

Effectiveness of In-service Training Courses on the Secondary School English Teachers in Bangladesh

The thesis is submitted in partial fulfilment of the requirement of the degree of Master of Philosophy (M Phil.)

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APPROVAL



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Declaration

I hereby declare that this thesis titled “Effectiveness of In-service Training Courses on the Secondary School English Teachers in Bangladesh” is my original work except for quotations and citations, which have been duly acknowledged. I also state that it has not been formerly or concurrently submitted to other institutions. To the best of my knowledge any other higher degree has not been offered on this specific topic.

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In my capacity as the supervisor of the thesis, I certify that the above statements are true to the best of my knowledge.

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Dedication

I would like to dedicate this thesis to my parents as well as the contributors of this thesis.

Abstract

In-service training (INSET) is essential for teachers to be professional, to be updated with modern curricula, new approaches or syllabuses etc. The Bangladesh government has been spending a huge amount of money since 1990s to train secondary English teachers through different INSETs. The purpose of this study was to explore the influence of socio cultural factors that affect teaching English through Communicative Language Teaching (CLT) in the context of Bangladesh and to find out the effectiveness of INSET courses offered to them. Mixed Method approach were used in the research whereby findings were triangulated through interviews, Focus Group Discussions (FGD), observations, and questionnaires. The sample for this study was selected from two training centres that offer two different INSETs and twenty secondary schools. The findings revealed that the participants of the both INSETs i.e., CPD and CEC exposed a high level of satisfaction with all aspects. Moreover this study identifies a number of socio cultural factors that hinder in implementing CLT. Since most of the teachers are not proficient in English so recommendations have been made to develop teachers' basic English and that must be given at the beginning of the INSET. Follow up or refreshers' training need to be organised after each INSET on regular basis.

Acronyms

A2I: Access to Information

BA: Bachelor of Arts

B Ed.: Bachelor Education

B Sc: Bachelor of Science

BSS: Bachelor of Social Science

CLT: Communicative Language Teaching

ELTIP: English Language Teaching Improvement Project

EFT : English For To day

EiA: English in Action

FSSAP: Female Secondary School Assistance Project

MA: Master of Arts

M Ed: Master of Education;

MSS: Master of Social Sciences

NAEM: National Academy for Educational Management and Training

RP : Resource Person

SEDP: Secondary Education Development Project

SESDP: Secondary Education Sector Development Project

SEQAEP: Secondary Education Quality and Access Enhancement Project

TQI-SEP: Teaching Quality Improvement in Secondary Education Project

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CHAPTER ONE

Introduction

1. 0 Background

Teacher training is considered as one of the most essential elements in ensuring quality education. The people who play prime responsibilities in quality education and contribute to sustainable development of a country are the teachers. They always inspire students and learn from them too. They involve the learners acquire new knowledge and skills as well as applying them pragmatically according to their needs. Bangladesh has shown her immense success in achieving millennium development goals but the quality of education remains a major dilemma in Bangladesh (Ahmed, 2009; Hutaserani, 2008; Mullick & Sheesh, 2008; UNICEF, 2009). A good education system with modern curricula and their proper implementation can lead the nation to achieve the respective goals.

English is a global language today because it is recognised and understood by the people in every parts of the world. To do business, trade and diplomatic job one common language is a must. Stevenson (1994) mentioned that ‘If trade and tourism around the world are going to operate and a global economy function and a global culture flourishes, a widely shared, reasonably accessible language is requisite. A global economic and political structure needs a common tongue.’ English continues to be recognized as a lingua franca, whose ownership does not exclusively belong to native speakers (Kachru, 1992; McKay, 2002; Phillipson, 1992; Widdowson, 1994).

English is a world language (Kachru,1992) and the only foreign language that is compulsorily taught from class one (1) to class twelve (12) in Bangladesh education system. But this is very unfortunate that after learning English for long twelve years most of the students are unable to use English at the desired level (Qader, 1999; Tahmina, 2003). The importance of learning English language in Bangladesh felt from Imam’s (2005) report where he mentions: ‘In Bangladesh it is now essential for even factory worker, who earn less than the minimum wage, to know some English,

the language of the labels on goods and packaging' (Imam 2005, p. 480). Knowledgeable and skilled teachers are the prerequisite to make education system effective. Teachers' training program ensures the availability of good teachers. According to Saban (2002), teachers can develop their qualifications and achieve professional identity through both pre-service and in-service training programs.

The pre-service training prepares teachers with basic knowledge and skills about pedagogical aspects. After entering into the profession they have to face the reality, the school environment, community which may not always been favourable in a developing country like Bangladesh. Not only that the changes i.e., renewal of curriculum, new learning materials, new concepts that they have to deal with constantly.

Easen (1985:4) says becoming a teacher is really a demanding experience and involves learning how to survive and how to cope with the complex world of the classroom. Employing their practical knowledge and thinking on their feet, teachers learn to handle everyday affairs. Gaining experience means learning what to look for and how to respond to what they find. Responding to various situations and handling them anyway, teachers finally develop their own "theory of action": the theory that intuitively and implicitly guides teachers' behaviour.

Iqbal (1999) says that teaching is an arrangement and manipulation of a situation in which there are gaps that an individual will seek to overcome and from which he will learn in course of doing so Teaching is the ultimate contact between a more mature personality and less mature one, which is designed to further the education of the latter. (P-61)

So to enhance the teaching competency and to be professional teachers, they need to attend continuing professional development or In-Service Training (INSET). It is extensively accepted in lots of the countries throughout the world that 'whatever the system of education in existence, teachers must be given continuing opportunities for learning and that a single course of teacher training, however long it lasts and however excellent it may be, no longer suffices' (UNESCO, 1970, p.24 in Glencross, M. J.1986). Most of our teachers have an inadequate background in

teaching English and that few of them have pedagogical training. It is clear that there is a need for INSET to facilitate teachers at the secondary level.

The Bangladesh government have been putting efforts since 1990s to ensure the quality of English teaching in secondary education and increase students' level of English language proficiency (Chowdhury & Farooqui, 2012; Farooqui, 2008; Haider & Chowdhury, 2012; Hamid & Honan, 2012). From the then English teachers are given short INSET courses through different projects of Bangladesh govt. i.e., English Language Teaching Improvement Project (ELTIP), Female Secondary School Assistance Project (FSSAP), Secondary Education Sector Improvement Project (SESIP), Teaching Quality Improvement in Secondary Education Project (TQI-SEP), Secondary Education Quality and Access Enhancement Project (SEQAEP), Access to Information (A2I), English in Action (EiA) and also from the wing of Ministry of Education i.e., National Academy for Educational Management and Training (NAEM) etc.

As Bramely (1991) states that when talking about training we cannot avoid effectiveness. It is generally observed when the designs of INSET courses are not need based or implemented in unfavourable or comparatively adverse situations then it is not fully thriving. The purpose of this study was to explore the influence of socio cultural factors on teachers of English as a Foreign Language (EFL) in teaching English following Communicative Language Teaching (CLT) in the context of Bangladesh and to find out the effectiveness of INSET courses offered to them.

1.1 The statement of the problem

It is widely accepted that professional development is a continuing process. It has no ending. Teachers should be competent enough to offer students the best education. Only training can provide teachers with necessary knowledge and skills and thus contribute in students' learning. There are many ways in which development and improvement can be achieved in the teaching profession such as conducting action research, reading the professional books and journals, collaborating teaching and learning i.e. peer teaching and observing, joining teachers' associations and having a

broad view of development by learning through learning, supplementing teaching with related activities and tasks (Harmer, 2002).

The latest National Education Policy 2010 and the new English curriculum 2012 have been introduced in Bangladesh to meet the needs of the learners' of twenty first century. So the teachers of today's learners must be competent who can build their students pacing with the age implementing the curriculum properly. After completing the secondary education a student can successfully step into the wider world. Therefore, secondary education is regarded as the base of entire education system. English is a foreign language and one of the compulsory subjects taught at the secondary level. It is now twenty (21) years since the introduction of Communicative Language Teaching (CLT) in 1995. After commencing the Communicative approach several INSET programs have been organised on CLT by different government projects in view of teaching English effectively as well as ensuring quality education. Though clear cut instructions were given for teaching and learning English in the previous curriculum but the outcomes were not satisfactory. The recent English curriculum 2012 also retains the CLT for teaching English. After completion of the secondary level most of the students are unable to use English functionally. Poor teaching methodology and inefficient teachers are observed as obstacles in this case (Shuchona: 2010).

That is why this research attempts to find out the effectiveness of INSET courses offered to English teachers and how far they manipulate English teachers to be transformed and uncover the challenges the teachers have been facing while implementing CLT in classroom. So the statement of the problem of the study should be read as **Effectiveness of In-service Training Courses on the Secondary School English Teachers in Bangladesh.**

1.2 Importance and Rationale of the Study

Teachers have the responsibility to bring up qualified manpower for the society who can adapt and cope up with the changes of this planet and as well as create new knowledge for the humankind. So teachers' development should be a continuous process. To be a professional teacher only having a degree on pre-service teacher

education with their other academic qualification is not enough. INSET is necessary for them that are mentioned by other researchers also. Developing teacher qualifications and having them a professional identity can not only be through pre-service teacher education program but also through the integration of the pre-service teacher education and in-service training program (Saban, 2000).

Pre service training is required to enter into the profession of teaching. INSET cannot be replaced for the necessities of initial training, but as a part of continuing education that makes possible the acquired knowledge in the initial training. The definition also clarifies its purpose as ‘a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and assess and develop their professional approach’ (Perron, 1991).

For developing English teachers’ performance the government has been spending a huge amount of money to train teachers on CLT. Still the performance of the students is not increased reasonably. The major intention of training English teachers is to change their attitude and classroom behaviours but still they are struggling with CLT. Pedagogical changes cannot be made ignoring the context within which they are to be implemented (Farooqui, 2014). When in-service training program is planned with paying attention to teachers’ needs then it can be expected to be more effective.

So this research attempts to scrutinise the effectiveness of INSET courses offered to the English teachers and how far changes occurred among the performance of them and thus extend students’ learning English. Then the needs of EFL teachers would be determined in relation to the INSET courses. Based on the findings, it is expected that the study will in the end be able to formulate a set of recommendations which should be very useful in designing or developing the INSET courses for the English teachers if there is any inconsistencies to meet the objectives for developing EFL teachers’ performance.

1.3 Research questions

This study would attempt to answer the following questions:

- a) What extent are the In-Service Training courses adequately organised to meet the needs of the secondary English teachers' performance in their own context?
- b) How far the skills of English teachers are developed regarding Communicative Language Teaching throughout the training course?
- c) How much changes have occurred among the participants in the actual job performance of the trainees?"
- d) What are the socio cultural factors that influence English teachers in implementing CLT at the secondary level in Bangladesh?

1.4 Scope and limitations

Education aims to produce skilled manpower. To prepare students for the 21st century and for the need of globalisation and to meet the Millennium Development goal (MDG) of vision 2020, it is obligatory to bring the students to have English language competency as international language. Bangladesh is non - speaking English country, so from the context it is a foreign language. Now it is the era of Information and Communication Technology (ICT) that dominates all the spheres around us. Teachers must be ready to prepare and adapt themselves with the changes take place around them. Training prepares teachers to be skilled and professional workforce. In recognition of the quality concern, there is a growing awareness that language teachers should be appropriately trained as teachers of English (Philipson in Liyanage, 2008).

However, English language proficiency of the majority of school teachers is a matter of concern. Focused on that issue our government is trying to develop EFL teachers' competency in English through different INSETs. Time, money and sources are related with INSET as well as teachers' needs as adult learners. As Bangladesh is a developing country it has to depend on donor agencies for organizing INSETs. So evaluation is necessary to determine training effectiveness. Before doing any INSET

the training need is important to be determined following the training domains, i. e. knowledge, skills and attitude of the participant teachers.

This study hoped to shed light on the effectiveness of the two INSET courses in all aspects and provide valuable suggestions for the renewal of the program so that it will become more effective and well-organised for the teachers who are in need of it. This study will also aid in trying to improve other INSET for English language teachers in the long run by providing background knowledge related to evaluation of teacher training programs and teacher professional development. In addition, this study hoped to contribute to the field of research by providing a background for and an awareness on the difficulties of evaluating training programs in general.

The study was conducted with purposive samples and was limited to two training centres corresponding to two INSET courses i.e., Continuing Professional Development (CPD) and Communicative English Course (CEC). Though CPD is run at fourteen (14) Teachers Training Colleges all over Bangladesh but one is chosen as a representative sample for practical reason. On the other hand CEC is run by only one centre, The National Academy for Educational and Management (NAEM). Both urban schools and rural schools were selected as samples. For representative variables sampling was done with special care and attention. But it cannot be ensured that the findings of the study are to be generalised realities in all cases.

1.5 Definition of Secondary level

According to the education policy 2010, primary level of education is considered from grade one to eight and secondary level education is from grade nine to twelve (Education Policy, 2010). Whereas in the earlier education policy, primary level of education was considered from grade one to five and secondary level of education from grade six to twelve. Though secondary level of education was considered from grade six to twelve but there were three tiers i.e., Junior Secondary (from class six to eight) , Secondary (class nine and ten) and Higher Secondary (class eleven and twelve). Since the new education policy (Education Policy, 2010), has not yet implemented fully and will take couple of years to be functional so secondary level of education has been defined in this study according to the previous education policy.

1.6 Outline of the Report

The report is presented in five chapters, the first being an introduction to the situation analysis. The second chapter presents a review of literature related to in-service teacher education. The third chapter presents methodology while the fourth chapter presents the analysis of data with findings and the fifth chapter presents discussion and conclusions.

CHAPTER TWO

Review of the Related Literature

2.0 Introduction

Literature review section presents information about the literature related to this specific study. The researcher has reviewed a number of books, education policies in Bangladesh, secondary English curriculum 2012, articles from different journals, theses, reports and other publications related to in-service training course, its effectiveness, impact and related topics. The review has been done on the basis of the research questions of the study. Initially an overview of the history of ELT in Bangladesh is presented in brief. Then CLT, English curriculum and the Education policy are appraised. After that the need for teacher training is determined by analysing definitions on pre service and in service training. Finally, research on in-service training programs is presented.

2.1 Background

Teaching of English in Bangladesh schools has a long history. After the liberation in 1972 Bangladesh Education Commission was constituted. They recommended that “From class IV to class XII, a modern and developed foreign language must be learnt compulsorily (Bangladesh Education Commission Report 1974: 15).” In July 1976, the National Curriculum Committee was formed and specified for teaching English from class 3 sensing to provide students good foundation in English (Report of the National Curriculum Committee 1978:265). In 1980 English was made compulsory from class 3 and in 1990 this decision was changed by the Bangladesh government and introduced English as a compulsory subject from class 1 (Rahman, 1999).

National Curriculum and textbook (NCTB) commenced a baseline survey in 1990 with the collaboration of a British Government Overseas Development Administration project for the improvement of English language teaching at the secondary level. The findings of the proficiency tests were as follows:

4.5.1. ... the majority of students are not attaining satisfactory levels of proficiency, as measured against the requirement of the syllabus and textbooks in use.

4.5.2. The situation is particularly serious in non-government rural schools, where over 95% students at class 6 and 8 are failing to reach the expected standard of proficiency ... over 70% of these students at class 6 and 80% at class 8 have command of language close to non-existent.

4.5.3. The situation is little better in government schools, but even here, over 50 % of the students are failing to reach supposed standard at class 6, and class 8, 75% appear to be falling behind.

4.5.5. In the Teacher Training Colleges, the majority of the trainees (80%) cannot be considered proficient as teachers in material taught at class 8 (i.e., they scored less than 75% on the class test), yet they are expected to teach up to class 10. Of these trainees, over a quarter are failing to reach the minimum level of proficiency (50%) required of the students.

(NCTB, 1990: 24)

The 1976 Task Force Report had stated that only 15% of English teachers were capable of teaching up to Class 10 and, 14 years later, the 1990 Baseline Survey did not show any upgrading on teacher performance.

A study was undertaken by the British Council on behalf of UGC in 1995 identified a few major obstacles to the development of English language teaching in Bangladesh. The most intractable one is the lack of suitable trained and experienced teachers. (Raynor 1995:1)

According to Gilakjani (2011), the difficulties faced by EFL learners in classrooms are lack of motivation, lack of exposure to the target language, lack of emphasis on pronunciation by teachers and the influence of sounds and rules of learners' first language on English. Whereas Begum (2011) says, 'Students learning difficulties in English were mainly linguistic and their family background contributed significantly into their difficulties.'

Students learn best due to good teaching from well-trained teachers who perform high-quality 'best practice' methods (Darling - Hammond, 1999; Harris & Sass, 2011; Jalal et al., 2009; Opel, Zaman, Khanom, & Abound, 2011). Actually best practice teaching methods have been the focus of education transformation around the world more than the last two decades. Best practice teaching methods are specified as those that (a) support student participation through a child-centered classroom environment, (b) encourage student engagement in critical thinking and problem solving activities and (c) result in improved student learning outcomes (Cornelius-White, 2007; Harris & Sass, 2011; Opel et al., 2011). Developing nations that are committed to improving their education systems are channelling resources into improved teacher training on identified best practice methods and strategies (Ahmed, 2011; Arua et al., 2005; Hutaserani, 2008; UNICEF, 2009).

To meet the increasing demand, the need for teachers' professional development has also been realized simultaneously. According to the education system of Bangladesh, English is taught as a compulsory foreign language to the students from class one to twelve (Islam, 2010). Before the introduction of CLT approach, Grammar Translation Method (GTM) was used to teach this language which produced graduates with a limited scale of accuracy but most of them were unable to communicate in their real life situation. To develop this scenario, the government of Bangladesh in 1990 changed the curriculum to be communicative. In the period from 1990 to 1995, the communicative textbooks were developed for class six to eight by a project of NCTB titled Orientation of Secondary School Teachers for Teaching English in Bangladesh (OSSTTEB).

After introducing English curriculum 1995, with the changing needs of the time it was reviewed and published in 2012 keep holding the main focus on CLT. By this time National Education Policy 2010 also commenced and CLT was also mentioned there as an approach of EFL teaching. After first initiation of CLT, the need for training the teachers in teaching English at the secondary level was greatly felt as the teachers and students were not aware of it until 1997 (Islam, 2010). From then different INSETs are offered to secondary EFL teachers. The scenario of the implementation of training at the secondary level is undoubtedly frustrating (Huda, 2012; Ahmed, R. 2014). As this study focussed its investigation on the effectiveness of INSET, so it is necessary

to look into CLT, English curriculum, National Education policy, Government and Non Government Organisations (NGOs) initiatives and research studies on INSETs.

2.2 What is Communicative Language Teaching?

According to the Longman Dictionary of Applied Linguistics (1985), 'Communicative Approach also Communicative Language Teaching is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence.'

The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." "Communicative competence" refers to the ability to form correct utterances and use them appropriately in various circumstances. A fourfold concept of communicative competence has been advanced by Canale (1983). According to him communicative competence can be characterized in terms of various knowledge and skills in four areas. According to him communicative competence can be characterized in terms of various knowledge and skills in four areas:

1. Grammatical competence (mastery of the language code);
2. Socio-linguistic competence (mastery of appropriate language use in different socio-linguistic contexts);
3. Discourse competence (mastery of how to combine and interpret forms and meanings to achieve a unified spoken or written text) and
4. Strategic Competence (mastery of verbal and nonverbal strategies)

According to Richard & Rogers (2001: 158) 'Communicative Language Teaching is a theory of language teaching that starts from communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviour, and for classroom activities and techniques .' Communicative language teaching makes use of real-life situations that necessitate communication.

2.3 English curriculum 1995

It was clearly written in the Junior Secondary & Secondary Curriculum (6-8, 9-10) of Bangladesh (NCTB: 1995) as ‘The aim of this document is to provide a communicative syllabus for the teaching and learning of English at Secondary and Higher Secondary levels in Bangladesh. English is not like most of the other subjects specified on the curriculum. For, unlike them, English is not a content-based subject, but a skill-based subject. English is not about any particular topic, but rather, it is about practising something: listening, speaking, reading and writing’.

This curriculum document (NCTB: 1995) also emphasised saying that ‘English needs to be recognised as an essential work-oriented skill that is needed if the employment, development and educational needs of the country are to be met successfully. Increased communicative competence in English, therefore, constitutes a vital skill for learners at this stage, whether they leave school to take up a vocation or continue their studies up to higher secondary level. English should, therefore, be taught as something to be used, rather than as something to be talked about.’ It is focused in the Secondary Curriculum of Bangladesh 1995 that the minimum two factors are important in implementing the curriculum. These are as follows:

1. Well qualified, adequately trained, developed and highly motivated teaching force.
2. Learning resources according to the needs of the curriculum.

As English is world language Bangladesh government introduced CLT in 1995 at secondary level to teach English more effectively; at the same time the government felt the importance of teacher training and started to run some projects with donor support to provide training to the secondary English teachers (Roshid, 2009). But it appears that the trainings themselves are problematic and whatever the teachers are achieving from the training has very little impact on teaching.

2.4 Bangladesh Education Policy 2010

A sound language teaching policy is a must for the successful foreign language learning and the absence of such a policy may result in vagueness in the aims of teaching learning activities. Because of the lack of well-defined foreign language policy there prevails confusion in the area of English teaching in Bangladesh (Roshid, 2001). On our previous policy Das (2001:201) commented that national policy about foreign language teaching depicts the inconsistencies in forming a sound national policy regarding the introduction of English, on the one hand, and lack of uniformity about teaching English at different levels, on the other hand.

These issues are tried to be addressed in the recent education policy of Bangladesh. The National Education Policy 2010 emphasises on education in view of equipping the learners with knowledge and skills to pace with the world of twenty first century. It is mentioned in that document that the aims, objectives, goals and principles of the Education Policy will be as follows:

- To ensure skills of high standard at different areas and levels of education so that learners can successfully compete at the global context;
- To attach substantial importance to information and communication technology (ICT) along with Math., Science and English in order to build up a digital Bangladesh based on knowledge-orientation and cultivation of ICT.

As English is the language of communication and technology so learning English is emphasised there. Also it gives instruction about methodology and focuses importance on interactive approach (CLT), ‘to develop the creative faculties and skills of the children and help them do the exercises through individual or group-work. Research initiatives to find out the appropriate methods for innovation of effective teaching, evaluation and implementation will be encouraged and supported’. For effective pedagogical practices training should be arranged for teachers. As it is in the education policy -

Training will be arranged for all the teachers of all subjects. Teachers yet untrained need to undergo training immediately. Newly-appointed teachers

will undergo primary training before they join their work. Priority will be given to the trained teachers while filling in vacancies.

According to the education policy 2010, primary level of education is considered from grade one to eight and secondary level education is from grade nine to twelve. On the other hand, in the previous education policy, primary level of education was considered from grade one to five and secondary level of education from grade six to twelve.

2.5 English Curriculum 2012

The English curriculum 2012 has been designed in the light of the general objectives stated in the National Education Policy 2010 for learning English as a foreign language. This curriculum, like the earlier one (1995), suggests Communicative Language Teaching (CLT) approach that emphasises learning all the four language skills in an integrated way. CLT approach advocates ‘learning by doing.’ One of the objectives in the curriculum is, ‘to help learners acquire the basic skills of English language for effective communications at different spheres including contemporary work places, and higher education’. This focuses English should be taught for functional use of the learners. That is possible if English is taught properly. It is also mentioned there, ‘To ensure learning through proper implementation of the curriculum i.e. achieving learning outcomes depends mainly on two things. The most important one is the class teacher’s active cooperation. It is the application of appropriate teaching-learning methodology or technique by the teacher. The second one is the appropriate use of quality textbooks and other teaching aids. In both the cases, the role of teachers is very important there is nothing better than a teacher to ensure learning.’ In this document the need for teachers’ competency and teachers’ training are also mentioned.

- For fruitful realization of the general objectives of learning English at the primary level (6-8), it is imperative that teachers should be competent in all four skills of English language. What the teachers are expected to do in classrooms to realize the objectives is directly linked with the teachers’ own competence in the four skills.

- Therefore, teachers' language skills development should be given priority over training them in teaching methodology or any such other areas.

English curriculum 2012

2.6 Teacher training

Hamblin (1974), defined "Training," as 'any activity which deliberately attempts to improve a person's skill in a job [and] includes any type of experience designed to facilitate learning which will aid performance in a present or future job' (p. 3). According to Laird (1985, p.11) training is defined as 'an experience, a discipline, or a regimen which causes people to acquire new, predetermined behaviours'. That is, the activities planned to develop human performance on the job. He also mentioned that when there is a necessity for "new" behaviours, there is a necessity for a training department also.

Bramley (1991) examined two varied definitions: A British definition offered by the Department of Employment Glossary of Training Terms (1971), 'The systematic development of the attitude / knowledge / skill / behaviour pattern required by an individual to perform adequately a given task or job' (p. xiv). An American definition offered by Hinrichs (1976), 'Any organizationally initiated procedures which are intended to foster learning among organizational members in a direction contributing to organizational effectiveness' (p. xiv).

As each definition conveys different key concepts so Bramley (1991) put forward his own views about what training should entail (p. xiv-xv): Training should be a systematic process with some planning and control rather than random learning from experience, it should be concerned with changing concepts, skills and attitudes of people treated both as individuals and as groups and it is intended to improve performance in both the present and the following job and through this should enhance the effectiveness of the part of the organization in which the individual or group works.

A related definition is mentioned by Kaplan-Leiserson in Green (2004) and Sahin (2006) a process which aims at improving knowledge, skills, attitudes and behaviours in people to accomplish certain jobs, tasks or goals. Kirkpatrick sees training to include development. He states that training course and programs are “designed to increase knowledge, improve skills, and change attitudes” (Kirkpatrick, 1998, p. xvi).

According to Asu (2004, p.15) there are several outcome areas that are potentially affected by teacher training program. These include:

1. Teachers’ knowledge
2. Teachers’ attitudes and beliefs
3. Teaching practice
4. School-level practice and
5. Student achievement.

Akhter (2006) says that standards for teaching and teacher education do not support the kind of learning that today’s teachers must nurture among students to meet the new demands of the society. These new requirements are meant for assessing and evaluating student behavior, planning instruction, conducting and implementing instruction, performing administrative duties, communicating, developing personal skills and developing pupils self.

Gonzalez, (2008) identifies training as the process of individual delivering to a level of competence. Training and development in organisations is the acquisition of skills, knowledge and attitudes that people set goals for individual and organizational development and future ability (Mani, 2010). Through training teachers’ attitude and behaviours are reshaped thus their personality become transformed.

It is difficult for teachers to be self-sufficient due to the need for specialization of the new teacher-education programs, teaching strategies and new technologies. As a result, according to Saban (2002), teachers can develop their qualifications and achieve professional identity through both pre-service and in-service training programs.

The teacher training can be broadly classified into two categories; (I) Long- term, pre-service training, and (II) short-term In-service training.

2.6.1 Pre service training

It is usually expected that a person should have this training to be a teacher. *Pre-service* teacher education or training program provided to student teachers before they have entered into any teaching profession. An effective teacher is one who has a good content knowledge in terms of curriculum and good pedagogical content knowledge (Masters, 2009). Thus pre-service teacher education programs aim to prepare graduates to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession (Bransford, Darling-Hammond, & LePage, 2005).

2.6.2 In-service training

The term *in-service* refers to teachers who are already employed. ‘In-service training’ is a term used to describe a set of activities and requirements generally falling under the heading of ‘professional development’. In-service training program is a program intended to improve the performance of all personnel already holding assigned positions in a school setting or to implement a specified innovation or program (Sapp, 1996). It is a key factor in influencing the professional development of teachers and, thus, contributes to the improvement of their knowledge if teachers are actively involved in the process (Saiti and Saitis, 2006).

In-service training is systematic and continuous improvement of those employed in the knowledge, skills and behaviors that contribute to the welfare and dignity of organisation. The purpose of the in-service training, the ability to create more production, enhanced performance in current jobs and better conditions to achieve higher authority could be (Abtahi & Abassi, 2007).

In executing program, course tutors should know not only their subject material, but also have an awareness of the realities of the participants’ teaching contexts. The course should be presented in interactive and humanistic ways, coherently and

continuously and contain a balance of theory and practice. Finally, participants should determine and develop their own materials and be given chances to share what they have learned in a non-threatening environment (Hayes, 1995, 2000; Kennedy, 1987; Lamb, 1995; Palmer, 1993; Tomlinson, 1988; Waters, 2006; Waters & Vilches, 2001).

In an appealing and insightful meta-analysis of research in the area of in-service teacher education, Wade (1984) reached a number of conclusions which serve as useful criteria for the design of in-service, courses:

- (i) courses that originate outside the school are generally more effective than those which originate in the school;
- (ii) active participation in a course is more effective than receptive participation;
- (iii) practical instruction is preferable to theoretical instruction; and
- (iv) the focus of a course should be on the concrete with teacher-specific plans, rather than on abstract, talk-oriented sessions.

When professional development is planned and focused upon teachers' needs, it is likely to be more effective (Eraut, 1995; Harland & Kinder, 1997; National Partnership for Excellence and Accountability in Teaching, 1999; Duncombe & Armour, 2004), particularly when teachers are involved in the identification of what they need to learn and, when possible, in the development of the process to be used (Borko & Putnam, 1995; National Foundation for the Improvement of Education, 1996).

2.6.3 Need for INSET

No one can deny the fact that in-service training is necessary as well as initial training of the teachers (Education Commission Report: 1974). The quality education depends on the quality teacher and their quality teaching. Teachers first gain an "entry-level proficiency" in teacher education institutions in pre-service training programs, and "mastery-level proficiency" is obtained after a wide understanding of teaching and acquiring skills based on practical experience in in-service training programs. Each teacher needs to pass in-service education and training courses for the initial

professional training. INSET courses are the major elements in solving the difficulties facing teachers' development (Day, 1999; Craft, 2000; Sugrue, 2001; Hammadou, 2004; Lee, 2007).

The importance of English language education in formal education has always been emphasised by offering it a major role in the overall curriculum. From grade 1 to the higher secondary level, English instruction retains an important role. Yet, researchers in English language education have reported numerous cases where English is taught using inadequate pedagogical skills. Farris (1996) is of the view that a teacher provides service for society because no one can become a doctor, lawyer, police officer etc without first going to elementary and secondary schools. Perhaps, no other profession is as rewarding and challenging as teaching (p21). Since the teaching of a foreign language is a very demanding task, there is always a need for teacher training on this issue.

Purpose of training is to create the situations that enable the practice to be selected and used appropriately. There are many serious elements in teacher training that should be noticed with due attention. Hoffman and Pearson (2004, p.3) have summarised from Cruickshank and Metcalf (1990), the findings from the literature on training in terms of the following critical elements of teacher training: Trained teachers should

1. Establish clear performance goals and communicate them to learners. They should determine learners' present skill level, and ensure that learners are aware of the requisite skill level of mastery.
2. Introduce only a few basic rules during early learning stages.
3. Build upon learners' present skill level during early learning stages. Ensure a basic understanding of the skill to be learned, and when and why it is used.
4. Provide sufficient, spaced skill practice after understanding has been developed and that practice of the skill is followed by knowledge of the results.
5. Provide frequent knowledge of the results in the learning process and after incorrect performance.
6. Provide for transfer of training and provide full support and reinforcement for the use of skills in natural settings.

Training is very much essential for teachers to be professional. Training provides them knowledge, skills and attitudes that are very much significant in teaching profession. To professionalise teaching in-service training does work as an instrument to improve the quality and effectiveness of the latest educational systems and promote the scientific and technological advances and new innovations. Keeping in mind with the continuous changes of the society and to adapt with new technologies, social, cultural changes in-service training revolves to be the only instrument to face this changes, in addition to democratise people's access to culture, information and work (Murillo,1999).

Training is to create an environment where staff learn new knowledge, skills, abilities and attitudes toward the job (HajiKarimi,1999). One of the basic aims of INSET courses is to equip teachers with the most pertinent techniques that can be used in their daily classroom practices. Intelligent multimedia tools can be employed to meet the challenges of accurately representing the highly multifaceted proficiency of the knowledge base, and in assisting the learning processes of through highly interactive and non-linear access to precise and obvious proficiency (Shen, Li, and Deng, 2001).

The In-service education is the reason of the empowering teachers. Empowering means to encourage a person to participate in making the decisions that affect their activities; that is it provides a space for people to be able to create good ideas and turn them into action. Goals such as getting closer to the customer, after sales service improvement, offering continuous innovation, increased productivity and competitiveness for organizations are obtained under the fields who have found new ways to empowering right people (Smith, 2000).

Guskey (2000, p. 16) defines professional development as processes and activities designed to enhance the professional knowledge, skills and attitudes of educators so that they might in turn improve the learning of students.

Developing and growing are vital in any occupation and in any situation. The development of teachers can be seen, as Underhill puts it, as a move from 'unconscious incompetence' to 'unconscious competence' in which case we need to be aware of our 'conscious incompetence' and our 'conscious competence' (Underhill

as cited by Harmer, 2002, p. 344). Harmer continues to quote from Fanselow and says that development may occur by breaking our own rules as teachers and challenging what we have been taking for granted (2002, p. 344). There are many other ways in which a teacher can develop i.e. action research, carrying out a literature review, discussing with colleagues, peer teaching, observation, teachers' groups associations, and using the virtual community, and developing by learning (Harmer, 2002, pp. 344-351). Teacher training programs are one way in which teachers can start with their query of development. By being 'educated' in teacher training programs, teachers have the opportunity to use their capabilities and skills for development and improvement.

Quader (2005) reveals that language teachers need training to learn what they should do in class and how. Richards (in Quader, 2005) holds that teachers need to have a twofold knowledge base: one drawn from linguistics and language learning theory to provide them the idea of general principles that account for effective teaching. This knowledge needs to be combined with another type of knowledge: of language teaching methodology and practice. Secondly after becoming aware of theory and practice they should learn to explore and develop their own approach to teaching. Eliot (in Quader, 2005) considers that teacher training involves teacher in activities that will seek to develop their awareness and control of the principles underlying effective planning, organizing, management and delivery of instruction.

Teacher competence for teaching efficacy is defined as the ability of a teacher to deal adequately with the demands of the teaching profession using an integrated set of knowledge, skills and attitudes as manifested in both the performance of the teacher and reflection on his or her performance, In other words, professional competences are the systems of knowledge, skills, abilities and motivational disposition which provide the effective realization of the professional teaching activities. Different authors (for example, Grosso de Leon, 2001; Borko & Putnam, 1995; Darling-Hammond, 1997; 2002; Brusling, 2005) have proposed different kinds of skills, knowledge, dispositions, and values in which effective teachers must be proficient. They include: subject matters or content knowledge; curriculum and instruction knowledge (pedagogy); interaction or communication competences; evaluation of

learning or assessment; knowledge of learning environment and knowledge and skills on how to implement technology in the curriculum.

According to Cochran-Smith and Lytle (2001), in the past, in-service training courses had a transmission-oriented approach in which teachers were the recipients of knowledge from teacher educators; now the emphasis has shifted to the constructivist approach, where teachers concentrate on what they know, and they are no longer considered as a tabula rasa and are believed to bring their prior knowledge and personal experiences into the new learning environment.

Good training can help teachers to deal with the complex demands of teaching a large number of students for five or more periods per day. Improper training, on the other hand, interferes with teaching and learning which causes interruptions, delays and waste of time. In fact good teacher trainings are necessary for healthy learning environment in schools. Better trained and qualified teachers may make a difference for student achievement and learning at classroom and school Akhter (2006,pp.11-12).

Limited by time constraints, the impact of short-term lectures, meetings or workshops on teachers' behaviour and students' learning is limited (Hellmig, 2009). Roesken (2011) acknowledges that these constraints typify the traditional in-service programmes that simplify professional development to special events at some days during the school year. In their rushed nature, traditional approaches do not provide appropriate learning opportunities for teachers because they are designed in a hit-and-run fashion that compels them to focus more on outputs than on processes and outcomes.

The findings from different studies (Nath & Mahbub, 2008; Serbessa, 2006 Ardt et al., 2005;) have shown that teachers often become unsuccessful in using the methods that they have been taught during pre-service teacher training after they have become classroom teachers.

Sowder (2007), yet, notes that a want of effective, job-embedded professional development for teachers can be observed in the field of continuing teacher professional learning for practising teachers. The findings of another study revealed

that there is significant co-relation between teacher training and students' performance (Rahman, F., Jumani, N. B. , Akhter, J. , Chisthi, S.H.& Ajmal, M., 2011).

Healey (2008) had investigated about training in developing country. For him, training is a central feature of most social sector development efforts. His finding was that that training can make public sector employees hunt for professional development opportunities that will increase their job performance, ensure that what they learn is actually utilized on behalf of better job performance-the impact will be of minimal value to the sector it was intended to improve.

Bressoux (1996), using a quasi-experimental research design, and Dildy (1982), examining the results of a randomized trial, found that teacher training increases student performance. Wiley and Yoon (1995) and Cohen and Hill (2000) are others who found teacher development programs to have at least small impacts on student performance. Angrist and Lavy (2001) also found in their study that teacher training increases student achievement by roughly 0.25 standard deviations.

Bramley states the fact that when talking about teacher training, we cannot avoid effectiveness. He continues to argue that evaluation cannot be separated from the concept of training. (1991, p. xv). There may be a need to make the connection between teacher training and teacher education. Ur (1996) makes this distinction by stating that teacher training may refer to “unthinking habit formation and an over-emphasis on skills and techniques” while teacher education has more to do with developing theories, an awareness of options and decision making abilities. Ur also cites others' descriptions of education and training stating that education “is a process of learning that develops moral, cultural, social and intellectual aspects of the whole person” and training “prepares for a particular function or profession.” (Peters, as cited in Ur, 1996). In the light of all the above, there may be a need to also define the term teacher development.

The quality of professional development programs for teachers depends on the content characteristics, process variables, and context characteristics. Content refers to what will be included in professional development activities (Guskey, 2000; Sparks &

Hirsh, 1997; Sparks, 2000; Ganser, 2000; Reed, 2000). Process refers to how activities are planned, organized, carried, and followed up (Ganser, 2000; McCarthy & Riley, 2000; National Staff Development Council, NPEAT, 2000; Cobb, 2000). The context of professional development refers to the organization, system, and culture in which the professional development activities are implemented (Guskey, 2000; Ganser, 2000; NPEAT, 2000; Villa et al, 1996). Overall, they improve the quality of schools and prepare and support educators to help all students achieve high standards of learning and development (Moore, 2000).

2.7 Recent attempts at ELT reform in Bangladesh

In Bangladesh, INSET has been prioritised since 1980 (Rahman, A., Kabir, M. M., & Afroze, R. (2006) and from then teachers have been given training from revenue fund as well as development fund with the help of donor agencies. With these Government initiatives, NGOs, Universities and voluntary teachers' association i.e., Bangladesh English Language Teachers' Association (BELTA) organised INSETs for English teachers' development. Except teacher training variety of activities were done by them i.e., curriculum reform at the secondary level, developed new English textbooks, developed strategies for teacher training and attempted to reform testing system. The major ELT projects run at the national level were:

OSSTTEB (1990 to 1994): In 1990, a four year ELT project called Orientation of Secondary School Teachers for Teaching English in Bangladesh (OSSTTEB) was launched by the Government of Bangladesh with the assistance of DFID, the UK aid agency. There was a baseline study, syllabuses from Classes 6-12 were revised, textbooks for Classes 6-8 were rewritten, the English syllabus for the B. Ed. courses at TTCs were developed, and English teachers of 20 government schools were trained. (Task force report: 1996 in Rahman, A., Kabir, M. M., & Afroze, R., 2006)

ELTIP (1997 to 2010): In 1997, a major follow-up step was initiated with the introduction of English Language Teaching Improvement Project (ELTIP). The project's goal was to improve the communicative competence of the secondary level learners. Under this project, a communicative curriculum, revised text books and newly written Teachers' Guides (TGs) were developed and some 30 thousand English

teachers, test administrators, and markers were trained. ELTIP introduced new CLT based textbooks for grade IX-X and XI-XII but failed to bring any reform in the national examination system (Rahman et al, 2006).

FSSAP (1993 - 2007): The Bangladesh Female Secondary School Assistance Program (FSSAP) financed by World Bank started in 1993 and the second phase started in July 2001 and was completed 2007, designed to assist Govt. of Bangladesh implement its policy of improving the quality of, and girls' access to, secondary education in rural areas of Bangladesh. The key components of the program (FSSAP I and II) were:

- provision of stipends and tuition for girls;
- improving quality through teacher training, provision of performance
- incentives to schools and students, and water and sanitation facilities; and
- strengthening the management capacity of the Ministry of Education both at central and field levels.

www.worldbank.org/projects/P044876

SESIP (1999 to 2010): Secondary Education Sector Improvement Project conceived as a follow up project of Secondary Education Development Project (SEDP). SESIP has been working to improve the curriculum, reform student assessment and public examination system. The project has set up an Assessment Unit which is closely working with the National Curriculum and Textbook Board (NCTB). SESIP strengthened professional capacity of the Board of Intermediate and Secondary Education (BISE). 67 teacher educators have received foreign training for this purpose.(<http://sesip.gov.bd>)

SEQAEP (2008 - on going): Secondary Education Quality and Access Enhancement Project is a project of DSHE under the Ministry of Education with financial assistance of World Bank and launched its program in 2008. SEQAEP identified English and Mathematics as the area to improve and provided support to English and Mathematics teachers. It has trained Eight thousand teachers in English and Mathematics so far (www.seqaep.gov.bd).

TQI-SEP I & II (2005 - on going): Teaching Quality Improvement in Secondary Education Project (TQI-SEP) is one of the government initiatives to address equity and quality issues in the secondary education sector in Bangladesh. The project was jointly funded by the government of Bangladesh, the Asian Development Bank (ADB) and the Canadian International Development Agency (CIDA). The goal of the Project is to enhance the quality of secondary education in Bangladesh secondary schools by improving the quality of teaching. It was expected that improvements in the quality of teaching would, in turn, improve students' enrolment and also their achievement (Dean, 2006).

For the purpose it provides quality initial and in-service teacher training, including continuing professional development, to all eligible teachers of grades 6-10 in government and private secondary schools in Bangladesh. The Project includes the following four components:

(i) improving teaching quality through organizational development and capacity building; (ii) improving teacher training facilities; (iii) Strengthening in-service and pre-service teacher training; and (iv) Improving equitable access and community involvement.

Teachers' Registration and Certification Authority (NTRCA) was also initiated by TQI to improve the teacher recruitment system (www.tqi2.gov.bd/).

EIA (2009 to 2017) - English in Action (EIA), a nine years project, has been started in 2008 with the aim at enabling 25 million Bangladeshi adults and school children to improve their communicative English language skills. The project is funded by UK Department for International Development (DFID) and being jointly implemented by Ministry of Primary and Mass Education and Ministry of Education of Bangladesh Govt. Aiming to improve the communicative English skills of 25 million people, EIA works with Primary and Secondary teachers and students through schools to change classroom practice, and adult learners through media. EIA has conducted a series of baseline researches. On the basis of the research findings it has been produced teaching learning materials. EIA uses modern technology, such as mobile phones, Television, and internet along, with print materials, as tools of learning English. It is mentioned earlier that EIA is a nine years project from 2008 to 2017. By April 2014,

more than 12,500 teachers and almost a million students have been reached by the programme. By 2017, EIA aim to reach 76,500 teachers and over 10 million students (EIA, 2009).

CEC (2002 – on going): Communicative English Course (CEC) is run by NAEM as the country's apex training institute for both government and non-government schools and colleges (NAEM Library).

BRAC PACE (2001 – on going): BRAC is an international development organisation based in Bangladesh, is the largest non-governmental development organisation in the world, in terms of number of employees as of June 2015 (<http://jobsinbrac.blogspot.com/p/brac-ngo.html>). The BRAC Post Primary Basic and Continuing Education in brief PACE pilot project was started in 2001 to provide subject-based residential training for English, mathematics and science teachers of rural non-governmental high schools in order to enhance their capacity particularly in the teaching of the new topics introduced in the revised curriculum, 1995 (Rahman et al, 2006).

TQI-SEP and United Kingdom and Bangladesh Education Trust (UKBET) have started working to take hold of the inclination of CLT. These projects and programs are involved in accomplishing various types of activities like reviewing and developing curriculum, developing texts and supplementary materials and training trainers and teachers. Among these projects and programs, ELTIP is the first and revolutionary project, which since its inception in 1997, has achieved some major accomplishments, such as developing communicative textbooks for classes nine to twelve, reforming testing system, and training the trainers and teachers (Haider, 2008). It was through these activities, CLT was introduced in Bangladesh. Till 2010, around thirty thousand English teachers have been trained by the programs mentioned above (Islam, 2010; Rahman, 2009). Now the question arises about the impact of all these changes, such as change of curriculum, textbooks, teaching methodology and the training imparted to the teachers and how far the training is being implemented in the classroom situation. Some studies on this field like (Yasmin, 2008, p. 50; Roshid, 2008, p. 185-186) support the conception that most the trained teachers do not implement the training in their classrooms.

It is important to point out that although conceptually valuable and sound in principle, most of the reform attempts have suffered from a lack of planning, for not providing supportive resources, for being isolated attempts and for lacking a coordinated long-term focus. Perhaps that is why in spite of a flurry of activities on various fronts, the results at improving standards of teaching and learning English have been far from satisfactory (Rahman 1999). So this study tries to find out the effectiveness of INSET.

Traditional approaches have also been criticised for being change-oriented or deficit models that see teachers as in need of fixing thus depriving them of their own agency (Krainer, 2002, as cited by Roesken, 2011). However, contemporary views suggest that teachers cannot be developed (passively) or changed, but that they develop actively and what we need to do is to provide opportunities for them to change and grow and to own the change processes (Day, 1999) in the hope that changes in practice could lead to change student behaviours and possibly student learning (Guskey, 2002) and ultimately student achievement. Systematic research should, therefore, be conducted to explore teachers' needs and find out the factors that affect implementing teachers' knowledge and skills gained through in service training courses in the context of Bangladesh.

To measure the effectiveness of any training program it is necessary to see its drawbacks to redesign it to be an effective program. As Boverie, Mulcahy, and Zondlo (1995, p. 1) state, "Evaluating the effectiveness of training efforts is paramount to the success of any program." Therefore, it is vital that evaluation of training be carried out regularly.

In Bangladesh not many research have been done on INSET, however review of some INSETs has been presented below.

2.8 Review of studies on INSETs in Bangladesh context

ELTIP program

Rubina Khan (2002) conducted a study on impact of ELTIP program to English teachers. Findings reveal that the training course was generally successful and had a

positive impact on teachers. Teachers appreciated the communicative approach and felt encouraged by the new teaching/learning methodology. In the classroom one reliable and significant change was the use of the target language by the teachers. Students were also eager to communicate and interact in English. She commented from her findings, ‘The seeds of change have been sown in the minds of the teachers but change will not take place fully unless teachers continue to apply the new principles in their own teaching/learning situation and integrate existing ideas with new ideas.’

BRAC-PACE training program

Rahman et al. (2006) carried out a study on the effect of the BRAC Post Primary Basic and Continuing Education (PACE) or shortly BRAC-PACE training program of English language teachers of rural non-government secondary schools. This training was introduced in 2001 with the purpose to enhance capacity of English teachers to help them cope with the demands of the revised curriculum of 1995. The study examined the changes in the teachers in terms of their pedagogic skills, language skills development, knowledge about CLT and their attitudes towards this approach. The relevance of the training and the existing challenges were also investigated.

The findings revealed the mixed picture about the effect of the training. The positive signs which they noticed that the general improvement on some particular issues i.e., in teachers’ knowledge about CLT and the skills involved in its application in the classroom with variations across districts, age, gender, experience, and educational level of the groups. On the other hand they got little evidence of much difference in the existing classroom practices of trained and non-trained teachers. More significant is students were not being affected very much. ‘Although most teachers perceive the training program and the materials both relevant and useful for their professional development, they do not believe that CLT can be effectively applied in the classroom settings of the rural schools, thus implying a set of ingrained beliefs which influence teachers’ attitudes and behaviour in classroom.’

BRAC TOT course

Ahmed (2014) conducted a study on Effects of BRAC Training on Secondary School Teacher Trainers. From the findings it came out that trainers are the key players for successful Training of the Trainers (TOT) course. In this research the trainees expected more from some of the trainers regarding subject knowledge, skills and ability to motivate the trainees as well as managing adverse situation in their institutions and classrooms while implementing CLT. So, most of them commented this TOT course as inadequate.

She also showed in her study that context is important for implementation of training. In Bangladesh context, defective testing system, lack of support from the head teachers and untrained senior teachers, low salary, work pressure and insufficient duration of the classes hamper the implementation of the training in the classroom. It is found that many trained teachers tried the approaches they learnt from the training in their real classes and discovered that they were not applicable in Bangladeshi context and contradictory to the existing testing system, and so, they gradually lose their motivation and stopped following the training. The findings of the research match with the reflective model of Wallace (1991). The model says that teachers learn the teaching approaches through training and then apply it in the real classroom to reflect back whether the approaches are applicable to the existing education system including the context and content of teaching and testing.

EFL teacher training of TQI-SEP of phase – I

Raihan (2011) conducted a study on impact of EFL teacher training of TQI-SEP of phase - I. The finding from his research shows that the training has very little impact on teaching due to some obstacles i.e., duration of class time, large class size, traditional sitting arrangement, examination system, teachers' workload, dissatisfaction to their own salary.

2.9 Review of studies on INSETs in other countries

Sri Lanka

In Sri Lanka there was a study conducted by Raja Gunawardhane in 2011. The objective of this study was to evaluate the efficiency and effectiveness of the services provided to the teaching-learning process by the in-service teacher education programmes conducted in Sri Lanka. The survey exposed that the short-term in-service training was not a total failure, had immensely contributed for introducing curriculum revisions, innovations in education. However, as discovered by the study the training had not very much affected improving knowledge and skills of teachers. So the effectiveness of the training programme was limited as the training did not affect the classroom teaching. One of the main reasons for not achieving the expected results was the 'trickle down' problem, an inherent problem of cascade model training. Monitoring and supervision recommended as one of the best solutions for this problem.

Indonesia

Wati (2011) conducted a study to see the effectiveness of training program of elementary school English teachers in Riau province, Indonesia. The study also intended to identify the further needs of the English teachers in attending the training program. The findings were that the effectiveness of English teacher training program in that specific district was high in term of improving teachers' confidence and motivation. But in terms of improving the essential English knowledge was not still effective as majority of teachers claimed that they need basic English knowledge must be given early in the training program, the most important aspect for being effective EFL teachers. Besides this the teachers also pointed out that they need the training program should be longer because it has proved the training was effective as the useful forum to make them effective English teachers.

Korea

A study conducted by Park and Bae Son (2009) investigated factors affecting English as a Foreign Language teachers use of technological aids in the classroom in Korea. Findings of this study suggest that the quality of education does not depend on the use of technologies but depends exclusively on the quality of teachers. According to Park and Bae Son, the teachers who participated in this study are of the view that their positive attitude and continues attempt to introduce innovative technologies and teaching materials to the class enhances effective language learning instruction.

Turkey

Kavak *et al.* (2012) carried on a study on an in-service training program in Turkey. The aim of the study was to seek the opinions of the primary and secondary school teachers about their educational needs and in-service teacher training programs. Participants in this study were fairly satisfied with in-service teacher training programs and had positive opinions about these programs. Teachers participating in this study suggested that in-service teacher trainings be conducted in teachers' own school, within working times, and by experts in their fields. They expressly showed interest in having training in scientific developments associated with their subject matter and new approaches to instructional strategies and methods.

Jacob & Lefgren, (2002) concluded from their findings that teacher training can have a significant, positive impact on student achievement under generally favourable conditions, but that such benefits depend on the context and quality of the program.

Iran

A lot of studies have been carried out into the evaluation of teacher-education programs in Iran. Sleeter (1992) explored the perceptions of public school teachers who had taken part in a multicultural education development program. The findings indicated that many of the participants recognized that they had learned much, however, this had brought little change in their attitude and practice.

A study was carried out by Wu et al. (2004) with the purpose of integrating information and communication technology into an in-service training program to enrich the content of that program. The findings showed that the majority of teachers were satisfied with the training program.

Another study was conducted into an in-service training program by Aydin (2008). The study aimed to find out about teachers' perceptions of in-service training and their administrators' support. The finding of the study showed significant differences in the use of knowledge and skill levels in schools and in their personal character.

Birjandi and Derakhshan (2010) conducted another study in which they sought to explore the different perceptions of Iranian EFL instructors and teachers regarding the present and ideal status of in-service programs. Their findings indicated that instructors and teachers had different perceptions about these in-service programs. Though most teachers were satisfied with these programs, they were not motivated enough to attend these programs. Furthermore, most instructors were in favor of improvements in the educational plans and programs since they were not satisfied with the in-service programs. Teachers needed to be motivated to participate in these programs and the instructors were to address the needs of the teachers attending these programs.

Still, another study was carried out by Rajabi et al. (2011). The purpose of the study was to investigate the effects of an ESP in-service teacher training program on the perceptions and instructional practices of Iranian ESP teachers and the students' achievements. The results indicated that there was a significant difference between the achievements of students who benefited from trained teachers in comparison with those who received training from teachers not attending this program.

Scotland

The literature on the effectiveness and importance of teacher professional development programs documents two strong but contradictory claims. On the one hand, teachers surveyed find much to criticise about typical in-service programs. On the other hand, strong, well-designed and well-implemented programs of professional

development are rated positively by participating teachers. To illustrate, it was found by Grieve and McGinley (2010) that successful completion of a continuing professional development program in Scotland led teachers to rate the program favourably in terms of improving learning, integrating theory into practice, and increasing pedagogical skills.

USA

Birman, Desimone, Porter and Garet (2000) surveyed more than 1000 teachers who participated in a US Federal Government sponsored in-service training program. Results indicated that in-service training activities, including study groups, teacher networks, research projects, and teacher resource centres, were more effective as they were more compact, consistent and they encouraged active participation. In addition, collective participation is regarded as an essential feature of an effective training program by teachers; participation of teachers from the same department, subject or grade level was more likely to be evaluated positively because these features foster active involvement and interconnection among teachers (Birman et al., 2000). In this context, in-service training courses focusing on a specific subject area rather than generic content were rated as effective by teachers (Birman et al., 2000; Borko, 2004; Cohen & Hill, 1998; Desimone, 2011). Similarly, professional development activities that were consistent with established policies and teachers' professional experiences were found to be more effective and memorable (Birman et al., 2000).

However, Barnett (2002) reported that inadequacy of follow-up programs after in-service training courses was one of the most crucial problems of professional development programs, and suggested follow-up activities for one- or two-day seminars, which are not sufficient to improve teacher knowledge and skills by themselves.

In another study in the USA Desimone et al. (2003), indicated that professional development elements such as those involving activities that were aligned with standards, assessing teacher outcomes, continuing improvement efforts, and cooperation between post-secondary institutions and school districts, were strongly associated with higher quality by teachers (Desimone et al., 2003).

2.10 More related studies

Educational change and teacher development are highly interdependent (Fullan & Hargreaves, 1992a). To cope with the demands for school-based curriculum development and accountability, school administrators and teachers are becoming increasingly involved in seeking and taking advantage of opportunities to improve their professional skills and teaching effectiveness (Craft, 1996). In the initiation and implementation of any curricular change, professional development programs are crucial in bringing about change in teachers' classroom practices, their attitudes and beliefs, as well as students' learning outcomes (Guskey, 2002). The relevance between the educational change and teacher development according to the practical need to be enhanced through more intensive communication and cooperation within a culture of continuous deliberation (Fullan, 2003).

Although the adoption of in-service development programs helps teachers to face change, research consistently points out that most programs lack practicality and efficiency (Cohen & Hill, 1998, 2000; Kennedy, 1998; Wang et al., 1999).

Beliefs include attitudes, confidence, motivation, self-concept, and self-esteem (Pajares, 1992; Tobin, Tippins, & Gallard, 1994). In an educational setting, beliefs encompass the teacher's understanding of the nature of knowledge and of a discipline. A belief is an understanding held by an individual that guides that individual's intentions for action. An interactive teaching method will be pursued to develop the creative faculties and skills of the children and help them do the exercises through individual or group-work. Research initiatives to find out the appropriate methods for innovation of effective teaching, evaluation and implementation will be encouraged and supported.

In the Yoon et al. (2007) review, in-service training programs that were evaluated as positive had these defining qualities: they were perceived as intensive, sustained, job-embedded, and focused on the teachers' subject matter knowledge. Similarly, Eylon and Bagno (1997) concluded that to be effective, the duration of the in-service training should be sufficient to acquire mastery of the innovation. From another perspective, Joyce and Showers (1980) pointed out that "to be most effective, training

should include theory, demonstration, practice, feedback and classroom application” (p. 379).

An action research study conducted to document the use of professional development knowledge in classroom settings showed that there was limited evidence of teachers’ use of the ideas acquired in in-service training programs in their classroom settings (Linn et al., 2010). Sparks (2002) asserted that no one could promote school effectiveness without focused and un-fragmented professional development efforts. Furthermore, Day (1997) claimed that there were no systematic, coordinated, and conceptualised training programs in many countries of the European Union (EU). Additionally, he criticised the programs as top-down and short-course dominated. In 2007 the European Union (EU, 2007) also reported that only 11 states offered systematic in-service training programs, and most of these had problems in terms of coherence and continuity.

According to Shaw (1995), assessment on effective and successful training can be measured among others using comments or views of trainees assessing the training attended, students’ assessment on their teachers and also the students’ improvement in learning through test and examination results, behavior and students’ attendance. The position of teachers as a factor that has an impact on students’ achievements other than school and student factors which Marzano (2000) identified that teachers produce as much as 13% impact on students’ achievements.

Continuous professional development is a catalyst for professional growth as it increases curiosity, motivation, and educators’ knowledge about their professions. It will supply best practices, new ways of thinking, and problem solving skills that empower them. Overall, it will improve the quality of schools and prepare and support educators to help all students achieve high standards of learning and development (Moore, 2000).

Boverie, Mulcahy, and Zondlo (1995, p. 1) state, “Evaluating the effectiveness of ... training efforts is paramount to the success of any program.” Therefore, it is vital that evaluation of training be carried out regularly. Boverie et al. (1995) also state that until quite recently, there have not been many valid and reliable methods to conduct

such evaluations of training programs and that if so; the collected data have not been analyzed for improvement purposes.

According to the professional development literature, the characteristics of effective in service training programs include: engaging collective participation; involving participants from the same department and grade; compliance with standards; meaningful assessment component; continuing with improvement efforts; cooperation between post-secondary institutions and school districts; intensive; sustained and job-embedded; and content focus on teachers' knowledge of subject matter (Borko, 2004; Cohen & Hill, 1998; Desimone, Porter, Garet, Yoon & Birman, 2002; Desimone, 2009; Eylon & Bagno, 1997; Yoon, Duncan, Lee, Scarloss & Shaply, 2007; Varela, 2012). In addition, it is generally known that highly effective in-service training programs are the ones that are grounded in teachers' needs (Avalos, 2011; Darling-Hammond & McLaughlin, 1995; OECD, 2010).

Promoting the professional autonomy of teachers while designing a professional development model is one of the most important characteristics of successful training programs. Ball (1996) and Clark (1992) concluded that teacher determination of the shape and the course of their own professional development is essential in the design of any training model. Furthermore, the American Society for Training and Development endorsed a list of essential qualities for effective training and development, including integrating appropriate technology into programs; encouraging connectivity and collaboration; presenting content not as a discrete event – should be an event exemplified by real classroom cases; focusing on learning styles and preferences; and meeting teachers' training needs (Arneson, Rothwell & Naughton, 2013).

Any professional development program aiming to improve teacher and student learning and performance requires an evaluation process as an integral part (Delvaux et al., 2013; Linn, Gill, Sherman, Vaughn, & Mixon, 2010). Owing to its importance and necessity, there are a significant number of studies in the literature that focus on the evaluation of in-service teacher training programs. Some studies documented strong critiques of typical professional development programs, but the most widely cited result was the need to enhance teachers' content knowledge and pedagogical

knowledge (Guskey, 2003). Wade's (1985) meta-analysis that reviewed 91 journal articles concluded that professional development programs were moderately effective in terms of effect levels, reaction, learning, behaviour, and results. By contrast, Kealey, Peterson, Gaul and Dinh (2000) concluded that implementation failure was still a common problem. In sum, the consensus of the literature is that in-service training programs often fail to achieve their objectives and fail to be delivered as planned (Guskey, 1986; Fullan, 1991).

CHAPTER THREE

Methodology of the Study

3.0 Introduction

In this part the research design employed in the study has been presented. In addition, it presents the selection of determining samples, research methods and research instruments with justification of using them.

3.1 Research design

The study was integrated qualitative and quantitative approaches based on reviewed literature to find out the real picture of the intervention through collecting data from secondary and primary sources. Mixed method approach was used to conduct the study. It has been observed that many researchers concentrated their attention on the combination of qualitative and quantitative approaches (Tashakkori and Teddlie, 2003). In fact, researcher used both quantitative and qualitative approaches to gain in-depth picture of the subject matter, the respondents involved and the efficacy of programs (Steckler et al., 1992).

3.2 Sources of data and method of data collection

Sources of data and the data collection procedures are integral part of any research for justifying the validity of that particular study. Here attempt has been made to clarify the sources of data and their operational application as follows. (See Table 3.2)

3.2.1 First Phase: Document Analysis (Secondary sources of data)

For conducting the study the relevant documents were collected from National Curriculum and Textbook Board, National Academy for Educational Management (NAEM) and Teaching Quality Improvement in Secondary Education Project along with library and online resources from different websites. After that they were carefully sorted-out, scrutinised and analysed. This analysis helped the researchers in

developing the data collecting tools and selecting the sample as per research questions of the study.

- Review of the Project Design Documents
- Review of all the following documents related to the implementation of the trainings
 - CPD Training modules;
 - Education policy, 2010; and
 - National Curriculum 2012, English, classes VI - X in terms of learning outcomes.
 - National Curriculum 1995, English, classes VI - X in terms of learning

3.2.2 Second Phase: Field Survey (Primary source of data)

In relation to the literature and document review samples were selected for collecting data. Different techniques were used to collect data from field level such as observing teaching-learning activities in classroom, Focus Group Discussions (FGDs). Opinions of the resource persons and participants were collected using interviews and questionnaire through sample survey.

3.2.2.1 Sampling method and Population (Area of respondents and sample size)

The research was done in Dhaka urban and Manikganj rural area. A purposive sampling method was used for collection of data in this research. In sampling procedure the researcher tried to ensure representative sample selection. Thus, the distributions of the participants in the sample are shown in Table 3.1.

Table 3.1

Distribution of Samples

Div.	District	Training Centre	Resource Person	Participant	School	Class	Observed teachers	Students
Dhaka	Dhaka (Urban)	TTC Dhaka	5	120	10	20	20	5x 20 = 100
	Manikganj (Rural)	NAEM	5	119	10	20	20	5x 20 = 100
Total=		2	10	239	20	40	40	200

It is clearly seen from the tabular presentation that

- the two training centres i.e., Govt. Teachers' Training Colleges, Dhaka and NAEM were selected as samples.
- a total of 239 participants in which 120 from CPD of three (3) batches of TTC Dhaka and 119 from CEC of three (3) batches of NAEM were selected for questionnaire survey.
- five (5) resource persons or teacher trainers from TTC Dhaka for CPD course and five (5) teacher trainers from NAEM for CEC, in total ten (10) resource persons were selected as sample for this study.
- ten (10) from Dhaka urban and ten (10) schools from Manikganj rural area in total thirty (20) secondary schools were selected as samples.
- two (2) classes were observed in each school and a total of 40 classes of grades 6 - 10 were observed to gather data regarding proper practice of ELT.
- total two hundred (200) students of grades 6-10 and five (5) students from each class) were selected as samples for FGDs considering sex.

3.2.3 Tools of data collection

Tools were selected according to the design of the study. This research was both qualitative and quantitative in nature. Accordingly tools or instruments were prepared and administered for accomplishing the research. The descriptions of tools and reasons for using data are discussed below.

3.2.3. a Structured questionnaire

A post-program evaluation was conducted through questionnaire survey. Dörnyei (2002) notes that questionnaires are one of the most common data collection methods in second language (L2) research. Dörnyei remarked that “the popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily process able” (p.101). Shuttleworth (2008) highlights that questionnaire are useful tools to find out the opinions of large number of teachers working in different schools and different cities.

Part of the questionnaire was adapted from Mak (2011). Item construction in the questionnaire forms used to measure effectiveness of in-service training was adapted from the models by Tyler (Tyler, 1981) and Kirkpatrick (1998). The questionnaire was divided into three parts. The first part was about respondent's identification. The second part contained 3 Tables of forty-eight (48) Likert-scale questions. The questions were focused on the areas highlighting the components of the training program; participants' satisfaction about training, trainers and perceptions of their own developed skills and knowledge in pedagogy; the socio cultural factors or challenges of CLT. Moreover the questionnaire included one (1) open ended question focusing on teachers' recommendation to develop the present practices of CLT and to sustain it.

The questionnaire was administered to two hundred and thirty nine (239) participants of three (3) CPD and three (3) CEC batches whereas one hundred and twenty (120) participants were from CPD course and one hundred and nineteen (119) participants were from CEC.

The respondents were fully informed about the purpose of the study (i.e., Called informed consent). They were given twenty minutes to fill in and return the questionnaire. The participant teachers were instructed to give written answers and they were informed that their names would remain pseudonyms and that the data would be used in research purpose only and the raw data would not be accessible to anyone other than the researcher. All the participants returned their questionnaires in time after their precious answers.

3.2.3.b: Interview schedule

Face to face interview was used to collect opinion from the resource persons of CPD course and CEC who have long experiences in ELT, curriculum and other related activities. Interview schedule was used to gain a greater understanding of the teacher training process, identify goals of the teacher training, performance of the teacher and factors related to its effectiveness. According to Best and Kahn (1998), in venturing to search for people's beliefs, perceptions and attitudes, interviews are one of the most prevailing instruments. It has many advantages over other types of data collection

methods due to its interactive nature. Patton (2002) asserts open-ended interviews are designed to “add depth, detail and meaning at a very personal level of experience” (p. 17). As stated by Nunan (2004), people prefer face-to-face contacts. Therefore, semi-structure interviewing was used in this study. Interview schedule with the resource persons provided the study with the perspectives on the effectiveness of the INSET courses for English teachers and their motivation in effectual teaching and the impact of this course on their performance. Their recommendations were sought for development of English teachers and for the efficacy of the INSET courses. A sample size of five (5) from CPD course and five (5) from CEC in total ten (10) interviews were conducted. Each participant’s interview took place at different times due to their preferences and their different work schedules. Every interview lasted between forty five (45) minutes to one (1) hour. Before starting each interview, the resource person was briefed about the study and all interviews were carried out in English and audio recorded. Later on all were transcribed as they mentioned. Finally it was coded and analysed thematically.

3.2.3.c Classroom observation checklist

Nunan (1992) says that the observation scheme has become quite sophisticated since they were first introduced. Alright and Bailey (1991, p.13) state that the value of an observational schedule depends directly and exclusively on the reliability and validity of its categories. Chaudron (1988) alleges the reliability of most instruments has not been sufficiently proved (see also Alright and Bailey, 1991). Genese and Upshur (1996) provide guidelines for the design of original observation schemes. They advised beginning teacher/ teacher researchers to use anecdotal records to develop appropriate categories. Following the guidelines a checklist was developed and for extra information field note was included with this.

Classroom observation checklist with fifteen (15) criteria was used to observe the teachers’ performance in English lesson and usefulness of the training program. Two teachers from each school and in total forty (40) teachers were observed. Before observing each of the class prior permission was taken from the school authority and the teachers.

3.2.3. d Focus Group Discussion (FGD) Guideline

Focus group discussions (FGD) were conducted to supplement the data that were collected through questionnaire to reconfirm the behaviour changes of English teachers after having attended INSET and the benefits that students got from their teachers. The purpose of FGD was to gather information from human sources. Maxwell (1996) asserts the value of discussions as they allow the data collectors and the participants to work back and forth, reconstruct the past, analyse the present and predict the future. Since this study was to investigate the effectiveness of INSET, so discussion can be the best way to understand participants' feeling and thoughts as Patton (1990) puts it: 'We conduct discussion with people to find out from them the things which we cannot directly observe. We cannot observe feelings, thoughts, and intentions. We cannot observe behaviour that took place at some previous point in time ... we have to ask questions about these things. The purpose of letting them talk is to allow us to enter into other person's perspective (p.195).

A total two hundred (200) students taking five (5) students in each group were selected for focus group discussion. A set of guidelines was prepared and used to collect data from them in the light of group perspective. Altogether forty (40) FGDs were held under the study regarding their learning English. Students of the FGD groups were very enthusiastic while in discussion and each FGD was held after observation has been done.

3.3 Field testing and finalisation of tools

The tools were tested prior finalising at the field level by the researcher. These were used to the respondents who were not included as sample for final data collection. Immediately after the field test these tools were criticised to find out the appropriateness of used language, approaches of enquiry, ethical issues, and the relevancy with the study. After getting feedback based on field test, the tools were finalised.

3.3.1 Validity of tools

For the validity issue, this questionnaire was pilot tested on the participants of one CPD batch and was also given to my supervisor and colleagues who are ELT and Curriculum specialists for validity concern. After gaining expert opinion from specialists and obtaining the responses of these experts and pilot studies, the questionnaire was revised and finalised in relation to the feedback given. The main changes made in the questionnaire i.e., language changes and in terms of face validity a Table was added in question number 3 for respondents to fill in. Then the questionnaire was administered to six batches (3 CPD batches and 3 CEC batches). The questionnaire was distributed to the trainees in the end of the training program and after filling them they handed them back to the researcher.

This interview schedule was distributed to two ELT specialists for validity measures. After receiving feedback and making the necessary changes mainly in the wording of the questions a face to face interview was conducted. Then necessary changes were made replacing one question. Finally interviews were conducted on the resource persons.

In analysing quantitative data SPSS 20 version was used and presented through tabular form and graphic representation. The qualitative part was analysed through coding process. The next chapter presented the analysis of data. Findings of the study also presented on the basis of research questions.

3.3.2 Validation of data

Triangulation has been done of the gathered information for validation of data. Triangulation is broadly defined by Denzin (1978: p.291) as “the combination of methodologies in the study of the same phenomenon,” cited in Jick (1979, p.602). In the present study, the between method strategy, which involved quantitative and qualitative aspects, was employed as a means of ensuring validity.

Table 3.2

Sources of data & methods of data collection

Problem statement	Research Questions	Methods	Sources of data	Instruments
The In-service Training courses for the secondary English teachers of Bangladesh are not effective enough.	a) What extent are the In- Service Training courses adequately organised to meet the needs of the secondary English teachers in their own context?	Questionnaire survey Interviews	Secondary English teacher Teacher Trainers	Structured questionnaire Interview Schedule
	b) How far teachers are motivated and their skills are developed in CLT during the training course?	Questionnaire survey Interviews	Secondary English Teacher Teacher trainers	Structured questionnaire Interview Schedule
	c) How much are the teachers implementing the acquired skills received from the training?	Interviews Observation Focus group discussion	Teacher trainers Secondary English classroom with teacher Secondary Students	Interview Schedule Observation Checklist FGD Guidelines
	d) What are the socio cultural factors that persuade English teachers in implementing CLT at the secondary level in Bangladesh?	Questionnaire survey Interviews	Secondary English Teacher Teacher trainers	Structured questionnaire Interview Schedule

3.4 Ethical issue

Ethical issues are great concern that a researcher need to be cautious. Before collecting data permission was duly sought from the concerned authority. After getting permission data had been collected.

The next chapter presents the data and the findings from analysis.

CHAPTER FOUR

Analysis of Data and Findings

4.0 Introduction

This chapter presents the findings of the study according to the tools and methods, specified earlier in this report. More emphasis has been given based on the research questions of the study. Findings have been made on the basis of document analysis and data interpretation. First the information about respondents has been presented and discussed. As noted earlier that both quantitative and qualitative data have been presented simultaneously. In quantitative analysis simple statistics i.e., frequency, mean and percentage have also been used around the report. Coding process was used for analysing qualitative data. For clarification in some cases respondents' opinions have also been coated.

4.1 Background Information about the participant teachers

The survey questionnaire consisted of three parts whereas the purpose of the first part was to gather general information about the participant teachers. In this part participants were asked to put tick mark regarding the statement or word that match with them.

4.1.1 Participant teachers in terms of sex of both the INSETs (CPD and CEC)

A detailed feature of the sampled participant teachers in terms of sex is illustrated in the Figure 4.1. It displays that among the total participants of CPD course 72.5% teachers were male and 27.5% teachers were female. On the other hand in CEC course 78.2% of the participants were male teachers and 21.8% were female teachers. It reveals that most of the participant teachers were male. It has been explicitly demonstrated that the male participants were 45% more than the female respondents as because the most of the male participants' attended the CPD and CEC courses.

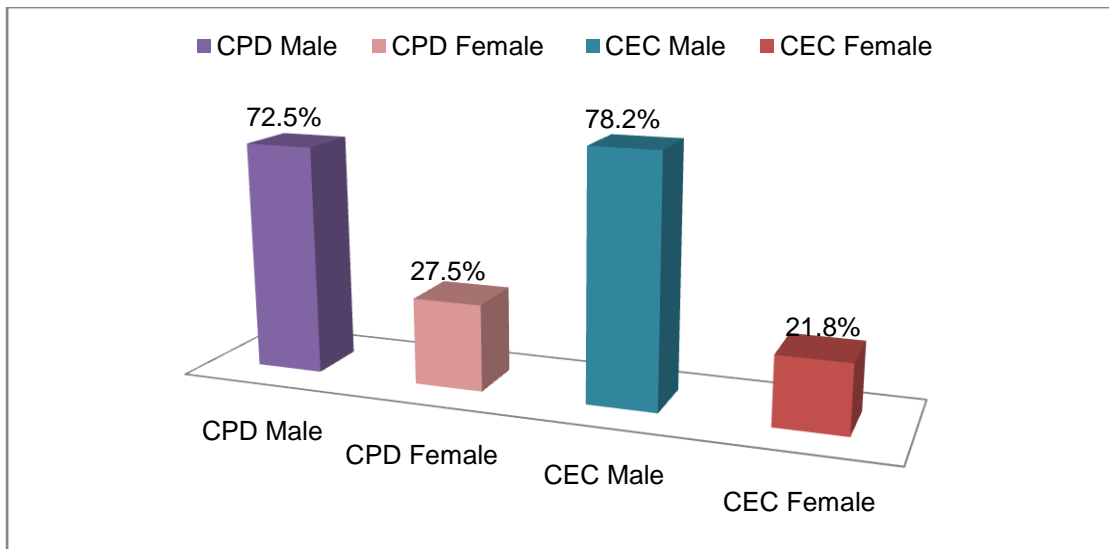


Figure 4.1. Participant teachers by sex

4.1.2 Academic qualification of the participant teachers

Out of the sampled participant teachers, almost all were either trained or qualified with degrees. Table 4.1 shows their academic qualifications. A total 58% and 55.93% of the sampled participant teachers were only simple graduate (BA, Pass course) while 22.68% and 25% among them hold BA degree with honours in CEC and CPD course correspondingly. However a total 19.24% and 18.74% participant teachers of CEC and CPD course were BSS (Hon.) degree holders and 43.69% and 43.33% of them possessed MA degree in English in the respective in INSET courses. On the other hand a total 29.41% and 23.33% participant teachers of CEC of CPD course possessed Masters degree from different disciplines rather than English.

Table 4.1

Academic qualification of the participant teachers

Degree	CEC	CPD
BA (Pass)	58%	55.93%
BA (Hons.) in English	22.68%	25%
BSS/BSc./other (Hons.)	19.24%	18.76%
MA (English)	43.69%	43.33%
MA /MSc./M Com./MSS	29.41%	23.33%

4.1.3 Professional qualification of the participant teachers

Regarding professional degree a total 38.6% and 12.5% participant teachers of CEC and CPD course hold B Ed degree respectively. On the other hand 4.2% of the CEC and 4.16% participant teachers of the CPD of the total sample teachers had M. Ed degree. It has been revealed the fact though all teachers should have B Ed degree or pre-service training but most of the teachers' did not have that very necessary professional degree for teaching (See table 4.2).

Table 4.2

Professional qualification of the participant teachers

B Ed.	38.6%	12.5%
M Ed.	4.2%	4.16%

4.1.4 Teachers Studied English in BA

It is expected that EFL teachers should be from English background. The findings which came out from the both INSETs are represented in the Figure 4.2.

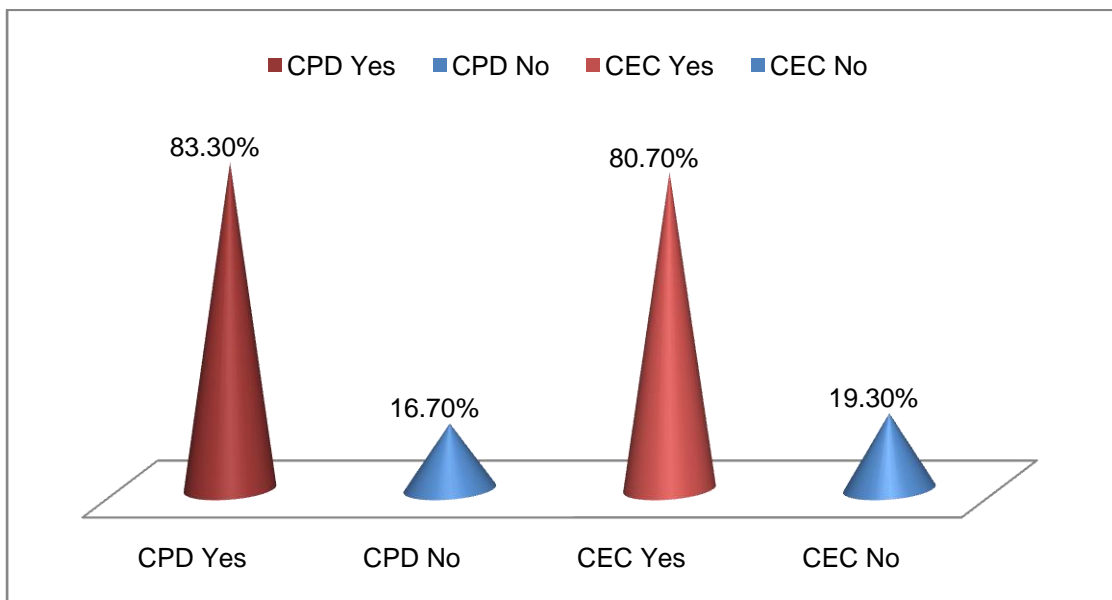


Figure 4.2. The percentage of teachers studied English at the graduation level

The Figure 4.1.2 shows that among the sampled English teachers, a total 83.30% of the participant teachers of CPD course had studied English as elective subject in their BA degree and the rest 16.70% did not have English subject. Similar findings is observed in CEC where a total 80.70% among the whole participant teachers had studied English as elective subject and the 19.30% did not study English while doing BA degree. It reveals the fact though all the participant teachers teach English but all of them did not have English at their graduation level. However it is expected that for the optimum competency in English the teachers should have English as an elective subject at their graduation level.

4.1.5 Teachers' experience in teaching

Among the sampled participant teachers of CPD and CEC course 239 teachers were selected as samples. The Figure 4.3.exposes that the sample had varying teaching experience ranging from 1 to 15 years and more.

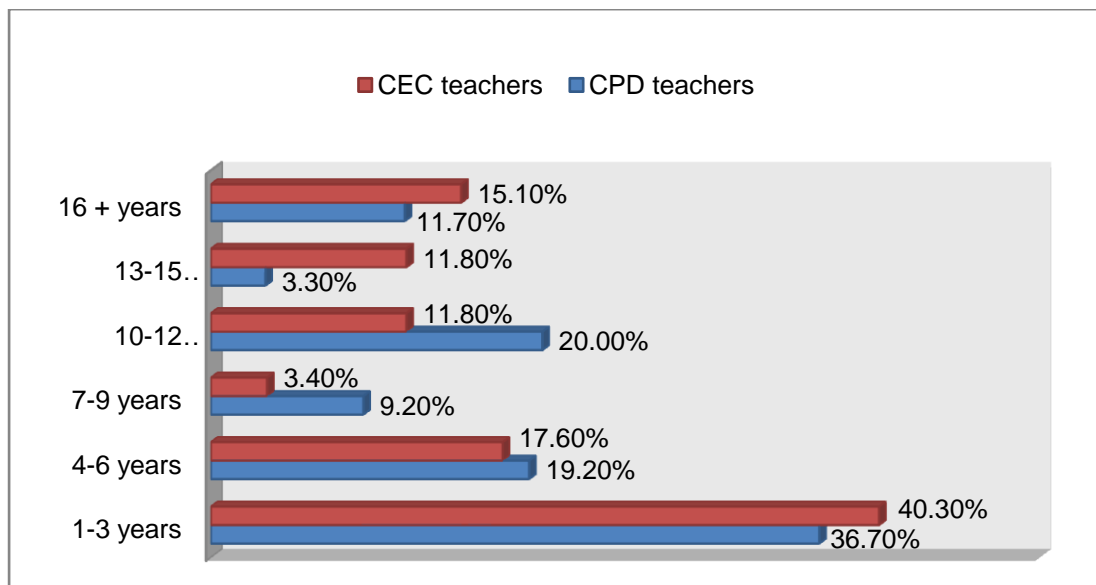


Figure 4.3. Teachers' experience in teaching

In the Figure 4.1.3 participant teachers' experiences have been considered in 6 categories. Among the total participant 40.3% of CEC and 36.7% teachers of CPD course had been marooned in the first category and they got the experience of teaching for 1-3 years; in the second category 17.6% of CEC and 19.2% of CPD participants had the experience of teaching for 4 - 6 years. And among the entire

participants 3.4% of CEC and 9.2% of the CPD teachers belonged to the third category of 7 - 9 years while 11.8% CEC and 20% of CPD teachers belonged to the fourth category of 10 – 12 years. On the other hand in the fifth category among the whole participants 11.8% teachers of CEC and 3.3% teachers of CPD had the experience of teaching for 13 – 15 years; and in the sixth category 15.1% of the CEC and 11.7% of CPD participant teachers had the experience of teaching of 16 years and above. This Figure signifies that all teachers including the novice and very experienced and aged teachers attend these in service training courses.

4.2 Questionnaire analysis

As it has been noted earlier in this report that the required data was collected from English teachers of grade 6 - 10 based on the questionnaire survey. In the end of the training course the questionnaires were distributed among the participants of CPD and CEC to weigh their feedback on the concerned courses. Since this study focussed on effectiveness of INSET that is why data was collected from English teachers during the study period. Samples were selected purposively from six batches in total whereas 3 batches from CPD of TTC Dhaka and 3 batches from CEC of NAEM. All questionnaires had been returned ensuing in a response rate of 100%. The questionnaire consisted of three sections: first section was about the information of the participants; the second section contained three Tables of structured questions while the third section contained one open ended questions.

In questionnaire survey the sampled teachers were asked to give their feedback on different aspects of the INSET courses. The Table A consisted of 15 positive statements. The purpose of the structured questions of Table A (See Appendix A, Table A) was to draw participants' view about the different components of CEC and CPD course to measure the effectiveness of the INSET courses. The Table B contained 14 positive statements. Through the questionnaires of Table B (See Appendix A, Table B), sampled teachers were asked to convey their estimation about the impact of the course on their self-perception, motivation and knowledge base. For the rationales in both the Table A and B, the sampled teachers were asked to rate on a 5-point Likert scale, where the ratings were 5 = “strongly agree” and 0 = “strongly

disagree” to show the extent to which they agreed or disagreed with the positive statements.

On the other hand Table C of the questionnaire (See Appendix A, Table C) comprised of 22 items of positive and negative statements. The purpose of the structured questions of Table C was to get participants’ opinion on the socio cultural factors that influence English teachers in implementing CLT. In this case participants were asked to rate on 4 – point rating scale. The values for rating scale were set as, 0 = Not at all, 1 = To some extent, 2 = Fairly/moderately, 3 = On a large scale.

The analysis of the questionnaire have been done using SPSS 20 and thus, presented in different tabular and graphic forms and presented below.

4.2.1 The structure and content of the CPD training course

The first three items in the questionnaire of Table A were related to structure and content of INSET course. The findings from the ratings of the participant teachers are presented in the Table 4.3 and Table 4.4

Table 4.3

The structure and content of the CPD course

Sl. No.	Items	SD 1	D 2	NS 3	A 4	SA 5
1.	The training program was well-planned with its duration.	--	10%	15.85%	23.3%	50.8%
2.	The content of the program was relevant to my classroom needs.	--	8.3%	17.5%	19.2%	55%
3.	The manuals/ handouts were useful.	--	6.7%	19.2%	40.8%	33.3%

In Table 4.2.1, serial number 1 – 3 were rated very high by the participant teachers as they all agreed or strongly agreed with the item descriptions. A total 50.8% of the participant teachers signified “strongly agree” and 23.3% participant teachers indicated “agree” for the serial number 1 and 55% of the participant teachers pointed out “strongly agree” and 19.2% optioned for “agree” against the serial no 2. Also for the item of serial number 3 a total 33.3% of the participant teachers chose “strongly

agree” and 40.8% chose for “agree”. On the other hand no one optioned for “strongly disagree” and the percentage rates for choosing “not sure” and “disagree” are very low in all three items. That indeed expressed participants’ satisfaction about the design and content of the CPD course.

Table 4.4

The structure and content of the CEC

Sl. No.	Items	SD 1	D 2	NS 3	A 4	SA 5
1.	The training program was well-planned with its duration.	--	1.7%	1.7%	45.4%	51.3%
2.	The content of the program was relevant to my classroom needs.	--	3.4%	-----	41.2%	55.5%
3.	The manuals/ handouts were useful.	1.7%	52.1%	.80%	43.7%	1.7%

In Table 4.4 from serial number 1 - 3 were also rated very high by the participant teachers of CEC. Most of them agreed or strongly agreed with the item descriptions. A total of 51.3% of the participants specified “strongly agree” and 45.4% denoted “agree” for the serial number 1 and 55.5% indicated “strongly agree” and 41.24% of the participant teachers pointed to “agree” for the serial no 2. The percentage rate of choosing “not sure” is very low in all two items. The percentage rates of “strongly agree” and “agree certainly” express participants’ satisfaction about the design and content of the CEC of NAEM. On the other hand 52.1% optioned for “disagree” and 1.7% optioned for “strongly disagree” which shows more than 50% of the participants’ dissatisfaction about the manual of the CEC of NAEM.

4.2.2: Expertise of the resource persons/facilitators

Resource persons are the key personnel to make the INSET effective. The estimation of the participants about their resource persons of the concerned INSETs are presented in Figure 4.4 and Figure 4.5.

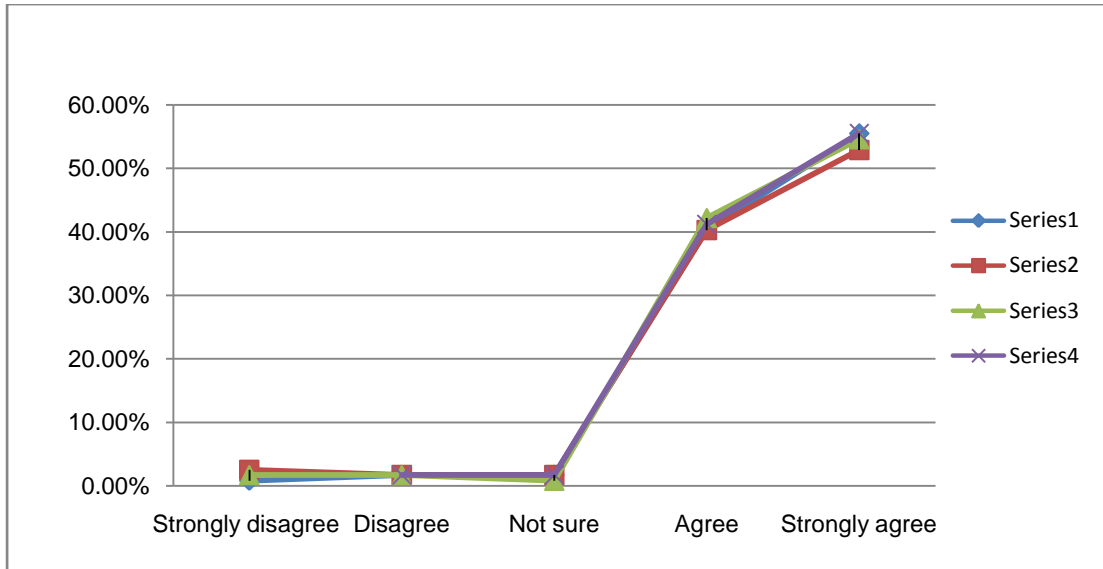


Figure 4.4. Expertise of the resource persons/facilitators of the CPD

Items 4-7 in the questionnaire of Table A were set to determine trainers' competencies of the INSET course. The opinions of the participant teachers of CPD course regarding the items 4, 5, 6 and 7 are presented through series 1, 2, 3, and 4 correspondingly.

The item number 4 (series – 1) was “the facilitators are knowledgeable about the topics”. In answering to this statement a total 55.50% of the participant teachers rated “strongly agree” while 40.30% participant teachers rated “agree”. The statement against item 5 (series 2) was, “the facilitators explained clearly the application of the relevant concepts, methods and techniques”. In replying to this item a total 52.90% of the participant teachers strongly agreed while 40.30% participant teachers agreed on the statement. In item 6 (series 3), the participant teachers rated on “the communicative approaches were modelled by the trainers”. A total 54.60% teachers of the participants opined for “strongly agree” while 42.20% opined for “agree” among the participant teachers. In viewing next to the statement of item number 7 (series – 4), “the feedback on my course work was useful”, a total 55.50% of the participant teachers “strongly agreed” and 41.20% participant teachers agreed. According to the responses of the participant teachers of the CPD, it has been found that the resource persons or the trainers of the CPD were competent enough and they exhibited their expertise as trainers.

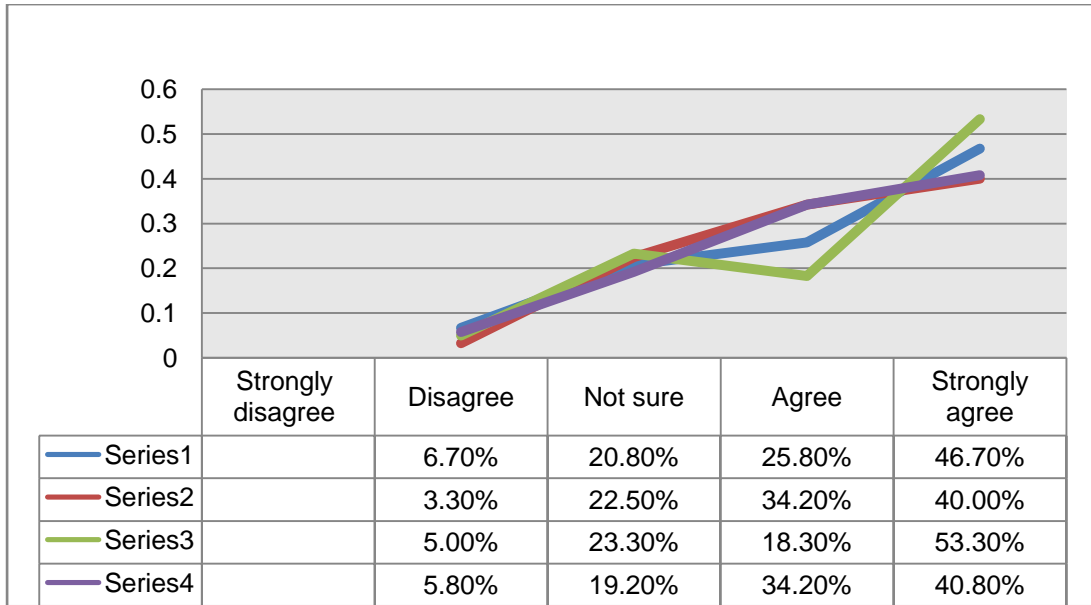


Figure 4.5. Expertise of the resource persons/facilitators of the CEC, NAEM

A total of 46.7% of the participant teachers of CEC, NAEM rated against the item number 4 (series – 1) as “strongly agree” while 25.8% of the participant teachers rated “agree”. In responding to the item 5 (series 2), a total 40% of the participant teachers strongly agreed while 34.2% agreed. In item 6 (series 3), among the participant teachers a total 53.3% optioned for “strongly agree” while 18.3% chose “agree”. In viewing against the statement of item number 7 (series – 4), a total 40.8% of participant teachers opted “strongly agree” and 34.2% opted “agree”. It has been found from the responses of the participant teachers that the resource persons or the trainers of the CEC of NAEM had enough expertise and they demonstrated their competencies as trainers.

4.2.3: Training atmosphere of the INSET course

Congenial atmosphere helps the participant teachers to grasp new knowledge and skills. In the questionnaire the items illustrations for 8 - 10 were about training atmosphere. Participant teachers’ opinions about training atmosphere are presented in the Figure 4.6. and Figure 4.7..

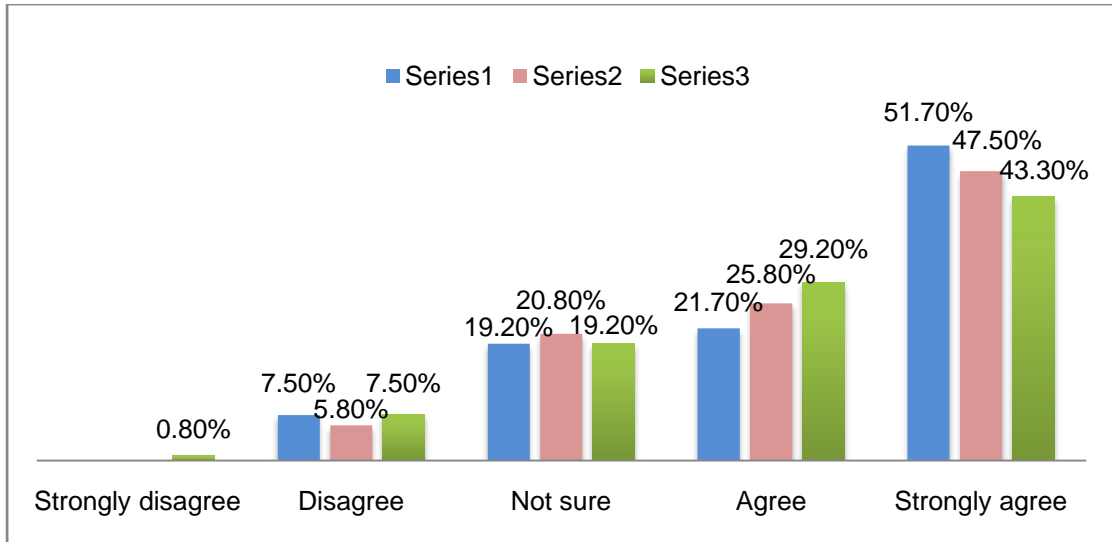


Figure 4.6 Training atmosphere of the CPD course

In item 8 of the questionnaire the statement was “the learning atmosphere was motivating and encouraging”. In responding to this item, a total 51.70% of the participants opined “strongly agree” while 21.70% of the participants stipulated “agree”. In line with this, the description of item 9 was “we were encouraged to collaborate with peers”. Against this statement a total of 47.50% of the participants “strongly agreed” while 25.80% “agreed”. Aligned with this, item 10 was “we were encouraged to discuss and to find solutions to our real-life problems”. Among all, 43.30% strongly agreed and 29.20% agreed with this item. The ratings of the participants show that learning atmosphere of CPD training course was affable and motivating.

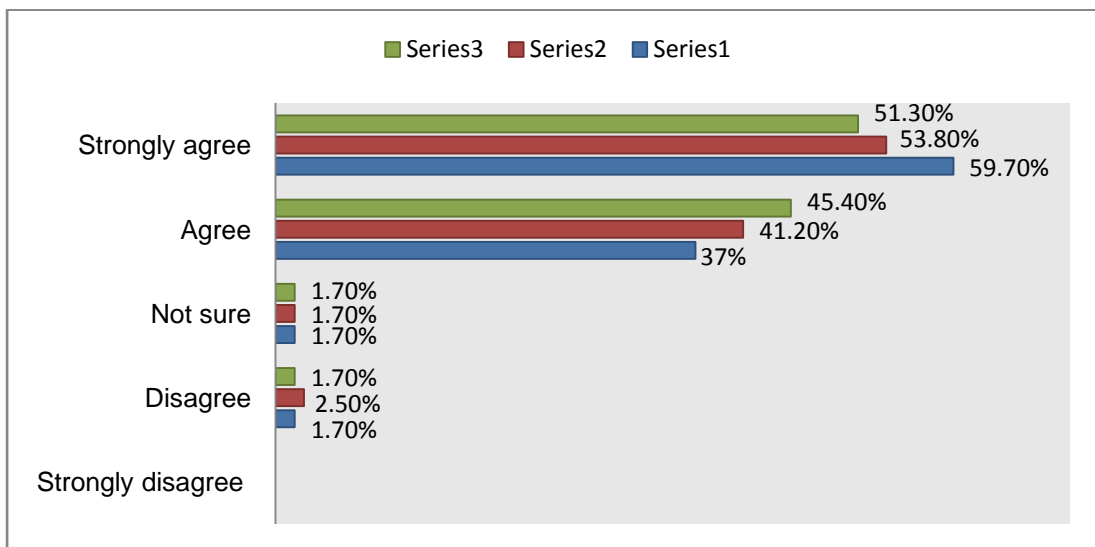


Figure 4.7. Training atmosphere of the CEC of NAEM

4.2.4: Effectiveness of the INSET courses (CPD and CEC)

Participants expressed their opinions regarding effectiveness of the INSET courses. The appraisals of the participant teachers of CPD and CEC are presented in Table 4.5 and Table 4.5.

Table 4.5

Effectiveness of the CPD course

Sl. No.	Items	Strongly disagree 1	Dis-agree 2	Not Sure 3	Agree 4	Strongly Agree 5
11.	The course helped me to relate the theory to teaching practice.	--	9.2%	18.3%	31.7%	40.8%
12.	The coursework helped me develop knowledge and skills in English teaching.	--	11.7%	15%	17.5%	55.8%
13.	This course helped me to think critically about my present practices in the light of the new knowledge.	--	8.3%	19.2%	28.3%	44.2%
14.	We created materials to be used in our own classes.	--	7.5%	29.2%	32.5%	30.8%
15.	The course was useful for my teaching and professional development.		11.7%	14.2%	13.3%	60.8%

Participants were asked to rate on the effectiveness of the CPD course in items 11 -15. All were rated to the utmost degree by the participants as they all “agreed” or “strongly agreed” with the item depiction. A total 40.8% of the participant teachers indicated “strongly agree” while 31.7% of the participant teachers denoted “agree” for item 11: “the course helped me to relate the theory to teaching practice”. On the other hand for item 12, “the coursework helped me to develop my knowledge and skills in English teaching” a total 55.8% of the participants viewed “strongly agree” while 17.5% viewed “agree” of the participants. In item 13: “this course helped me to think critically about my present practices in the light of the new knowledge and skills”, a total 30.8% of the participants indicted “strongly agree” while 32.5% participants specified “agree”. And for the next item 14, “We created materials to be used in our own classes”, a total 30.8% of the participants “strongly agreed” and 32.5% agreed. The item 15 was pertaining to participants’ appreciation of the course: “the course

was effective for my professional development”. A total of 60.8% of the participants denoted strongly “agree” and 13.3% participants “agreed” with this. The outcome shows that participants of the CPD course are satisfied and this course was beneficial to them.

Table 4.6

Effectiveness of the CEC of NAEM

Sl. No.	Items	Strongly disagree 1	Dis-agree 2	Not Sure 3	Agree 4	Strongly Agree 5
11.	The course helped me to relate the theory to teaching practice.	---	80%	.80%	39.5%	58.8%
12.	The coursework helped me develop knowledge and skills in English teaching	---	1.7%	1.7%	26.1%	70.6%
13.	This course helped me to think critically about my present practices in the light of the new knowledge	---	1.7%	1.7%	42%	54.6%
14.	We created materials to be used in our own classes.	.80%	.80%	2.5%	52.9%	42.9%
15.	The course was useful for my teaching and professional development	2.5%	---	---	26.1%	71.4%

To learn about the efficacy of the CEC, NAEM participant teachers were asked to rate on the items 11 – 15 of the questionnaire. Their opinions are presented in the Table 2.4.4. A total 58.8% of the of the participant teachers indicated “strongly agree” while 39.5% of the participant teachers denoted “agree” for item 11. Conversely for item 12, a total 70.6% of the participant teachers viewed “strongly agree” while 26.1% viewed “agree”. In item 13a total 54.6% of the participants indicted “strongly agreed” while 42% participants indicated “agreed”. And for the item 14, a total 54.6% of the participants strongly agreed and 42% agreed. Next to the item 15 a total 71.4% of the participant teachers denoted “strongly agree” and 26.1% of the participants denoted “agree”. The result reveals that the course was effective for the teachers and the participants of the CEC of NAEM were satisfied.

4.3 Impact of the course on participants' self-perception, motivation and knowledge base

Through the questionnaires of Table B (See Appendix A, Table B), participant teachers of both the INSETs were asked to express their self-evaluation after attending INSET. The item no.1 of Table - B was "I have a better self-concept, satisfaction, and confidence in my ability as a teacher now." Participant teachers' opinions are presented in Figure 4.3.1 and 4.3.2.

It has been seen in the Figure 4.8 that a total 58% of the participant teachers of CPD indicated "strongly agree" while 37% optioned for "agree". The consequence vibrantly expressed that the majority of the participant teachers' confidence level has been increased after attending CPD course.

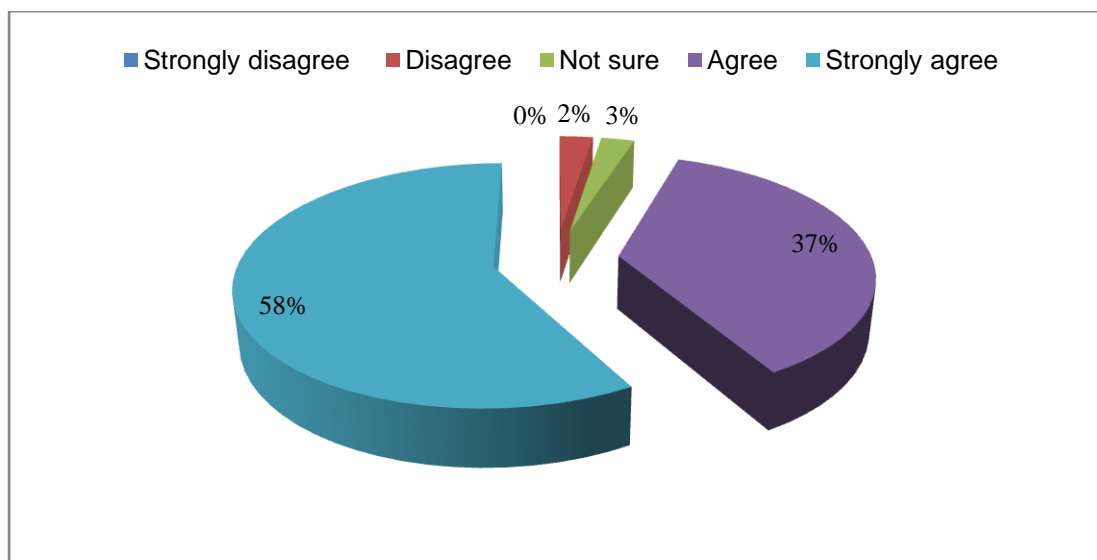


Figure 4.8. Participant teachers' confidence level after CPD course

The CEC participants also expressed their view about their confidence level FTER. The Figure 4.9 represents that a total 56% of the participant teachers of CEC, NAEM indicated "strongly agree" while 39% optioned for "agree" against the item 1. The corollary is expressed intensely that the confidence level has been increased of the majority of the participant teachers of CEC.

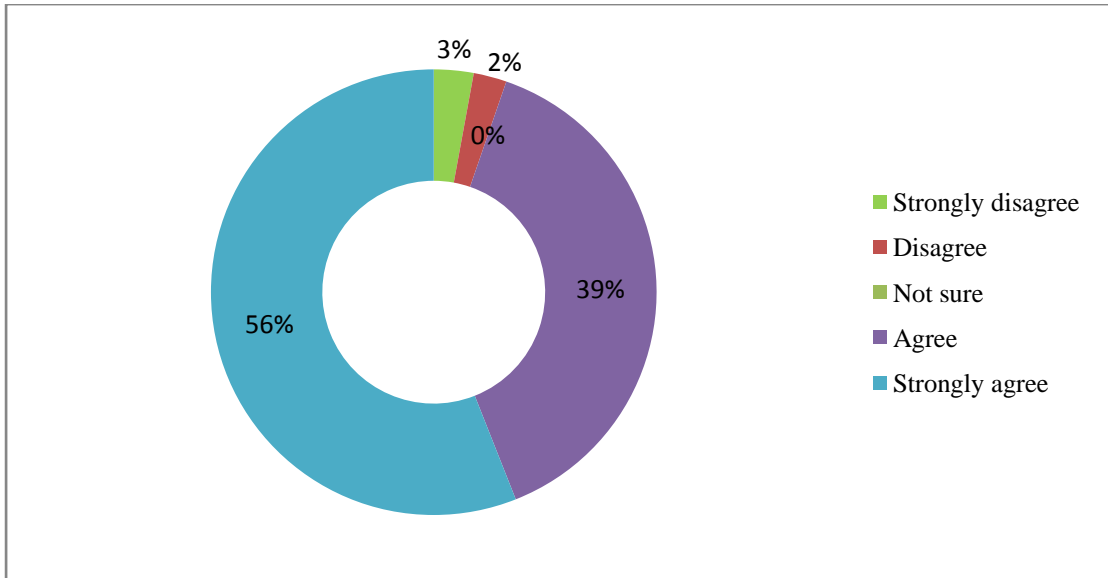


Figure 4.9. Participants confidence level as teachers after CPD training

4.3.1: Participant teachers’ motivation after the INSETs (CPD and CEC)

Motivational factor is important to put into practice new knowledge and skills. The participants exposed their motivation through the ratings on the items 2 and 3 that is revealed in the Figure 4.10 and Figure 4.11 which show the motivational curves are uprising.

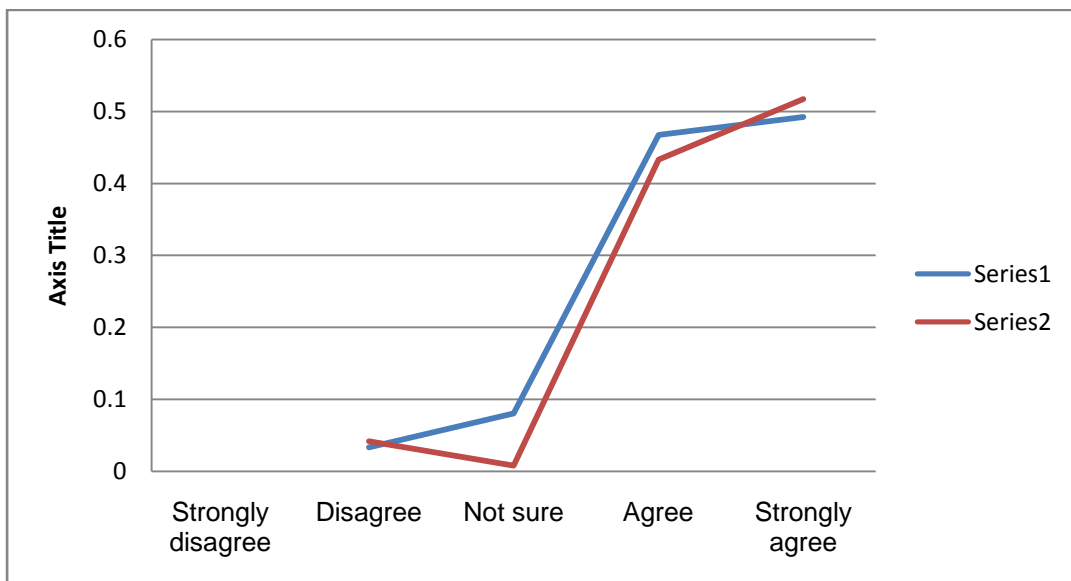


Figure 4.10: Participant teachers’ motivation after the INSET on CPD

In the item no 2, participants were asked to rate on “I have more desire to try out new ideas”. In response to the statement a total 49.2% of the total participant teachers of CPD opted for “strongly agree”. Further next to the statement “I have more desire to know more about my field” a sum 51.70% “strongly agreed” and 43.3% “agreed” of the total participants. The consequence definitely indicates that the participants of CPD were motivated profusely.

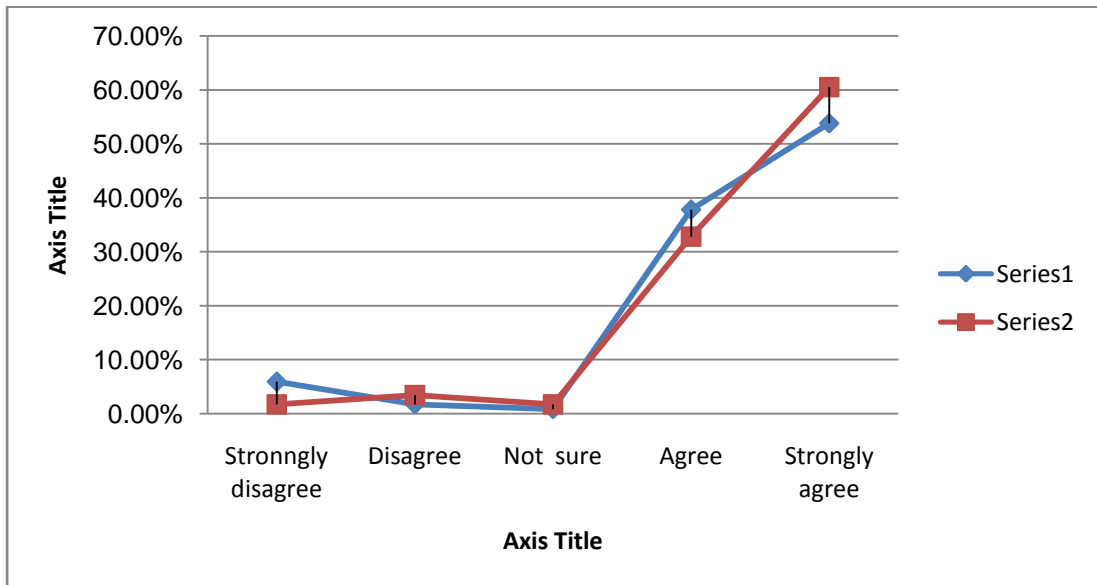


Figure 4.11: Participant teachers' motivation after the INSET on CEC

In response to the item no 2, a total 53.8% strongly agreed while 37.8% agreed among the total participants. Further next to the statement 3, 60.50% of the participant teachers strongly agreed and 32.8% agreed. The outcomes positively indicate that the participants of CEC of NAEM were motivated enough in the end of the training.

4.3.2: Participant teachers' knowledge base about curriculum and CLT after attending CPD and CEC

A good English teacher should have proper understanding about aims and objectives of English curriculum and CLT strategies. So the contents of INSET should include them. Participants' opinions regarding their knowledge base about curriculum goals and CLT are presented in Figure 4.12.

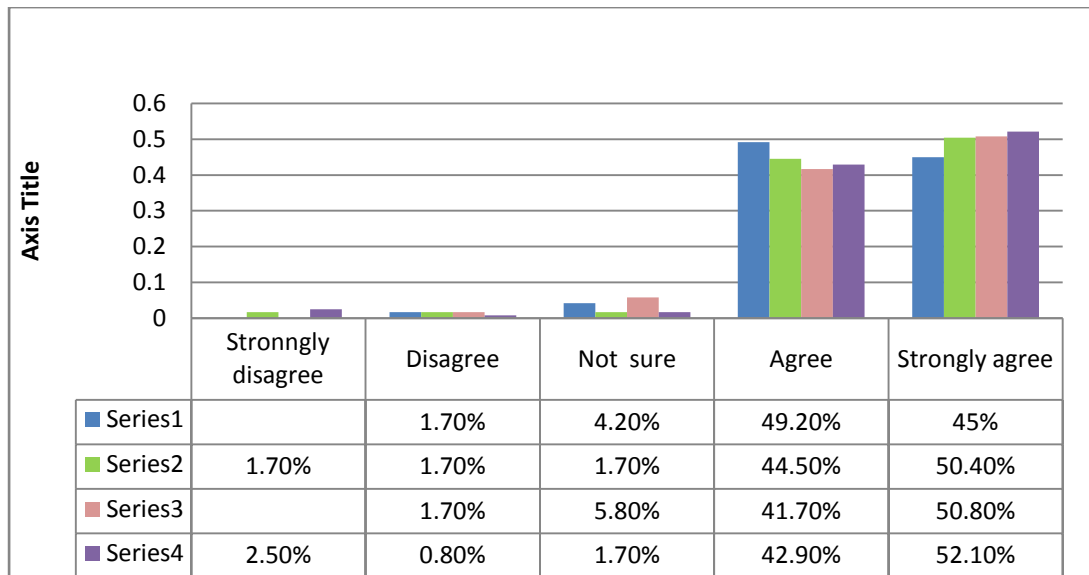


Figure 4.12. Participant teachers' knowledge base about curriculum and CLT

In Table B of the questionnaire item 4 was 'I feel better informed and knowledgeable about the new curriculum goals now'. Against the statement a total 45% was rated "strongly agree" while 49.2% was rated "agree" of the whole participants of the CPD course. The item 5 was: 'I feel more knowledgeable about constructivism and communicative language teaching'. In responding to this statement 50.80% "strongly agreed" and 41.7% "agreed" of the total participants of CPD.

On the other hand, responding to the item 4, a total 50.40% and 44.50% of the entire respondents of CEC rated "strongly agreed" and "agreed" respectively. In answering next to the statement for the item 5, 52.1% "strongly agreed" and 42.90% "agreed" of the entire participants of CEC.

Participant teachers of both the INSET courses i.e., CPD and CEC expressed the same voice. That shows that the majority of the participants were satisfied about the gained knowledge about curriculum goals, constructivism and CLT.

4.3.4: Understanding about learners' role, needs and learning styles from CPD and CEC, NAEM

Participants' opinions concerning their understanding about students and teacher's role learners' needs and learning styles from CPD and CEC, NAEM are presented in Figure 4.13.

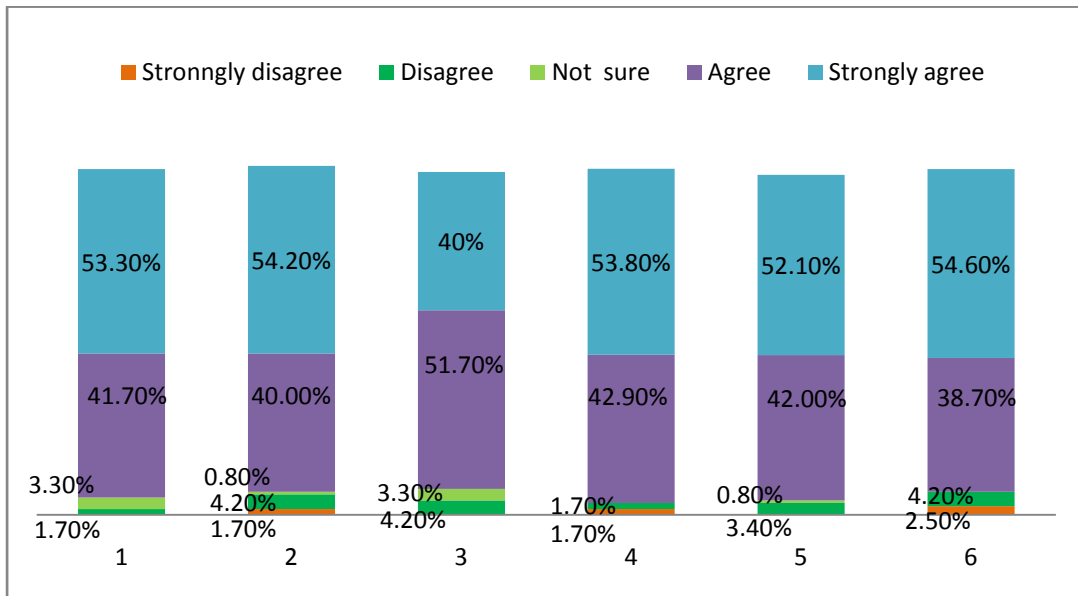


Figure 4.13. Understanding about learners' role, needs and learning styles from CPD and CEC.

The participant teachers of CPD course communicated their feedback to the statement of item 6 'I have a better understanding of teacher and students' roles in the class now' (column 1). A total 53.30% "strongly agreed" and 41.70% "agreed" of the entire participants of CPD course. In response to the statement 7: "I have an increased awareness of the needs of young learners" (column 2) overall 54.2% "strongly agreed" and 40% "agreed" of the whole participants. In line with this, the statement 8 was "I have a better understanding of different learning styles" (column 3). Against the statement on the whole 40% chose "strongly agree" while 51.70% opted for "agree".

The participant teachers of CEC, NAEM conveyed the similar opinion like CPD. For item 6, a total 53.8% "strongly agreed" and 42.90% "agreed" of the intact participants (column 4). In answering to the item 7, (column 5) about 53.80% "strongly agreed"

and 41.70% “agreed” of the entire participants. Next to the statement 8 (column 6) largely 54.60% preferred “strongly agree” while 38.70% preferred “agree”.

The result indeed marooned to the ratings on “strongly agree” and “agree” in both the INSET courses. That expresses participants’ satisfaction about their awareness about the role of the teacher and students and their needs and choosing teaching strategies accordingly.

4.3.5: Knowledgeable about the use of text book

The participants of CPD and CEC, NAEM transmitted their opinions regarding the use of English textbook through the ratings on the items 9 and that are exposed on the Figure 4.14.

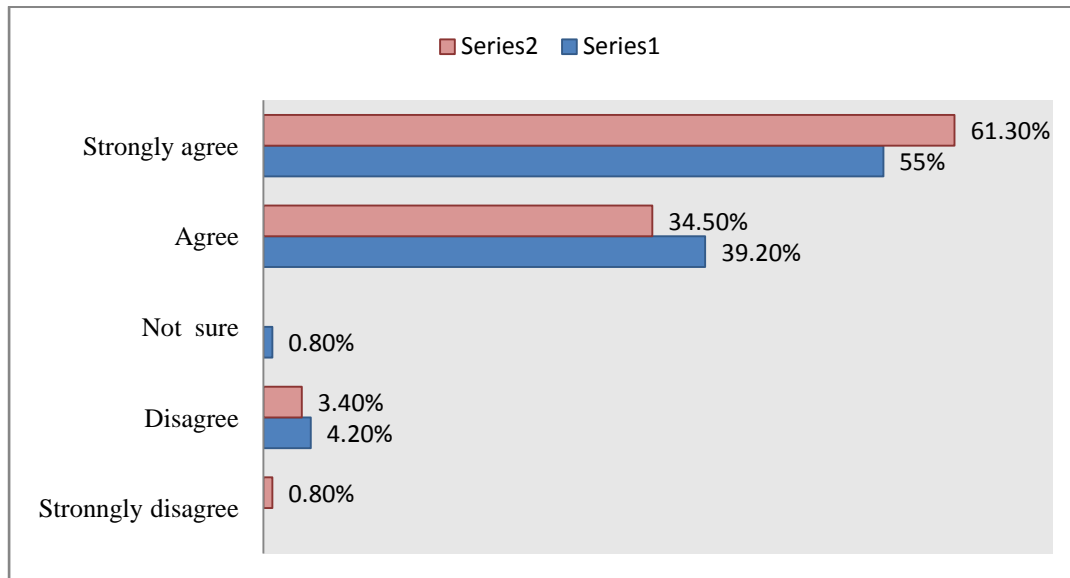


Figure 4.14 Knowledgeable about the use of text book

The statement of item 9: ‘I know better how to use textbooks according to my classroom needs’. Responding to this item among the participants of CPD, a total 55% “strongly agreed” and 39.2% “agreed”. On the other hand the participants of CEC, NAEM echoed the same voice like CPD. For the same item, a total 61.3% “strongly agreed” while 34.5% “agreed of the whole participants (series 2). The outcome certainly expressed most of participants’ of the INSET courses knowledge improved in using English textbook. Different strategies are followed in developing students’ language skills in CLT. Participants of the CPD and CEC projected their

achieved knowledge in teaching language skills in items 10 - 13. Their appraisal is presented in the Table 4.7.

Table 4.7

Knowledgeable about the strategies of developing language skills

Sl no.	Items	Strongly disagree		Disagree		Not Sure		Agree		Strongly agree	
		CPD	CEC	CPD	CEC	CPD	CEC	CPD	CEC	CPD	CEC
10	I am equipped with variety of instructional strategies to promote students' speaking skill.	---	2.5%	3.3%	2.5%	4.2%	.80%	55%	52.9%	36.5%	41.2%
11	I feel more knowledgeable about pre-, while-, and post-reading strategies.	---	.80%	3.3%	4.2%	2.5%	---	42.5%	37.8%	50.8%	57.1%
12	I feel more knowledgeable about pre-, while-, and post listening strategies.	---	.80%	2.5%	4.2%	2.5%	---	45.8%	41.2%	48.3%	53.8%
13	I feel more knowledgeable about process and product approach in writing skill.	---	1.7%	2.5%	2.5%	3.3%	---	54.2%	49.6%	39.2%	46.2%

The statement of the item 10 was "I am equipped with variety of instructional strategies to promote students' speaking skill". A total 36.5% among the participants of CPD indicated "strongly agree" while 55% of the participants "agreed" for this item. For item 11: "I feel more knowledgeable about pre-, while-, and post-reading strategies" 50.8% preferred "strongly agree" and 42.5% choose "agree" among the CPD participants. Then again for item 12, "I feel more knowledgeable about pre-, while-, and post listening strategies." a total of 48.3% of the participants viewed "strongly agree" while 45.8% viewed "agree". In item 13: "I feel more knowledgeable about process and product approach in writing skill", a total 39.2% of the participants "strongly agreed" while 54.2% "agreed" with the statement.

The participants of CEC echoed the same voice like the participants of CPD. Among the participants of CEC for item 10, a total 41.2% participant, “strongly agreed” and 52.9% participant “agreed” with the item illustration. Against the statement of the item 11, 57.1% participants selected “strongly agree” and 37.8% participants opted “agree” among the entire participants of CEC. Next to the item 12, 53.8% and 41.2% of the total participants of CEC gave their preferences for “strongly agree” and agree” in that order. And for the rest item of 13, in general 46.2% participants favoured “strongly agree” and 49.6% “agree” of the whole participants of CEC.

All were rated to the utmost degree by the participants of CPD and CEC, NAEM as they all “agreed” or “strongly agreed” with the item depiction. The outcome shows that participants of both the INSET courses are satisfied with their knowledge in teaching language skills gained through the training courses.

4.3.6: Knowledgeable about evaluating students learning

In responding to the item 14:” I know better how to evaluate students’ learning”, 44.2% participants chose the option “strongly agree” while 49.2% (series 1) of the whole respondents of the CPD course opted “agree”. Conversely 54.6% participants selected the option ‘strongly agree” and 41.2% preferred “agree” of the whole participants of CEC,NAEM (series 2). In both the INSETS the ratings of the participants weighted more than 50% on “agree” and “strongly agree”. That indeed indicates participants’ satisfaction about the differences in gaining knowledge to evaluate students’ learning. The knowledge base about evaluating students’ learning of the participants of the CPD and CEC are presented in the Figure 15.

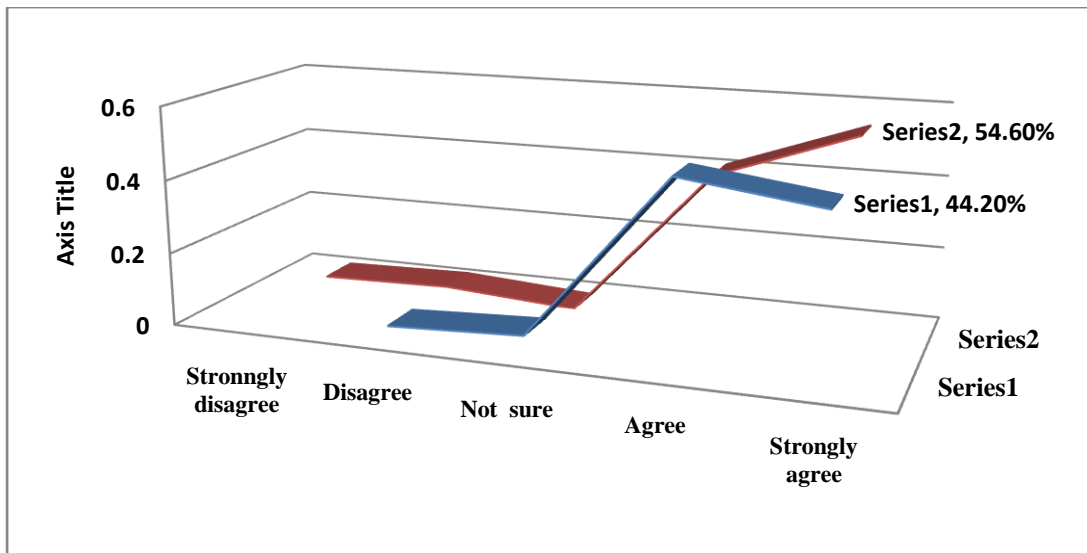


Figure 4.15. Knowledgeable about evaluating students learning

4.4 Socio cultural factors that influence English teachers in implementing CLT in classroom

Participants of both the INSET courses i.e., CPD and CEC were asked to rate the challenges or factors related to their environment, society and culture that they think of standing in the way of implementing CLT in classroom. Participants were asked to rate on 4 point scale (See Appendix A, Table C). The findings are discussed below.

1. Pertaining to the issue ‘The class periods allotted for English are not sufficient to practice the language and to complete the assigned syllabus.,’ approximately 15.6% of the participants of CPD opined that it is not a problem at all, 24.4% of the participants viewed that it is a problem but to some extent, 33.3% of the participants considered it is a moderate problem and 26.7% of the participants opined it is a problem on a large scale. So it reveals that more than 50% of the participant teachers of CPD considered it as an issue or problem.

On the other hand on this issue about 18.6% of the participants of CEC, NAEM expressed the view that it is not a problem at all, 18.4% of the participants viewed that it is a problem to some extent, 31.6% of the participants considered it is a moderate problem and 31.6% of the participants opined it is a problem on a large scale. So the views denote that most of the participant teachers of CEC, NAEM considered it as a problem and a large scaled problem.

2. Relating to “Teaching learning strategy of English is very much exam oriented”, about 19.3% of the participants of CPD expressed their observation that it is not a problem at all while 12.5% of the participants consider it as a problem to some extent. 29.5% of the teachers opined it is a moderate problem and 38.6% of the participants opined it is as a problem on a large scale. So it divulges that most of the participants opined that it is a large-scaled problem.

Moreover on this issue about 10.5% of the participants of CEC, NAEM exposed their view that it is not a problem at all, 26.3% of the participants viewed that it is a problem but to some extent, 28.9% of the participants considered it is a moderate problem and 34.2% of the participants opined it is a problem on a large scale. So the views denote that most of the participant teachers of CEC, NAEM considered it as a large scaled problem.

3. On the issue “Large class size prevents effective language practice”, 10.2% of the participants rated that it is not a problem at all; 13.6% of the participants considered it as a problem but to some extent whereas 26.1 of participants deemed that it is a problem but 45.5% of the participants mentioned this is a large-scaled problem.

Relating to this issue a total 15.8% of the participants of CEC, NAEM expressed their consideration that it is not a problem at all while 21.1% measured that it is a problem but to some extent, other 23.7% of the participants considered it as a moderate problem and majority of the participants about 43.2% of the total participants estimated it as a problem on a large scale. It exposes the thinking that most of the participants of CEC assumed that this is a large scaled problem. Actually for effective language practice in CLT small class size is required.

4. Concerning “Most of the English teachers at the secondary level are not trained,” about 4.5% of the participants of CPD expressed their contemplation that it is not a problem at all while 23.9% believed that it is a problem but to some extent, other 33% of the participants considered it as a moderate problem and majority of the participants, nearly 37.5% of the total participants

considered it as a problem on a large scale. It discloses that most of the participants of CPD assumed that this is a large scaled problem.

Relating to this issue a total 15.8% of the participants of CEC, NAEM expressed their reflection that it is not a problem at all while 21.1% considered that it is a problem but to some extent, other 23.7% of the participants considered it as a moderate problem and majority of the participants about 39.5% of the total participants deemed it as a problem on a large scale. It exposes the thinking that most of the participants of CEC of NAEM assumed that this is a large scaled problem.

5. On the issue of “Most of the English teachers at the secondary level are not proficient in English.,” about 4.5% of the participants of CPD articulated their thoughtful opinion that it is not a problem at all and 23.9% believed that it is a problem but to some extent, nearly 33% of the participants considered it as a moderate problem and majority of the participants, almost 37.5% of the total participants considered it as a problem on a large scale. It reveals that most of the participants of CPD believed that this is a large scaled problem.

On the same issue a total 15.8% of the participants of CEC of NAEM conveyed their estimation that it is not a problem at all while 21.1% considered that it is a problem but to some extent, other 23.7% of the participants measured it as a moderate problem and mass of the participants about 39.5% of the total participants reckoned it as a problem on a large scale. It vividly represented that most of the participants of CEC, presumed that this is a large scaled problem.

6. On the topic of “Most of the teachers feel comforts in using Bangla”, about 10.2% of the participants of CPD opined that it is not a problem at all, 13.6% of the them mulled over as it is a problem but to some extent, 29.5% of the participants believed it as a moderate problem and other 46.5% of the them rated this as a large scaled problem. It makes public the truth that most of the participant teachers felt that it is a large scaled problem.

Then again on the same topic, about 7.9% of the participants of CEC run by NAEM viewed that it is not a problem at all, 18.4% of the them pondered over it as a problem but to some extent, 31.6% of the participants believed it as a moderate problem and other 42.1% of the them optioned for this as a large scaled problem. The consequences express the fact or the actual scenario of the real life where teachers do not have enough confidence to use English as an instructional language.

7. Concerning against the account “Most of the teachers have lacking in using EFT (English For Today) properly”, about 12.5% of the participants of CPD addressed that it is not a problem at all, and 30.7% of the them mused over as it is a problem but to some extent whereas 23.9% of the participants judged it as a moderate problem and the rest 33% of the them addressed this issue as a large scaled problem.

About the same statement, about 13.5% of the participants of CEC, NAEM expressed their opinion and considered it is not a problem at all, 45.9% of the them contemplated over it as a problem but to some extent, 24.3% of the participants believed it as a moderate problem and other 16.2% of the them optioned for this as a large scaled problem. It exposes the truth that most of the English teachers do not have proper understanding about using EFT properly in classroom.

8. Regarding ‘Most of the teachers are not efficient enough to motivate students to study hard,’ about 13.6% of the participants of CPD opined that it is not a problem at all, 34.1% of the teachers opined it is a problem but to some extent, 43.2% of the participants opined it is a moderate problem and 9.1% of the participants opined it is a problem on a large scale. It reveals that most of the participant teachers of CPD considered that it as a problem.

Against the same statement, about 24.3% of the participants of CEC, NAEM expressed their views and measured it is not a problem at all, 43.2% of the them weighed up it as a problem but to some extent, 13.5% of the participants

believed it as a moderate problem and other 18.9% of them opined for this as a large scaled problem.

The outcomes revealed that most of the participants of CPD considered it as a moderate problem while most of the participant teachers of CEC, NAEM considered this as a problem but to some extent.

9. Concerning “Most of the teachers cannot take proper preparation,” about 13.6% of the participants of CPD expressed their deliberation that it is not a problem at all while 39.8% supposed that it is a problem but to some extent, other 28.4% of the participants measured it as a moderate problem and nearly 18.2% of the total participants considered it as a problem on a large scale. It unveils that most of the participants of CPD supposed that this is a problem but to some extent.

Relating to this issue a total 11.4% of the participants of CEC, NAEM expressed their reflection that it is not a problem at all while 37.1% considered that it is a problem but to some extent, other 31.4% of the participants considered it as a moderate problem and about 20% of the total participants deemed it as a problem on a large scale. It exposes the thinking that most of the participants of CEC of NAEM assumed that this is a problem but to some extent.

Teachers’ preparation is the key factor in good teaching. The effect of the ratings of the participants of both the INSET courses convey that teachers unpreparedness for teaching is a problem but to some extent.

10. On the issue ‘Most of the teachers give more emphasis on private tuition than classroom teaching due to low pay,’ about 8% of the participant of CPD viewed that it is not a problem at all while 21.6% opined that it is a problem but to some extent, other 19.3% of the teachers opined it is a moderate problem and majority of the participants about 51.1% of the total participants estimated it as a problem on a large scale. It divulges that most of the teachers assumed that this is a large scaled problem.

On the same issue a total 13.9% of the participants of CEC, NAEM expressed their reflection that it is not a problem at all while 27.8% regarded that it is a problem but to some extent, other 13.9% of the participants considered it as a moderate problem and most of the participants about 44.4% of the total participants supposed it as a problem on a large scale. It depicts the thinking that most of the participants of CEC of NAEM assumed that this is a large scaled problem. The result reveals that most of the participants of CPD and CEC, NAEM weighted the issue as a large scaled problem.

11. In relation to the statement: “Most cases English teachers do not get enough cooperation from the authority”, about 18.2% of the participants of CPD spoke their anticipation that it is not a problem at all while 29.5% of the participants supposed that it is a problem but to some extent, other 27% of the participants specified it as a moderate problem and 33% of the total participants considered it as a problem on a large scale. It unveils that most of the participants of CPD supposed that this is a problem on a large scale.

On the same issue a total 5.4% of the participants of CEC, NAEM expressed their reflection that it is not a problem at all while 48.6% considered that it is a problem but to some extent, other 18.9% of the participants considered it as a moderate problem and about 51.1% of the total participants believed it as a problem on a large scale. It exposes the thinking that most of the participants of CEC of NAEM assumed that this is a problem but to some extent.

Teachers’ preparation is the key factor in good teaching. The effect of the ratings of the participants of both the INSET courses convey that teachers unpreparedness for teaching is a problem but to some extent.

English Teachers are also busy with administrative jobs

12. Concerning “English Teachers are also busy with administrative jobs,” about 15.9% of the participants of CPD expressed their contemplation that it is not a problem at all while 17% believed that it is a problem but to some extent, other 23.9% of the participants considered it as a moderate problem and nearly

43.2% of the total participants considered it as a problem on a large scale. It discloses that most of the participants of CPD assumed that this is a problem but to some extent.

Relating to this issue a total 32.4% of the participants of CEC, NAEM expressed their reflection that it is not a problem at all while 13.540.5% considered that it is a problem but to some extent, other 13.5% of the participants considered it as a moderate problem and about % of the total participants deemed it as a problem on a large scale. It exposes the thinking that most of the participants of CEC, NAEM assumed that this is a problem but to some extent.

13. Pertaining to the statement “English classes do not have sufficient technological support,” about 13.6% of the participants of CPD expressed their considerate view that it is not a problem at all and 37.5% assumed that it is a problem but to some extent, just about 15.9% of the participants regarded it as a moderate problem and approximately 33% of the total participants considered it as a problem on a large scale. It reveals that most of the participants of CPD believed that this is a problem but to some extent.

On the same matter a total 36.8% of the participants of CEC of NAEM communicated their inference that it is not a problem at all while 13.2% considered it is a problem but to some extent, other 18.4% of the participants evaluated it as a moderate problem and mass of the participants about 31.6% of the total participants surmised it as a problem on a large scale. It vividly represented that most of the participants of CEC, presumed that this not a problem.

Actually technology can aid teaching learning but it cannot ensure good teaching. It mostly depends on teachers’ knowledge, efficiency and interest for quality teaching and learning .

14. Regards of the account; ‘Teachers from other discipline have to teach English due to shortage of English teachers,’ about 5.7% of the participants of CPD

expressed their contemplation that it is not a problem at all while 21.6% believed that it is a problem but to some extent, other 44.3% of the participants considered it as a large scaled problem and majority of the participants, nearly 28.4% of the total participants considered it as a problem on a large scale. It discloses that most of the participants of CPD assumed that this is a large scaled problem.

Relating to this issue a total 13.5% of the participants of CEC, NAEM expressed their reflection that it is not a problem at all while 32.4% considered that it is a problem but to some extent, other 13.5% of the participants considered it as a moderate problem and majority of the participants about 40.5% of the total participants deemed it as a problem on a large scale. It exposes the thinking that most of the participants of CEC of NAEM assumed that this is a large scaled problem.

15. Concerning the account “English teachers teach different subjects at different classes,” about 12.5% of the participants of CPD expressed their considerate view that it is not a problem at all and 19.3% alleged that it is a problem but to some extent, nearly 31.8% of the participants regarded it,as a moderate problem and approximately 35.2% of the total participants considered it as a problem on a large scale. It reveals that most of the participants of CPD believed that this is a large scaled problem.

On the same issue a total 13.2% of the participants of CEC of NAEM communicated their inference that it is not a problem at all while 23.7% considered that it is a problem but to some extent, other 18.4% of the participants evaluated it as a moderate problem and about 44.7%of the total participants surmised it as a problem on a large scale. It vividly represented that most of the participants of CEC, presumed that this is a problem but to some extent.

16. Concerning the aspect: “Most of the students feel shy in speaking English,” about 4.5% of the participants of CPD expressed their contemplation that it is

not a problem at all while 23.9% believed that it is a problem but to some extent, other 33% of the participants considered it as a moderate problem and majority of the participants, nearly 37.5% of the total participants considered it as a problem on a large scale. It discloses that most of the participants of CPD assumed that this is a large scaled problem.

Relating to this aspect a total 15.8% of the participants of CEC, NAEM expressed their reflection that it is not a problem at all while 21.1% considered that it is a problem but to some extent, other 23.7% of the participants considered it as a moderate problem and majority of the participants about 39.5% of the total participants deemed it as a problem on a large scale. It exposes the thinking that most of the participants of CEC of NAEM assumed that this is a large scaled problem.

17. On the factor: “Most of the students are frightened of English,” about 4.5% of the participants of CPD articulated their thoughtful opinion that it is not a problem at all and 23.9% believed that it is a problem but to some extent, nearly 33% of the participants considered it as a moderate problem and majority of the participants, almost 37.5% of the total participants considered it as a problem on a large scale. It reveals that most of the participants of CPD believed that this is a large scaled problem.

On the same factor a total 15.8% of the participants of CEC of NAEM conveyed their estimation that it is not a problem at all while 21.1% considered that it is a problem but to some extent, other 23.7% of the participants measured it as a moderate problem and mass of the participants about 39.5% of the total participants reckoned it as a problem on a large scale. It vividly represented that most of the participants of CEC, presumed that this is a large scaled problem.

18. On the topic of “The job of school teachers is less rewarding than other jobs”, about 9.1% of the participants of CPD opined that it is not a problem at all, 11.4% of the them mulled over as it is a problem but to some extent, 15.9.5% of the participants believed it as a moderate problem and other 63.6% of the

them rated this as a large scaled problem. It makes public the truth that most of the participant teachers felt that it is a large scaled problem.

Then again on the same topic, about 18.4% of the participants of CEC run by NAEM viewed that it is not a problem at all, 23.7% of the them pondered over it as a problem but to some extent, 13.2% of the participants believed it as a moderate problem and other 44.71% of the them optioned for this as a large scaled problem. The consequences express the fact or the actual scenario of the real life where teachers do not have enough confidence to use English as an instructional language.

19. Concerning against the account “The meritorious students do not come to this profession due to low pay structure”, about 9.1% of the participants of CPD addressed that it is not a problem at all, and 11.4% of the them mused over as it is a problem but to some extent whereas 15.9% of the participants judged it as a moderate problem and the rest 63.6% of the them addressed this issue as a large scaled problem.

About the same statement, about 18.4% of the participants of CEC, NAEM expressed their opinion and considered it is not a problem at all, 23.7% of the them contemplated over it as a problem but to some extent, 13.2% of the participants believed it as a moderate problem and other 44.7% of the them optioned for this as a large scaled problem.

Most of the participants of CPD and CEC, NAEM echoed the same voice about the reality that teachers are low paid so this profession does not attract largely the meritorious students of English background.

20. Concerning “Most of the students have lack of English speaking environment in family,” about 12.5% of the participants of CPD expressed their contemplation that it is not a problem at all while 14.8% believed that it is a problem but to some extent, other 10.82% of the participants considered it as a moderate problem and majority of the participants, nearly 62.2% of the total

participants considered it as a problem on a large scale. It discloses that most of the participants of CPD assumed that this is a large scaled problem.

Pointing to the same issue a total 8.1% of the participants of CEC, NAEM expressed their reflection that it is not a problem at all while 18.9% considered that it is a problem but to some extent, other 23.7% of the participants considered it as a moderate problem and majority of the participants about 39.5% of the total participants deemed it as a problem on a large scale. It exposes the thinking that most of the participants of CEC of NAEM assumed that this is a large scaled problem.

21. On the issue of “Most of the students come from an environment wherever English is absolutely missing”, about 6.8.% of the participants of CPD articulated their thoughtful opinion that it is not a problem at all and 15.9% believed that it is a problem but to some extent, nearly 18.2% of the participants considered it as a moderate problem and majority of the participants, almost 59.1% of the total participants considered it as a problem on a large scale. It reveals that most of the participants of CPD believed that this is a large scaled problem.

On the same issue a total 5.4% of the participants of CEC of NAEM conveyed their estimation that it is not a problem at all while 18.9% considered that it is a problem but to some extent, other 10.87% of the participants measured it as a moderate problem and mass of the participants about 64.9% of the total participants reckoned it as a problem on a large scale. It vividly represented that most of the participants of CEC, presumed that this is a large scaled problem.

22. On the topic of “Most of the students have less opportunity to speak in English outside the classroom”, about 8.3% of the participants of CPD opined that it is not a problem at all, 16.7% of the them mulled over as it is a problem but to some extent, 25% of the participants believed it as a moderate problem and other 50% of the them rated this as a large scaled problem. It makes public the truth that most of the participant teachers felt that it is a large scaled problem.

Then again on the same topic, about 14.8% of the participants of CEC run by NAEM viewed that it is not a problem at all, 20.5% of the them pondered over it as a problem but to some extent, 31.8% of the participants believed it as a moderate problem and other 33% of the them optioned for this as a large scaled problem. The consequences express the fact or the actual scenario of the real life where teachers do not have enough confidence to use English as an instructional language.

4.5 Suggestions to sustain the practice of CLT by the participants

Opinions were sought from the participants of CPD and CEC English teachers through question no 4, regarding the increase the practice of CLT and sustain it. A total 30% of the participants of the CPD and 25% participants of CEC responded to this question whereas other did not respond. Almost all the respondents implicitly put their opinion: “INSET is very essential for all teachers. It should be continued.”

“More English teachers should be recruited”

“Large class size is challenge for CLT so class size should be smaller”

10% of the participants mentioned: ‘If we follow CLT in classroom then the benefits of the INSET would sustain’.

20% of the participants of the CPD and 15% participants of CEC drew attention to the fact that “sometimes teachers are recruited in non government schools through biasness and it should be stopped.”

25% participants of CPD and 20% participants of CEC opined: “Refreshers’ course would be organised for the teachers.”

20% participants of CPD and 25% participants of CEC focussed that cooperation of the school authority is very crucial to implement CLT, as one of the participants spoke: ‘If our authority do not cooperate then it is very much challenging for us to follow CLT. So head teachers are to be oriented about CLT or training can be organised for them.’

15% participants of CPD and 12% participants of CEC recommended: 'INSETs should be given on preparing test items and examination system is to be reformed and listening and speaking test need to be included in public exam.'

12% participants of CPD and 10% participants of CEC recommended: 'Some questions are to be set from EFT then teachers will be obligated to use EFT than guidebook.' 10% participants of CPD and 08% participants of CEC recommended: 'Government should take initiatives to ban guidebook and Teachers' Guide should be supplied to each and every teacher.'

4.6 English lesson observation

To collect information forty (40) English classes of grade 6 - 10 were observed. Total fifteen (14) criteria with four point rating scale were set for checklist in observing English lessons. The values for rating scale were set as, excellent = 3, good = 2, Fair = 1, Poor = 0. The criteria were set to observe how well English teachers perform in classroom after attending the training on INSET on CPD and CEC training. By this method the researcher tried to evaluate the effects of each of the training at the field level. The findings of observation are analysed and presented in table 4.8.

Table 4.8

English lesson observation checklist

SI No.	Aspects of observation	Poor 0		Fair 1		Good 2		Excellent 3	
		CPD	CEC	CPD	CEC	CPD	CEC	CPD	CEC
1	Warm up session	25%	20%	30%	37.5%	25%	17.5%	20%	25%
2	Proper use of blackboard	7.5%	15%	45%	50%	37.5%	22.5%	10%	12.5%
3	Proper use of teaching aids/resources /multimedia	22.5 %	15%	32.5%	45%	25%	20%	20%	20%
4	New word presentation using <i>realia</i> /aids/synonym /antonym with examples and illustrations	25%	30%	32.5%	37.5%	37.5%	17.5%	5%	15%
5	Practice of listening skills	72.5 %	85%	15%	5%	---	---	12.5%	10%
6	Practice of speaking skills (Use of Pair work/ Group work)	25%	30%	30%	25%	30%	32.5%	15%	12.5%
7	Practice of reading skills	17.5 %	18.75%	30%	47.5%	22.5%	37.50%	30%	18.75%
8	Practice of writing skills	22.5 %	25%	35%	43.75%	27.5%	18.75%	15%	12.50%
9	Teacher's use of English in responding to students' questions	35%	17.5%	20%	37.50%	25%	32.5%	20%	12.50%
10	Teacher's ability to use variety of instructions in English through gestures, voice level, tone & pace	35%	37.50%	20%	30%	25%	22.5%	20%	10%
11	Teacher paid attention to all the students equally	20%	22.5%	25%	25%	30%	37.50%	25%	15%
12	Teacher has maintained the sequence lesson	20%	12.50%	32.5%	37.50%	32.5%	32.5%	20%	17.5%
13	Teachers' support/encouragement to students for participation	17.5 %	27.5%	17.5%	32.5%	27.5%	22.5%	20%	17.5%
14	Teacher provided appropriate feed back	20%	17.5%	32.5%	37.50%	25%	32.5%	22.5%	12.50%

1. It can be seen in the Table regarding teacher's "warm up session," it was found from observation that among the total observed teachers of the CPD course, about 20% teachers' performed "excellent"; 25% teachers performed "good"; 30% teachers performed "fair" and 25% teachers performed "poor" in "warm up sessions".

On the other hand in CEC course in the same aspect about 25% of the teachers' performed "excellent"; 17.5% of the teachers performed "good"; 37.5% of the teachers performed "fair" and 20% of the teachers performed "poor".

In fact, ice breaking or warm-up session is supposed to be captivating and striking to motivate the students. To run the lesson smoothly warm up session has an important role. In this regard most of the teachers of both the INSETs seemed lack in motivating the students for the lesson. As a result, the percentage of "excellent" is not satisfactory while the percentage of "good" indicates that less than 50% of the teachers of the both INSETs tried to do warm up session and the percentage of "fair" indicates that those teachers were not adequately prepared for the lesson while the percentage of the rating "poor" indicates that those teachers did not do any warm up sessions.

2. Concerning "proper use of blackboard," it was detected that among the observed teachers of the CPD course about 10% teachers' performance was rated "excellent"; 37.50% of the teachers' performance was rated "good" and 45% of the teachers' performance was rated "fair" while 7.5% of the teachers' performance was "poor" in the rating scale.

In observing the teachers of the other INSET, CEC, it was found that about 12.5% of the teachers' performance was rated "excellent"; 22.5% of the teachers' performance was rated "good" and 50% of the teachers' performance was rated "fair" while 15% of the teachers' performance was rated "poor" in the rating scale.

It reveals that most of the teachers were not competent in using blackboard. Now, a question arises here that why 45% teachers belong to “fair” while only 10% perform “excellent”.

3. On the topic of “Proper use of teaching aids/resources /multimedia” it was perceived that among the total teachers of CPD course about 20% of the teachers’ performance was “excellent”; 25% of the teachers’ performance was “good” and 32.5% of the teachers’ performance was “fair” and the rest 22.5% of the teachers’ performance was “poor”.

Similar findings have been observed from the participant teachers of CEC. It was noticed that among the total observed teachers of CEC about 20% of the teachers’ performed “excellent”; 20% of the teachers’ performed “good” and 45% of the teachers’ performed “fair” and the rest 15% of the teachers’ performed as “poor”.

Observation exposed that most of the teachers were not skilled enough in using teaching aids and though some teachers used multimedia within the lesson and among them a few number of teachers could integrate the technology with pedagogy. If teachers have only technological skill without pedagogical knowledge and that will not help them teaching effectively. Hence, from observation it can be said if teachers have sound pedagogical knowledge and skills then they can properly select teaching aids and use them within the lesson.

4. About the topic “new word presentation using *realia*/aids/synonym/antonym with examples and illustrations,” among all the observed teachers of CPD about 5% teachers were capable to use different techniques to clarify the meaning of words with its contextual use “excellently”; 37.5% of the teachers’ used aids or other techniques with contextualisation as “good”. On the other hand a total of 32.5% of the teachers performed “fair” and 25% of the teachers’ performance in this regard was “poor”.

The findings of the CEC teachers shows that 15% of the total observed teachers of CEC were capable to use different techniques to clarify the meaning of words with its contextual use “excellently”; 17.5% of the teachers’ used aids or other techniques with contextualisation as “good”. On the other hand a total of 37.5% of the teachers performed “fair” and 25% of the teachers’ performance in this regard was “poor”.

It clearly reveals that in teaching new words most of the teachers did not use teaching aids or associated techniques. In foreign language teaching contextual meaning of word or language is very important. A teacher must clarify the contextual meaning of the new words or difficult words with different techniques except translating only. In addition it has been found that most of the teachers are not strategic in presenting new words that are existed in the texts. As a result the percentage of the rating item “poor” has become very poor than the “excellent” of the rating item.

5. Relating to “practice of students’ listening skill,’ it was found that among the all the observed teachers of CPD course about 12.5% of the teachers’ made students practise listening skill excellently; 15% of the teachers practised listening skill with the students and was rated as ‘good’. And the rest 72.5% of the teachers were rated as “poor”.

On the other hand in the same aspect it was found that among the all the observed teachers of CEC about 10% of the teachers’ made students practise listening skill excellently; 5% of the teachers practised listening skill with the students and was rated as ‘good’ while 85% of the teachers were rated as “poor”.

The vast differences between “poor” and “excellent” in the observed teachers of CPD and CEC represent that most of the teachers did not practice listening skill or they did not pay heed to practice listening skills. The result also shows that most of the teachers did not have adequate understanding about CLT or did not have expertise to practise listening skills.

6. In relation to “practice of students’ speaking skill (use of Pair work/Group work),” it was considered from all the observed teachers of the CPD course that about 15% teachers made students practice speaking skill using pair work/group work “excellently”; 30% of the teachers performed “good”; about 30% of the teachers performed as “fair” and 25% of them performed as “poor”.

In observing CEC teachers in the same aspect it was discerned that about 12.5% of the teachers’ made students practice speaking skill using pair work/group work “excellently”; 32.5% of the teachers’ used this strategy and rated as “good”; about 25% of the teachers used the techniques “fairly” and 30% of the teachers performed “poor”.

It divulges that the percentage of ‘excellent’ and “good” is below than 50% of the total percentage. Classroom interaction is very important in following CLT but most of the teachers were not expert in using pair work/group work in developing students speaking activity and their performance was rarely good enough in organising these activities. The percentage of “fair” specifies that the teachers belong to the group tried to do speaking practice but with question and answers only with the teacher himself or herself and the teachers belong to the “poor” group could not try to do any speaking activities for their students.

7. As regard “practice of students’ reading skills” it was discerned from observation that among the total observed teachers of CPD about 30% teachers made students practice reading “excellently; 22.5% teachers performed “good”; 30% teachers performed “fair” and 17.5% teachers performed as “poor”.

In the same aspect in observing the teachers of CEC it was noticed that 18.75% of the total observed teachers followed the strategy of reading “excellently”; 37.5% of the teachers performed “good”; 47.5% of the teachers performed “fair” and the rest 25% of the teachers performed “poor”.

Actually reading means silent reading and the purpose of developing students' reading skill is to help students comprehend the text by themselves through silent reading. The result shows that most of the teachers did not follow pre, while and post reading activity in practicing students' silent reading. The result of "fair" and "poor" indicates that these teachers could not come out from traditional method where teacher himself or herself reads the text aloud and asks students to follow the text then one or two students were asked to read the text loudly.

8. Regarding "practice of students' writing skills", it was discovered that among the total observed teachers of CPD about 15% of the teachers made students practice writing skill "excellently". On the other hand 27.5% of the teachers performed "good"; 35% of the teachers performed as "fair" and 22.5% of the teachers performed as "poor" respectively.

In the same aspect among the observed teachers of CEC 12.50% teachers were rated as "excellent"; 18.75% teachers were rated as "good" 43.75% teachers were rated as fair: and the rest 25% were rated as "poor" in developing students writing skills within the lesson.

The result of "fair" and "poor" indicates that the teachers belong to the group did not try to make students practice writing skills which represent teachers' inadequate pedagogical skills in developing students' writing skill.

9. Regarding "teacher's use of English in responding to students' questions," it was noticed that among the total observed teachers of CPD course, only 20% teachers responded to students' questions in English "excellently" which is exasperating; while 25% of the teachers' performance was "good": 20% of the teacher performance was "fair" and 35% of the teachers' performance was "poor".

In the same feature it was perceived among the observed teachers of the CEC that only 12.50% teachers responded to students' questions in English "excellently" which is frustrating; while 32.5% of the teachers' performed

“good”: 37.50% of the teacher performed “fair” and 17.5% of the teachers’ performed “poor”.

Thus the result makes public that the teachers who were rated as “fair” points out that though they use English in responding to student questions but their English is not much significant and the teachers whose performance was rated as “poor” indicates that they did not use English in responding to students’ questions rather they used Bangla instead. They were hardly competent in using English or they do not have proper understanding about CLT. As a result, the percentage of “fair” and “poor” turn out to be higher than “excellent” and “good”.

10. Regarding “teacher’s ability to use variety of instructions in English through gestures, voice level, tone and pace,” it was demonstrated that about 20% of the teachers were rated “excellent” who were able to give clear instruction to the students. On the other hand, a total of 25% of the teachers’ ability was “good” while 20% of the teachers’ ability was “fair”. So it can be said that the teachers rated as “fair” seem to be less capable in using in English as well as unaware about the pedagogical knowledge while instruction plays a vital role in teaching learning.

On the other hand in the CEC course it was demonstrated that about 10% of the teachers were rated “excellent” who were able to give clear instruction to the students. On the other hand, a total 22.5% of the teachers’ ability was “good” while 30% of the teachers’ ability was “fair”. So it can be said that the teachers rated as “fair” seem to be less capable in using in English as well as unaware about the pedagogical knowledge while instruction plays a vital role in teaching learning

In this view, it has been found that most of the teachers’ English is much more mechanical than natural and the teachers whose performance was rated as “poor” seemed to be below average in terms of their presentation in English.

11. Concerning “teacher paid attention to all the students equally,” it was distinguished from the study after observing the teachers of CPD course that among the whole observed teachers about 25% teachers performed “excellently”; 30% of the teachers’ performed as ‘good’; 25% of the teachers performed “fair” and 20% of the teachers performed “poor” in paying attention to the all students.

Similar finding was revealed through observation administered to the teachers of CEC. The findings shows that 15% of the teachers performed “excellent”; 37.5% of the teachers performed “good”; 25% of the teachers performed “fair” and the rest 22.5% of the teachers performed “poor”.

The consequences of teachers’ rating as “fair” and “poor” designates that teachers have insufficient knowledge about learning management.

12. On the point “teacher has maintained the sequence of the lesson,’ it was identified that among the observed teachers’ of CPD, a total20% of the teachers’ performance was “excellent”; 32.5%of the teachers’ performance in this regard was “good ”and 32.5%of the teachers’ performance was rated as ‘fair’ and 20% of the teachers’ performance was rated as “poor”.

On the other hand in the same facet, the findings from observation of the CEC teachers were akin to the findings of the CPD course. The findings shows that 17.5% of the CEC teachers performed “excellent”; 32.5% of the teachers performed “good”; 37.50% of the teachers performed “fair” and the rest 12.5% of the teachers performed “poor”.

It exposes that the percentages of “fair” and “poor” in both the INSETs were more than 50% than the percentages of “good” and “excellent”. The sequence of the lesson of EFT is to be maintained by the all teachers but the reality is that most of the teachers could not maintain the sequence of the lesson while teaching. Some sections of the lessons were skipped or not done or the activities which were to be done later were done earlier. So it can be said that teachers do not have proper understanding about using EFT.

13. About the aspect “teachers’ support/encouragement to students for participation,” it was interpreted that about 20% of the observed teachers of the CPD course encouraged students participation in classroom “excellently”; 27.5% of the teachers showed their performance as “good”; 17.5% of the teachers did “fair” and only 17.5% of the teachers performed as “poor”.

In relation to the same field it was worked out that 17.5% of the teachers of the CEC performed “excellent”; 22.5% of the teachers performed “good”; 32.5% of the teachers performed “fair” and the rest 27.5% of the teachers performed “poor”.

It reveals that most of the teachers’ did not have clear view about the value of the students’ participation in language learning. In consequence most of the teachers’ performances seem to be very poor, thus encourage students becomes higher as “poor” and “fair” in rating scale.

14. In relation to “teacher provided appropriate feedback to the students” while observing the CPD teachers it was differentiated that about 22.5% of the teachers performed “excellent”. On the other hand 25% of the teachers performance was rated as ‘good’; 32.5% of the teachers’ performance rating was “fair” and 25% of the teachers were rated as “poor”.

In observing the CEC teachers it was deduced that 12.50% of them performed “excellent”; 32.5% of them performed “good” and 37.5% of the teachers performed as “fair” and the rest 17.5% of them were rated as “poor”.

The outcomes of teachers’ rating on “fair” and a “poor” denote that they were not much competent in giving feed back to the students or they were not sufficiently prepared for the class.. That also shows teachers’ lack in their subject knowledge and pedagogical knowledge

4.7 Interview with the Teacher Trainers

The point behind the interview was to endow with information from the trainers of the two INSET courses i.e., CPD of TTC, Dhaka and CEC of NAEM to get well thought estimation of the INSET courses e.g., structure and components of the course and the issues or factors related to effectiveness of the courses. The trainers were asked in addition what they think about the participants' reactions to this INSET course as English teachers, their learning and behaviour changes. Expert opinions were sought related to the long-term effects of INSET course from the interviewees. Their acclamations were also amassed for the necessary modification in the light of significance of the course to the English teachers.

Ten trainers were interviewed and five of them were from the CPD course of Teachers' Training College, Dhaka and five of them were from CEC of NAEM. All the trainers participated in the interview sessions enthusiastically and they responded to different questions spontaneously. However, in analysing the received data, technical know-how has been taken from Creswell (2011). The interviews (See Appendix - 1) were conducted face to face and audio-recorded. Each interview lasted for 30-45 minutes and was transcribed verbatim. Then content was coded and analysed thematically for analytical findings. After each interview, it was done to initial analysis for data diffusion point. Subsequently, the content analysis were performed carefully based on received data. The findings came out from the distinctive answers provided by the interviewees are presented below.

4.7.1 Organisation of the CPD and CEC (duration, content, participants, trainers and their training strategies)

In the 1st question, the interviewees were asked to comment on the organisation of the course i.e., its duration, contents and the participants of the course.

Duration of the CPD course

CPD course is offered to the secondary English teachers. The duration of the CPD training course is twenty four (24) days, counting a total of twenty one (21) working

days with two (2) weekends and one (1) day's study tour.

Commenting on the duration of the course there was undisputed agreement among the three of the interviewees that the duration of the CPD course is adequate enough. As illustrated by the response of **RP-3**: '24 days duration is pretty long enough to bring changes among the participants' while **RP -1** expressed: "I don't think participants need more than that". And **RP-4** concluded, "... So duration of this course is sufficient".

Regarding duration of the CPD course the other two interviewees were not satisfied at all. Since one interviewee, **RP -2** articulated his dissatisfaction: 'I think the length of this CPD course is not adequate for training on CLT specifically for the sessions on methodology, curriculum, pronunciation, assessment and testing'. **RP -5** supported the statement and said: '... because CLT is a vast area like a big umbrella that covers language skills, a lot of activities and plenty of issues. Within the course each topic actually gets only one or one day whole sessions. And all these things cannot be discussed within 21 days. So within the limited span of time participants only get some messages about CLT'.

Duration of the CEC: The CEC is run at NAEM. The total duration of the CEC is twenty one (21) days along with six (6) holidays and two (2) days' study tour while thirteen (13) days are working days. Regarding the duration of the course all the interviewees were not satisfied at all with the working days of the CEC. Their comments can be summed up by the one of the interviewees, **RP – 9**: "The working days are too short".

Content and training strategy of CPD

Contents are the main focus of any INSET course. To run the sessions in CPD course there are trainer's manual that the trainers follow while conducting the session. On the other hand participants get handout books from the authority for using within and outside the training sessions.

In relation to the appropriateness of the content of the CPD course all the interviewees enumerated happily that the mode of training is participatory and content of this

course is well organised except some areas which need to be adjusted. Their opinions can be summed up by the opinion of **RP -3** and is presented below.

RP - 3: Contents are much organised and this is appreciating that there is a common training manual and handouts for running CPD course. But the training manual which is being used in CPD of TQI - II had been also used in CPD of TQI – I project. Since the training manual of TQI – II is dealing with the same manual which has been used in earlier CPD of TQI – I, so some areas of contents need to be updated. Some sessions i.e., Curriculum studies, Lesson Planning and Using Teachers Guide (TG) deal with previous curriculum and previous English text books. Lesson plans included in the manual based on the prior English text books or EFT. On the other hand in 2012 new English curriculum and textbooks have been introduced. However while conducting sessions we focus on present English curriculum 2012 and present EFT. As there is no TG accompanied with new EFT we face a bit trouble to show the participants what kinds of supports are available in TG and so on.

RP - 2 and **RP – 4** added with this: Theory is given first with demonstration. Later participants take part in simulation class.

Content and training strategy of CEC

Contents of CEC emphasises on pedagogy, language skills and simulation and Communicative approach is followed while conducting the sessions. To run the sessions of CEC there is no specific training manual that the trainers follow. On the topic, all of the interviewees echoed the same voice that the contents of this INSET are not adequate. Two of them pointed out the inadequacies of the sessions on Assessment and Testing. In this observation **RP - 7** expressed, ‘Contents are not revised and updated according to the new curriculum 2012. Especially sessions on Assessment and Testing are not adequate’ while **RP - 8** mentioned, “Teachers face difficulties in setting questions”. The other three respondents mentioned about the insufficiencies of sessions on language skills also. It can be depicted by **RP - 6** ‘Sessions on language skills and assessment are inadequate and not updated.’

Participants of CPD

All the interviewees spelled out that this CPD course is offered commonly for all secondary English teachers and their observations are similar about the participant teachers. All of them expressed their concern regarding participant teachers' competency in English. One of the prominent reasons is the lack of sufficient number of English teachers. That is why the teachers from other disciplines have to teach English and for the very reason they cannot demonstrate their competency to the required level as expected. Their opinions are summed up by the remark of

RP - 2: It is supposed that all the participant teachers have the good command over English because this course deals with English teaching methods and techniques. I feel sorry to say that all the teachers can not demonstrate their required skills in English within the course. Approximately 25% - 30% teachers can use acceptable English. In fact these teachers should be considered as English teachers only

The majority of the teachers might have BA degree with Elective English of 300 marks and government is recruiting them as English teachers but most cases their level of listening and speaking English does not accomplish the expected level.

On the other hand some teachers are not English teachers at all. They come from other departments but due to deficiency of English teachers they have to teach English who are also in short of adequate functional English.

The participant teachers' backgrounds are also specified by the comments of the following interviewees.

RP - 5: As teachers from English background are not available in rural secondary schools so they have to teach English. By teaching long time they became English teachers and most cases they follow traditional method.

RP - 3: Assistant Head Teachers also come to the course to develop their language skills but improving their language skills is not that much possible within 24 days only.

Participants of CEC

The participants of CEC are the secondary English teachers who come from different parts of Bangladesh. In commenting about participants all the interviewees expressed their disappointment regarding English language competency of the teachers. In support of this statement **RP – 6**, **RP – 7** and **RP – 8** mentioned, “Most of the participants are not capable enough in using English”, while **RP – 9** uttered, ‘The majority of the participants can not show their competency in English, it may be they do not use English in teaching .’ And **RP – 10** indicated, ‘Because of shortage of English teachers other teachers have to teach English who are lack in English language competency.’

Trainers of CPD

If trainers are resourceful then it is expected that participants can gain much from the training. Each of the interviewees pointed out corresponding remarks regarding the trainers’ expertise and mentioned that all of them got TOT course and those are presented below:

RP -1: ‘All the trainers of CPD are master trainers. According to the qualification trainers are eligible to run the session.’

RP -2: ‘I have got some observation about participants’ frustration i.e, I was told, “ ... some trainers from outside TTC take classes differently, they prefer lecture based sessions and participants are not much involved in those sessions as TTC trainers do. Actually it is not desired.’

RP -3: ... Actually when any trainer does not follow the session plan and teach in his/her own way then problem arises.

RP - 4: Trainers of TTCs are okay as mostly they were involved in writing the manual and already they are giving training to the secondary teachers. In few cases it has been noticed that some sessions has not been run according to the manual by the trainers explicitly who come from outside TTC.

RP -5:The training is run at the TTCs and the trainers of TTCs mostly have local training as well as foreign training also. I think they are much effective in their presentation and organising sessions and so on.

Trainers of CEC

The trainers who take the sessions in CEC have expertise in ELT. As this course is held at NAEM so the faculty members of NAEM and resource persons coming from outside who have the authority in ELT take the sessions. To note about the trainers all expressed the same opinion that can be explicitly presented by one of the interviewees **RP - 7**: ‘All the trainers are ELT experts. Some people are also invited here from outside who have specialisation in curriculum and working with ELT or have experience in teacher training.’ In commenting about the trainers all the interviewees expressed their disappointment about few trainers who come from outside NAEM. As **RP -6** uttered: “All trainers cannot perform as desired level” while **RP - 9** added, “We have observation that few trainers from outside did other thing instead of scheduled one, e.g. in Teaching Speaking session one of the trainers took the session on developing participants’ speaking skills instead of focusing on the pedagogical aspect of developing students’ speaking skills.’ **RP - 8** and **RP - 10** concluded, ‘It also happened here that the trainer who is also a higher official take the session according to his own choice not following the scheduled one. Apart from this, sometimes the same session is repeated by other person. Actually then it breaks the continuity of the program. ‘

Support/facilities from the authority to run the sessions of CPD

The interviewees were asked what sort of support or facilities they got from the authority to run the training sessions and whether they were satisfied with them. All respondents happily consented that the authority had supported them with necessary facilities i.e., a multimedia projector, poster papers and markers, etc for conducting training sessions. On the contrary the three of the interviewees pointed out the amenities that there is no fixed training room to run the CPD sessions that creates a bit problem. This is clarified by the interviewee **RP-2** as he voiced: ‘A fixed training room is very much necessary for CPD English course. We don’t have sound proof room where we solely take English sessions. As there is no fixed training room so we don’t get equipped room with sound system.’

Support/facilities from the authority to run the sessions of CEC

The interviewees of NAEM expressed their mixed satisfaction about the logistic support and cooperation that they get from the authority. It can be quoted from **I - 7**, ‘The authority is cooperative; we take sessions with multimedia projector and other materials i.e., poster papers and markers which are supplied timely. We have a language lab also that can be used for listening practice but most of the time it doesn’t work.’ If there is a common manual to follow then consistency is expected among the trainers. There is no fixed manual to run the sessions in CEC. Concern over this she added: ‘... For that reason the resource persons prepare their own session plans and conduct the sessions accordingly.’

RP - 9 responded, ‘... because we are using different sorts of self prepared things then sometimes it breaks the continuation.’ **RP - 10** pointed out, ‘As there is no set manual it happens that the same session is repeated by other expert.’ **RP - 8** added in this connection, ‘There is no clear guideline so resource persons prepare sessions on the topics only. Then proceedings occurred in a different way that impedes the consistency among the sessions.’

English teachers’ (CPD participants) motivation to use CLT in their lesson

In responding to the question regarding English teachers’ motivation throughout the training course all the teacher trainers viewed the same that English teachers turn out to be greatly motivated to use CLT after attending the training. But the fact is though they all contented with the positive changes among the participant teachers’ motivation but they also expressed their frustration that most of the teachers cannot carry on their motivation returning back to school. The illustrations are given by

RP - 3: They seem to be much motivated and at the end of the course we find enough inspiration among the teachers to use the pedagogical skills. Within the stretch of 24 days’ time teachers have to go through gradual supports to change their frame of mind and believing in CLT. But the problem is after returning back to school they cannot prolong their motivation.

As there is no follow up activity and monitoring system they are not bound to implement the gained knowledge and skills of CLT. It may be after few

months they forget everything or they do not implement the things that they learnt here.

RP -1: ... But mostly they are not able to implement the new learning in practice. Even in simulation sessions of the training course. May be it is difficult for them to come out from their habit. Also their educational background and their confidence level are not satisfactory to the expected level. In previous time I had some opportunities to visit some schools outside Dhaka city and observed teachers' English lessons and found them not following CLT while teaching.

4.7.2 English teachers'(CEC participants) motivation to use CLT in their lesson

All the interviewees of NAEM opined their same observation that after having training most of the participants become motivated about CLT while in training. They also expressed their concern whether they can continue it returning back to school. It is summed up by one of the interviewees **RP – 9:** 'I feel happy while observe participants' enthusiasm about CLT but I am afraid how far they can continue'. The young teachers show more interest in CLT. That is vividly exposed by two of the interviewees. As **RP – 7** spoke: 'Participant teachers, who are relatively young, are eager and curious about learning new techniques and pledge to use them in lesson'. And **RP – 10** concluded, 'We get few participants who are at the end of their teaching profession do not pay heed to change their mind.'

English teachers' performance in the end of the CPD training program regarding pedagogical knowledge and skills

The 4th question was posed to the interviewees about the English teachers' performance regarding pedagogical knowledge and skills. The responses which came out from them were analogous. All the interviewees mentioned that at the start of this INSET course, pre test is administered to the trainees. After attending the course post- test is executed to them with the same questions. It is found usually trainees achieve higher score in post test than the pre - test. They also enumerated that English teachers who attend the course having good grounding in English can demonstrate their good performance in pedagogical skills. They focused on teachers'

competency in English language. This can be illustrated with the citations of the some of the interviewees that are presented underneath.

RP -1: A few of them are capable of bringing changes in their practice. According to my intensive observation I feel that being familiar with something is not enough for the participants. They should practice the methods and techniques more.

RP -2: The participants who have English background and affluent in English perform better than others and also continue returning back to school. On face book sometimes I read teachers status e.g., “I tried this language games and students enjoyed a lot and started to speak in English”. Sometimes they ring me and ask for more language games and ideas to be used in classrooms. Actually all the participants improve some by the end of the training course. Within the sessions they have to use English work in pairs and groups and in simulation classes. Thus they become more fluent in English at least who could not speak English can start to speak. I ask them to continue this and thus they can improve more.

RP - 3: All teachers perform well at the end of the training course. Some of the teachers’ performance is very high-quality since in simulation sessions they get feedback from trainers as well as from the participants.

RP - 4: My observation is that 25 - 30% of participant teachers’ performance is excellent and 50% of the teachers’ performance is good while 25 - 30% teachers cannot perform so well.

RP - 5: After training some of the teachers can understand more the differences between Traditional method and CLT and become more confident about using CLT.

4.7.3 English teachers’ performance in the end of CEC training program regarding pedagogical knowledge and skills

At the end of the INSET, CEC the positive performance changes become apparent among most of the participants remarked eloquently by the all the interviewees at NAEM. They indicated that they generally achieve higher score in post test than pre test and demonstrate positive changes in simulation. All the interviewees also added that teachers’ own competency in English is a factor in demonstrating good performance. It is brightly expressed by **RP - 6:** ‘The participants who are confident

user of English perform better than others’. Four of them indicated that the young teachers’ performance is satisfactory than the senior teachers. **RP – 7** vibrantly present it: ‘... and these young teachers do well than their seniors e.g., in simulation classes these young participants try to present their lessons in an attractive way using different techniques as well as using technology while teaching.’

4.7.4 The socio cultural factors that persuade English teachers for proper implementation of CLT in classroom

The 5th question was presented to the interviewees and the Resource Persons of CPD and CEC to elicit their opinion what socio cultural factors that persuade English teachers in implementing CLT. All the interviewees discussed openly the factors that impede the proper implementation of CLT. Their opinions are summed up in different headings for better amplification and presented below.

Administrators: Administrator’s support is very essential to put into practice CLT knowledge and skills. Among the ten interviewees five of them mentioned that authority is the key factor for using CLT in EFL classroom. This can be illustrated by **RP - 1**, ‘Administrative weakness is the reality for which the motivated teachers cannot use CLT in classroom. In large number of schools the authorities do not have understanding about CLT so they do not pay heed to activity based learning. Monitoring is absent in some schools as well.’ Due to lack of familiarity of the administrators sometimes the motivated teachers who want to use CLT in classroom fell into some occurrences as **RP - 2** quoted one of the participant’s remark ‘While I engaged my students in pair work for speaking practice then my head teacher was monitoring the classes and later I was summoned to his office and was told, “I do not want any noise in your class, you need to be careful in managing your class”. That’s the reality, sir.’

Promotion/Social status: Job satisfaction is important indicator for better performance in the job. In teaching profession very few teachers get promotion to be Assistant Head teacher or Head teacher and the rest of them do not get promotion. All the interviewees opined this but this factor vividly narrated by **RP - 2**: ‘Teachers are not satisfied with their job status. I mean that they are recruited as Assistant

Teacher and go to retirement as Assistant teacher except very few people who get promotion as Assistant Head Teacher and Head teacher. When the teacher thinks that s/he is now Assistant teacher and after 20 or 25 years s/he will be the Assistant teacher and there is no incentive for them in that case how they would work for quality education.’

Law salary structure: Salary is also related to teachers’ job satisfaction. There is a concurrence among the interviewees also regarding teachers salary. In this point can be summed up by the wordings of **RP - 2:** ‘... the salary that teachers get is difficult to maintain family expenditure. They have to spend sometimes out of school tutoring for earning money to maintain their family. So they cannot invest much time for the students in schools. Sometimes they become exhausted outside and then come to the school with tired body and perform poorly. **RP – 9** added: ‘... For that very reason they cannot get themselves ready to take classes in CLT.’

Traditional practice of teaching and learning: As most of the teachers are the products of the Grammar Translation method so they tend to follow that method. Four of the interviewees opined teachers’ traditional practice is the barrier of teaching CLT. **RP -5** uttered, ‘Due to teachers’ backdated ideas some of the teachers are not motivated to be changed. They find Traditional method more comfort Table to use in classroom than CLT’.

English is taught by the teachers of other disciplines: Almost all the interviewees (Resource Persons) spelled out that shortage of English teachers is a problem in CLT. As one of the interviewees **RP-10** mentioned: ‘For the lack of English teachers the teachers of other disciplines have to teach English. In that case it cannot be expected that they have the enough competency in English. These teachers feel comfortable in teaching English using mother tongue and teach English as a content based subject not a skill based subject.’

Teachers’ workload: Too much workload creates pressure on mind and body that affects a teacher to show their natural performance as well as creativity. Among the ten the interviewees six of them emphasised this point as **RP - 1:** Teachers are overburdened with classes and other job related deeds at their work place. In

addition to solve the financial problem teachers are to be busy in private tuition. That is why they do not get enough time to take preparation for CLT. **RP – 2** and **RP -7** clarified: ‘In most of the time they have to take consecutive 5 to 6 classes per day. Except this they have to examine papers, work as invigilators, moderators and so on. This scenario cannot ensure quality education. Even some quality teachers who want to teach well cannot perform due to this work load.’

Examination System: Generally examination system is classroom oriented. All the interviewees were in consensus that our examination and evaluation system do not match with the CLT. That is eloquently presented by **RP - 2**: ‘The main factor is the examination system that controls classroom practices. As there is no test and no marks for listening and speaking skills in the final exam so teachers are not interested to make students’ practice on those two skills. If there is a test on listening and speaking skills then teachers would make students practise on those skills in classroom. Although in the recent curriculum 2012, test is initiated for class 6 and 7 students on listening and speaking skills but these are to be administered internally and there is no provision for tests on listening and speaking for final exam. So, actually there is a gap in the curriculum.’ **RP - 6** added: ‘Teachers’ focus is on helping students to get more marks in exams rather than developing language skills. While **RP – 10** expressed her opinion: ‘There is a conflict between curriculum and the examination system which reflects on classroom teaching and teachers don’t feel motivated to use CLT. Then they prefer Traditional method of teaching.’

Guardians’ and learners’ attitude: Guardian’s attitude also influences English teachers using traditional method instead of CLT. Learners expect good grades in their exams so the guardians as well. Six of the interviewees expressed their same thought. As **RP -1** uttered; ‘... for them passing exams and achieving good grades get priority instead of learning English through CLT.’ **RP –2** added: ‘Some guardians possess two opposite opinions e.g., they want their children able to speak in English but when they see the teacher involves students in speaking activities then the same guardians don’t take it positively.’ He cited an extract remark of one of the guardians, “There is a chaos in classroom and the teacher is not teaching at all.” He continued; ‘... this is also interesting that after passing their children’s SSC exam some of the affluent guardians admit their children in English language centres with

much expenses for developing their speaking skills whereas these language skills could be developed in schools.’

He also continued; ‘Another inconsistency we see among those parents that they are not eager to spend much money for school tuition fees but they prefer spending money for private coaching.’

Recruitment system: Four of the interviewees opined about teachers’ recruitment system. As **RP - 1** and **RP - 4** pointed out: ‘... present recruitment system and inadequate facilities for the teachers do not attract the meritorious people to join this profession. Whereas **RP - 6** revealed: ‘Lack of incentives in teaching, and for this rationale the person having strong base in English doesn’t choose teaching as a profession.’ And **RP - 9** added: ‘Due to corruption in the process of recruitment people having higher qualifications cannot come to the profession.’

Teachers’ involvement in other activities: If teachers are busy in other activities than teaching then they cannot spare much time in preparing themselves in classroom teaching. Three of the interviewees opined this and can be represented by **RP - 6**: ‘Sometimes teachers have to do some other works i.e., they have to work for election commission, rover scout, girls guide and help school administration etc. Sometimes classes are not held when teachers leave schools for attending training or collecting script from Board office etc.’

Insufficient working days: Three of the interviewees indicated public exam as the factor of implementing CLT. When schools do not get enough working days then teachers rush to finish the syllabus than using CLT. **RP - 1** opined, ‘Teachers do not get enough working days for conducting classroom teaching. Schools remain closed while different public exams like JSC and SSC are held there. As a result they try to complete the syllabus than teaching through CLT.’ **RP - 4** added with this: ‘School remain also closed or regular class functionaries are hampered due to political activities. Then teachers have to finish the syllabus somehow than using CLT.’

English speaking environment: English speaking environment is a factor for teachers and learners to get fluency that impedes teacher in using CLT. In this aspect **RP - 3** spoke, ‘The majority of the teachers never use English in their personal lives.’

Often they do not have the ability to read the English news papers and other texts in English. So that has got influence in their language development.’ **RP - 10** added, English speaking environment is absent in learners’ lives that’s why they feel shy to use English in classroom.’ **RP - 1** exposed her critic as: ‘In rural schools majority of the students come from the families or environment where English is not much practised or completely absent then it is problem for teachers to use English in classroom. .

Private tuition: Among the interviewees three of them mentioned that private tuition is one of the reasons for sometimes teachers do not get time to, ‘There is also a tendency among the teachers for private tuition that is why teachers still do not spend enough time for planning lesson. The fact is for implementing CLT teachers need to think of the strategies and the techniques to be applied inside the classroom.’

Negative influence: **RP - 3** specified one factor as: ‘There is also negative influence among the teachers. Often they are not confident enough to use English and to use CLT inside the classroom.’

Teachers’ Quality: Qualified and competent teachers are prerequisite for CLT. Most of the schools suffer from qualified English teachers. Almost all the teachers mentioned that teachers’ quality is a setback in CLT. Their remarks can be summed up by **RP - 3**, ‘In rural schools want of efficient English teachers is a problem. It is seen that generally qualified English teachers do not come to the rural schools. The teachers who teach English do not speak English feeling shy and afraid of getting mistakes. Some teachers’ English is less understandable and mechanical due to their pronunciation which is not up to standard.’

Guide book: Following guidebook by teachers and students is the concern of most of the interviewees. That is lucidly presented by **RP - 8**, ‘In the new exam format there is no scope for setting questions from EFT. That is why most of the teachers are very prone to follow guide books since no question is set from there. They think it is useless and wasting of time to follow EFT. These teachers engage students solving test items from there and students memorise the answers. Later they got the same items common in the exam. In consequence students achieve good grades in the final

exam but sorry to say nearly everyone can not show their performance in language skills at their desired level corresponding to their achieved good grades.’ **RP - 4** added, ‘... quality is not a matter here, solving problem and memorisation is the short cut way for students to achieve good grades in the exam. On the other hand it’s a long process practicing and developing language skills as well as self working.

Cooperation from colleagues: Congenial atmosphere is ensured by the authority as well as colleagues. After having training when a trainee wants to implement CLT s/he needs cooperation from the authority and so from colleagues who can support and encourage him or her to try gained new knowledge and skills. I-5 spoke out, ‘I have heard from some of the trainees that they cannot implement the CLT because they don’t get cooperation from their colleagues.’

Teachers’ motivation: All the teachers spoke out critically that teachers’ motivation is vital to follow CLT in classroom. Their comments are neatly presented by **RP - 3**, ‘If teachers are not self motivated they cannot follow CLT. They can think that it is their duty to make students pass in the exam with good grades. So students’ passing exam with good results is their centre of attention rather than using CLT in classroom.’

Congenial atmosphere/ classroom environment: Teacher’s use of English depends on classroom environment or students’ level of English. If the school is well known and students are from the families where English is practised then no problems at all for teachers in using English.

Large class size: CLT works well in small class size. In this point **RP - 1**, **RP -2**, **RP - 4** and **RP - 9** expressed the same view. That is explicitly uttered by **RP -2**: ‘Large class size is a barrier of implementing CLT and if the class size is 80 – 100 then it is difficult to implement CLT activities.’

Lack of resources: Want of resources is specified by three of the interviewees. As **RP - 6** expressed, ‘Lack of audio visual aids and other resources are the barriers of CLT.’

4.7.5 Suggestions for making the CPD course more effective for English Teachers

Suggestions were sought out from the interviewees to make the CPD training course more effective for English teachers. All the respondents cooperated to the researcher providing their suggestions that are presented below.

RP -1: Curriculum is changed, accordingly textbooks are also changed, so the sessions on lesson plans and other activities included in the contents for practice need to be revised.

Some sessions need to be rewritten e.g., curriculum, lesson planning, etc. In addition more sessions on the use of technology and ICT in education e.g., preparing digital content need to be incorporated within the course. In that case the duration of the course may be increased to one week more.

RP - 2: The duration of the training course can be increased to 30 days. This training can be conducted into two slots i.e. 3 weeks and 1 week. In the first slot they will learn theory and some practice then they will return to school for one month and try out the CLT in classroom. After one month they will come to the training centre to complete the second phase of training where they will have their problems discussed that they faced in real classroom while implementing CLT.

As all the teachers do not have background in English and mostly they are lacking in giving instructions in English. So there should be some sessions on teachers' development of speaking English and their linguistic development. Though all the skills are important but if teachers use English in classroom students will be motivated and try to speak English also. At the same time students will be habituated to listen to English and their listening skills will be developed.

Technology is very important thing in ELT so teachers have to be given training on using technology, preparing power point presentation using image text audio and video materials.

RP -3:The training manual deals with the previous curriculum so proper planning is needed for the presentation of the new curriculum.

Within the manual, lesson plans are set from old textbooks. Since there is no TG for the new textbooks and it will take time to write the whole TG so some sample lessons of TG can be developed on some EFT lessons. Instructions can be given there with lesson planning and to show them instances on how to make the class interesting and possible ways of transforming different small activities into participatory and attractive etc. Thus the participants will acquaint more the kind of supports are accessible in TG.

There are few sessions like Collaborative Teacher Development, CPD Strategies and Learner Training and CPD Strategies can be taken in one day and the time allocated for those sessions can be taken for use of Information and Communication Technology (ICT), preparing power point presentation which is also called as digital content, using multimedia etc. Now it's the age of ICT which is very powerful teaching aid today. Teacher should have skills on using ICT within the lessons in integrated way. I think if sessions are redesigned then all these things can be included as training content within the same time frame. Sessions on Teaching Grammar need to be rewritten also.

RP -4: I think the training manual of CPD needs to be revised following newly introduced secondary curriculum 2012.

RP -5: More practical sessions need to be included. Within the course participants have to take part in simulation classes but micro teaching sessions are missing focussing on particular skills after the each theoretical session.

4.7.6 Suggestions for making the CEC more effective for English teachers

The interviewees (Resource Persons) of CEC gave their precious suggestions to make the training course more effectual for English teachers. Their suggestions are present below.

RP -6: Duration of the working days is to be increased. That is why it can be extended to 30 days. Contents of the CEC are to be upgraded according to the secondary curriculum 2012.

RP -7: There should be a common training manual for CEC training. Though the duration of the training course is 21 days but we get only 8 working days so working days are to be increased within present duration. More sessions can be allocated for Assessment and Testing since one or two sessions are not sufficient. Or separate effective training for one week can be organised on constructing test items to give them more practical knowledge. Teachers' self motivation is vital and If they are self motivated then they can teach according to CLT.

RP – 8: We are badly needed a training manual for running the CEC. If there is training manual then repetition of some sessions by different trainers would be stopped. And there would be some consistency among the training.

This training can be split into two slots. After attending the first slot they can back to their job to try out the new techniques and then come again to share their experience i.e., how far they have changed their teaching style and successfully adapted several of techniques or the items which are still challenging and facing difficulties to implement them.

4.8 Recommendation to sustain the benefits INSET

At last recommendation were hunted from the interviewees of CPD and CEC to sustain the benefits of INSETs. Their recommendations are grouped under different headings and afterwards the suggestions that are highlighted by all the interviewees are presented at first.

- i) Teachers' self motivation is vital, as **RP -7** uttered, 'If they are self motivated then they can teach according to CLT.'
- ii) Effective monitoring system needs to set up as **RP -1** suggested: 'Effective monitoring system required to be built up for giving feedback to ELT teacher.'

- iii) Head teachers' training is necessary for effective monitoring. As implementation depends on head teacher also, so head teachers' training is necessary. Most of participants (8) gave their critical view. This is more vividly presented by **RP 1-3**: 'TQI-SEP launched 35 days training program for head Teacher and Assistant head teachers. In that training they have the sessions on how to learn English and how ICT can be used in ELT and how to support English teachers and so on. I think all the head teachers should be under training and it would be continued. Then they can form some ideas about CLT and returning back to school they can support English teachers for implementing CLT.' Another interviewee, **RP-7** added: 'If head teacher monitors the English teacher's lessons after attending the INSET then they will be bound to implement this but at the same time they should have proper understanding about CLT.'
- iv) A transparent recruitment system should be developed for recruiting quality English teachers with required English background as precisely given by **RP - 8**: 'We need to recruit quality English teachers but there are some problems. Due to biasness or corruption in the process of recruitment system the people having higher qualifications cannot come to the profession.'
- v) Salary structure should be revised to attract bright people in this profession as presented by **RP -1**: 'Government should take initiatives to attract bright people with English background. I mean salary structure for the teachers needs to be revised.'
- vi) Promotion system has to be introduced among the teachers. That is lucidly presented by **RP -2**: 'Teachers should have their promotion. There should have some tyres of promotion among them.'
- vii) Refreshers' training needs to be organised after each INSET. That is logically depicted by **RP -3**: 'Refreshers' training or follow up training can be organised for the trainees to listen from the teachers what kind of problems they are having and what supports they are needed. Then feedbacks can be given focussing on how to solve or overcome the problems.' **RP -7** added,

‘Refreshers course for one week need to be introduced after six months in the same institute. Then we can give the participants feedback that they need.’

- viii) Listening and speaking test should be included in exam system and be executed properly as represented by **RP -10**: ‘Listening and speaking test should be included in our final exam and be executed properly.’
- ix) Teachers’ load needs to be reduced. As **RP - 2** suggested ‘The number of classes for each teacher should be lower, and then teachers’ load can be lessened also’. **RP - 1** added ‘More English teachers having sufficient English knowledge and skills should be recruited and initiatives need to be taken for making more sections in each class’.
- x) ‘Total effective working days in schools are to be increased suggested by all the interviewees.’ In addition **RP -2** suggested: ‘... If possible number of classes in English and some other difficult subjects i.e., Mathematics, Physics, Chemistry classes need to be increased per week. If three or four classes can be allotted in a week then students will be benefitted. Because of all guardians cannot help their children in those subjects
- xi) Teacher should have knowledge and skills in using ICT and technology within the lessons and that is why some more sessions can be included within the INSET, is opined by **RP -1, RP -2, RP -3** and **RP -5**. This opinion is concisely given by **RP -2** : ‘Technology is very important in ELT so teachers have to be given training on using technology, ICT, preparing power point presentation using images, text, audio and video clips etc.’ While **RP -1** added: ‘... if teachers have access to teachers’ portal then they can download their required materials from there or other relevant websites.
- xii) Co-ordination can be maintained among the stakeholder of different INSETs as **RP -8** pointed out: Lack of co-ordination among the training providers is a problem. Some teachers are not getting training and some teachers are getting more and more training. This issue is to be focussed. That’s why co-ordination

among the stakeholder and training providers of different projects can be maintained. As District Education Officer (DEO) is responsible to send teachers for attending training so they can maintain the database. They can maintain database while selecting teachers to attend any INSET.

- xiii) **RP -2** suggested: ‘Students’ tuition fees can be increased and students’ problems can be solved at schools. Teachers’ salary structure should be increased. So they won’t spend much time outside schools for earning money for their livelihood.’
- xiv) **RP -7** recommended for additional training for teachers on Assessment and Testing system. According to him, ‘Teachers have misunderstanding about tests; therefore additional training is to be arranged for English teachers on assessment and setting test items.
- xv) Teacher’s guide actually shows teacher how to use textbook and set questions that is for English teachers should be supplied as **RP -4** signified: “Teachers’ guide is to be supplied to all English teachers,”
- xvi) Sufficient time is needed to use CLT, “Contact hours for English lesson in school should be increased,” advised by **RP -2**.
- xvii) **RP -3** recommended: Participants can be taken to some schools to show them CLT based classroom and make them believe about overcoming the problems of CLT.
- xviii) **RP – 8**suggested: ‘To stop English teachers’ dependence on guide book testing system needs to be remodelled and some test items can be set from EFT. We know that to test learners’ reading comprehension reading passages should be unseen to the students. But the unfortunate thing is when test items are set from guide books and students are taught guidebooks then the uses of EFT become less significant.’

Discussion and triangulation have been done on the basis of research questions and presented in the next chapter.

CHAPTER FIVE

Discussion and Conclusion

5.0 Introduction

In this chapter a discussion of the results, conclusions and implications of the present research are presented. The study conducted based on four research questions. After conducting the study the answers of the research questions have been found. Results are discussed in line with the research questions and the presentation of results in Chapter 4.

5.1 Answer to the research questions

5.1.1 Research question 1: What extent are the In-Service Training courses adequately organised to meet the needs of the secondary English teachers' performance in their own context?

The survey and the qualitative result show that the structure and contents of the CPD course and CEC was much organised still some areas need to be updated. The findings were in line with the findings of the studies carried out by Kavak *et al.* (2012) that the program content was relevant to teachers' own contextual needs and the participants had positive attitude about the content of the teaching program.

An effective INSET is well organised, systematic and its contents should meet the needs of the teachers to upgrade their performance in teaching learning. In literature review section it has been mentioned that the quality of professional development programs for teachers depends on the content characteristics, and process variables, context characteristics. Content refers to what will be included in professional development activities (Guskey, 2000; Sparks & Hirsh, 1997; Sparks, 2000; Ganser, 2000 and Reed, 2000; Inquiry and National Education Standards, 2000). Process refers to how activities are planned, organized, carried, and followed up (Ganser, 2000; Mc Carthy & Riley, 2000; National Staff Development Council, NPEAT, 2000;

Cobb, 2000). The context of professional development refers to the organization, system, and culture in which the professional development activities are implemented. In questionnaire survey most of the participant teachers of both the INSETs confirmed that its structure and content was very much relevant to the teachers' needs. This finding was supported by the responses of the Resource Persons (RP) who were interviewed and all enumerated happily that the content of these course was well planned except some parts which needed to be updated. From all sources of data it appears that the content of CPD and CEC was well planned and well organized.

Contents of CPD and CEC of NAEM emphasised on pedagogy, language skills and simulation course but some of the contents needed to be updated with the English curriculum of 2012. But there was no specific training manual in CEC that the trainers and trainees could follow. On the contrary to run the CPD course it has specific manual. As **RP-3** stated: 'Contents are much organised and this is appreciating that there is a common training manual and handouts for running CPD course.' In questionnaire survey majority of the participant teachers of CEC expressed their dissatisfaction regarding the manuals. This findings match with the responses of the interviewees that can be vividly expressed by **RP-7**: 'As there is no specific manual, it happens that the same session is repeated by other expert.' To maintain the consistency among the resource persons and the trainees there should have a common training manual.

Regarding the duration of the CPD and CEC a few participant teachers recommended to extend the duration of the concerned course. And in interview the majority of the interviewees (RP) of CPD and CEC opined that the duration of the INSET was adequate enough with the present content. The analysis shows that there was not much dissatisfaction regarding the duration of the INSETs.

As questionnaires were analysed it was found out that teachers were satisfied with the teacher trainers or resource persons. If trainers are resourceful then it is expected that participants can gain much from the training. Teacher trainer or Resource Person is an important factor in making INSET course successful. In questionnaire survey almost all the participants of CPD and CEC commented positively concerned to the facilitators' skills and expertise i.e. facilitators' knowledge, ability to explain clearly

the application of the relevant concepts, methods and techniques, to demonstrate the CLT as well as giving feedback to the trainees. On the other hand all the interviewees of both CPD and CEC exposed that all the Resource Persons (RP) were undoubtedly qualified but had variations in their expertise as spelled out by the interviewees, **RP -5**: ‘The training is run at the TTCs and the trainers of TTCs mostly have local training as well as foreign training also. I think they are much effective in their presentation and organising sessions and so on.’ Commenting on the Resource Persons of CEC all the interviewees articulated their opinions like the interviewees of CPD. The output of both qualitative and quantitative analysis exposes that most of the Resource Persons of CPD and CEC were effective.

Learning atmosphere is another element to be considered for the efficacy of the training course. In survey, majority of the participants of CPD and CEC optioned for “strongly agree” and “agree” together. The ratings of the participants show that learning atmosphere of CPD and CEC training course was affable and motivating. On the other hand in interview session all interviewees of CPD and CEC happily consented that the authority supported them with necessary facilitates i.e., a multimedia projector for constant use in training rooms. For conducting training sessions they were also provided poster papers and markers, etc. On the contrary one of the interviewees of CPD, **RP-2**, voiced: ‘We don’t have sound proof room where we solely take English sessions.’ Also one of the interviewees of CEC pointed out: ‘We have a language lab also that can be used for listening practice but most of the time it doesn’t work.’ The discussion represents the findings that the learning atmosphere of CPD and CEC were overall congenial and well equipped for running the session smoothly.

Participants were asked to rate on the effectiveness of the course in the questionnaire. The outcome of the analysis shows that majority of the participant teachers of CPD and CEC were satisfied and these INSETs were beneficial and effective for them.

The professional development literature exposes, the characteristics of effective in service training programs include: engaging collective participation; involving participants from the same department and grade; compliance with standards;

meaningful assessment component; continuing with improvement efforts; cooperation between post-secondary institutions and school districts; intensive; sustained and job-embedded; and content focus on teachers' knowledge of subject matter (Borko, 2004; Cohen & Hill, 1998; Desimone, Porter, Garet, Yoon & Birman, 2002; Desimone, 2009; Eylon & Bagno, 1997; Yoon, Duncan, Lee, Scarloss & Shaply, 2007; Varela, 2012). In addition, it is generally known that highly effective in-service training programs are the ones that are grounded in teachers' needs (Avalos, 2011; Darling-Hammond & McLaughlin, 1995; OECD, 2010).

Promoting the professional autonomy of teachers while designing a professional development model is one of the most important characteristics of successful training programs. Ball (1996) and Clark (1992) concluded that teacher determination of the shape and the course of their own professional development is essential in the design of any training model. Furthermore, the American Society for Training and Development endorsed a list of essential qualities for effective training and development, including integrating appropriate technology into programs; encouraging connectivity and collaboration; presenting content not as a discrete event – should be an event exemplified by real classroom cases; focusing on learning styles and preferences; and meeting teachers' training needs (Arneson, Rothwell & Naughton, 2013).

5.1.2 Research question 2: How far the skills of English teachers are developed regarding Communicative Language Teaching throughout the training course?

Effectiveness of any INSET is the concern of the organiser that is implemented. For this justification at the start of the both INSET courses i.e., CPD and CEC pre test is administered to the trainees. After completion of each of the courses, post-test is executed to the participants with the same questions. All the teacher trainers commented in the interview sessions that usually trainees achieve higher score in post- test than the pre-test. In interview the question was posed to the teacher trainers about the English teachers' performance regarding pedagogical knowledge and skills. The responses which came out from them were analogous. They all spelled out that English teachers who attend the course having good grounding in English could demonstrate their good performance in pedagogical skills. They focused on teachers'

competency in English language. This can be illustrated with the citation of the interviewee **RP-2**: ‘The participants who have English background and affluent in English perform better than others and also continue returning back to school.’ The young teachers’ perform well than the senior teachers. As **RP-7** vibrantly presented: ‘... in simulation classes these young participants try to present their lessons in an attractive way using different techniques as well as using technology while teaching.’ Quantitative findings were also similar with qualitative findings as in survey the participant teachers expressed their perceived knowledge and skills in variety of instructional strategies to promote students’ English language skills. All the items were rated to the utmost degree by them. The outcome shows that participants of both CPD and CEC were satisfied with the required knowledge and skills in CLT gained through the INSETs courses.

The practical scenario of Bangladesh is that all the English teachers at the secondary level do not have the necessary background in English. Not only that all teachers do not possess the B. Ed. degree which is very essential to be a teacher. The CEC and CPD courses are offered commonly for all secondary English teachers. It is seen in the survey that among the sampled teachers, a total 83.30% of the respondents of the CPD course and a total 80.70% of the CEC had studied English as elective subject at their graduation level. On the other hand a total 38.6% and 12.5% respondent of CEC and CPD courses hold B Ed degree.

The survey results seem similar with the interview results. Focussing on the point all the interviewees were in consensus that most of the participants attend the course without having fundamental background or competency in English. One of the prominent reasons is the lack of sufficient number of English teachers. That is why the teachers from other disciplines have to teach English and they cannot demonstrate their competency to the required level as expected. Their remarks can be summed up by one of the interviewees, **RP-3**: ‘Actually we try to improve participants’ pedagogical skills since it is expected that teachers should join the course with good base in English but unfortunately most of the teachers join the course without requisite skills in English. ... Sometimes Assistant Head Teachers also come to the course to develop their language skills but improving their language skills is not that much possible within 24 days only.’ While **RP-5** uttered: ‘As teachers with English

background are not available in rural secondary schools so they have to teach English. By teaching long time they became English teachers.' It divulges the fact though all the participant teachers teach English but all of them did not have English at their graduation level and did not possess B. Ed degree, the very necessary professional degree that prepares teachers pedagogically as well as CLT. So, all the participants of INSETs could not display their performance in teaching at the requisite standard. As teaching efficacy refers to a judgment about capabilities to influence student engagement and learning (Woolfolk Hoy, 2004).

5.1.3 Research question 3: How much changes have occurred among the participants in the actual job performance of the trainees?

Motivational factor is important to put into practice new knowledge and skills. The question 3 related to teachers' behaviour change as well as motivation. Teacher competence for teaching efficacy is defined as the ability of a teacher to deal adequately with the demands of the teaching profession using an integrated set of knowledge, skills and attitudes as manifested in both the performance of the teacher and reflection on his or her performance, In other words, professional competences are the systems of knowledge, skills, abilities and motivational disposition which provide the effective realization of the professional teaching activities. Different authors (for example, Grosso de Leon, 2001; Reynolds & Muijs, 1992; Jegede et al, 2000; Borko & Putnam, 1995; Glaser, 1987; Murray & Porter, 1996; Schulman, 1987; Darling-Hammond, 1997; NCTAF, 1996, 2003; NCES, 2000d; Mitchell, 2001; Hermann, 2002; Costa, 1985; Keating, 1988; Rosenthal & Ogden, 1998; Räsänen & Sunnari, 2000; Brusling, 2005; Haynes, 1998; Hostetler, 1997; Lovat, 1981) have proposed different kinds of skills, knowledge, dispositions, and values in which effective teachers must be proficient. They include: subject matters or content knowledge; curriculum and instruction knowledge (pedagogy); interaction or communication competences; evaluation of learning or assessment; knowledge of learning environment and knowledge and skills on how to implement technology in the curriculum.

The responses from the trainees' questionnaire were analysed together with the interviews conducted with the teacher trainers and class observation. The observation

checklists (see Appendix-B) were made use of. The analysis from these instruments revealed that the reasons for taking the course and the expectations from the course as expressed by the trainees were in fact to improve themselves in terms of knowledge and skills in teaching which shows their eagerness to learn ready to put into practice.

The analysis of the questionnaire survey exposes that almost all the participant teachers of both INSETs were enthusiastic to learn and improve which in turn would result in behavior change. This finding is similar with the finding of interview. In responding to the question regarding English teachers' motivation throughout the training course all the interviewees of CPD and CEC expressed the same observation that English teachers turn out to be greatly inspired to use CLT after attending the INSET. But the fact is though they all pleased with the positive changes among the participant teachers' motivation but they also passed on their disappointment that most of the teachers cannot keep it up returning back to school. This can be illustrated by one of the interviewees, **RP-3**: 'They seem to be much motivated at the end of the course. And we find enough inspiration among the teachers to use the pedagogical skills. Within the stretch of 24 days' time teachers have to go through gradual supports to change their frame of mind and believing in CLT. But the problem is after returning back to school they cannot prolong their motivation.' The young teachers show more interest in CLT. That is vividly exposed by the interviewee **RP-7**: 'Participant teachers, who are relatively young, are eager and curious about learning new techniques and pledge to use them in lesson'.

The change that has occurred in teachers' performance was apparent through the observations of their teaching. To measure the behavior changes of the participants that mean how far they apply their gained knowledge and skills in classroom the researcher went to the field to get the actual scenario of implementation of the training through observation. When examining and comparing the checklists that were used to assess the participant teachers it was seen that some of them had been improved in different areas of ELT i. e., use of English while giving instructions, preparation of the lesson, using teaching aids and technology, practicing language skills, use of CLT techniques, classroom management, timing, maintaining sequence of the lesson and achievement of learning outcomes of the lesson etc. However the findings from

observation expose that most of the teachers were not using CLT and they prefer teacher centred teaching rather than student centred.

Language is primarily spoken than it is written. Regarding practice of students' listening and speaking skills it was seen that some of the teachers of both the INSETs made students practice speaking skills but practicing listening skill was almost absent. Concerning practice of students' reading skill it was determined from observation that more than 50% of the total observed teachers of both the INSETs followed the strategy of teaching reading. The result of "fair" and "poor" indicates that these teachers could not come out from traditional practice of teaching reading.

Some teachers used power point presentation in their classes however they could not integrate technology with pedagogy properly. The teachers who were observed in the study also took part in the questionnaire survey. However, there seems to be a contradiction between the participants' responses about their gained knowledge and skills and practice in the reality.

In FGD the students who were habituated to CLT they exposed their enthusiasm about their teacher and CLT which shows the teachers' positive changes after INSET. Quotes from students about their feelings towards English Classes are given below:

"We like pair work and group work because we get chance to practice speaking English."

"We like our English teachers very much she uses interesting language games."

"I like our teacher very much; she always encourages us to practise speaking and listening skills inside and outside the classroom. In our recesses time we talk to our friends in English."

"We watch English movies, cartoons and other programs."

"I like my teacher very much she is very friendly."

"She takes listening classes with audio aid and sometimes without it."

"We like the class very much when teacher takes the class with digital content."

This discussion shows that if teachers are self motivated and they get the support from the authority then they can apply CLT in classroom.

5.1.4 Research question 4: What are the socio cultural factors that influence English teachers in implementing CLT at the secondary level in Bangladesh?

Jacob & Lefgren, (2002) commented from their findings that teacher training can have a significant, positive impact on students' achievement under generally favourable conditions, but that such benefits depend on the context and quality of the program. Kirkpatrick (1998) mentioned the fact that in order for the trainees of a program to successfully adopt what they learn in the program on their jobs, it is vital to provide help, encouragement and rewards. He discussed intrinsic (inward feelings of satisfaction, pride and happiness) and extrinsic (coming from the outside such as praise, freedom and recognition) reward.

Alliger et al., 1997; Severin, 1952; and Colquitt et al., 2000 as cited in Arthur et al. (2003), mentioned that although learning and behavioral criteria are somehow conceptually linked, there has been limited success in empirically indicating the relationship. They continue to state that the reason for this is that behavioral criteria are affected by environmental variables that influence the transfer of the trained skills on the job. Bangladesh secondary education sector is very much afflicted with different problems and issues. If teachers do not get congenial atmosphere then it is difficult to implement the gained knowledge and skills in classroom teaching.

Yasmin (2008) and Roshid (2008) mentioned in their studies that most trained teachers do not implement the training in their classrooms. The data concerning the challenges in implementing CLT obtained from the face-to-face interviews and their responses were cross-validated with the data derived from the questionnaire. Their opinions are summed up in different headings for better strengthening and presented below.

Administrators

Without the support of administration it is very difficult to put into practice CLT in classroom. In large number of schools the authorities do not have understanding about CLT, so they do not pay heed to activity based learning. Monitoring is absent in some schools as well.

Promotion/Social status

Job satisfaction is important indicator for better performance in the job. In teaching profession very few teachers get promotion to be Assistant Head teacher or Head teacher and the rest of them do not get promotion. It makes public the truth that they are rarely satisfied with their own status.

Law salary structure

Salary is also related to teachers' job satisfaction. There is a concurrence among the interviewees also regarding teachers salary. Due to low salary teachers face difficulties to maintain the family expenditure. They have to spend sometimes out of school tutoring for earning money. So they cannot provide much time for the students in schools. Due to low pay teaching profession does not attract largely the meritorious students of English background.

Traditional practice of teaching and learning

As most of the teachers are the products of the Grammar Translation method so they tend to follow that method. Teachers' traditional practice is the barrier of teaching CLT. Some of the teachers are not motivated to be changed. They find Traditional method more comfortable to use in classroom than CLT.

English is taught by the teachers of other disciplines

Shortage of qualified English teachers is a problem in CLT. For the lack of English teachers the teachers from other disciplines have to teach English. In that case due to lack of competency in English these teachers feel comfortable in teaching English using their mother tongue and teach English as a content based subject.

Teachers' workload

Too much workload creates pressure on mind and body that affects a teacher to show their natural performance as well as creativity. Most of the interviewees emphasised

this point. At present situation most of the time teachers have to take consecutive 5 to 6 classes per day. This scenario cannot ensure quality education. Even some motivated teachers who want to teach well cannot perform due to their work load.

Examination System

As there is no test and no marks for listening and speaking skills in the final exam so teachers are not interested to make students' practice on those two skills. So, actually there is a gap in the curriculum.

Teachers' involvement in other activities

If teachers are busy in other activities than teaching then they cannot spare much time in preparing themselves in classroom teaching. Sometimes teachers have to do some other works i.e., for election commission, rover scout, girls guide and help school administration etc. With this English teachers have to teach different subjects at different classes.

Guardians' and learners' attitude

Guardian's attitude also influences English teachers using traditional method instead of CLT. Learners expect good grades in their exams so the guardians as well. Passing exams and achieving good grades get priority instead of learning English. So if the learners and guardians attitude is to pass the written exam and get good grades then the purpose of CLT is futile as well as achieving language skills.

English speaking environment

English speaking environment is a factor for teachers and learners to get fluency that impedes teacher in using CLT. As English is a foreign language in Bangladesh context so the majority of the teachers do not have opportunity to use English in their personal lives. So that has got influence in their language development. And also in rural schools majority of the students come from the families or environment where

English is not practised a lot or it is totally absent. In that case teachers face difficulties in using English in classroom.

Insufficient working days

Public exams and adverse political activities hamper regular class functioning. In Bangladesh context in both cases schools remain closed except scheduled holidays. When schools do not get enough working days then teachers rush to finish the syllabus than using CLT.

Teachers' Quality

Qualified and competent teachers are prerequisite for CLT. Most of the schools suffer from qualified English teachers. Generally qualified English teachers do not come to the rural schools and teachers from other disciplines have to teach English due to shortage of English teachers. Most cases these teachers do not have required competency in English. They do not speak English feeling shy or afraid of getting mistakes. And some teachers' English is less understandable and mechanical due to their pronunciation which is not up to the standard.

Recruitment system

Teachers' recruitment system and the facilities do not attract meritorious candidate to join this profession. Due to biasness and corruption in the process of recruitment people having higher qualifications cannot come to the profession.

Private tuition

Private tuition is one of the reasons for sometimes teachers do not get time to take preparation and planning lesson.

Negative influence

There is also negative influence among the teachers. Often they are not confident enough to use English inside the classroom.

Guide book

Following guidebook by teachers and students is the concern of most of the educationist. In the new exam format there is no scope for setting questions from EFT. Setting question is higher skill and all the teachers do not have required competency in English that is why most of the teachers have the inclination to follow guide books. Since no question is set from text book they think it is useless and wasting of time to follow EFT. These teachers employ students practising test items and memorise the answers from there. This is very frustrating also the questions are also set from guidebook. If students follow guide book later they get the same items common in the exam. In consequence students achieve good grades in the final exam though most of them can not show their performance in language skills at their required level matching to their achieved high grades.

Cooperation from colleagues

Congenial atmosphere is ensured by the authority as well as colleagues. After having training when a trainee wants to implement CLT s/he needs cooperation from the authority and so from colleagues who can support and encourage him or her to try gained new knowledge and skills. I-5 spoke out: 'I have heard from some of the trainees that they cannot implement the CLT because they don't get cooperation from their colleagues.' In open question

Teachers' motivation

Teachers' self motivation is vital to follow CLT in classroom. Most cases they lose their motivation and do not use CLT. If teachers can sustain their motivation at their work place can follow CLT.

Congenial atmosphere/ classroom environment

Teacher's use of English depends on classroom environment or students' level of English. If the school is well known and students are from the families where English is practised then no problems at all for teachers in using English.

Large class size

CLT works well in small class size. Large class size ranging 80 - 120 is a barrier of implementing CLT.

Lack of resources

Want of resources e.g., audio visual aids and other resources are the barriers of following CLT.

5.2 Recommendation to sustain the benefits INSET

As INSET is necessary for EFL teachers at the same time its long term effect is desirable. So participants of CPD and CEC were invited to contribute their opinion regarding the long term effect and sustainability of the benefits of INSET. In this concern suggestions were also sought from the interviewees. Their recommendations are presented below.

- 1) Teachers' self motivation is vital in practising CLT because if teachers follow CLT in classroom then the benefits of the INSET would sustain.
- 2) Effective monitoring system required to be built up for giving feedback support the practice of CLT.
- 3) Cooperation of school authority is very crucial to put into practice CLT. So head teachers' training is essential for effective monitoring as well as its proper implementation. Through training they can form some ideas about CLT and returning back to school they can support English teachers for implementing CLT.
- 4) A transparent recruitment system should be developed for recruiting quality English teachers with required English background.
- 5) Teachers' salary structure should be revised to attract bright people in this profession.

- 6) Promotion system has to be introduced among the teachers.
- 7) Refreshers' training needs to be organised after each INSET. If refreshers course is introduced then the trainers can see the development of the participants and give them feedback that they need.
- 8) Listening and speaking test should be included in exam system and be executed properly.
- 9) Teachers' loads need to be reduced through making more sections in each class and recruiting more English teachers.
- 10) Total effective working days in schools are to be increased. If three or four classes can be allotted in a week then students will be benefitted. Because of all guardians cannot help their children in learning CLT.
- 11) Sufficient time is needed to use CLT so contact hours for English lesson in school should be increased.
- 12) Technology is very important in ELT so teachers have to be given training on using technology, ICT, preparing power point presentation using images, text, audio and video clips etc. and if teachers have access to teachers' portal then they can download their required materials from there or other relevant websites. That is why some more sessions can be included within the INSET.
- 13) Co-ordination can be maintained among the stakeholder of different INSETs. Some teachers are not getting training and some teachers are getting more and more training. This issue is to be focussed. That's why co-ordination among the stakeholder and training providers of different projects can be maintained. INSET.
- 14) As teachers have misunderstanding about tests; therefore additional training is to be arranged for English teachers on assessment and setting test items.

- 15) Teacher's guide actually shows teacher how to use textbook and set questions that is for English teachers should be supplied Teachers' guide.
- 16) Participants can be taken to some schools to show them CLT based classroom and make them believe about overcoming the problems of CLT.
- 17) To stop English teachers' dependence on guide book testing system needs to be remodelled and some test items can be set from EFT. When test items are set from guide books and students are taught guidebooks then the uses of EFT become less significant.
- 18) There should be a common training manual that every trainer can follow.
- 19) To ensure homogeneity among the trainers workshop may be arranged where trainers can exchange their views and queer about their confusion on some topics.
- 20) INSET needs to be reviewed and updated matching with the new curriculum.
- 21) INSET is very essential for all teachers. It should be continued.

5.3 Educational Implications

In-service training is a major instrument to support reforms in educational sector. Bangladesh Govt. has been trying efforts since 1980 to develop teachers' competency in English through different projects. Mostly these projects are run by donor agencies or loan money. The reality is that a significant amount of time and money with efforts are devoted to INSET on CLT. Though teachers have got bit awareness about CLT but the scenario of teaching learning English has not been much changed.

A number of socio cultural factors were identified that influence implementation of INSET through the study. This guides to significant suggestions on how best the policy makers can enhance the effectiveness such training courses and improve the performance of the EFL teachers in Bangladesh and thus help students learning English and as well sustain the benefit of INSET.

5.4 Directions for Further Research

Professional development of Bangladesh EFL teachers is an important issue that is influenced by many factors. Unfortunately, there is still limited research on this issue, so further research is needed on EFL teachers' in-service training courses. Also research demands the factors that influence the professional competence of EFL teachers. There is a necessity to examine the means by which the performance of Bangladesh EFL teachers can be improved.

The professional qualification and competence of the trainers should also be evaluated; the improvement of the skills and competence of the students mostly hinge on the quality of education that they are receiving.

Conclusion

The findings revealed that the participants of the both INSETs i.e., CPD and CEC exposed a high level of satisfaction with all facets. They appreciated the program construction and its contents, quality of training, facilitators' skills as well as training atmosphere. In between the two INSETs it is seen that CPD has got 21 working days while CEC has got 14 working days and CPD course is run on a specific training manual on the other hand CEC does not have any. However the objectives of both the INSETs are to equip the EFL teachers with necessary pedagogical knowledge and skills for CLT. The participants became enthusiastic and motivated after attending the INSETs and discerned the know-how of CLT and spelled out their positive remarks towards facilitators' knowledge and expertise. That shows the effectiveness of the INSETs to some extent. But in terms of put into practice knowledge and skills of CLT in the job is not up to the desired level as the most important part for being effective.

The interviewed facilitators or trainers were also satisfied on the overall structure, content of the INSETs and participants' performance though they emphasised to review some aspects. They as well expressed their negative perceptions toward the implementation of INSET. They highlighted the factors that need to be addressed in filling the shortcomings in the current INSETs. So it cannot be said that INSET is fully effective in Bangladesh context.

The findings also demonstrated that English proficiency level of most of the English teachers in Bangladesh is insufficient. The teachers having sound background in English perform well in training as they practice CLT in classroom. This finding matches with the finding of Begum, N., Parvin, M. R. & Khan, M. A. (2015). Through INSET teachers are given pedagogical training and they show positive changes concerning their performance in English but that is not enough to practice CLT. Teaching foreign language is a complex phenomenon that requires higher subject and pedagogical knowledge and skills which enable teachers to cope with the adverse situation. Gökmenoğlu & Clark (2015) cited as "... success of large-scale reforms depends heavily on the quality of teacher professional development and of teachers' receptivity to in-service training program designs. The effectiveness of INSET depends a lot on the quality of the training program and of teachers' receptiveness from that training. If teachers have essential subject knowledge then they can receive pedagogical knowledge and skills; they can bring significant variations and innovations in CLT according to the demand of the context and techniques for effective ELT. This aspect becomes the essential needs of teachers, so the basic English knowledge must be given early in the INSET or separate INSET can be organized to develop teachers competency as well as developing their listening and speaking skills. Jacob & Lefgren (2002) concluded from their findings that teacher training can have a significant, positive impact on student achievement under generally favourable conditions, but that such benefits depend on the context and quality of the program.

Follow up or refreshers' training need to be organised after each INSET for updating the knowledge and skills of EFL teachers on regular basis. At the same time systematic and effective monitoring is essential. Except this our government and school authority should be careful that each and every teacher should have the opportunity to attend INSET. Sometimes one teacher gets multiple training whereas many remained untrained due to faulty selection system or biasness or political influence. That is why co-ordination can be maintained among the stakeholder and training providers of different INSETs and database can be kept about trained teachers; then every teacher can have access to attend INSET.

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APPENDIX-A

THE QUESTIONNAIRE FOR TEACHERS

This questionnaire has been developed for use in a research entitled as *Effectiveness of In-service Training Courses on the Secondary School English Teachers in Bangladesh* conducted through the Institute of Education and Research, University of Dhaka. The researcher is giving you full assurance that the information provided in this questionnaire will be confidential, and will be used only for the purpose of the research. Your co-operation will be highly appreciated.

Instruction

- a) Please read the questions thoroughly once and then try to answer them all.
- b) Please put a tick (√) mark in the box you think to be the most appropriate answer.
- c) Try to be brief and clear in replying to open ended question.

Section: A

Respondent's particulars

Name of the school:-----Date: -----

Name and designation of Respondent -----

Sex: Male Female

Educational Qualification: -----

Whether you have English in BA: Yes No

Professional training: CLT SESDC NAEM FSSAP ELTIP CPD

BIAM SEQAEP Other-----

Experience: -----Years-----Months

Section B: Please Put tick (√) mark on relevant boxes against the statement that you mostly agree with in relevant questionnaire .

Q 1. Please give your feedback on the Program Structure, Content of the Program and Program Effectiveness The learning atmosphere was motivating and encouraging.

Table A: Feedback on the Program Structure, Content of the Program and Program Effectiveness

	Items	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1	The program structure was well-organised and systematic.					
2	The content of the program was relevant to my classroom needs.					
3	The materials and handouts were useful.					
4	The facilitators are knowledgeable about the topics.					
5	The facilitators explained clearly the application of the relevant concepts, methods and techniques.					
6	The communicative approaches were modeled by the trainers.					
7	The feedback on my coursework was useful.					
8	The learning atmosphere was motivating and encouraging					
9	We were encouraged to collaborate with peers.					
10	We were encouraged to discuss and to find solutions to our real-life problems					
11	The course helped me relate the theory to teaching practice.					
12	The coursework helped me develop knowledge and skills in English teaching					
13	This course helped me to think critically about my experiences in the light of the new knowledge					
14	We created materials to be used in our own classes.					
15	The course was useful for my teaching and professional development					

Q 2. What is the impact of the course on your self-perception, motivation and knowledge - base?

Table B. Impact of the course on your self-perception, motivation and knowledge-base

Sl. no.	Items	Strongly agree	Agree	Not Sure	Disagree	Strongly disagree
1	I have a better self-concept, satisfaction, and confidence in my ability as a teacher now.					
2	I have more desire to try out new ideas and techniques.					
3	I have more desire to know more about my field.					
4	I feel better informed and knowledgeable about the new curriculum goals now.					
5	I feel more knowledgeable about Communicative Language Teaching.					
6	I have a better understanding of teacher and student roles in the class now.					
7	I have an increased awareness of the needs of young learners					
8	I have a better understanding of different learning styles.					
9	I know better how to use textbooks according to my classroom needs.					
10	I am equipped with variety of instructional strategies to promote students' engagement.					
11	I feel more knowledgeable about pre-, while-, and post-reading strategies.					
12	I feel more knowledgeable about pre-, while-, and post listening strategies.					
13	I feel more knowledgeable about process and product approach in writing skill.					
14	I know better how to evaluate students' learning.					

- 3.a) What are the issues and challenges/factors related to your environment, society, culture that you think of standing in the way of implementing better performance of teacher and students in the classroom and to what extent? Please rate on the following table.

0 = Not at all, 1= To some extent, 2= Fairly/moderately, 3=On a large scale

Table C: Socio cultural factors that influence English teachers in implementing Communicative Language Teaching in classroom

SI No.	Factors	Rating							
		0		1		2		3	
		CPD	CEC	CPD	CEC	CPD	CEC	CPD	CEC
1.	The class periods allotted for English are not sufficient to practice the language and to complete the assigned syllabus.	15.6%	18,4%	24.4%	18,4%	33.3%	31.6%	26.7%	31.6%
2.	Teaching learning strategy of English is very much exam oriented.	19.3%	10.5%	12.5%	26.3%	29.5%	28.9%	38.6%	34.2%
3.	Large class size prevents effective language practice	10.2%	10.8%	13.6%	29.5%	26.1%	10.8%	46.5%	43.2%
4.	Most of the English teachers at the secondary level are not trained.	4.5%	15.8%	23.9%	21.1%	33%	23.7%	37.5%	39.5%
5.	Most of the English teachers at the secondary level are not proficient in English.	4.5%	15.8%	23.9%	21.1%	33%	23.7%	37.5%	39.5%
6.	Most of the teachers feel comforts in using Bangla.	10.2%	7.9%	13.6%	18.4%	29.5%	31.6%	46.5%	42.1%
7.	Most of the teachers have lacking in using EFT properly.	12.5%	13.5%	30.7%	45.9%	23.9%	24.3%	33%	16.2%
8.	Most of the teachers are not efficient enough to motivate students to study hard.	13.6%	24.3%	34.1%	43.2%	43.2%	13.5%	9.1%	18.9%
9.	Most of the teachers cannot take proper preparation	13.6%	11.4%	39.8%	37.1%	28.4%	31.4%	18.2%	20%

10.	Most of the teachers give more emphasis on private tuition than classroom teaching due to low pay	8%	13.9%	21.6%	27.8%	19.3%	13.9%	51.1%	44.4%
11.	Most cases English teachers do not get enough cooperation from the authority	18.2%	5.4%	29.5%	48.6%	27%	18.9%	33%	51.1%
12.	English teachers are also busy with administrative jobs	15.9%	32.4%	43.2%	40.5%	23.9%	13.5%	17%	13.5%
13.	English classes do not have sufficient technological support	13.6%	36.8%	37.5%	13.2%	15.9%	18.4%	33%	31.6%
14.	Teachers from other discipline have to teach English due to shortage of English teachers	5.7%	13.5%	21.6%	32.4%	44.3%	13.5%	28.4%	40.5%
15.	English teachers teach different subjects at different classes.	12.5%	13.2%	19.3%	23.7%	31.8%	18.4%	35.2%	44.7%
16.	Most of the students feel shy in speaking English.	4.5%	15.8%	23.9%	21.1%	33%	23.7%	37.5%	39.5%
17.	Most of the students are frightened of English	4.5%	15.8%	23.9%	21.1%	33%	23.7%	37.5%	39.5%
18.	The job of school teachers is less rewarding than other jobs	18.2%	15.8%	6.8%	18.4%	18.2%	31.6%	56.8%	34.2%
19.	The meritorious students do not come to this profession due to low pay structure.	9.1%	18.4%	11.4%	23.7%	15.9%	13.2%	63.6%	44.7%
20.	Most of the students have lack of English speaking environment in family	12.5%	8.1%	14.8%	18.9%	18.2%	10.8%	54.5%	62.2%
21.	Most of the students come from an environment wherever English is absolutely missing	6.8%	5.4%	15.9%	18.9%	18.2%	10.8%	59.1%	64.9%
22.	Most of the students have less opportunity to speak in English. outside the classroom	8.3%	14.8%	16.7%	20.5%	25%	31.8%	50%	33%

3. b) What is your suggestion to improve the situation and sustain it: -----

APPENDIX-B

ii) English Lesson Observation Checklist

School:-----

Class: ----- Teacher:-----

Unit and title of the lesson: -----

Date :----- Duration of observation:----- Minutes -----

Sl No.	Criteria	Excellent 4	Very Good 3	Good 2	Fair 1	Poor 0
1	Warm up session					
2	Proper use of blackboard					
3	Proper use of teaching aids/resources / Multimedia					
4	New word presentation using <i>realia</i> /aids/synonym/antonym with examples and illustrations					
5	Practice of listening skills					
6	Practice of speaking skills (Use of Pair work/ Group work)					
7	Practice of reading skills					
8	Practice of writing skills					
9	Teacher's use of English in responding to students' questions					
10	Teacher's ability to use variety of instructions in English through gestures, voice level, tone & pace					
11	Teacher paid attention to all the students equally					
12	Teacher has maintained the sequence lesson					
13	Teachers' support/encouragement to students for participation					
14	Teacher provided appropriate feed back					

Other Comments (if any)-----

APPENDIX-C

(iii) INTERVIEW SCHEDULE FOR TEACHER TRAINERS

RESPONDENT'S PARTICULARS:

Name of the Institution:-----Date: -----

Name and designation of Respondent -----Sex:-----

Educational Qualification: -----

Professional training:-----

Experience: -----Years-----Months-----

1. In your opinion, to what extent the in service training course (CPD/CEC) that you are currently running are adequately organised for the secondary English teachers in Bangladesh? (course duration , content, trainers and resources)
2. To what extent English teachers are motivated to use pedagogical skills in their lesson?
3. As a trainer/coordinator of English what is your observation about the teachers' performance (pedagogical skills) in the end of the program?
4. What are the socio cultural factors that influence English teachers in implementing CLT in classroom?
5. What are your suggestions for making the INSET (CPD/CEC)more effective for English teachers
6. Please recommend how the benefits of INSETs regarding teachers' performance in CLT can ensured and sustainable?

APPENDIX-D

(IV) FGD GUIDE LINES

1. Do you like English? Why or Why not?
2. How do you practice the language skills in your classroom?
3. Which things you like most about your English class?
4. Which things you don't like most about your English class?

শিক্ষা ও গবেষণা ইনস্টিটিউট
ঢাকা বিশ্ববিদ্যালয়
ঢাকা-১০০০, বাংলাদেশ
ফোনঃ ৯৬৬১৯২০-৫৯
শিক্ষা ও গবেষণা ইনস্টিটিউট



Institute of Education & Research
University of Dhaka
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To

Dear Sir/Madam

Greetings from the Department of Language Education, Institute of Education and Research, University of Dhaka. I would like to draw your attention that one of my M Phil students, Nafisa Begum, reg. no. 179 (session: 2011-2012) is doing M. Phil under my supervision. The title of her thesis is *Effectiveness of In-service Training Courses on the Secondary School English Teachers in Bangladesh*. She needs to collect data as well as to observe English lessons related to her thesis from your organisation. I would like to ensure on behalf of her that the collected data will be used solely for the research purpose only.

I hope you and your colleagues will support her. Your cooperation will be highly appreciated.

Thanking You


01.11.14

Dr. Mariam Begum
Professor
Institute of Education & Research
University of Dhaka