical aspect. Some of them motivated English language teachers on their profession as well. On the other hand a few SMC members thought they could not support English teacher due to lack of coordination with teachers. Some respondents said,

"I always try to cooperate with other teacher by giving them advices. It is necessary to divide the class into two sections for better learning environment." (SMC member interview 1_Amirabad GPS)

"If there is any need of help from the guardians and teachers, I do that. Especially I help them during the home visit." (SMC member interview 2_Amirabad GPS)

"There is no cooperation in this regard. But whenever we sit for meeting once a month the teacher are asked about theirexperiences and situation." (SMC members Interview 1_Purbo Dubil RNGPS)

"If the teachers of the school do better, they do not need any help. But sometimes I try to take information of their teaching-learning activities." (SMC members Interview 1_Katakhali GPS)

"We always cooperate with other SMC members, particularly for the better standard of English Teaching, the SMC chairman and head teacher all are enthusiastic and active about it." (SMC members Interview 2_Nandikathi GPS)

5.4 Analysis of UEO/AUEO's Interview

Nalchity upazilla is situated in the southern part of Bangladesh. Researcher collected data from two AUEOs and UEOs of Nalchity upazilla. Among them one AUEO is having masters degree and another one is having Bachelor Degree. UEO is having Master Degree.
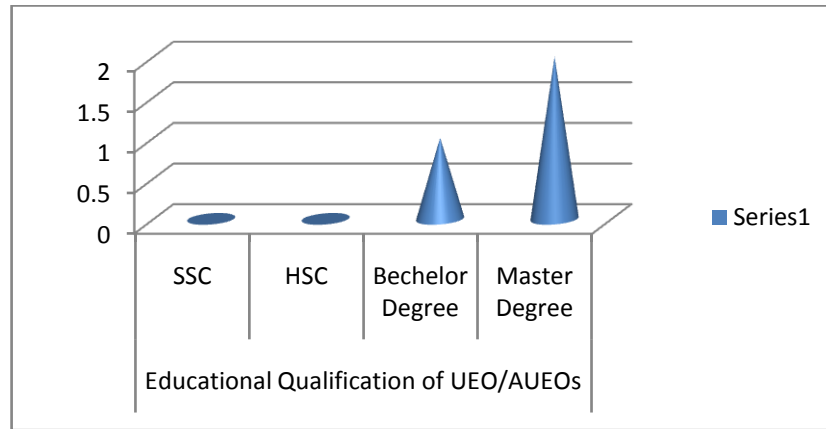
Figure-6: Educational Qualification of UEO/AUEOs

5.4.1 Job Responsibility

The job responsibility of AUEO is academic supervision and conducting the Cluster meeting, to help the teacher when they face any problem and to ensure the accountability of school work. The job responsibility is to monitor and observe all type of school activities and ensure that good educational environment is maintained in every school of this upazilla.

> *My job responsibility is academic supervision and conducting the Cluster meeting and to help the teacher when they face any problem. (AUEO Interview-1, Nalchity Upazilla)*

77

To ensure the accountability of school work/ performance is my job responsibility. (AUEO Interview-2, Nalchity Upazilla)

To monitor and observe all type of school activities and ensure that proper educational environment is maintained in every school of this upazilla is my job responsibility. (UEO Interview, Nalchity Upazilla.)

5.4.2   Previous Experience in English Language Teaching

Most of the AUEOs do not have any previous experience about English Language teaching and learning except their student life, they read English for achieving their educational degree.

I do not any experience about English Language teaching before. ((AUEO Interview-1, Nalchity Upazilla)

I have knowledge about English Language. When I was student, I read English subject for achieving my educational degree, but I have no job experience in English Language Teaching. (AUEO Interview-2, Nalchity Upazilla)

5.4.3   School Visits by UEO/AUEO

UEO visited a school once or two times in a year normally and AUEO visited a school once in a month normally.

We observe a school 12-15 times in a year. (AUEO Interview-1, Nalchity Upazilla) (AUEO Interview-2, Nalchity Upazilla)

I try to observe a school once or two times in a year. (UEO Interview-1, Nalchity Upazilla)

5.4.4 Observation by UEO/AUEOs

AUEO observed academic activities in the class, teaching capacity of teachers, team work and team spirit as well as administrative activities of school. UEO also observed the similar activities in the schools like AUEO. Beside this, UEO monitored the activities of SMC meetings.

We observe academic classes and all type of administrative work/activities of a school. (AUEO Interview-1, Nalchity Upazilla)

I observe specially teaching capacity of teacher, team work and team sprit and also administrative work of school. (AUEO Interview-2, Nalchity Upazilla)

I observe the environment of a school, teaching capacity and punctuality of teacher, co–curricular activities of school and administrative work specially the activities of SMC meeting. (UEO Interview, Nalchity Upazilla)

5.4.5 Things Observed in the Classroom

AUEO and UEO try to observe the all subjects in the classrooms in most of the school.

> *"Yes, I try to observe all subject of the most of the classes"*
>
> *(AUEO Interview-1, Nalchity Upazilla)*

> *"Yes, I observe Mathematics, Bangla and English subject of Class*
>
> *iii, iv, and v of a school." (AUEO Interview-2, Nalchity Upazilla)*

> *"I try to observe most of the subjects. Actually I observe different*
>
> *subject in different school." (UEO Interview-2, Nalchity Upazilla)*

5.4.6 Help to the Headteacher

From the interview it came out that both of the AUEO an UEO gave all types of administrative and academic help to the Head teacher. AUEO/UEO mentioned,

> *"I give administrative help to the teacher." (AUEO*
>
> *Interview-1, Nalchity Upazilla)*

> *"I try to give all type of administrative and academic help*
>
> *to the Head teacher." (AUEO Interview-2, Nalchity*
>
> *Upazilla)*

> *"I try to solve the all type of problem which teacher face to*
>
> *conduct the class and administrative work." (UEO*
>
> *Interview, Nalchity Upazilla)*

5.4.7 Help to the English Teacher

AUEO helps to the English teacher in teaching methods and techniques in the classroom. UEO instructed the AUEOs to take extra class of English subject.

> *"I help the teacher to develop their teaching method and techniques." (AUEO Interview-1, Nalchity Upazilla)*

> *"I help to develop teaching methods and techniques and If they ask any help I try to give them. I help to the teacher to develop their teaching method and techniques." (AUEO Interview-2, Nalchity Upazilla)*

> *"Sometimes I advisethemto take extra class of English Subject and I emphasis on use of English during the training of the teacher" (UEO Interview, Nalchity)*

5.4.8 Initiatives to Develop the Professional Career of English Teacher

Most of the AUEO stated that they gave support to the English teacher to create opportunity to attend the professional training. UEO initiated to arrange in different type of professional training for English teacher. According to the AUEOs:

> *"I try to send them to attend the professional training."*
> *(AUEO Interview-1, Nalchity Upazilla)*

"I am giving priority for them to attend various promotional training for their professional development."
(AUEO Interview-2, Nalchity Upazilla)

"I try to give training to the English teacher of my Upazilla."(UEO Interview, Nalchity)

5.4.9 AUEOs Professional Support to English Teacher

AUEOs in Nalchity Upazilla gave professional support when English teacher faced problem like classroom management, pronunciation and understanding problem of the students:

"Yes, most of the English teacher contact me when they face problem. They face classroom management problem, pronunciation and understanding problem." (AUEO Interview-1, Nalchity Upazilla)

"Yes, Some English teacher contact me when they face problem. The problems are mainly classroom management and Teacher's inability to manage the problem." (AUEO Interview-2, Nalchity Upazilla)

5.4.10 Role of School Administration in Teaching Learning Process

According to the AUEO, the role of school administration is monitoring and evaluation of teaching and learning process as well as maintaining positive attitude towards the teaching learning process. Two of the AUEOs stated:

> *"The role of school administration is monitoring and evaluation of teaching and learning process."* (AUEO Interview-1, Nalchity Upazilla)

> *"The school administration should be positive towards the teaching learning process."* (AUEO Interview-2, Nalchity Upazilla)

5.4.11 Ideas about 'English Language Teaching Learning'

AUEOs have an idea about the objectives of English language Teaching Learning. They mentioned about achieving four skills of language skill listening, reading, speaking and writing. Two AUEOs remarked:

> *"English language learning means achieving four language skills like listening, reading, speaking and writing. To enhance the use of English is the aim of the English language teaching."* AUEO Interview-1, Nalchity Upazilla)

> *"English is an international language. After learning English, anybody can speak with others including the foreigners. So every student should achieve four skills like listening, reading, speaking and writing"* AUEO Interview-2, Nalchity Upazilla)

5.4.12 School Environment and Classroom Environment

AUEO said that due to availability of teaching materials, schools' environment become very conducive to ensure good teaching learning of English language.

"Teaching materials are available in every school now. So it is very helpful for ensuring a good environment in English Language teaching". (AUEO Interview-1, Nalchity Upazilla)

"There is friendly classroom environment especially teachers are more cooperative with the student and teaching aid help them to conduct a good class in English. So students are more interested to learn English." (AUEO Interview-2, Nalchity Upazilla)

5.4.13 Initiatives for Developing the English Language Teaching Activities of School

AUEOs took some initiative to develop the English Language teaching activities of the schools i. e. (a) build an English club, (b) arrange English newspaper reading in school compound, (c) ensure active participation of students in English classroom and (d) arrange training to the English teacher for adapting to the new teaching techniques and methods. According to them

"For developing English Language teaching we have to develop a English club in every school, to ensure to recite rhyme and poem loudly in the classroom and to arrange English newspaper reading in school complex" (AUEO Interview-1, Nalchity Upazilla)

"We have to ensure the active participation of students in English classroom and arrange training to the English teacher for adapting the new techniques and methods." (AUEO Interview-2, Nalchity Upazilla)

Chapter 6

Discussion and Findings

This chapter discusses the results of the study and analyses the issues related to role of head teachers, role of English teachers, SMC members, UEO/AUEOs and the relation among the head teachers, English teachers, SMC members and UEO/AUEOs.

6.1 Role of the Head teachers in English Language Teaching Learning in School

Findings of this study showed that very few teachers had an idea about ELT as well as the goals and objectives of English language teaching. Moreover, most of the teacher perceived that English language teaching help the students to get a good job. Another research (Sultana & Rahman, 2014) showed that most of the teacher and guardian believe that those who were good at English got better job than others. Findings showed that the intervention of English in Action (EIA) in teaching techniques were more effective than traditional technique. As a head of the institutions Head teachers were able to engage all English teachers with their English classes to help participate all students attentively by using EIA technique and materials like pair work and group work. Even though audio materials, poster, charts, block rockers made English language teaching very realistic to students. However, current assessment system to some extent hampered applying these techniques.

Monitoring by the school administration played an important role to ensure the presence of teachers on time. Few head teachers emphasized that school administrator played strong facilitating role to teaching. Another research (Sultana & Rahman, 2014) showed that they had started playing the role of a facilitator rather than an instructor. They motivated teachers

and students for better teaching and learning. Findings revealed that School administration was also co-operative towards English language teaching. Most of the head teachers encouraged English teachers to do well in English language teaching. They took proper steps to ensure teachers training and supported if any teachers face on trouble during English language teaching.

Findings of this study showed that head teachers took special steps for improving English language learning. They provided extra classes for English languages while some of them increased time period of the classes. Moreover, some head teachers fixed a day in a week for improving English language speaking. Whereas few head teachers emphasized on English language improvement at quarterly school meeting and took proper steps to minimize any gap for English language teaching. Findings also revealed that head teachers plays an important role in implementing English Language Teaching. While teaching any teacher faced any problem of in English classes head teachers tried to solve or to take proper steps. Research finding (Sultana and Rahman, 2014) supported this view to that implementation of innovation is closely related to the expectations and facilities provided by the school head. Sometimes the Head Teachers visited English classes and gave feedback (after the class) to teachers if required. Priority was given to routine, maximum English language classes was held at first period because of the fact that period one has extra time. Even though some head teachers helped English language teachers to use proper teaching aids and encouraged to apply communicative language teaching approaches in the classroom.

It was found from the interview that most of the head teachers gave more emphasis on using more English as classroom language in English classes. They motivated the English teachers for using teaching materials and techniques. Few head teachers emphasized on involving more students in the classroom and gave them scope to speak in English through group work and pair work. Some head teachers created an English clubs in their school to improve English language skill of the students for creating a helpful environment. Findings also revealed that sometimes teachers, SMC members or parents were not aware about these club activities. Therefore some club initiatives were vanished before they came to light. Some head teachers mentioned about the better performances of students and maintained that EIA approach helped students to gain confidence on reading, writing and speaking in English, clubs were established. Interviewed showed that various types of meeting were held in school compound by the initiating of a head teacher like mothers meeting, yard meeting or SMC meeting which were involved with SMC members and parents to improve the teaching-learning condition of English.

Interpretation of the interviews showed that few head teachers confidently said the extent of using English in English classroom has been increasing. In most of cases English teacher used generally instructional English i.e. good morning, open your books, stand up, and write on your khata etc. with their students in the class room. Although in most of the cases number of student of a class is large, classroom and school environment are favorable towards English language teaching and learning. It was found that less educated and unaware guardians also viewed that traditional assessment system (i.e. writing and reading based assessment) and drop-out of the students are challenging issues to ensure a better

English teaching learning environment of a school. However, findings also revealed proper monitoring and providing relevant teaching materials can ensure a good English language teaching environment. Regular training and follow up supervision from proper authority help to develop teaching quality of English teachers.

6.2 Role of English Teacher

Findings of the study showed that most of English teacher of primary school in Nalchity upazilla have an idea about the ELT. Some teachers mentioned that ELT as medium of communication with the foreigners or others in English. Some of the teachers also mentioned it to achieve the four skills of English language learning like listening, speaking, reading and writing.

Interview also showed that all of the students centered issues are mainly considered during ELT classroom. Besides this, classroom environment, using teaching materials, using techniques, effectiveness of teaching, students understanding, punctualities and students presence were also considered in ELT aspects. However, content, topics, classroom instruction and teacher's presentation style are challenging issues of ELT classroom. Participatory, lecture and display methods were used in the classes. In EIA intervention schools, most of teachers used audio-visual materials, posters, pictures and block rocker which were provided from EIA. Teachers also used various teaching aids like posters, charts, flash cards, block rocker, iPod and supplementary books in the classroom. It had become evidence from the findings that participatory approach (i.e. group work, pair work, role play) was more effective approach than others. Using audio materials is also an effective one but it is more useful for advanced learners than weak learners. "It is well-

known fact that audio visual materials are a great help in stimulating and facilitating the learning of a foreign language" (Cakir, 2006). However, majority teachers used lecture method but they did not mention it was an effective one. Although asking question is a common technique to evaluate the learners, teachers used participatory techniques such as pair work, group work to engage students on teaching learning process as well as evaluate the student. Findings showed that when English teachers found any difficulties, they got help from their colleagues' i.e. assistant teachers, assistant head teachers or head teachers and overcame the problem.

Findings revealed that classroom environment seemed to be favorable for English class. The size of the classrooms was appropriate for learners and had some EIA provided modern equipment for teaching. On the other hand, total school environment was not conducive for English language learning. Classroom space was not enough according to the ratio of the students and some school had no opportunities to get electricity support. Thus it had become very challenging for them to use modern ICT based materials or participatory approaches for English language learning.

Findings of this research showed that Head teachers were very co-operative and supportive towards English language teaching and learning along with others colleagues. Stillwell(2009) argues that peer observation is an influential way by which language teachers can be conscious about a wide range of possibilities for running classes successfully. If teachers faced any problem in the classroom then they shared it with their colleagues for better strategy to overcome the challenges. Sometimes, teachers faced

uncomfortable with modern technology such as using projector in the classroom. At that time, they got help from their colleagues as well.

It was also found that showing or displaying poster was more suitable method for English language teaching and learning. But some of the respondents remarked that group work and pair work were more appropriate for classroom. However, some of the respondents mentioned EIA techniques using technology based materials with different strategies were more suitable methods for English language teaching and learning.

Training is very important for the professional development of the teachers. Training helps the teacher how to use different techniques and materials inside the classrooms effectively. Training made them more spontaneous, confident and capable for teaching English. All English teacher got subject based training which were conducted by the URC. Some teachers attended EIA cluster meetings which helped them to improve their English language teaching skill. Some teacher said that cluster meeting is more useful to improve their English language teaching than subject based training. Teachers demanded more training like EIA cluster meetings that could improve their classroom practice also. Although most of the time all techniques could not be applied in the classroom that are acquired from different trainings. Because real classroom pictures to some extent are not same as demonstration session of the training. Sometimes, classroom's size was not appropriate enough to use ICT based content and materials. And also the context of the learners became a challenging issue for English language teaching.

Interview with different respondents also revealed that most of the English teachers felt that present assessment system should be changed for betterment of English language learning.

They also suggested to introduce speaking and listening evaluation on English language assessment. As training plays an important role for development of teaching career, they suggested for more training like EIA cluster training for improving English language teaching at regular interval.

It had been revealed from the interview that subject based training along with sub-cluster training and EIA cluster training were the opportunity to improve English language teaching skill of English teachers. Besides, some teachers tried to develop their English language teaching skill through discussion with their colleagues in English, hearing "BBC Janala" and reading daily English newspaper.

6.3 Role of SMC members about English Language Teaching Learning Process in School

The study showed that most of the SMC members visited the schools at least once a month to know the school environment as well as to give support to school administration and teachers for betterment of classroom environment. Most of the SMC member mentioned that SMC meetings held regularly once in a month in every school. The agenda of the SMC meeting were the challenges of school management, development of school infrastructure, students' evaluation and guidance. English teaching learning issues were also discussed in the SMC meeting particularly focused on students' status in English (mainly focused on examination result) as well as teachers teaching style and challenges of using teaching aid. However, some of them mentioned there were no special agenda about English language teaching and learning in SMC meetings.

SMC members were found supportive also. All SMC members had tried to give support for improving the condition of English language of students which is the prime purpose behind supporting English language teaching and learning. Findings also had shown that most of the SMC members mentioned that school environment was supportive towards English language learning. Most of the schools had enough classroom and classrooms which were well equipped for using ICT materials. However some SMC members did not have clear idea about school environment role towards English language teaching and learning. According to majority SMC member's opinion classroom environment was conducive for English language teaching. They believed classroom size, infrastructure and equipment were sufficient for English language teaching and learning except few cases. Majority of SMC members emphasized on their supportive role help to English teachers in implementing English language teaching. However their role was to overcome challenges of English language teaching management not on pedagogical aspect. Some of them motivate English language teachers on their profession as well.

6.4 The Relationship among the Head teachers, Teachers and SMC Members about Implementing the English Language Teaching Learning Process

The relation among teacher, head teacher and school management body is important to ensure a suitable teaching learning environment. This research showed that in most of the schools supportive environment existed. Other teacher, head teacher and SMC member all of them were willing to help English teacher for ensuring better learning in English language. Schools authority provided teaching materials for English classes such as various word chart, flip chart, posters, model, chalk, duster, educational materials etc. Head teachers

and other subject teachers were also cordial to English classes. Fulan (2007) states, 'The principal is in the middle of the relationship between teachers and external ideas and people'. Head teachers cordially helped English teacher to give all type of support specially giving inspiration and guideline for using techniques in English class. They supervised English classes regularly and provide feedback to teachers. As English in Action (EIA) approaches was students-centered approach which is new for English language teaching and learning in Bangladeshi learners, head teacher's role is very important for implementing English teaching learning. In this situation all English teacher gets proper help from the head teacher as well as SMC members, eventhough, SMC members have very limited scope to give any inputs on teaching.

However, SMC members were caring and positive with any innovation for developing classroom teaching such as EIA techniques. It had been found that sometimes they visited teachers' classes and inspired teachers to use this approach of teaching. Problem was that, A large number of SMC members were uneducated and did not comprehend the pedagogical aspect of teaching. It creates problem in some cases. Findings showed that AUEO and UEO visited the school on monthly basis and some of them were very helpful to the teacher and some of them were not supportive to the teacher. Whenever possible they try to arrange a training to provide proper guidelines through URC.

Chapter 7

Conclusion and Recommendations

7.1 Conclusion

This qualitative study examined the issues related to the implementation of supplementary teaching materials, methods andtechniques of English teaching and learning and role of school administrations in this area.

School administration plays an important role to complete the activities of the teaching learning process in the school. The role of Head teacher was very much important to engage all English teachers in their English classes to make all students participate widely by using EIA techniques and materials like pair works and group works. Findings showed that various types of meeting was held in school compound by the imitativeness of a head teacher, like mothers meeting, yard meeting or SMC meeting who were involved to improve the condition of English Language teaching. Although most of the cases, number of student of a class was high; classroom and school environment were favorable towards English language teaching and learning. AUEO and UEO visited the school on monthly basis and some of them were very helpful to the teacher and some of them were not supportive to the teachers.

This research will be effective to ensure the positive environment in teaching and learning process of English language at primary level. So it is expected that sufficient data will be collected to measure the above issues. I think this study will be completed successfully with the support of related persons. I believe that the findings of this study will play an effective role in this case.

7.2 Recommendations:

- Assessment system should be changed as there are no such opportunities to assess the speaking ability of a student. So new assessment system should be introduced very soon.

- Different types of training must be arranged for the English teacher to increase their capability of teaching English effectively in the classroom.

- Classroom facilities should be increased specially for English class. Classroom should be well equipped.

- Appointment of teacher having degree in English should be done to solve the problem of lack of specialized teacher.

- For achieving better outcome of teaching in English, monitoring and mentoring by the head teachers and UEO/AUEO should be regular and effective.

- Head teachers should be give training on proper supervision, mentoring and leadership to provide effective role in English Teaching-learning.

- SMC members should be involved in facilitating and improving school and classroom environment for better language learning.

- SMC and PTA members should be given orientation on EIA programs, objectives and their role in facilitating English teaching-learning in the schools.

- Facilities like setting up English club, keeping English newspaper in the school and watching English programme on television for improving English language skill of the English teacher should be increased.

- Special type of English Language courses for the English teacher to enrich the English vocabulary as well as English teaching skill needs to be introduced.

- Have to take some necessary steps for providing sufficient teaching Materials of English Language Teaching and learning.

References:

Afroze, R., Kabir, M. M., & Rahman, A. (2008). *English Teachers' Classroom Practices in Rural Secondary Schools: An Exploration of the Effect of BRAC Training*, Bangladesh Education Journal, (1), 07-16.

Appleby, R., Copley, K., Sithirajvongsa, S. and Pennycook, A. (2002). *Language in development constrained: Three contexts*. TESOL Quarterly,39(3), 323-346

ASPR-2014: Directorate of Primary and Mass Education, http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/e59c1e 65_d871_446e_a5f5_3ab69fee590b/Final%20ASPR%202014.pdf

Ardt, Hastings, etal, (2005). *Report on Primary Education in Bangladesh: Challenges and Successes*. South Asian Association for Regional Cooperation (SAARC).

Bangladesh Bureau of Educational Information and Statistics [BANBEIS]. (2012).

Bangladesh Education Statistics 2011, BANBEIS Publication No. 416, Dhaka: 1205.

Bangladesh Education Commission (1974). Dhaka: Ministry of Education.

Bangladesh Education Sector Review. (2002). *Report no.4:Teachers & Teacher Training(Formal & Non-formal)*. Basic Education and Policy Support (BEPS) Activity United States Agency for International Development. Ground Work Inc, Washington DC 20006. Retrieved November 11, 2012 from http://www.beps.net/publications/BANGLADESH%204%20TEACHERS%20AND

% 0TEACHER%20TRAINING.pdfSattar, E. 1982. *Universal primary education policy in Bangladesh*. University Press Limited, Dhaka.

Best, John W. And Kahn, James V. (2005)*, Research in Education*, Ninth edition, New Delhi: rentice-Hall of India Private Limited.

Black, T. R. (2002). Understanding Social Science Research (2nd Edi.). Sage publications, London.

Cakir, Dr. I. (2006). The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom. *The Turkish Online Journal of Educational Technology – TOJET, 5*(4), Article 9. Accessed on 22 July, 2011 from http://www.tojet.net/articles/v5i4/549.pdf.

Chang, M. (2011). EFL Teachers' Attitudes toward Communicative Language Teaching in Taiwanese College, *Asian EFL Journal 53*.

Creswell, J.W. (1998). Qualitative Enquiry and Research Design: Choosing among Five Traditions. Thousand Oaks, CA: Sage.

Creswell, J. W., & Miller, D. L. (2000). Determining Validity in Qualitative Inquiry. *Theory into Practice, 39*(3), 124-131.

Creswell, J. W. (2003). Research Design: Quantitative, Qualitative, and Mixed Methods Approaches. SAGE. Thousand Oaks. USA.

Creswell, J.W. (2007). Educational Research: planning conducting and evaluating quantitative and qualitative research (3rd ed.). New Jersy: Pearson Education, Inc.

Creswell, J. W. (2008). Educational research: Planning, conducting, and evaluating

      Qualitative and Quantitative research. New Jersey: Merrill Prentice Hall.

Dalal, S., & Sharma, N. N. N. (2014). In-service Teacher Education Programme: Teachers'

      Perception. International Multidisciplinary Research Journal: Golden Research

      Thoughts. Maharashtra, India. 3(9), 1-5. Retrieved august 10, 2013 from

      http://aygrt.isrj.net/uploadeddata/3532.pdf

Desimone, L. M. (2009). Improving Impacts Studies of Teachers' Professional

      Development: Toward Better Conceptualizations and Measures. *Educational*

      Researcher, 38(3), 181-199.

Dimmock, C. and Walker, A. (1998), *"Comparative educational administration: developing*

      a cross-cultural conceptual framework", Educational Administration

      Quarterly,Vol.34No.4, pp. 558-95.

English in Action [EIA] (2009). *Primary Teaching and Learning Programme: Primary*

      Teacher Facilitator handbook. Dhaka, Bangladesh: EIA.

English in Action [EIA] (2009). Baseline Study 5: *An Audit of a Range of English Language*

      Teacher Training an Audit Provision. Research Report, Dhaka, Bangladesh: EIA.

English in Action [EIA] (2009). Baseline Study 3: *An Observation Study of English Lessons*

      in Primary and Secondary Schools in Bangladesh. Research Report, Dhaka,

      Bangladesh: EIA.

English in Action [EIA] (2010). *Large Scale Quantitative Study 2a: The Motivation andExperiences of School Students, Teachers and Adults in the Community*. Research Report, Dhaka, Bangladesh: EIA.

English in Action [EIA] (2010). *Baseline Study 2A: The Classroom Practices of Primary and Secondary School Teachers Participating in English in Action*. Research Report, Dhaka, Bangladesh: EIA.

English in Action [EIA] (2012). *Large-scale Quantitative Study 2a2: The ClassroomPractices of Primary and Secondary School Teachers Participating in English in Action*. Research Report, Dhaka, Bangladesh: EIA.

English in Action [EIA]. (2011). *Medium-Scale Qualitative Study 2b Practice: A Qualitative Observation Study of Primary and Secondary Lesson Conducted by the Teachers Participating in English in Action*. Research Report, Dhaka, Bangladesh: EIA.

English in Action [EIA] (2010). *Baseline Study 2B: The Demand for English Language in the Workplace and in Post School Education*. Research Report, Dhaka, Bangladesh: EIA.

English in Action (EIA). www.eiabd.com, Accessed on 23 July, 2016.

Ekundayo, Haastrup Timilehin(2010), Administering Secondary Schools in Nigeria for Quality Output in the 21st Century: The Principals' Challenge, European Journal of Educational Studies 2(3), Ozean Publication.

Fraenkel, J. R., &Wallen, N. E. (2009). How to design and evaluate research in education. New York: McGraw-Hill.

Fullan, M. (2007). *The New Meaning of Educational Change*. New York: Teachers College press.

Gay, L.R. (1996), *Educational Research, Competencies for Analysis and Application*, London: Prentice-Hall International (UK) Limited.

Gay, L.R., & Airasian, P. (1996). Educational Research: Competencies for Analysis and Application. Colombus, Ohio: Prentice-Hall.

Hamersley, Martyn. Educational Research and Evidence-based Practice, Sage ublication, London, 2007.

Halpin, Andrew W. Administrative Theory in Education, The Macmillan Company, New York.

Haq, M. E. (2004). *The Need for Right Education.* Unpublished Thesis, Department of Poltiical Science, University of Chittagong.

Halim, A. (2007). *Barriers in In-service Training Programme.* Teacher's World: Journal of Education and Research, 30-31, 205-210

Karim, Khaled Mahrnud Rezaul (2014), *Teachers' perceptions, attitudes and expectations about Communicative Language Teaching (CLT) in post-secondary education in Bangladesh*, University of Victoria.

Kothari, R. G., Patel, J., & Shelat, P. (2012). *In-service Teacher Education and Quality at Schools. An International Multidisciplinary* Referred E Journal: Educational Perspective,1(1), retrieved fromwww.edupubllication.com

Maduabum, M. A. (2000). Occupational stress factors among secondary school principals in Abia State, Nigeria. International Journal of Educational Planning and Administration. 1(1): 17—27.

Maleque, A., Begum, M., Islam, F., &Riad, S. S. (2007). *Shikkha Biggan and Bangladesher Shikkha.* Dhaka: Bangladesh University Grants Commission.

McDonough, J. and Shaw, C. (2003). *Materials and methods in ELT: a teacher's guide* (2nd ed.). UK: Blackwell Publishing.

Mertens, D. M. (1998). *Research Methods in Education and Psychology: Integrating Diversity with Quantitative and Qualitative, Approaches*. Thousand Oaks, Ca: SAGE Publications.

Mertens, D., M. (2012). Ethics in Qualitative Research in Education and the Social Sciences. In S. D. Lapan, M. T. Quartaroli& F. J. Riemer (Eds.), *Qualitative Research: An Introduction to Methods and Designs.* San Fransisco: Jossey-Bass.

MoE (2010). National Education Policy. Ministry of Education, Government of the People's Republic of Bangladesh.

Musungu, L. L. and Nasongo, J. W. (2008), The head-teacher's instructional role in academic achievement in secondary schools in Vihiga district, Kenya, *Educational Research and Review* Vol. 3 (10), pp. 316-323.

Nath, Samir R and Chowdhury, A Mushtaque R, School without a head teacher: one-teacher primary schools in Bangladesh. Dhaka.

National Education Policy (2010). *Government of the People's Republic of Bangladesh.*

Rabbi, A F M Fazle *Primary Education in Bangladesh: Viability of Achieving illennium Development Goals* http://www.igscu.ac.bd/UserFiles/File/archive_file/Working%20paper.pdf.

Ramirez, Anel-Janeth, Ed.D. (2010), The roles of elementary school administrators and the obstacles they encounter in the process of implementing and maintaining dual immersion programs in California*, University of the Pacific*,, 148 pages; AAT 3451751.

Richards, J. C. and Rodgers, T. S. (2002). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.

School Administrator's Guide to Implementing Language Programme (2007). Alberta Education: Canada.

Sarwar, Fatina (2008), Bangladeshi ELT Teachers: Classroom Teaching Problems.

Schensul, J., J. (2012). Methodology, Methods, and Tools in Qualitative Research. In S. D. San Fransisco: Jossey-Bass.

Shohel, M. M. C., and 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*, 5483–94

Seferaj, K. (2009). *Investigating the Degree into which CLT is Implemented in Twenty-Three EFL classes in an East-European Post-communist Country.* A dissertation for

the MA in Applied Linguistics and TESOL. UK: University of Leicester. Accessed from http://www.asian-efl-journal.com/Thesis/Thesis-Seferaj.pdf on 12 November, 2012, 10:30 pm.

Sarwar, B. (2008-2009). Non Native Literature: A Classroom Resource for Literature and Language Teaching in EFL/ESL Contexts. *The Dhaka University Studies, 65* (2), 43-56

Sadek, M. A, Ahmed, S. S. and Begum, M. (2006). The Problems of English Language Teaching in Rural Primary School. *Teacher's World, 28-29*, 49-63.

Scott, D. & Morrison, M (2006). Continnum International Publishing Group, 11 York Road, London.

Scrivener, J. (2005). *Learning Teaching: The Essential Guide to English Language Teaching.* UK: Macmillan Publishers Limited.

Secondary Education Development Project, Educational Administration & Management, Ministry of Education, Dhaka, 2000.

Shohel, M. Mahruf C. and Power, Tom (2010). *Introducing mobile technology for enhancing teaching and learning in Bangladesh: teacher perspectives.* Open Learning: The Journal of Open and Distance Learning, 25(3) pp. 201–215.

Sultana, S., & Rahman, M. Fazlur. (2014). Exploring Issues of Implementing Teaching Materials and Techniques in English Language Teaching at Junior Secondary Level. *Teacher's World: Journal of Education and Research, 41, 25-34.*

Uyanga, R. E. (2008). *The principal and education reform agenda of the Nigerian economic empowerment development strategy (NEEDS) and the millennium developmental goals (MDGs). In P. N. C. Ngwu (ed.) The principal and education reforms in Nigeria*. A publication of the Mandatory Continuing Professional Training (MCPT) programme of the All Nigerian Conference of Principals of Secondary Schools (ANCOPSS). 94—102

Woodward, C. (2010). *ICT tools for South Asia: English in Action across Bangladesh.* Retrieved July 10, 2011 fromhttp://www3.open.ac.uk/media/fullstory.aspx?id=18368.

Zinnah, M. A., Osman, S., Rahman, M. F. (2008). The Development of Beginning Secondary Teachers' Pedagogical Content Knowledge through Teacher Education in Bangladesh: a critical overview. *Teacher's world, 32,* 17-31.

Appendix A: Interview Schedule (Head Teacher)

1. What do you understand by 'English language teaching'?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

2. Do you know about goals and objectives of English Language Teaching? If yes, what?

……………………………………………………………………………………………

……………………………………………………………………………………………

…………………………………………………………………………

3. Do you think that the teachingtechniques used in the classroom are effective in achieving the objectives of English language teaching? If yes, why? If no, why not?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

4. What is the role of school administration related to teaching?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

5. What do you think of responsibility of school administration have in English Language teaching in school?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

6. Do you have any special system in your school to achieve the skill of English language?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

7. What type of role of school administration has in implementing English language teaching?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

8. What type of role is implementable in English Language Teaching?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

9. Do you have any instruction to implement the English Language Teaching? If yes, what type of Instruction?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

10. Is there any programme with the head teacher in implementing ELT? If yes, What type of programme? Do you participate in that programme?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

11. Do you think how much important to learn English of students in school?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

12. Is there any target or goal of English language learning for students? If yes, what?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

13. Is there any initiative among teachers, SMC members and parents? If yes, what?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

14. What type of help English teacher gets from you in implementing English Language Teaching?

…………………………………………………………………………………………

…………………………………………………………………………………………

……………………………………………………………………

15. Is there any activity or initiative in your school to increase the skill of English teacher? If yes, what?

…………………………………………………………………………………………

…………………………………………………………………………………………

16. Does your English teacher use English during classroom practice? If ye, how?

…………………………………………………………………………………………

…………………………………………………………………………………………

17. Do you observe the English class regularly? When? What aspects of English teaching do you observe?

…………………………………………………………………………………………

…………………………………………………………………………………………

18. Are the school environment and classroom environment helpful in English language Teaching? How?

…………………………………………………………………………………………

…………………………………………………………………………………………

19. Do you involve SMC member in your school activities especially in English Language teaching process? How?

…………………………………………………………………………………………

…………………………………………………………………………………………

……………………………………………………………………

20. Do you get any help from AUEO in English Language teaching? What?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………

21. Do you get any help from UEO in English Language teaching? What?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………

22. Do you face any problem in implementing English Language Teaching? If yes, what?

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………

23. What type of activities do you think to take to develop the English Language
Teaching activities of school?

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………

Basic Information of Head Teacher:

Name of the School:

Name of the Teacher:

Gender:

Educational qualification:

Teaching Experience:

Appendix B: Interview Schedule (English Teacher)

1. What do you understand by 'English language teaching'? Do you know about goals and objectives of English Language Teaching?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………

2. What issue(s) do you consider during the presentation of subject content in the classroom?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………

3. What method(s) do you follow when you teach the English lesson?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………

4. Do you use any teaching aids in the classroom? What type of teaching aids do you use in your class room?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………

5. What techniques do you practice in the classroom to assess your students?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

6. Do you think that these techniques are effective in achieving the objectives of English language learning? Why?

…………………………………………………………………………………………

…………………………………………………………………………………………

7. Do you use English to speak with your students during the class?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

8. Who helps you if you face any problem in practicing in English Language teaching in class room? What type of help do you get?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

9. Do you get everything from your school when you need? If you get, what type of things you get from the school?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

10. What type of activities are done by your head teacher in English language teaching learning?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

11. Do you get any help from your Head teacher in implementing English language teaching? How?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

12. Do you get any help from SMC members in implementing English language teaching? How?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

13. Do you get any help from AUEO in implementing English language teaching? How?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

14. Do you get any help from UEO in implementing English language teaching? How?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

15. Is there any opportunity to improve your English language Knowledge like training or seminar? If yes what type of opportunity you get?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

16. Do you think your classroom environment is suitable for English Language learning? If no, what type of facilities do you need in your classroom?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

17. Do you get any support from your colleague? What type of support you get from your colleague?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

18. Do you think teaching learning method in English language is perfect now? What type of change should be needed in English language teaching learning process?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

19. Do you have any knowledge about ELT before? When?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

20. Did you get any training in teaching English language? Give details of your training?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

21. Do you think that the training courses have an effect on your class room practice?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

22. Do you think that present assessment system is appropriate for evaluating students'

learning outcome of English language? If yes, explain why? If no explain why not?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

23. Do you face any problem in implementing English Language Teaching? If yes,

what?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

24. What type of activities do you think of taking to develop the English Language Teaching activities of school?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………

Basic Information of English Teacher:

Name of the School:

Name of the Teacher:

Gender:

Educational qualification:

Teaching Experience:

Appendix C: Interview Schedule (SMC Members)

1. Describe your Educational experience?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

2. Do you come to school regularly? If yes, what is the reason of your coming?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

3. Is there arrange the SMC meeting regularly in your school?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

4. Is there any target or goal of English language learning for students? If yes, what?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

5. Do you know about English class room practice of this school? Please explain?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

6. Is the school environment and classroom environment helpful in English language teaching? How?

……

……

……

7. Does school involve you in any school activities especially in English Language teaching process? How?

……

……

……

8. What was the agenda of SMC meeting most of the time?

……

……

……

9. Do you help English teacher in implementing English language teaching? How?

……

……

Basic Information of SMC Member:

Name of the School:

Name of the SMC member:

Member Type:

Gender:

Educational qualification:

Appendix D: Interview Schedule (UEO/AUEO)

1. What is your job responsibility? Please do mention it?

…………………………………………………………………………………………

…………………………………………………………………………………………

……………………………………………………………

6   Do you have any previous experience in English Language teaching? If yes,

   a) Training

   ………………………………………………………………………………………

   …………………………………………………………………………

   b) Achieving educational degree

   ………………………………………………………………………………………

   …………………………………………………………………………

   c) Previous job experience

   ………………………………………………………………………………………

   ………………………………………………………………………

   d) Others

   ………………………………………………………………………………………

   ……………………………………………………………………………

7 How many days you go to a school for the purpose of observing?

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………

8 What are the things/matter you observe in a school?

…………………………………………………………………………………………

…………………………………………………………………………………………

………………

9 Do you observe any class in a school? If yes, which class and which subject you observe?

…………………………………………………………………………………………

…………………………………………………………………………………………

10 Do you help the head teacher? If yes, what type of help?

…………………………………………………………………………………………

…………………………………………………………………………………………

11 Do you help the English teacher? If yes, what type of help?

…………………………………………………………………………………………

…………………………………………………………………………………………

12 Do you take any initiatives to develop the professional career of English teacher? If yes, what types of initiatives?

……………………………………………………………………………………………

……………………………………………………………………………………………

13 Does any English teacher contact with you about their problems in your cluster? If yes, what types of problems?

……………………………………………………………………………………………

………………………………………………………………………………………..

14 What is the role of school administration in teaching-learning process?

……………………………………………………………………………………………

……………………………………………………………………………………………

15 Please share your ideas about 'English Language Teaching Learning'?

……………………………………………………………………………………………

……………………………………………………………………………………………

16 "The school environment and classroom environment is helpful in English language Teaching"- Do you agree with this statement? If yes, how?

……………………………………………………………………………………………

……………………………………………………………………………………………

…………………………………………………………………..

17 Do you face any problem in implementing English Language Teaching? If yes, what types of problems?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………

18 What type of activities should be taken for developing the English Language Teaching activities of school? Please give your recommendation.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………

Basic Information of UEO/AUEO:

Name:

Designation:

Gender:

Educational qualification:

Teaching Experience: