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**Impact of In-service Training (Cluster Meeting) on
Primary Teachers Classroom Practice**

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Declaration

I do hereby declare that the thesis titled “**Impact of In-service Training (Cluster Meeting) on Primary Teachers Classroom Practice**” is my original research work, and contains no materials which have been published by any other person. Materials are used in the study have been properly acknowledged and mentioned in the text as well as in the reference section. The content of the thesis is the result of my own research work which I have conducted during my submission of M.Phil. Degree. No part of this work has been submitted to anywhere for any other degree. To the best of my knowledge any other higher degree has not been offered to any one on this particular topic. The work was done under the guidance of Professor Salma Akhter, at the Institute of Education and Research, University of Dhaka, Bangladesh.

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Dedication

This thesis is dedicated to my Parents.

Abstract

Teacher is one of the best teaching tools to attain, ensure and sustain the quality of education in any country. For this, teachers have to be trained. The trainings include both pre-service and in-service training, and continuous training for professional development. This study focused on the impact of in-service training (cluster meeting) on primary teachers' classroom practice at the English in Action (EIA) intervention schools.

This research adopted the “grounded theory” approach. Here, the researcher attempted to develop a theory inductively from various sources of data which is the basis of the grounded theory. For the convenience of the research and conducting this study, the researcher mainly collected open-ended data from the respondents through observation schedule, a semi-structured interview schedule and a focus group discussion guideline. The collected primary data were transcribed and developed into categories or themes of information and composed into figure or visual model that portrays the general explanation. In this respect, the study was qualitative in nature and conducted according to the grounded theory. The population of the study was all the teachers and students of primary grade of Paba upazila of Rajshahi district. The researcher worked with the students of the primary schools (grade I to V) and their English teachers. Two cluster meetings (CMs) were attended and observed. From those meetings, five English teachers were selected purposively and finally three English classes of each of those teachers (5x3=15classes) were observed for the study. After classroom observation those teachers were interviewed individually. Focus group discussions were conducted with the students of those observed classes. Eight students were present in each group who were selected purposively. The study was carried out in the schools of pilot phase of EIA programme. Data were collected from 31 March to 28 June, 2012.

The teachers, who have responded in this study, are highly educated and attended cluster meetings and various other similar trainings. The cluster meetings had multifaceted objectives which provided them with ideas for warming up, reviewing and reflecting, micro teaching and extending activities for improving teaching and learning capacities of teachers. The cluster meetings were held in different venues or conference centres. The meetings fulfilled approximately 80% of their needs, especially in terms of solving classroom problems through sharing practical experiences and disseminating knowledge. It also helped for developing English teachers' speaking fluency.

Respondent teachers learnt many new things in the cluster meetings. Some of them include: giving instruction in English, easier ways of teaching English, easier ways of teaching prepositions, playing games, using of teaching aid such as audio or iPod, Logitech, flashcard and posters, and writing paragraph by mind mapping.

Most of the teachers used to take classes in their own ways before getting training from EIA. After being trained in cluster meetings, respondents applied and implemented new ideas and methods in their classrooms. Now they use audio, textbook and posters, which help students learn quickly and speak English without difficulty. Most of the teachers liked using English as the language of instruction in the classroom, showing posters and pictures, conducting group works, using audio, word games and board. Students mostly liked to listen to audio (songs, rhymes and poems), writing on the blackboard, playing word games and other group activities. In general, teachers and students like almost the same activities in English classes.

But in some cases, it was found that the instructions given by the teachers, were not clear to students. A majority of the respondent teachers faced some problems in introducing EIA techniques in the classroom especially while using posters, Logitech and audio. Students on the other hand did not understand some parts of the audio. Teachers' also faced some challenges for excessive class load, big size of classes and lack of supervision and monitoring. Having faced these challenges, many teachers return to their previous practice of teacher-centred methods such as lectures instead of using modern technologies.

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Chapter 1:

Introduction

1.1 Background

Education is a lifelong process essential for human resource development of a country. Quality education for the beginners can empower human beings to liberate individual minds from the curse of ignorance and darkness. It represents the cornerstone in the development process of any society (Kothari, Patel & Shelat, 2012; Afroze, Kabir & Rahman, 2008; Chalard, 2009) and the key indicator of the people's progress and prosperity (Haq, 2004). Greek philosopher and educator Aristotle said: "*The educated differ from the non-educated as much as the living from the dead.*" The importance of education in human development is nothing new. From classical economists to recent writers on development, many have recognised that education is critical for economic and social development (Becker, 1993). Side by side, the use of English and demand for English language and English language education has also exploded with economic globalization and transfer of cultural trends (Sultana & Rahman, 2010; Choudhury, 2006; Nunan, 2005; Chaboot & Raminez, 2004; Nunan, 2003; Bhatt, 2001). English is not just a language but also a technology for surviving within a context of growing trends of globalization and English is the key to national progress (Appleby et al., 2002; Shamim, n.d.). English is said to be the passport to the future of a developing country such as Bangladesh (Coleman, 2010). In most of the countries in today's world, English holds a special position as the international language for communication (Rahman, Begum & Zinnah, 2009). The number of English learners around the world has increased in the past several decades because of the recognition for world Englishes (Rao, 2010; Nunan, 2001; Bhatt, 2001). Therefore, now no nation can think of changing its fate without having a command over this developing technology (Banu, 2007; Rahman, 2009). For example, countries such as Hong Kong, China and Japan have already given up their

conservative attitudes and are now shifting emphasis on learning English. English has been introduced as an official language alongside other national languages in these countries (Forey & Nunan, 2002; Nesa, 2004; Kachru, 1992; Kachru, 1992a). For all these reasons, it is now an agreed upon fact by all concerned that English is needed to keep pace with the world and this is the right time to learn English in the proper way (Banu, 2007). So, there is no alternative to learning English in the development process of Bangladesh (Sultana & Rahman, 2010).

English is taught in our country as a foreign language (Begum, Rashid and Banu, 2005; Banu, 2002; Ahmed, 2007). The language has always been a compulsory subject in the primary curriculum and the schools put in the most strenuous efforts to its teaching and learning (Choudhury, 2006; Ahmed, 2007). Bangladesh has one of the largest primary education systems in the world with an estimated 16.9 million primary school-aged(6 to10 years) children. A total of 395,281 primary schoolteachers (approximately 50.5% of the students and 49.2% of the teachers are women) are attending and working in more than 78,685 schools (comprising ten types of schools, including madrasahs) (BANBEIS, 2011). The Primary Education Compulsory Act passed in 1990 made primary education free and compulsory for all children up to the 5th grade. The primary level of education is defined as the basic education in Bangladesh. Basic education provides necessary knowledge to an individual so that he or she can ensure the optimum use of scarce resources and better use of the available services. Basic education is an indispensable passport to life (Delors, 1996). According to Delors,

“The primary education is very crucial in the sense that it is during this stage that we acquire the instruments for the future development of our faculties of reason and imagination, our judgment and sense of responsibility and when we learn to be inquisitive about the world around us” (1996).

The Government of Bangladesh recognises education as a means for reducing poverty and improving the quality of life of children. As a signatory to the Convention on the Rights of the Child, the Government of Bangladesh, with assistance from its development partners, has stamped positive steps towards fulfilling children's rights to education, as was discussed in the world conference on "Education for All" held in March 1990 in Jomtein, Thailand. This view is shared by the World Education Forum (Dakar, April, 2010) and the UNDP's Millennium Development Goals (Ehsan, Biswas & Ashrafuzzaman, 2012). As a result, the country has made significant progress towards achieving universal primary education and gender parity in schools (Ehsan, Akhter, Biswas & Ashrafuzzaman, 2011; UNICEF, 2009). The number of enrolled students increased from 12 million in 1990 to over 16.9 million in 2011, boosting gross enrolment from 97.5% in 2001 to 99% in 2010 (Ehsan, Biswas & Ashrafuzzaman, 2012). Equality has also improved, girls' primary school enrollment increased and surpassed boys in primary education. Similarly, the percentage of female teachers has been steadily increasing. But, the primary school age population in Bangladesh has been greatly handicapped by high dropout and low completion rates. Other problems that affect the primary school attendance include absence of schools at accessible distances, traditional teaching methods, lack of teaching aids and materials, shortage of skilled teachers, fear and poor community involvement (Yasmin, 2009; Yasmin, 2007; Rahman, Begum & Zinnah, 2009). This means that ensuring a high quality of primary education is still a big challenge. The focus is now on how to improve the quality of primary education. With this background the PEDP-3 is in operation from July 2011 that emphasizes the whole primary education sector plus gradual inclusion of one year preprimary education. PEDP3's overall objective is to ensure "*quality education for all our children.*" The National Education Policy has also emphasized on improving the quality of primary education. According to the National Education Policy (2010), primary stage forms the foundation of subsequent levels of

education, so delivery of quality primary education is a must. One of the major policy for improving the quality of primary education focuses on the importance teacher training both in-service, pre-service, short training at home and abroad.

Teachers' quality, their education and training which actually help to improve the quality of education. (Ehsan, Biswas & Ashrafuzzaman, 2012; Husen, Torsten & Postlethwaite, 2003; Hargreaves & Fullan 1992). The quality of education depends entirely on how teachers conduct teaching and learning process. Efficient, trained and skilled teachers can develop excellent teaching programs and implement in schools.

In case of English language teaching-learning the scenario is poor (Yasmin, 2009; Yasmin, 2007; Rahman, Begum & Zinnah, 2009; Rahman, 2009). To improve the quality of teachers in teaching English has become imperative to improve the quality of English learning of the students.

From this background, the Department for International Development (DFID)-funded English in Action (EIA) has already playing a leading role in changing the poor situation of English language teaching and learning in Bangladesh. English in Action is a nine-year (2008-2017) development program aimed at helping 25 million people in Bangladesh to improve their ability to use English through communicative language teaching and learning techniques and use of ICT, textbooks and supplementary materials in an innovative way for social and economic purposes in the national and global arena (EIA Baseline Study 5, 2008). As Shohel & Banks (2010) put it-

“There are four major strands to the EIA program in Bangladesh: a). Primary Education: engaging students and teachers through innovative classroom resources. b). Secondary Education: empowering teachers to change their classroom practice. These interventions are school-based, delivered through supported distance learning and enhanced by mobile technologies. c). Adult Learning: enabling lifelong learning via interactive and digital media and d). Research, monitoring and evaluation (RME): evaluating ongoing projects and researching impacts of interventions.”

This program has been training up teachers through cluster meeting and providing various teaching materials to ensure professional development (Woodward, 2010).

In Bangladesh one in five teachers has no specialized qualification for teaching. Moreover, there is a shortage of well-educated, trained and skilled teachers in the schools (Sultana & Rahman, 2010). Teachers need to be given training not only before entering service but most importantly when in service as well because teachers' professional development is seen as a continuous facilitative process that updates and upgrades teachers' knowledge to persist with educational changes (Khan, 2010). The EIA program aims at significantly improving the teaching of English by offering alternative forms of support including integrating ICT. EIA has adopted different approaches at the primary and secondary level of education in order to evaluate the effectiveness of each. This project creates resources for the classroom and for teachers' professional development using mobile technologies, which are then deployed by primary and secondary schoolteachers. For this reason, EIA has adopted a blended approach, mitigating ubiquitous mobile technology in the teachers' pockets with monthly cluster meetings (CMs) where 20 teachers in a district meet to discuss their progress. Teacher facilitators (TFs), who also have contact with each other, facilitate these meetings through the use of mobile phones and netbooks (Shohel & Banks, 2012; Woodward, 2010). There is no specific item to be discussed in a CM. But warm up, review and reflection, extension activities (micro-teaching/demo teaching), taking preparation for future and cluster meeting evaluation are to be included in the discussion. CMs are conducted considering the interest, demands and problems of the teachers. It should be ensured that a session is not monotonous. Different techniques and methods are adopted to avoid monotony. For having variation in the CMs, different types of game and micro-teaching are arranged. EIA cluster meeting emphasizes on participation and interaction. This

study focuses on the impact of in-service training (cluster meeting) on primary teachers' classroom practice at the EIA intervention schools.

1.2 Problem to be Considered in This Study

During the past decade, Bangladesh has made significant progress in improving primary education. Disparity among the quality of education is by far the biggest problem Bangladesh has been facing in the primary education sector (Ardt, Hastings, et al., 2005). To solve these problems, in-service training of teachers is essential. But currently, there is a severe shortage of people with sound English language skills, both throughout the Bangladeshi society and within the teaching profession (Woodward, 2010). In-service training plays important role in developing teachers' quality. In-service training enhances the overall performance of a teacher enabling them to bring in new ideas, concepts and activities. It also improves knowledge, skill and attitude (Shah, Kiani, Mahmood & Hussain, 2011). At present there are some arrangements for in-service training for primary schoolteachers, especially for those who teach English language. These include subject-based training, quality improvement in classroom, sub-cluster and EIA cluster meeting. But it is left to be considered how effectively these (new ideas, method, techniques and ICT skills) are being used in the classroom.

Many studies have tried to explore teachers' performances and changes in classroom practices after getting in-service training (Shah, Kiani, Mahmood & Hussain, 2011; EIA Large-scale quantitative study 2a, 2011; Khan 2002; Eswaran & Singh, 2008; Patel, 2007; Hussain, 2004). On the other hand, some researchers focused on the weaknesses of cluster meeting and the challenges in implementing the activities promoted in in-service training in the classroom practice (Bayrakc, 2009; Gravani, 2007; OECD, 1998). Some studies have tried to identify the importance of in-service training on teachers' professional development (Kothari, Patel & Shelat, 2012; Cohen & Hill, 1997; Falk, 2001). Some other studies explored teachers' perception about in-service training (Yigit, 2008; Topkaya, 2010;

Hismanoglu&Hismanoglu, 2010; Komba&Nkumbi, 2008; Ha, Lee, Chan & Sum, 2004; Kwok-wai, 2004). There have also been researches that tried to identify the further needs of the English teachers, who have attending training programs (Wati, 2011). Researchers have also examined how school-based technology enhanced support systems' impact on classroom practice and helped teachers' professional development (Shohel, Banks, 2010; Tang, Zhou & Li, 2009).

In view of the above, this study particularly focused on the monthly cluster meeting of the EIA program. EIA cluster meeting viz in-service training program has been training up teachers through cluster meetings and providing them with various teaching materials to ensure professional development in English language teaching. This study is an attempt to explore and identify the impact of cluster meetings on primary teachers' classroom practices.

1.3 Objectives of the Study

The main objective of this study is to explore the activities of EIA cluster meeting and its impact on primary schoolteachers' classroom practice in Pabaupazila of Rajshahi District. It also examines the teachers' opinion about the impact of cluster meeting on their classroom practices. Finally, this study analyzes the application of training in English classroom teaching by the teachers which obtained through cluster meetings.

1.4 Research Questions

1. What goals and activities are focused in the cluster meetings?
2. Which activities are practiced in the English classrooms by teachers?
3. How do teachers perceive the impact of cluster meetings on their classroom practices?
4. To what extent is the training of cluster meeting reflected in the English teaching in the classroom?

1.5 Rational of the Study

Ensuring primary education for all is one of the most urgent needs in developing countries like Bangladesh. Despite many achievements in the past decade, more major improvements are still needed to make sure that all children get the benefit of quality education (Ehsan, Biswas & Ashrafuzzaman, 2012). The major challenges include: poor quality of education; high dropout rate; promotion of equity and accessible education; decentralization of the education administration; and special needs education. Poor qualification and lack of motivation among teachers are the other major challenges. Approximately 24% of the teachers in the government primary schools and the registered non-government primary schools are untrained. The traditional and dominant way of teaching in most schools tends to focus on memorizing facts. To improve the quality of education, PEDP-III focuses on in-service training for teachers. Teachers are trained in interactive teaching approaches and also receive subject-based training (UNICEF, 2009).

School cluster is a new model for teacher professional development (TPD) based on Information and Communication Technology (ICT). It focuses on cooperation and communication among schools and teachers in distributed areas and different levels. The strategies for organization and learning service are the key points for implementing professional development activities in school cluster. As new concepts and methods, teaching reflection, teaching process research, peers' assistance and professional leading are used to realize TPD effectively. Following the strategies and new methods, efforts are put in to improve school-based training, resource sharing, collaborative research, development of learning communities and school clusters (Tang, Zhou & Li, 2009).

EIA is also trying to improve the quality of communicative English language, especially listening and speaking skills. EIA focuses on cluster meeting for the English teacher. This research explores the importance and possibilities of the quality of these

in-service initiatives. New techniques and materials, limited pre-service training, and the social changes affecting learners make in-service training a necessity (Pillai & Moulovi, cited in Karim 2010). Beyond traditional training, the cluster meetings are introducing more scientific and modern teaching methods and are also bringing newer technologies (Shohel& Banks, 2012; Shohel& Banks, 2010; Shohel& Power, 2010; Woodward, 2010). These are all new concepts in our primary education sector. The researcher has found two studies (Shohel& Banks, 2010; Shohel& Power, 2010) based in Bangladesh where the researchers attached very little of their importance to cluster meetings. Their studies basically followed the mixed method approach in UCEP schools (non-government organization). Therefore, it is important for us to investigate in-depth about how effectively these are being used in our classroom practices in general schools (Government & RNGPS schools). The finding of the study will help us to know about these aspects.

1.6 Significance of the Study

The findings of the study will help to explore whether the cluster meetings are helpful or challenging for the professional development of the English teacher. For conducting this study, the researcher will have to observe the cluster meetings which will be helpful in making fruitful recommendations about the strengths and weaknesses of the cluster meetings.

This research will reveal to what extent the activities of the cluster meetings can be implemented in the classroom. By knowing this, it will be possible to improve the cluster meetings as a befitting spirit of the age. Cluster meetings will have to be improved according to the demand of the teachers. This study will also provide information for teachers on those activities of the cluster meeting that are problematic for implementing in the classrooms. The solutions for these problems can be found from this study as well. It will be possible to solve those problems to conduct follow up cluster meeting activities by providing reflection and feedback. Teachers will also be benefited from this study. They will be able to know from

this study which learning of the cluster meeting they can implement successfully in the classroom. Trainers will know from this study on which activities they have to emphasize for cluster meeting.

Teachers' training expert, ELT education specialist, ELT researchers and writers from both home and abroad will be able to know from this study how effective the activities of cluster meeting are for the teaching-learning process. They will also know whether the technology-based cluster meetings are implemented properly in the classroom or not.

However, the findings of the study will help the project evaluator to take decision about the cluster meeting and it will be helpful for educators to improve the teachers' training programs. Moreover, this study will be significant for the project policymakers as well. It will provide them with the necessary information for making effective policies and help in taking appropriate decision for further cluster meetings.

Finally, this study will help teachers, head teachers, education administrators, SMC members and policymakers to make proper decisions about arranging in-service training for teachers and help the stakeholders and the government and non-government organizations, who intend to improve the education system in Bangladesh.

1.7 Chapter Outlines

The thesis has been organized and presented briefly into eight chapters. The first chapter outlines the topic and deals mainly with the background, objectives, research questions, rationale and significance of the study. Chapter two describes the background of EIA in Bangladesh. Chapter three surveys literature that discusses the place of English Language in the primary curriculum in Bangladesh, training primary schoolteachers in Bangladesh and English language classroom practices. Chapter four describes in detail the research methodology including the nature of the study, study area, sampling procedure, tools for data collection, data processing and analysis. Chapter five contains the analysis of the data obtained from the field. In this chapter, analysis and interpretation of collected data were done on two major areas namely the cluster meeting and classroom practice. The findings or results were synthesized in chapter six. Chapter seven discusses the findings of the study. This chapter also compares the results of the study with other research findings. Chapter eight contains conclusions and policy implications where focus was given on improving cluster meeting of the EIA based on the findings and the discussions. In addition, the abstract, table of contents, list of tables, list of figures, references and annexes were included in the report.

Chapter 2:

English in Action (EIA) in Bangladesh

2.1 Introduction

This chapter provides significant contextual background to the study by introducing the observed EIA cluster meeting. At first a detailed description of EIA is portrayed and then a related evaluative analysis is described. The next chapter reviews a wide range of literature within a wider educational context and follows the rationale of conceptual framework which is related to the issues of the study.

2.2 English in Action (EIA)

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

- a). Primary Education: engaging students and teachers through innovative classroom resources.
- b). Secondary Education: empowering teachers to change their classroom practice. These interventions are school-based, delivered through supported distance learning and enhanced by mobile technologies.
- c). Adult Learning: enabling lifelong learning via interactive and digital media and
- d). Research, monitoring and evaluation (RME): evaluating ongoing projects and researching impacts of interventions (Shohel& Banks, 2010).

This programme is providing training for English teachers through cluster meeting and supplying various teaching materials to ensure teachers' professional development in English language teaching (Woodward, 2010). Currently EIA is working with 462 teachers from 231 primary schools (including govt. and NGO schools) and 43 Teacher Facilitators across 23 upazillas.

As a partner of the EIA programme, the Open University, UK is involved in Teachers Professional Development (TPD) programmes in Bangladesh and Institute of Education and Research (IER), University of Dhaka is working as a collaborative research partner with the EIA project where 15 IER researchers are involved in the research activities. BMB Mott MacDonald supplies project management support for the consortium. Other members of the consortium are Friends in Village Development Bangladesh (FIVDB), BBC World Service Trust, and Underprivileged Children's Education Project (UCEP) (Woodward, 2010).

2.2.1 EIA Primary Teaching Learning Programme

EIA Primary Teaching-Learning Programme (PTLP) intends to convey overall pedagogical alterations especially involving students and teachers in the process of developing language skills through the use of innovative classroom resources in Bangladesh. To improve the competency of both students and teachers in English and to change the classroom practices at the primary level, EIA has formulated an interactive audio instruction package added by a variety of relevant photographic materials including posters, flash cards and figurines (Woodward, 2010). A series of audio files are recorded with every lesson of the textbook which have to be played in the classroom through the media players and speakers. These audio files include songs, dialogues and activities. This programme also circulates both audio-visual and print based materials (activity guide, teachers' guide, audio scripts and videos for teachers) for teachers' professional development. All these materials are prepared maintaining the existing National curriculum and textbooks.

One of the major constituents of PTLP is face to face teacher training and support to make teachers' pedagogic skills better through practice and reflection. EIA conforms to three important rules regarding teachers' professional development -

- a) 'continuity of support' instead of just one off training with little or no opportunity for refreshers;*
- b) school based approach including peer learning and*
- c) local capacity building.*

Thus the EIA Teacher Training and Support Model are grounded on these three core principles. The Teachers involved with EIA receive an in-depth ongoing support from the project beside the professional development (PD) materials. Such trainings and supports include-

- a) central level Teachers' Milestone workshops (periodical)*
- b) monthly sharing/reflection meetings in clusters (20 teachers per cluster per upazilla) and*
- c) monthly classroom support visits by the facilitators.*

There are self-learning PD materials on the portable MP3 Player and it is called 'Trainer in the Pocket'. EIA also works with two teachers per school that supports peer sharing and learning in the school context even without the continuation of formal training. There is a built-in quality assurance mechanism in all EIA activities including material development, teacher training and teacher support. Teachers get reflection on the basis of collected quality relevant information.

The pedagogical experts from The Open University (OU), UK assist as technical consultants both in material development as well as teacher training and support. Teacher Development Coordinators (TDCs) supports and mentors Teacher Facilitators (TFs) and teachers. TFs are local Govt. teachers in specific upazillas and they facilitate the activities.

They act as mentor of the EIA teachers from each school. However, Government officials like - Upazilla Education Officers, Assistant Upazilla Education Officers, Upazilla Resource Centre Instructors and others support in implementing all teacher training and activities in each upazilla.

2.2.2 EIA Cluster Meeting

EIA has acquired a merged approach, extenuating omnipresent mobile technology in the teachers' pockets with monthly cluster meetings (CMs) where 20 teachers in a district gather together to discuss their progress. Teacher facilitators (TFs), who also have contact with each teachers and EIA personnel through the use of mobile phones and netbooks, facilitate these meetings.

According to primary teacher facilitator handbook, all the TFs of an upazilla can share their experiences in EIA cluster meeting among themselves or with the facilitators. Teacher development coordinator (TDC) and TFs team will arrange and conduct these meetings. With the advancement of these CMs, TFs gradually can develop their leadership. During the planning for new CM, the issues arose in the previous one are considered intensively. It also helps to take the decision for the next meeting. There is no specific item to be discussed in a CM but the following items are to be included in the discussion.

-Warm up

-Review and reflection

-Extension activities (Micro-teaching)

-Taking preparation for future

-Cluster Meeting evaluation

According to Shohel and Banks,

“Teachers were required to attend a cluster meeting fortnightly for formal training on different modules from the teacher guide, helping them to boost their confidence, keep up their motivation and support each other in using communicative English language practices in their classrooms. Teachers planned and demonstrated lessons in different groups in the cluster meeting. One group might miss something in the demonstration and the next group can identify what could have been added to perform better. By way of preparation, teachers listened to modules from the iPod or read the module from the teacher guide before attending the cluster meeting. During feedback sessions in the cluster meeting, they could listen to others and share their own experience (2012, p. 29).”

CMs are carried on considering the concern, needs and problems of the teachers. It should be checked that session is not flat. Different techniques and methods are followed to avoid it. For bearing the variation in CM, different types of games and micro-teaching are arranged. Therefore, EIA cluster meeting emphasizes on teachers' participation and interaction.

Chapter 3:

Review of Relevant Literature

3.1 Introduction

A review of literature is an outline of a research which is an important constituent in any research process (Boswell & Cannon, 2009). It helps to establish a new knowledge depending on existing knowledge. A large volume of journal articles, conference papers, books, government documents and internet documents have been collected and reviewed for developing insights into the present study. The study has reviewed the relevant literature for many other reasons such as understanding research paradigm (Houser, 2007), identifying the research problem and rationale (Creswell, 2008), identifying the design, techniques, and instruments (Cottrell & McKenzie, 2011), learning new ideas and approaches, relationship between ideas and practices, sharing latest findings with others, contradictions among the findings and those of the reviewed studies (Leary, 2004) and so on. Some of the important literatures related to the present study are reviewed and presented in this chapter. Related literatures reviewed for this study are arranged in this chapter in the following categories:

3.1.1 Place of English Language in Primary (grades I to V) Curriculum in Bangladesh

3.1.2 Primary English Teachers' Training in Bangladesh

3.1.3 English Language Classroom Practice

3.1.4 Conceptual Framework

3.1.1 Place of English Language in Primary (grades I to V) Curriculum in Bangladesh

English is taught and learnt as a compulsory subject at the primary level of education in Bangladesh (Sadek, Ahmed, & Begum, 2006; Yasmin, 2007). The Government of Bangladesh has realized the importance of English in all spheres of life. The government's policy is to encourage and emphasize the learning and teaching of English at all levels. Steps are being taken to help pupils to develop the four language skills (listening, speaking,

reading, and writing) in English from the very early stages of their academic lives. This attempt will help to lay the foundation in English for students from the early age and enable them to communicate equally using all the skills.

The Ministry of Primary and Mass Education in Bangladesh is focusing on competency-based education. In this education, acquisition of specific competencies by the students is focused. The National Curriculum and Textbook Board (NCTB) call these terminal competencies, broken down in learning continuum by grades. When such a competency-based education provision was introduced in 1992, there were 53 terminal competencies for primary students which were modified into 50 competencies in 2000. It was hoped that students would be able to achieve those competencies after completing primary education (Sultana &Nahar, 2008). Out of the 50 competencies, four competency was related to English. These are:

- 1. To be able to read and understand printed and handwritten materials in English.*
- 2. To listen to and understand simple conversations, stories and rhymes in English and enjoy them.*
- 3. To be able to speak in simple and correct sentences in English about one's own observations, ideas and feelings.*
- 4. To be able to write brief accounts of experiences and known things in correct and simple English (MoE, 2004;Sadek, Ahmed, & Begum, 2006).*

To meet the challenges of the new century, the overall aims and objectives of the English curriculum (2002-2003) have been redefined. Based on new directions in primary education, terminal and class-wise competencies from grade one to five have been determined. The aim is to facilitate easy and quick learning and to build a foundation in the four basic language skills – listening, speaking, reading and writing. The purpose of teaching English from class I to V is to enable the students communicate in the language at a simple level in a natural and

spontaneous way. The main objectives of teaching English from class I to V are to enable students to:

- 1. understand simple commands/instructions/requests in English and carry them out;*
- 2. speak and understand simple English appropriate with their age;*
- 3. read and comprehend textbooks appropriate to their age group and level;*
- 4. write alphabets, words, numbers, simple sentences, passages, paragraphs, informal letters and numbers appropriate to their age group and level (Curriculum and Syllabus Committee Report: 2002-2003).*

3.1.2 Primary English Teachers' Training in Bangladesh

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

- (a) to help teachers develop and update their professional knowledge;
- (b) to increase their efficiency in the strategies for new educational methods;
- (c) to train teachers of all levels in information technology (IT) and to ensure wider use of it;
- (d) to build up a modern and developed Bangladesh.

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

3.1.2.1 Pre-service Teacher Training

For training teachers of primary schools, there are 53 government and two private institutes. One-year pre-service training courses are offered in all these institutes. The Institute of Education and Research (IER) of the University of Dhaka and Bangladesh Open University

(BOU) offer teacher education as a discipline. IER offers a four-year Bachelor of Education (B.Ed.) degree combined with academic and professional training and a one-year Master of Education (M.Ed.) degree. These courses are more targeted to producing teacher trainers than teachers. On the other hand, BOU offers training courses through open and distance education. It offers a B.Ed. degree, a 10-month course for those who already have a graduation degree in any other discipline.

3.1.2.2 In-service Teacher Training

The training, sharing and updating of practicing teachers are widely recognized as essential factors in developing the quality of the teachers. For this reason, in-service education of teachers is considered a key aspect of the efforts to improve schools (Husen, et al., 2003). Since the independence of Bangladesh, in-service training is described in different education commissions. According to the Bangladesh Education Commission (1974), the necessity of properly trained teacher was marked as the most important factor for making primary education program successful. For this reason the broadening of teachers' training institutions was essential. The major recommendations of this commission about primary teachers' training were: in-service training of primary teachers can be held in three ways:

- Preparatory teachers' training can be held after teacher recruitment.
- Training can be held for developing professional skills after joining job.
- During in-service period, introducing new ideology and professional skill

development can be achieved through various short and long term trainings.

Education Reform Specialist Committee (2002) recommended that upazila resource centers should be used effectively to ensure teachers' in-service training and sub-cluster trainings.

The National Education Policy 2010 states that qualified teachers are essential for proper and quality education. To ensure the quality of teachers, it is essential to recruit

qualified teachers through scientific and transparent recruitment process on one hand, and on the other, quality teachers' education and repetitive demand-driven training is imperative to develop the professional excellence of the teachers.

So, in-service training in parallel to pre-service training is emphasized for developing primary teachers' professional skills or development. Tang, Zhou & Li, (2009) conducted a study titled School Cluster for Teachers' Professional Development Based on ICT. School cluster is a new model for teachers' professional development (TPD) based on Information and Communication Technology (ICT); it focuses on the cooperation and communication among schools and teachers in faraway areas and different levels. The strategies for organization and learning service are the key points for implementation of teacher professional development activities in school cluster. As the new concepts and methods, teaching reflection, teaching process research, peers' assistance and professional leading are used to realize TPD effectively. Following with the strategies and new methods, they are trying to make improvement of school-based training, resource sharing, collaborative research, as well as development of learning communities and school clusters.

In Bangladesh, the National Academy of Primary Education (NAPE) offers a variety of in-service training for the teachers of primary schools (Hossain & Siddiquee, 2009). In-service training or continuous professional development (CPD) is mainly done through subject-based and sub-cluster trainings by Assistant Thana Education Officer (ATEOs) or Assistant Upazila Education Officers (AUEOs) and URCs.

Prior to 1986, in-service education of teachers was a sporadic affair. In Bangladesh job recurrent training program had started which ultimately led to the development of an innovative program known as Cluster Training Program (CTP). In 1992, a redesigned CTP was introduced in selected areas on experimental basis. It was titled Sub-cluster training. Teachers are trained on-the-job through bimonthly sub-cluster training programs. While a

cluster consisted of 20-30 primary schools, a sub-cluster comprised 4-5. AUEOs are responsible for conducting sub-cluster training and giving academic support to the teachers through regular supervision. These sub-cluster trainings are providing regular professional and technical support to teachers for quality teaching and learning practices. Sub-cluster training helps the teachers improve their practical teaching skills which in turn help improve the overall learning environment of the school. Improved learning environment helps solve problems like non-enrollment, dropout and low achievement (Rahman, 1995).

In Bangladesh there are Upazila Resource Centers (URCs) at the Upazila level for professional development of the teachers. URCs arrange subject-based training, especially in English and Mathematics for primary school teachers. Besides the URCs, some other projects, such as the English for Teaching: Teaching for English (ETTE) and English in Action (EIA) are providing in-service training to the primary English teachers.

Thus, although pre-service and in-service training institutes are playing a vital role in developing efficient teachers, unfortunately the existing primary teacher education program is not able to produce equally qualified teachers (Sadek, Ahmed, & Begum, 2006; Bangladesh Education Sector Review, 2002). The National Education Policy (2010) has made similar comments: *“The existing teacher training system of our country is very traditional, insufficient, certificate-based, loaded with theoretical knowledge, incomplete in practical learning, based on rote learning and conventional testing system”*.

3.1.3 English Language Classroom Practice

In Bangladesh, there is very little training facility, resources and motivational support. Woodward (2010) notes that many primary schoolteachers start teaching English without any pre-service training. Most teachers have very poor English language understanding and are only a few steps ahead of their students in their use of the language. Khan (n.d.) also reveals that *“Their [teachers’] language proficiency is low and their teaching competencies are*

insufficient.” In fact, the primary schools do not have subject-wise teachers (Sadek, Ahmed, & Begum, 2006). In general, Most of the teachers do not facilitate the practice of the four language skills in classroom according to the curriculum. In English classrooms, majority of the teachers use traditional lecturing methods and students’ participation in classroom learning is very poor. There is hardly any student activity, although the new textbooks provide scopes for group and pair work (Yasmin, 2007; Yasmin, 2009). The teachers do not use any effective teaching aids in the classroom either. The only materials accessible to students are textbooks. Students are generally afraid of asking the teachers any question if they face difficulties in learning because the teacher-student relationship in Bangladesh is not friendly (Sadek, Ahmed, & Begum, 2006). Teachers mainly ask questions for assessing the students’ understanding and most of the questions are taken from the close-ended items or are knowledge-based. Feedback practices in the classroom are not satisfactory as well (Ahsan, 2009). Most teachers engaged in language teaching do not have a clear idea about the English curriculum. Therefore, English language teaching-learning is going on as usual in the classroom. Moreover, large class size, time constraints, and lack of in-service teachers’ training are other discouraging issues for the Communicative Language Teaching approach (Yasmin, 2009; Rahman, Begum & Zinnah, 2009).

Many researchers at home and abroad conducted research on the impact of in-service training on teachers’ professional development, classroom practices and students’ achievement. The EIA Large-scale quantitative study 2a (2010) indicates significant changes in classroom practices compared with that observed in the baseline 3 study conducted in 2009. This study focused on the use of English by teachers and students, the extent of teacher-student talking time, the nature of the teachers’ talk, as well as the nature of the activities that students took part in. One lesson from each of the 350 primary teachers were observed. Teachers were observed to be primarily reading from the textbook, rarely involving

students in activities, and in two-thirds of the lessons, speaking more in Bangla than in English. In only a small number of lessons did the students speak in English or had the opportunities to participate actively in discussion or by answering questions.

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

Besides, Khan (2002) examined the findings of an Impact Assessment System (IAS) set up as part of the English Language Teaching Improvement Project (ELTIP) in Bangladesh (in collaboration with the British Council). The purpose of the study was to monitor the impact of an in-service teachers' training course, offered to secondary school teachers. IAS

aimed to provide an objective account of the extent of success of the training programs in terms of the training package, teachers' attitudes and beliefs and students' attitudes and motivations. This impact assessment study was mainly descriptive, exploratory and interpretative in nature, carried out in the urban schools in Dhaka. Data was collected from teacher trainers, trainees and students through individual interviews, focus group discussions and classroom observations. Findings revealed that the training course was 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 notable and significant change was the use of target language by the teachers. Students were also eager to communicate and interact in English. Khan also stated that, the seeds of change have been sown in the minds of the teachers but changes 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. That study provided some ideas for developing the methodology of this study.

Bayrakc (2009) compared policies and practices relating to teachers' in-service training in Japan and Turkey. It was a qualitative research. In-service training activities in the two education systems were investigated through visits to the educational institutions and semi-structured interviews. The study indicates that the biggest problems in Turkey are lack of professional staff, no collaborative partnership between teachers, no provision for feedback and no systematic in-service training model.

Wati (2011) intended to identify the further needs of English teachers in attending the training programs. The researcher revealed that training programs should be longer in duration because they proved to be effective as useful forums for developing effective English teachers.

Eswaran and Singh (2008) conducted a study on the effectiveness of in-service training in Bihar and Tamil Nadu. The study determined the effectiveness of in-service education imparted to primary teachers and studied the functioning of cluster and Block Resource Centers. Interview schedule and questionnaire were developed and tried out to collect the required data. Blocks and clusters in a district were selected randomly. Findings of the study showed that nearly 72% of the teachers reported that the contents of the training programs were relevant to their professional learning needs. However, only 2.9% of the teachers from Tamil Nadu reported that their teaching improved to a large extent after attending the in-service training under SSA. In both the states, in-service training programs for teachers were designed by the state-run District Institute of Education and Training. As a consequence, local specific needs of teachers were not addressed appropriately. Teachers were imparted training during working days. This adversely affected classes at school. The study recommended the state authorities to examine the possibilities of providing school-based training to teachers in line with what the teachers desired. According to the researcher, training programs should lay a great deal of emphasis on developing among teachers skills such as preparing working models and puppets. The researchers, however, did not clarify the approach of the study. Though data collection process showed that the study was conducted in a mixed method approach, there was no clarification. Moreover, the researchers did not collect any relevant data that could have quantified the impact of training on classroom practices. So, the question remains as to how the researchers determined the effectiveness of in-service training in teachers' education. This study explored teachers' perception about the effectiveness of in-service training, making it relevant for the present study.

Although in-service education programs for teachers are being arranged continuously in Bangladesh, yet very little information is available about whether the training experiences have improved classroom practices of teachers or not. There are studies that reveal pupils'

achievement increases only when the teachers present appropriate content in effective ways in the classroom. Teachers attending in-service courses often complain that in-service courses are too theoretical and are too far elevated compared to their daily experiences. Training activities therefore, do not result in improving teachers' instructional behaviors. Bolam (1987) too reported that "information imparted to teachers is insufficiently related to the specific needs and concerns of the participants. They tend to offer theory which is unrelated to practice. They tend to over-use lecture and discussion methods. In consequence, they are ineffective in influencing teacher performance and school improvement. It can be effective only if it is based on the entry level capabilities of teachers. A look into the effectiveness of contemporary staff development literature reveals that teachers learn little from traditional in-service training workshops" (Smylie, Mark and Miretzky, Debra. Eds. Cited in Kidd 2004). Considering in the light of the above passage, English in Action (EIA) is an English language education program trying to improve the quality of English language learning in primary and secondary level of education in Bangladesh. EIA focuses on technology-based cluster meeting for English teachers. This is a new concept in the primary education sector in Bangladesh. Beyond traditional training, the cluster meetings are providing more scientific and modern teaching and also involving various technologies.

EIA projects draw some ELT principles like communicative approach, student centeredness, interaction, participation (of all students), integrated skills, grammar in contextual usually accepted as elements of general "good pedagogy" (EIA 2009). This research explores the importance of cluster meetings and investigates how effectively these are being used in classroom practices based on the above principles.

3.1.4 Conceptual Framework

Professional development for teachers is a key instrument for improving classroom practice and student achievement (Ball & Cohen, 1999; Cohen & Hill, 2000; El-more, 1997; Little, 1993). Little (1987) stated that, “*any activity that is intended partly or primarily to prepare paid staff members for improved performance in present or future roles in the school districts*” (p. 491). Professional development must be of high quality in its theory of action, planning, design, and implementation. It should be intensive, sustained, content-focused, coherent, well defined, and strongly implemented (Penuel et al., 2007; American Educational Research Association [AERA], 2005; Garet et al., 2001; Guskey, 2000 & 2002. It should be based on a carefully prepared and empirically validated theory of teacher development and change (Ball & Cohen, 1999; Richardson &Placier, 2001). It should promote and extend effective curricula and instructional models or materials based on a well-defined and valid theory of action (Hiebert&Grouws, 2007). Teachers must have the motivation, belief, and skills to apply the professional development to classroom practice (Borko, 2004), supported by on-going school collaboration and follow-up consultations with experts. Finally, teachers’ improved teaching through professional development precedes students’ achievement.

Many researchers have conducted study on teachers’ professional development. Very recent studies identify five core features of professional development- content focus, active learning, coherence, duration and collective participation (Desimone, 2009). Regarding students’ achievement through teachers’ professional development, Laura M. Desimone (2009) conducted a study on improving impacts studies of Teachers’ professional development: toward better conceptualizations and measures. According to Laura M. Desimone (2009), there are at least two central components to a conceptual framework for studying teachers’ professional development. First one is recognizing a set of critical features that defines effective professional development. The second one is establishing an operational

theory of how professional development works to influence teacher and students outcomes. It would also identify the variables that explain and moderate effects of professional development.

Desimone also proposes a basic model and recommends its use in all empirical causal studies of professional development. This model allows testing both a theory of teacher change (e.g., that professional development alters teacher knowledge, beliefs, or practice) and a theory of instruction (e.g., that changed practice influences student achievement), both of which are necessary to complete our understanding of how professional development works (Wayne et al., 2008). This study followed the ‘conceptual framework for studying teachers professional development’ by Desimone (2009). Analyzing that model the researcher developed the following conceptual framework (p. 185) and sought out these features in this study.

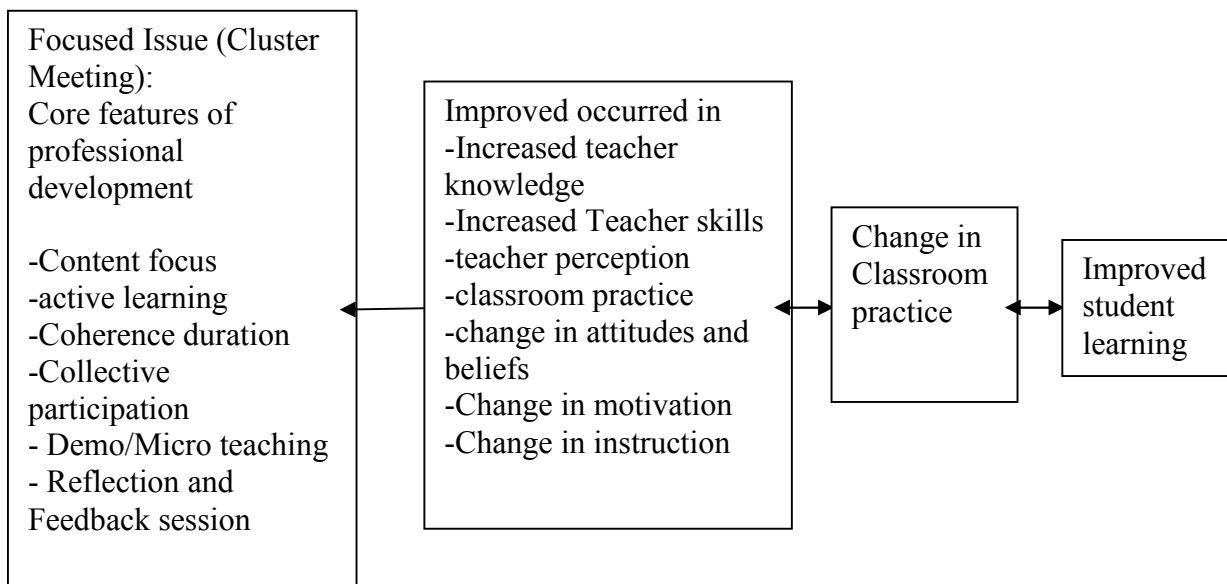


Figure 1: Conceptual Framework-School Culture (Pedagogy, Professional development, classroom practice and student achievement)

The model represents interactive, nonrecursive relationships between the critical features of professional development, teacher knowledge and beliefs, classroom practice, and student

outcomes. According to Desimone, a core theory of action for professional development would likely follow these steps:

- *Teachers experience effective professional development*
- *The professional development increases teachers' knowledge and skills and/or change their attitudes and beliefs.*
- *Teachers use their new knowledge and skills, attitudes and beliefs to improve the content of their instruction or their approach to pedagogy, or both*
- *The instructional changes foster increased student learning. (2009, p. 184)*

In this study the researcher wants to explore the common features of CM and its impact on classroom practices and students' learning.

Chapter 4:

Methodology

4.1 Introduction

The previous chapter presented a review of relevant literature. This chapter describes the methodology or research design of the study. Methodology is the way a research is conducted. According to Morrison and Scott (2006), “*Methodology is the theory or set of ideas about the relationship between phenomena of how researchers gain knowledge in research contexts, and why*” (p. 153). The study explores the Impact of In-service Training (Cluster Meeting) on Primary Teachers Classroom Practices in Bangladesh.

4.2 Nature of the Study

According to Gay and Airasian (1996) “the nature of the question or problem to be investigated determines either the study is qualitative or quantitative.” LKocke, Spirduso & Silverman (1993) mentioned: “*The intent of qualitative research is to understand a particular situation, event, role, group, or interaction.*” Qualitative research involves intensive data collection, meaning that extensive data is collected on multiple variables over an extended period of time, in a naturalistic setting (Gay, 1996). Creswell (2003, 2008) stated that in a qualitative study, the researcher will describe a problem that can best be understood by exploring the concept or the phenomenon. He also suggested that exploratory qualitative research deals with a topic when the variables and the theory base are unknown. Qualitative research: a. occurs in a naturalistic setting; b. is based on assumptions; c. researcher is the primary instrument of data collection; d. relies on text and image data; e. emerged data is descriptive and; f. focuses on participants’ perceptions and experiences and the way they make sense of their lives and the process that is occurring as well as the product or outcome (Franklen & Wallen, 1996 & 2009; Eisner, 1991; Marshall & Rossman, 1989; Merriam, 1988).

The nature of the study was similar to the above definition of qualitative nature. There are a number of procedures used by qualitative researchers to conduct their studies. This research

adopted the “grounded theory” approach. Creswell (2008) states that “grounded theory designs are systematic, qualitative, procedures that researchers use to generate a general explanation”. Grounded theorists proceed methodically for collecting or assembling data, identifying categories, connecting these categories and forming a theory that elucidates the process. Here, the researcher’s attempt to develop a general explanation inductively from various sources of data is the basis of the grounded theory. The theory is generated or grounded in a process that consists of continual sampling and analysis of data (Thornberg&Charmaz, 2012; Strauss and Corbin, 1998). For the convenience of research and conducting this study, the researcher mainly collected open-ended data from the participants through an observation schedule, a semi-structured interview schedule and a focus group discussion guideline. The collected primary data was transcribed and developed into categories or themes of information and composed into figure or visual model that portrays the general explanation (Creswell, 2008). In this respect, the study was qualitative in nature and conducted according to the grounded theory.

4.3 Research Questions

To get a clear picture of the research design and methodologies, research questions of the study are mentioned here:

1. What goals and activities are focused in the cluster meetings?
2. Which activities are practiced in the English classrooms by teachers?
3. How do teachers perceive the impact of cluster meeting on their classroom practices?
4. To what extent is the training of cluster meeting reflected in the English teaching in the classroom?

Qualitative data was collected to get the answer to these research questions. Detailed information about the area of the study, population, selection of sample and sampling

techniques and development of tools are presented here. Description of the constructed tools, procedures of data collection and data analysis techniques have been included as well.

4.4 Area of the Study

The data for this study were collected from the EIA Intervention primary schools in Pabaupazila of Rajshahi district.

4.5 Population

The population of the study was all the teachers and students of primary grade of Pabaupazila of Rajshahi district. The researcher worked with the students of the primary schools (grade I to V) and their English teachers.

4.6 Sample and Sampling Technique

Two cluster meetings were observed. From those meetings, five English teachers were selected purposively and finally three English classes of each of those teachers (5x3=15classes) were observed for the study. After classroom observation those teachers were interviewed individually. Focus group discussions were held with the students of those observed classes. Eight students were present in each group who were selected purposively.

Number of Cluster Meetings	Number of Teachers	Number of classes observed per teacher	Total classes for five teachers	Interview of Teachers	FGD with Students
2	5	3	15	5	5 FGDs (8 students in each FGD)
Purposively					

Table 1: Sample and Sampling Technique

4.7 Data Collection Tools

As this is a qualitative study, the data was collected through various tools. Schedule for cluster meeting observation (O'Leary, 2004), schedule for classroom observation, semi-structured interview (Schensul, 2012; Fraenkel&Wallen, 2009) for teachers and focus group discussion guidelines for students were administered for collecting data. As Creswell (2008) states, researcher seeks to learn from the participants in the study, and develop forms, called protocols, for recording data as the study proceeds. The forms pose general questions so that the participants can provide answers to them. Often the questions on these forms will change during data collection. Examples include interview schedule and observational schedule in which researcher record notes about the behavior of the participants.

4.7.1 Observation Schedule for Cluster Meeting

Observation is one of the relevant instruments for collecting qualitative data (Kothari, 1994). An unstructured observation schedule was prepared to note down whole activities of the cluster meetings. The researcher also took some video of the cluster meeting activities. The observation schedule consisted of four themes.

- Venue
- Participation
- Activities
- Others (New module orientation and demonstration, Sharing Experiences)

The Cluster Meeting Schedule was adapted from the EIA Research Tools (2011 & 2012).

4.7.2 Observation Schedule for Classroom

An unstructured observation schedule was used to observe the classroom. The purpose of classroom observation is to explore teachers' competencies in implementing the learning attained from cluster meetings. The researcher took notes and photographs of all the activities

in the classroom. The Classroom Observation Schedule was adapted from EIA Research observation Tools (2011 & 2012).

4.7.3 Semi-structured Interview Schedule for Teachers

A semi-structured interview schedule was used to interview the teachers after three days classroom observation. The purpose of the interview is to know teachers' view and perception about cluster meetings and make clarification about class observation. However, most of the questions were open-ended. The interview schedule consisted of three sections.

Part A was designed to obtain information about the participants' professional background and training experiences. The aim was to find out whether experience or qualifications played a role in developing understanding and awareness about their roles as a teacher and motivated them to practice new learning in the classroom attained from EIA cluster meeting.

Part B consisted of 15 close and open-ended questions. The questions were designed to obtain opinion/information about cluster meeting activities, content and methods, effectiveness and ineffectiveness, usefulness, change in motivation, implantation of new ideas and suggestions for improving cluster meeting activities.

Part C consisted of 16 open ended questions. The questions were intended to elicit different aspects of how teachers perceived their professional development and obtain information about previous teaching style, classroom practice after being trained in EIA, English usage, mostly liked activities, interactive activities, best way to teach English grammar, support from peers and community members, challenges experienced by the teachers and importance of English in the students' lives. The Interview Schedule questions were adapted from EIA Research Tools(2011 & 2012) and some ideas were taken from Khan (2002) & Scrivener (2005).

4.7.4 Focus Group Discussion Guideline for Students

The focus group discussion guideline was designed to obtain in-depth information on students' views of what had been happening in their language classroom practices. The FGD were undertaken in part to see whether the students' opinion about learning matched with those of their teachers. It also explored the students' views about English language learning in general. The FGD guideline consisted of nine major themes.

- Students liking and enjoyment while learning English
- Regularity of English lesson
- Activities done in the English class
- Most-liked activities
- Disliking about learning English
- Explanations of interactive activities
- Importance of learning English grammar
- Ways of improving English
- Usefulness of learning English

The FGD guideline were adapted from EIA Research Tools (2011 & 2012).

4.8 Piloting of Research Instruments

Tools were designed to collect in-depth data from participants. Before finalizing the tools, the researcher drafted the tools and then submitted them to the supervisor for necessary corrections and instructions. After the corrections were made, the researcher went to the field to try out the tools from 3 to 7 March 2012. After trying out, the researcher identified some difficulties, which he again brought to the knowledge of the supervisor. The supervisor then gave further instructions to finalize the tools. The finalized tools were designed on the basis of the necessary corrections reached through piloting. Thus the researcher got grounding for collecting data from the participants.

4.9 Period of Data Collection

The study was carried out in the schools of pilot phase of English in action programme. Data were collected from 31 March to 28 June, 2012.

4.10 Data Management Procedure

The management of data is always an important part of a research design because steps had to be taken to ensure the security and confidentiality of collected data. In this case, teachers were interviewed and the FGDs were conducted in Bangla. Responses were recorded by the researcher as hand written field notes. The cluster meeting activities and classroom practices were also recorded as hand written field notes in both Bangla and English. The researcher gathered texts (transcripts of interviews and FGDs, written notes from observation and documents) and audio visual data (photographs and video clips of cluster meetings and classroom practices and audio of the interviews). These were transcribed and typed by the researcher in English after he had returned from the field (Creswell, 2008). All transcribed data was categorized into themes and subthemes. The collected data was stored in a password protected computer system which only the researcher had access to and was made available for the supervisor.

4.11 Data Analysis Procedure

According to Glesne (1999), *“data analysis involves organizing what you have seen, heard, and read so that you can make sense of what you have learned. Working with data, you describe, create explanations, pose hypotheses, develop theories, and link your story to other stories”* (p. 130). Data was analyzed in terms of the grounded theory approach of the qualitative paradigm. This theory offers a step-by-step and systematic procedure for analyzing data (Creswell, 2008; Strauss & Corbin, 1998). The process of analysis in the grounded theory begins with “coding” the relevant data. Seaman (1999) relates coding in the context of the grounded theory analysis as the process by which codes are generated for

describing the concepts and other relevant features pertaining to certain passages of the data. For any similarity as well as diversity, the researcher continuously searched the data. According to Creswell (2008), “a systematic design in grounded theory emphasizes the use of data analysis steps of open, axial and selective coding, and the development of a logic paradigm or a visual picture of the theory generated.” Following this definition, the researcher coded the information into three phases.

In the first phase that is open coding, the researcher labeled all data collected through interviews, observations, FGDs, transcribed audio visual data and researcher notes. Then the researcher identified categories and sub-categories in terms of the sources of information and data was triangulated, meaning that multiple data collection methods were used to verify or add credibility to the research (Cohen & Hill, 2000). Triangulation was carried out by comparing the participants’ responses and observations, to identify what was common and to recognize the gaps that might there be in the collected data.

In the second phase that is axial coding, selected data of open coding category was used as the core phenomenon in the axial coding paradigm. The researcher also involved a diagram, which portrayed the inter-relationship among causal conditions and strategies, and contextual and intervening conditions and consequences.

The third phase of coding consisted of selective coding where the researcher wrote down a theory or story from the inter-relationship of the categories in the axial coding phase. The researcher also used tables and figures for analyzing and discussing cluster meeting activities and classroom practices.

4.12 Validity and Reliability of the Study

In qualitative research, instead of addressing issues of validity and reliability, researchers use terms such as credibility, trustworthiness, authenticity, transferability, dependability and confirmability, which ensure the worthiness of a research (Mertens, 2012; Krefting, 1991).

This is a highly debated topic (Lincoln & Guba, 2000). Validity is seen as the strength of qualitative research, but it is used to determine whether the findings are accurate from the standpoint of the researcher, the participant, or the readers an account (Creswell & Miller, 2000). Creswell (2011) and Merriam (1988) suggests that these are enhanced through member checks, triangulation of data and methods, audit trail, and stating the biases of the researcher. By using interviews, observations, and collecting documents and allowing for triangulation of data and methods, the researcher was able to corroborate what emerged as teachers' beliefs and practices.

From the perspective of prolonged engagement in the field, the researcher lingered and acquired participants' subjective viewpoints on the topic. This was done by developing a trusting relationship with the participants. The researcher also carried out the interviews thoroughly to obtain a deep and complex understanding of the phenomenon under study, and the participants were given support and respect throughout the process of the study.

Triangulation is the use of multiple data collection methods to verify or add credibility to a research (Schensul, 2012 & Cohen, et al., 2000). Given that this study collected data by observing cluster meeting and classrooms, conducting interviews and FGDs with the participants, triangulation was carried out by comparing the different participants' responses and classroom observations. The data that the teachers was verified against that provided by the students. It was also strengthened by observational notes. The following chart shows the triangulation process.

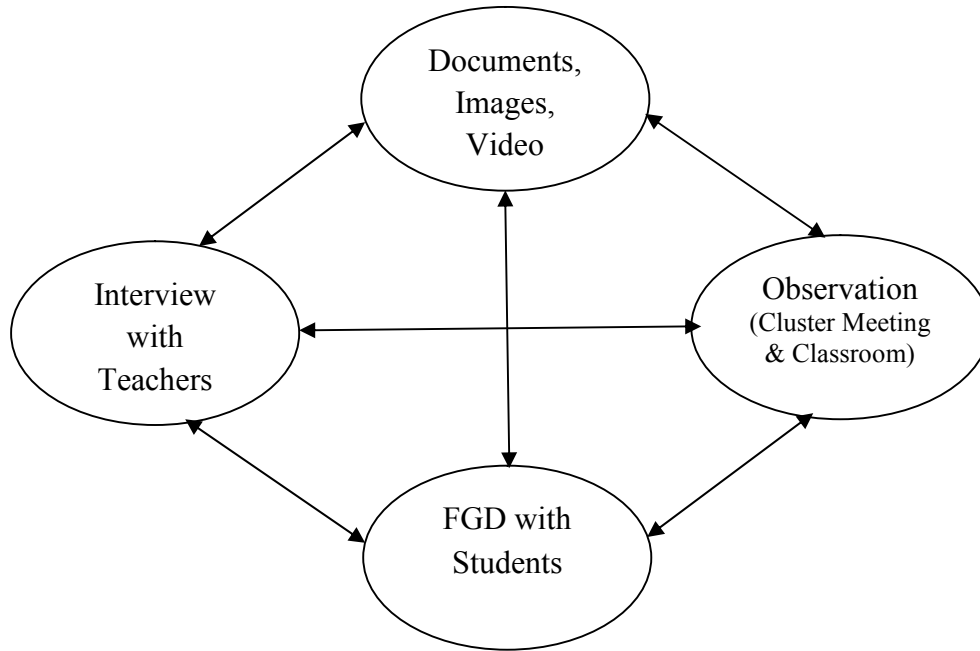


Figure 2: Data Triangulation Process

Member checking ensures that data is taken back to the respondents to correct factual errors, to offer respondents the opportunity to add further information or to put information on record, to provide analysis and to check the adequacy of the analysis (Cohen, et al., 2000). During data collection and analysis, the researcher used member checks by asking for clarification during conversations with the respondents. The handwritten interviews were checked to the respondents for verification, requesting clarification or addition when necessary (Creswell, 2008). The researcher used member-checking to determine the accuracy of the qualitative findings by taking the notes back to respondents and determining whether these respondents feel that they were accurate.

Peer debriefing enhances the accuracy of an account. This process involves locating a person, who reviews and asks questions about the qualitative study so that the account will resonate with people other than the researcher. This includes the sharing of information of the research study (Cohen, et al., 2000). But given the confidentiality of the participants, the researcher was not able to discuss the data. For this reason, the researcher discussed the analysis process with colleagues and the supervisor and accepted their constructive feedback to ensure the authenticity of the data. Everything was analyzed thoroughly.

The researcher ensured transferability by thoroughly explaining the steps and procedures adopted to choose the sample for the study and that the sample chosen enabled the answering of the research questions (Cohen, et al., 2000). The researcher provided a “rich, thick description” (Merriam, 1988) so that those reading the thesis would be able to evaluate the degree of transferability to their own settings.

Dependability in a qualitative study is ensuring that researchers provide a dense description of research methods, member checks are carried out, and peer examination processes and the adoption of triangulation to further verify the data take place (Krefting, 1991). Dependability also refers to the coding and re-coding procedure. The researcher ensured that dependability had been adhered to by carrying out member checks and providing a rich description of the research methods. The researcher also ensured that the data had been analyzed and coded accurately. This was done through relentless coding and re-coding in order to highlight patterns that emerged from the research. Efforts were also put in to make sure that the researcher prevented the premature closure of data by continuing to collect data and analyze until theoretical saturation was reached.

4.13 Ethical Considerations

Ethical approaches to educational research take three forms: covert, open autocratic and open democratic. In this study, an undercurrent of ethics had been maintained strictly throughout. Ethical considerations addressed confidentiality of data, anonymity of respondents, respect for the research sites and informed consent (Black, 2002, Mertens, 2012; Creswell, 2008 & ethical guidelines, 2003). Side by side, the researcher was very cautious to avoid plagiarism. The primary schoolteachers, who participated in the interviews and opened up their classrooms for observation, and their head teachers were given an oral concept (and written, when applicable) the intended research study. The researcher was highly committed to the respondents to keep the privacy of their information and source of data.

During data collection and analysis, autonomy and equity of the participants were ensured and the researcher used member checks by asking for clarification during conversations with the respondents. There was also scope for respondents to include necessary information or delete irrelevant information in the field note. So, it had been cleared that the researcher followed the open democratic form of ethical approach (Scott and Morrison, 2006). The researcher was explicit about the nature of the research process from the beginning, including all personal biases and interests.

Chapter 5:

Analysis of the Data

5.1 Highest Academic Qualification and Professional Degree

Two respondents of this study have post-graduate degrees and one is a graduate, meaning they are highly qualified. The other respondents have only passed the HSC examinations. As a matter of fact, the highly qualified respondents have many Professional Degrees such as C-in-Ed, B.Ed. and M.Ed. while the less qualified respondents have only C-in-Ed. Two respondents have been teaching for more than twenty years. One respondent has been teaching experience for than ten years.

Teacher	Academic Qualification	Professional Degree	Teaching Experiences
BMGPS	HSC	C-in-Ed	06 years
KRNGPS	HSC	C-in-Ed	26 years
KGPS	Post-Graduate (M.Sc.)	C-in-Ed, B.Ed. and M.Ed.	22 years
MGPS	Post-Graduate (MSS)	C-in-Ed, B.Ed. and M.Ed.	16 years
NGPS	Graduate	C-in-Ed, B.Ed. and M.Ed.	19 years

Table 2: Academic Qualification and Professional Degree of Respondent Teachers

5.2 Training Experiences

Before joining EIA program, respondent teachers of this study have got some of the training from URC and UEO such as sub-cluster training, subject-based training, input-process-task (IPT) training and multiple ways of teaching-learning (MWTL) training. The major activities of these trainings are about teaching-learning methods focused on interactive process, use of teaching aids and classroom management. After participating in the EIA program, they got two three-day workshop/training and attended 12 cluster meetings fortnightly. Teachers attended cluster meetings for formal training on different modules from the teacher's guide. Teachers planned and demonstrated lessons in different groups in the cluster meetings.

During the feedback session, they listened to others and shared their own experiences. Teachers got training on how to use the media player (iPod) and supporting materials.

Training	Duration	Major Activities
Subject-based Training	5 days	Teaching techniques (pair work and group work), especially on how to teach English class joyfully
IPT	5 days	Teaching-Learning Process, problem solving model class
MWTL	7 days	MWTL, Application
EIA workshop	3+3=6 days (2010 and 2011)	Teaching grammar rules, rhymes and story in teaching-learning process, how to take classes, demo class, how to use materials (posters, flashcards and figurines) given by EIA and how to take classes using technology like iPod and supporting materials
EIA cluster meeting	12 (Once in every 2 months)	Training on different modules, communicative approach, speaking practice, lesson plan and lesson demonstration, sharing and reflecting on practices and co-curricular activities and how to take classes using technology like iPod and supporting materials.

Table 3: Training Experiences and Major Activities

Most of the respondents of this study got subject-based 5-day training from URC in 2005, 2008, 2009 and major activities of this training were pair and group work, problem solving model class in IPT, teaching techniques and especially on how to teach English class joyfully. Two of the respondents also got the training on IPT held up in 2003/4 (5 days) and 2004/5 (10 days). The main activities of this training were master training, input-process-task and teaching-learning process. In addition, one respondent got 7-days MWTL training in 2001. The major activities of that training were application of multiple ways of the teaching-learning method. All respondents took the 3-days workshop and training of EIA in 2010 and 2011. The core activities of this training were how to take classes using technology and teaching materials, like iPod, poster, flashcards and figurines, demo classes, how to use materials given by EIA, developing language skills of students and teachers, teaching grammar rules and use of rhymes, story in teaching-learning process. All respondents have attended almost all the cluster meetings (around 12) of EIA held in 2010 and 2011.

5.3 Cluster Meeting

5.3.1 Objectives and Activities of Cluster Meeting

The objectives of cluster meeting are to learn from past experiences, develop new skills to use audio, poster and flash cards and develop classroom language. Cluster meeting observations revealed that there was no specific item to be discussed in a CM but the following items are to be included in the discussion to achieve the objectives:

- Warm up
- Review and reflection
- Extension activities (Demonstration Class/Micro-teaching)
- Preparing for future/next CM
- Cluster meeting evaluation

Teachers also mentioned similar things during interviews. To conduct the cluster meeting timely, the trainer and teacher facilitator provided the training time schedule in the poster. As evidence, the poster of those objective and time schedule are presented below.

Objectives of CM	Activities and Time Schedule of Cluster Meeting
1. To learn from past experience	9:00-9:15: Registration
	9:15-9:30: Welcome, Greetings, Warm up
	9:30-9:45: Objectives of the workshop and training schedule
	9:45-10:00: Ground Rules
	10:00-11:00: Review and Reflection
2. To develop new skills to use audio, poster and flash card	11:00-11:30: Tea break
	11:30-12:00: Preparation for demonstration class
	12:00-1:00: Demonstration class
	1:00-2:00: Lunch break
3. To develop classroom language	2:00-3:00: Demonstration class
	3:00-4:00: Feedback
	4:00-4:15: Planning for the next CM
	4:15-4:45: Tea break
	4:45-5:00- Closing, evaluation and administration

Table 4: Cluster Meeting Objectives, Activities and Time Schedule

This helps the trainee to understand the day's schedule and follow it accordingly.

5.3.2 Some Video Clips Analysis of Cluster Meeting

Cluster Meeting (Video-1): Duration: 4 min 4 sec

Initially, the teacher development coordinator (TDC) gave the instructor around five minutes to give instructions to the trainees. After that, the instructor started taking the class giving tips on the techniques of teaching-learning process. Here the lectures were given in English and the respondents got the opportunity to practice speaking English. The communicative approach, participatory method and interaction were used mainly. The instructor also used teaching aids and contents related to teaching activities such as posters, flashcards and photos from textbooks and props (ball or pen) in the context of grammar to edify the easy way of teaching and learning preposition and other grammatical things.

Demo class (Video-2): Duration: 3 min 13 sec

Here the trainer demonstrated the links between the audio clip and the poster using a poster of a class room scene. In the poster, students could be seen searching something and an audio of the conversation between the teacher and the students and a rhyme called “pussy cat pussy cat” could be heard. By using those, he presented instructions about teaching English by providing practical help and knowledge. After that, he gave directions using the activity guide to teach vocabulary and objectives in the context of the EFT book.

Instruction from TDC (Video-3): Duration- 2 min

In this video clip, the TDC said if there was no matching poster found on a topic, the teacher had to understand first whether using a poster was essential or not. If it was necessary, then the teacher could use the picture from the related lesson of the EFT, if there was any, which should also be correlated with the audio. He said the aim of using extra materials such as posters and audio along with the EFT was teaching all the four language skills – reading, writing, listening and speaking of English. The EFT book did not have listening and speaking skills exercise.

Feedback from TDC (Video-4): Duration- 4 min 10 sec

At this point, after getting feedback from the respondents, the TDC cleared the doubts about the learning outcome and the necessity of the activity guide by pointing out the highlighted parts (vocabulary and grammar). He also gave a lecture on the timing of activity selection that determined the flexibility of teaching and learning.

5.3.3 Teacher's Opinion about EIA cluster meeting

All of the respondents, except one, found cluster meetings very useful for them and their students. Those in favour stated that in the cluster meetings, they could present their problems and discuss solutions. Moreover, they could learn how to take English classes easily and the techniques of presenting lessons. The training also enhanced their English speaking capabilities. The following are opinions from four teachers:

“After being trained in cluster meeting, I learnt how to take English classes in an easy way. The trainer taught the methods well. We were also taught lessons through practice. We knew about lessons, proper explanations, marking scripts of weak students, feedback from good students during class, and evaluation. I apply many things in my class that I did not do before. Now I can mark the scripts of the weak students and give them proper guidance to learn well in the class.” (MGPS, TI, Q6)

We all presented our problems and discussed solutions; about how I can teach lessons and got help in class. It was useful for me and my students. It was very good for me. (BMGPS, TI, Q6)

It was very good. We observed the techniques of presenting lessons, how to take class well and using audio and posters in cluster meeting. Especially, I learnt many techniques from the cluster meeting. (KRN GPS, TI, Q6)

It was very cheerful. I got help through this. It also enhanced my English speaking power and I wanted to communicate. I tried to apply this in school. (KGPS, TI, Q6)

Only one respondent teacher did not find cluster meeting helpful. He did not get the solutions required for many problems that are associated with his classroom.

According to him,

“It seemed to be good. But it was not so good. I faced many problems and did not get proper solutions. In the meeting, they told us to take classes in one way. We did that but the students did not give much response. We also proposed them to show us a demo class but they did not. A teacher showed a class but did not get anything because of time constraint. He avoided it too. Another thing is about the audio. Students do not know who Suman was. It was not in their textbook. The audio lessons were not similar to the textbook activities.” (NGPS, TI, Q6)

From the above quotation it can be said that most of the respondents found cluster meeting useful because they learnt techniques and got the chance to share and discuss their experiences.

5.3.4 How the Teachers Felt about Cluster Meeting

All of the respondent teachers said they were very pleased with the cluster meeting because they got tips and learnt various techniques of the teaching-learning process. Moreover, they were also able to get solutions to their problems from their facilitators. They also took part in various interesting games. One respondent teacher said:

“I have learnt how to teach grammar in the context by playing games. For example, there was a game called Bingo. In this game, I wrote some words on the blackboard and told the students to think and take notes. The first one to match was the Bingo. I learnt it from the cluster meeting.” (KGPS, TI, Q7)

Another respondent teacher said:

“I enjoyed cluster meeting very much. I learnt how to teach preposition using a pen and a table. I learnt it for the first time from the cluster meeting.” (MGPS, TI, Q7)

One respondent teacher, however, had different things to say.

“In cluster meeting, we got tips and learnt different techniques of the teaching-learning process. We enjoyed it very much. It was helpful because we were able to discuss our problems directly. We got some solutions from our facilitators as well. If we had any problem with iPod, our problem was solved. But now we cannot have an iPod. New students are not getting to listen to audio clips on the iPod because it has got damaged. We need more cluster meetings.” (NGPS, TI, Q7)

They enjoyed cluster meetings because there were games. They learnt grammar in context and new techniques in the demo classes. Now they are facing some difficulties with using technology in the classroom. But they do not have any chance to share their problems anymore because there is no cluster meeting now.

5.3.5 Usefulness of Cluster Meeting

All of the respondents had the same opinion that the cluster meeting had fulfilled approximately 80% of their needs. They got practical help and knowledge from these meetings. They learnt how to take classes in an easy way and how to use audio and posters in class. More importantly, the atmosphere at the cluster meeting was very much congenial for developing their English speaking fluency. But they thought the meeting would have been more helpful for them if it were a two-day training instead of just one-day.

The meeting fulfilled almost all my needs. The meeting was very useful. I learnt how to take classes in easy ways and discussed my problems such as: how do I use audio in class? How do I use posters? My language developed and fluency improved. (MGPS, TI, Q8)

Yes, the meeting fulfilled my needs and it was useful. I discussed my problems such as how do I use audio in class? How do I use posters in various ways? (KGPS, TI, Q8)

The meeting fulfilled some of my needs. If I do not understand anything, I took help from others. (KRUNGPS, TI, Q8)

Yes, the meeting fulfilled my needs. If it were a two-day meeting, we could have learnt more. Learning cannot be completed in a single day. I can apply the solutions to my problems in my class. (BMGPS, TI, Q8)

The meeting was mostly useful. It fulfilled my 80% of my needs. The meeting was congenial for me. My colleagues and trainer fully cooperated with me. (NGPS, TI, Q8)

Respondent teachers said the cluster meeting fulfilled their needs and it was very useful because they had the chance to share and discuss their classroom problems in the cluster

meeting. But they thought it would have been more helpful if it were a two-day training instead of one.

5.3.6 Relevancy of Cluster Meeting Content

Respondent teachers said the contents were related to their teaching-learning activities. They applied all the techniques in the class. Before the meeting, they had only showed pictures in the class following the rules of IPT. But after attending cluster meeting, they have begun to use pictures to mark words and for making sentences. But the matter of fact was that the scheduled time of the demo classes was not enough for them to understand all things properly. Respondents stated:

Yes, the contents were fully related to my teaching-learning activities. I applied all the techniques. Before meeting I only showed pictures following the rules of IPT. But after meeting, I use pictures to mark words and for making sentences. (MGPS, TI, Q9)

The contents were related to my teaching-learning activities - re-discussion, discussion about today's work and demo class for 5-10 minutes. But I did not get a full demo class. Only the first few minutes were shown to us. But towards the end, full demo classes were shown. (NGPS, TI, Q9)

Yes, the contents were related to my teaching-learning activities. I attended subject-wise demo classes. But the demo class was for 10 minutes only. I could not fully comprehend how I was told use audio in the classroom. (KRNGPS, TI, Q9)

Yes, the contents were semi-related to my teaching-learning activities. I attended subject-wise demo classes. But the demo class lasted for only 5 to 10 minutes. I did not understand how to use audio. (BMGPS, TI, Q9)

Respondent teachers wanted full demo classes using audio and other supplementary materials. They were also interested in getting full demo lessons in the cluster meeting.

5.3.7 Methods Used in Cluster Meeting

From cluster meeting observations, it was found that mainly audio visual method, communicative approach, participatory method and interaction were used in the meeting. Teachers got opportunity to practice speaking English. Respondents informed that –

Mainly audio visual methods and communicative approach were used in the meeting. We learnt in a communicative way in the cluster meeting. (KGPS, TI, Q10)

We had to do more work and also had to speak. We were involved in speaking practice. Communicative approach, participatory method and interaction were used in cluster meeting. (NGPS, TI, Q10)

Most of the time we spoke in English and gave more lectures in the meeting. (KRUNGPS, TI, Q10)

Apart from these, most of the times, the instructions were given in English in the cluster meeting.

5.3.8 New Learning in Cluster Meeting

Respondent teachers informed that they had learnt a number of new things in the cluster meeting. These include easy way of teaching English, giving instructions in English, teaching prepositions easily, using Logitech, using teaching aids such as audio or iPod in class, writing paragraph by mind mapping and using posters.

The respondent teachers said:

“Many things were new for me in the cluster meeting such as when I had to use posters in class, wastold to include audio with my lessons and give pause, use games and write letters”.(KGPS, TI, Q11)

I learnt that lessons could be taught by playing roles. For example, I taught the “Brush Brush” rhyme brushing my teeth. It was one of the ways by which I could teach and students could learn actively and practically.” (BMGPS, TI, Q11)

I learnt many new things from the cluster meeting such as using posters, teaching prepositions, using audio and gesture, writing paragraph by mind mapping. I learnt these from cluster meeting of EIA.(MGPS, TI, Q11)

Some thingswere new for me in the cluster meeting.If I wished, I could have takenan entire class in English. I did not take any class like this because I was confused. Secondly, using teaching aid or iPod in class, I could take classes joyfully. (NGPS, TI, Q11)

5.3.9 Implementing New Ideas from Cluster Meeting

All of the respondents said they were able to implement the new ideas learnt from the cluster meeting in their lesson. They said when they applied the methods and techniques in class, students learnt quickly and were able to speak in English without difficulty. After being trained in cluster meeting, respondents taught using audio, textbooks and posters so that students could learn easily and pleasurably. The respondent teachers said:

“After attending the cluster meeting, I can now successfully implement the new ideas such as using iPod because students like songs. They become happy when they see pictures. I let them play many word games with words. That makes students learn words easily. A game can be played in many ways; I learnt that from CM.” (BMGPS, TI, Q12)

“I found out from cluster meeting that I can teach using audio, textbooks and posters, so that students can learn easily and pleasurably.” (KRNGPS, TI, Q12)

“Most of the times I am successful in implementing the new ideas that I learnt from the cluster meeting. I apply them to reduce hesitation. As a result, students come closer. Now they are able to speak in English. It is also enhancing their listening skills.” (KGPS, TI, Q12)

“As I apply the methods and techniques, students can very easily and quickly understand English. They can learn quickly, ask questions and give answers. I can take classes in English and can use iPods too.” (MGPS, TI, Q12)

5.3.10 Change in Motivation

All of the respondent teachers were of the common opinion that their motivation has changed. They did not speak in English with their students before. But now they can take entire classes in English because they had to talk in English during training every month. Moreover, now they have become more serious and professional about their teaching. For instance, they make lesson plans regularly before taking class.

“Yes, my motivation to teach and learn English has changed. I used to take classes in Bangla. Now I know how to develop my speaking skills. Now I learn and teach using audio. I have been teaching English teacher for 22 years.” (MGPS, TI, Q14)

Yes, my motivation has changed. I did not speak in English before. Now I speak in English. I had to talk in English in training every month which I can apply in class. I tried to learn more. I learnt from iPod, made lesson plans and took classes.”(BMGPS, TI, Q14)

“Yes, my motivation has changed. I did not speak in English before in front of my students. Now I can speak because I tried to apply what I learnt from training.” (KRNGPS, TI, Q14)

However, one respondent teacher said:

“Yes, my motivation to teach or learn English has changed. Before joining EIA, I thought I could not take an entire class in English but now I can. But suddenly, EIA has stopped their work, causing much trouble. No one comes to observe our class and this hampers our motivation. I thought EIA would continue to run their programs this year and we will be benefitted. EIA must continue the cluster meeting for teachers.”(KGPS, TI, Q14)

5.3.11 Teachers’ Reflection

Respondent teachers stated that they reflected upon how they taught. They pondered whether they had been teaching properly. They said making lesson plans prior to classes always helped.

Yes, I reflect on how I am teaching. Am I teaching the students properly? Most of the time I feel that I am teaching properly. When students speak in English, I feel it.(BMGPS, TI, Q15)

Yes, I reflect on how I am teaching. I thought I could not do what I had to. We needed more time to get ready for English classes. Because we have to teach all subjects; have to take eight classes a day. We have to give time to the students during lunch breaks as well. (KGPS, TI, Q15)

Yes, definitely I think about teaching, whether the students are learning well or not. I think when I am at home. I think how I take my classes, how I will take the next class and how good the learning outcomes will be. (MGPS, TI, Q15)

5.3.12 Effective and Ineffective Activities in the Cluster Meeting

Respondent teachers identified some effective activities at the cluster meeting:

- Demo class and model class
- New teaching techniques and methods
- Use of iPod and Logitech
- Use of teaching aids in class (audio, posters, flashcards and figurines)
- Use of games such as Bingo
- Solving class problems
- Pair work and group work
- Asking questions after reading a lesson in class (pre-reading)
- Grammar in context

These respondent teachers found no ineffective activity in the cluster meeting. According to a respondent,

“There was nothing ineffective about the cluster meeting. I liked everything. I felt all were important. The most effective activity was the demo teaching but duration was too short.” (KRNGPS, TI, Q16)

5.3.13 Importance of Cluster Meeting in Improvement Classroom Teaching Learning

Cluster Meeting helps to improve teachers' speaking skill, motivation, how to use new teaching methods and techniques and interaction between teacher and students. Moreover, cluster meeting raises awareness about teaching materials such as iPods that make students interested in class, make them more enthusiastic and enable them to easily mark what the teacher has been try to denote by showing posters. One respondent said: *“Because of Cluster Meeting, my presentation skills have developed.” (KRNGPS, TI, Q17)*. That is why all the respondent teachers opined that the Cluster Meeting was successful in the sense that it improved classroom teaching-learning.

Yes, there was no iPod before the EIA program. After getting that students are attending in classes with joy; our classes have become easier. Students can mark what I am meaning by showing posters. (BMGPS, TI, Q17)

Yes, of course there has been improvement in speaking, listening and communication with students because of the cluster meeting. Now I can talk to my students in English. (KGPS, TI, Q17)

Yes, I think the cluster meeting improved teaching and learning in my classroom. Of course my speaking, listening and communication with students improved. Now I can speak in English with my students continuously. (MGPS, TI, Q17)

5.3.14 Benefit of EIA Training

All of the Respondent teachers noted that they had vastly benefited, especially in terms of classroom practices, after getting EIA training. Their teaching and language skills improved and they got rid of some extra load.

Yes, I was benefited after the training. Students made noise in my class before. Now they do my classes attentively. My teaching has developed and I got rid of extra load. I do not have to repeat things in class. Now making posters do not seem to be an extra work to me. (BMGPS, TI, Q24)

Obviously I am benefited in terms of classroom practices after being trained. My students enjoy learning. (KRN GPS, TI, Q24)

Yes, my classroom practices have benefited from the training. I had certain lackings in my teaching, language and instructions. I learnt about teaching methods after participating in the EIA cluster meeting. Now I can use songs and rhymes in the classes of other subjects as well. My students enjoy this. I listen to iPod when I walk and I listen to BBC Janala when I ride my cycle. (KGPS, TI, Q24)

Yes, I have benefited from the training. I can now speak fluent English in my class. I can teach English easily and students take it easily. I watch programs on television and learn from the iPod. I also learn by watching cricket. (MGPS, TI, Q24)

Yes, the training benefited my classroom practices. My speaking skill improved. Now English is the language of communication in my classroom. I also learn by listening to iPod. (NGPS, TI, Q24)

They listen to iPod and BBC Janala to enhance their efficiency in English and eventually can effortlessly communicate with their students in English in class. Most significantly, now they

know how to apply various teaching methods and make students attentive in class by using various supplementary materials.

5.3.15 Things Learnt about Teaching English

Respondent teachers said they had learnt how to use and relate audio and posters properly in the classroom. They have learnt the use of audio in class unlike before. They used posters in class before but they did not know how to relate those posters with their lessons.

Respondents said:

I have learnt playing games in class which I did not know before. Students were scared of grammar. So I teach them using context. If they do not understand, I can make them understand. (BMGPS, TI, Q26)

I have learnt how to use audio in class which I did not know before. I used posters in class before but the thing was how I could use same posters in class or how I could relate them with my lessons. (KGPS, TI, Q26)

Students feel a fear about grammar. So they have to be taught in the context and also through playing games. I have learnt playing games in class which I didn't know before. There are similarities between IPT and EIA. The main similarity lies in the teacher's activities. I have learnt about the use of iPod in teaching English which I did not know before. (NGPS, TI, Q26)

5.3.16 Students' Response to Changes

Respondent teachers informed that students' response to changes had drastically increased. Slowly, they are getting used to speaking and learning English. Now they pay more attention in class than before and enjoy the English class very much. They want to listen to audio and rhymes such as hello songs, good morning song and good bye song. According to the respondents,

At least 40% of the students respond in class and are now able to talk in English. When I do not bring the iPod with me, they ask me why I had not brought it because they love learning with the help of the iPod. (MGPS, TI, Q27)

More students respond in class now. Earlier, they did not understand many things. Now they understand English. I instruct them in English, for example “go to seat,” “come here.” I also use audio in class and they learn cheerfully. (BMGPS, TI, Q27)

Students are contented and interested in class. Most of them are from working class families and they enjoy in classroom. They share among them what they have learnt. They want to listen to audio and rhyme. When I do not bring iPod with me, they ask me why I had not. They like learning through iPod very much. (NGPS, TI, Q27)

5.3.17 Most Liked Activities

Respondent teachers and students noted some of the activities they liked most doing in English classes:

Teachers	Students
<ul style="list-style-type: none"> • speaking in English (language of instruction) 	<ul style="list-style-type: none"> • Listening to audio (songs, rhymes and poems)
<ul style="list-style-type: none"> • group work and pair work 	<ul style="list-style-type: none"> • group work and pair work
<ul style="list-style-type: none"> • showing pictures and posters 	<ul style="list-style-type: none"> • playing games
<ul style="list-style-type: none"> • giving students something to write and appreciating beautiful handwritings. 	<ul style="list-style-type: none"> • reading textbooks
<ul style="list-style-type: none"> • playing games 	<ul style="list-style-type: none"> • speaking in English
<ul style="list-style-type: none"> • using audio/ rhymes and songs 	<ul style="list-style-type: none"> • writing task on notebook and blackboard
<ul style="list-style-type: none"> • making sentence using new words 	<ul style="list-style-type: none"> • asking questions from EIA posters
<ul style="list-style-type: none"> • asking students to write questions 	
<ul style="list-style-type: none"> • doing board work 	

Table 5: Most Liked Activities in English Class

Through these kinds of activities, class becomes joyful and students cease to be inattentive. One respondent teacher said:

“I like making sentences using new words, discussing W/H questions, making students write unseen paragraphs, doing mind mapping, clue word, playing roles, group work

or pair work. Because of all these, my students can do any work easily. Before I used to tell them to memorise, but our school does not support it now.”(MGPS, TI, Q29).

Respondent students talked about the activities they like most in the English class. They mostly talked about the use of audio materials. They like it most when their teachers playsongs, rhymes and poems. They also like reading, speaking and writing on blackboard. They also like to play gamesand do group activities in the classroom. During a focus group discussion, respondent students said:

We like it most when teacher plays songs and poems. We like to work in groups, because in this way we get pleasure and can finish our task quickly. We also like to write on the blackboard and speak in English. We speak with the teacher and our friends. (BMGPS, FGD, Q4)

In two focus group discussions, respondents said they did not like it when the teacher stopped playing audio materials in the class.

In the beginning, teacher played audio in class and we liked it. Now teacher does not play audio in class. (KGPS, FGD, Q4)

Students said they did not like the individual task in the English class. Two students said when teacher showed posters, all students screamed together. That made a huge noise and they did not like it. In another discussion, it was found that students did not like the English class because their teacher beat them with sticks. They stated-

Yes, teacher beats us with sticks when we do not get our lessons ready. We do not like it. (NGPS, FGD, Q5)

Overall, teachers and students liked most of the activities like listening to audio, group work, pair work, speaking in English, writing tasks. Then against students also seem to have some disliking about the English classes – the activities and the teachers’ approaches.

5.3.18 The Best Way to Teach English Grammar

Respondent teachers reported that the best way to teach English grammar was making sentences. Teaching English grammar had not been presented fully in the context; so there needed to be a separate grammar book. Respondents said:

“I think the best way to teach grammar is the inductive way. Grammar can be taught in structured method too. When we teach grammar, students feel scared and learn for exams only. As a result, they cannot use English anywhere else. Therefore, if we teach a passage, we should mark the words according to the parts of speech they belong to.”(KGPS, TI, Q31)

I think the best way to teach English grammar is by making sentences, such as: “I go to school”; “he goes to school.” (BMPGS, TI, Q31)

I think the best way to teach English grammar is following the book. I do not ask my students to memorise. I just try to make them understand.(KRN GPS, TI, Q31)

English grammar is not presented fully in context. There should be a separate book for learning grammar. The guardians also admitted that their children in the kindergarten classes learned English grammar well. (NGPS, TI, Q31)

All of the respondent students agreed that the English grammar rules are important for them. They have separate classes for grammar. But the reason for giving importance differs among students. In one discussion, students said they have to learn grammar to talk properly.

Yes, learning English grammar rules is important for us. Because if we do not learn grammar, we will not get any good job. (BMGPS, FGD, Q7)

Yes, learning English grammar rules is important because we will be able to talk properly. We have to learn grammar by understanding various aspect such as parts of speech. My mother helps me read out grammar lessons. (KGPS, FGD, Q7)

Grammar is taught in a separate class. Teacher writes the rules and we memorise them. After memorising the rules, teacher wipes off the board. Then teacher asks us questions about the rules. (MGPS, FGD, Q7)

Learning English grammar rules is important because examination questions are set on them. If we learn grammar well, we can give good exams and we get good grades. (NGPS, FGD, Q7)

Students put a lot of emphasis on learning English grammar for good academic results.

5.3.19 Teachers' Confidence in Using English

All of the respondent teachers said they had become more confident and eligible than before after attending cluster meeting. Now they can easily give instruction in English. In cluster meeting, they had to take demo classes after every one month which raised the level of their confidence.

Yes, I feel confident after attending cluster meeting. In cluster meeting, I had to take a demo class after one month. My confidence level has increased and I got much help. (BMGPS, TI, Q32)

Yes, my confidence has increased. Unlike before, now I give instruction in English, thanks to the cluster meeting. (KGPS, TI, Q32)

Yes, I feel very confident because of EIA and because I wanted to be so. The EIA taught me some techniques that I did not know before. (MGPS, TI, Q32)

5.3.20 Necessity of Cluster Meeting

The respondent teachers of this study stated that they felt the necessity of more cluster meetings further development of their teaching skills because through this kind of meetings, they could share their experiences to solve class problems, know how to use posters, audio and other materials in class and most importantly develop their language by talking to each other.

There should be more cluster meeting for my development. Because in the meeting, we learnt by playing games, developed our language by talking to one another. Now we need to further develop our language and learn even better use of posters. We shared our experiences to solve the problems that we face in class. (BMGPS, TI, Q19)

Yes, I feel the necessity of cluster meeting for my development. I can learn more, I will get solutions if I make any mistakes and if I want to plan my lessons better and make them interesting too. (KRN GPS, TI, Q19)

I need more cluster meetings. It is not a continuous program. Sometimes I face problems and forget many things. I need solution to this problem. I have to share with others and have to know about using materials and audios in class. What is the next

item, where I have to use the materials- don't know. All lessons didn't discuss in cluster meeting. (KGPS, TI, Q19)

The necessity of cluster meeting for my development is needed more. Yes, I feel the necessity of cluster meeting for development. It is not a continuous program, sometimes I face problems and forgetting many things; so I need solutions for this. I have to share with others and have to know about using materials and audios in class. What is the next item, where I have to use the materials- don't know. All lessons didn't discuss in cluster meeting. (MGPS, TI, Q19)

The necessity of cluster meeting for my development is needed more. Yes, I feel the necessity of cluster meeting for development. Speaking power is building just now. But it needs regular practice to keep it up. It also needs competition. For this most of the teachers has unfinished their work. To develop more, we need demo class. (NGPS, TI, Q19)

Cluster meeting is not a continuous program, as a result, teachers tend to forget many teaching techniques that they had learnt in the meetings. So, they think regular cluster meetings are essential for keeping up their regular practices and strengthening their English speaking and teaching skills.

5.3.21 Supervision and Monitoring of Cluster Meetings

Respondent teachers suggested that if EIA sent supervisors or monitors to observe their classes, it would be more fruitful for their training and they would not forget what they had learnt in the cluster meetings. So, it is very important for them. Respondent stated that -

If EIA doesn't send any person to observe our class, we have to go back to previous teaching process. It reminds me when I see you. We were very hopeful that EIA will run the program, we will be developed. Most of the teachers were jealous about our development but it has stopped suddenly its program. We became very pessimistic. We hope that it will start again its program, we became worthless. We will forget what we have learnt and if our classes won't be observed. Use of audio will be off, such as iPod has damaged, I don't know what I will do. (KGPS, TI, QE37)

If we don't get training once in six months, we will lose our interest. There is no charge in audio. If you come again, I will be in touch with you. We need monitoring or training two times in a year. (MGPS, TI, QE37)

5.3.22 Suggestions about Cluster Meeting

All of the respondent teachers think that the cluster meeting activities need some changes for being more fruitful. They have also put forward some suggestions:

- Trainees are allowed only 5-10 minutes for taking demo classes. They suggest the duration should be at least 30 minutes.
- The cluster meetings should have full demo classes for teachers showing them the best use of pictures and audio.
- Teachers need to see model classes. The video of an ideal lesson can be shown.
- Cluster meetings should be held every month. It would be better if the cluster meetings are held two-days long instead of only one day.
- Cluster meetings should not be held after a one year recess but should be a continuous process and held several times throughout the year.
- One or two full demo classes from EIA have to be shown on school.

5.3.23 Opinion about Continuation of Cluster Meeting

Respondent teachers said if cluster meetings were held at least once in six months, they would be very much benefitted. But if they do not get training once in six months, they will lose their interest and if the programme is suddenly stopped for any reason, then its ultimate goal will remain unachieved and will be detrimental to the entire programme.

Cluster meeting is stopped. Suddenly it has stopped and became very unhappy. At least, if cluster meeting held once in six months- then we will be facilitated. If anyone doesn't come in field, I don't want to use it. But it will be very helpful for us if the cluster meeting held once in six months. (BMGPS, TI, QE37)

5.4 Classroom Practice:

5.4.1 Subjects Taught by Teachers and Regularity of English Lesson

Respondent teachers said they teach various subjects including Bangla, Mathematics, Science, Physical Exercise, Dictation, Handwriting and Religious Studies in their schools beside their regular English classes. Respondents stated that –

“I take class all days of a week. I teach English at class I and iii, Bangla, Science, Religious Studies, Dictation, Bangla and English hand writing, physical exercise education in school. I teach English everyday at our school.” (BMGPS, TI, Q20)

“I take all subjects in school. I teach six English at class i, iii, iv and v.” (KRN GPS, TI, Q20)

“In school, I teach English in class V, IV and II, Islam studies and Science.” (MGPS, TI, Q20)

Outcomes of classroom observation and school routines suggest that most of the schools that the respondents came from, had English classes on each of the six working days of the week. Students also supported this. From FGD -

Yes, we have English class every day (06 days) for 01 hour. (BMGPS, FGD, Q2)

Yes, we have English class every day (06 days). (KGPS, FGD, Q2)

So it proves that primary schoolteachers do not specialize in any one subject. Two respondents informed that they took two or three subjects of in various grades. The interesting thing is that both of them were much more educated than the other respondents. The regularity of English lessons seems very good figures. From five schools, the English lesson timeline were also found. In two Schools that are 01 hour in other schools that is for 40 minutes.

5.4.2 How much the Respondents Enjoy Teaching English

Respondent teachers said they enjoyed teaching or learning English whenever they could easily converse and cooperate with their students in the language.

Yes, I enjoy teaching or learning English when they understand my questions. I like when they give answers in English. Though it is a foreign language, I can learn and practice many things. For this, I like it. (BMGPS, TI, Q21)

Yes, I enjoy teaching or learning English. I can teach English my students easily. Because I can develop myself and can teach students about communication process. Actually I can do well in English with flexible work. Besides, students like English and Math teachers. (KGPS, TI, Q21)

Yes, I enjoy teaching or learning English. Because of I don't like to teach other subjects. Teaching English seems easy to me. It's from my child hood. When students get the concepts of lessons, I enjoy that and lesson becomes fruitful. My earnings become halal. (NGPS, TI, Q21)

The foremost thing is that teachers love to teach English and the task seems easy to them because they can do it through flexible activities. Generally they do not like to teach other subjects.

5.4.3 Classroom Practices before EIA Training

Most of the respondents said before attending the EIA training, they used to follow the Input-Process-Task (IPT) for teaching. They used to give instructions in Bangla and did not involve the students in boardwork. Even if they used posters, they would not take them away after finishing the lessons. Most took classes in their own ways. All these have changed for them after attending the EIA cluster meetings.

Before getting training from EIA normally I used to do reading from the textbook, wrote down word meaning on board and gave lessons to read. I learnt using posters, audio and games in class after trained from EIA. There were supplementary materials too. Audio was the most helpful material for listening. (KRN GPS, TI, Q22)

Before getting training from EIA I used to take class speaking in Bangla most of the time, spoke English sometime. I used to do group work or pair work, spoke English sometimes and gave them reading and writing tasks. (BMGPS, TI, Q22)

Before getting training from EIA I used to take class following Input-Process-Task (IPT). I gave instructions in Bengali. That time I was used to talk much and didn't

involve students much in board work. And, also didn't take posters from wall after finishing the lessons. Students were attracted to that. But now I know the techniques to attract the students in lessons. (NGPS, TI, Q22)

Respondent teachers said after getting training from EIA they warmed up, used iPod audio games, supplementary materials and posters in class, asked the students to read, take part in group work and pair work and made them stand in front of the class and play games with their peers. Audio has been the most useful material for listening practices. Now they know how to prepare attractive lessons.

5.4.4 Change in Classroom Practices after EIA Training

After being trained in EIA, the classroom practices of respondent teachers changed. They know how to use iPods and other materials in class. Now they do gesture eliciting, warm students up at the beginning of their classes, greet them, play sounds for them, show them pictures from the textbook, ask questions from the textbook after reading the book and make lessons clear for them. According to respondents,

“Yes, after participating in EIA my classroom practices have changed because of discussion and sharing experience in EIA cluster meeting and training. EIA follows the rules of taking proper class, greetings, showing posters, speaking in English and I apply it in my class. And now eventually the usage of English and students participation has increased in my class”. (NGPS, TI, Q23)

Yes, I learnt the use of iPod, how I have to carry it out, when I have to use materials in attending cluster meeting. And, I applied in class, seemed good. Now the students want to listen songs and they are happy. (BMGPS, TI, Q23)

Yes, I teach following the techniques of EIA now. At first I greet them and listen audio. I show pictures from text book, ask questions from text after reading, make them clear about the lesson and I use to teach the related materials of EIA. (KRNGPS, TI, Q23)

Yes, such as- I do gesture eliciting and warm up by students, usage of English has increased students participation has increased too as a result of my training in EIA cluster meeting. (MGPS, TI, Q23)

In FGD, students made similar statements about their teachers' classroom practices.

In our last English class, we read the "Brush Brush" poem and teacher played the poems on the audio. We were reciting with our teacher. Our teacher repeated the poems for several times and we wrote answers of some questions without memorizing and gave teacher to look. Teacher said it was good. In our English class our teacher mostly talks in English, we also try to speak in English. (BMGPS, FGD, Q3)"

In our English class, teacher plays songs on the audio; such as- good morning, good bye. Teacher uses textbook and doesn't explain grammar rules. Teacher gives us group work, role play, individual work to do in class and doesn't use any posters for lessons. (KRNGPS, FGD, Q3)

In our English class, teacher taught us a lesson named A Picnic. Teacher teaches us how to talk with others following which way also. Teacher plays songs and, today we played games in our class first. Teacher uses English and Bengali both as classroom language. But mainly of the time teacher uses English most. (MGPS, FGD, Q3)

In our last English class teacher played the good morning song in the audio. Then teacher showed us a poster. We saw so many things there. Teacher asked us about the poster we replied. There were some pictures and word meaning in that poster. We enjoyed working with the poster. We also heard some questioning answering in the audio. Then we did a question answer session. We were asking question to each other being divided in some groups. Our teacher was talking in English and we also talked in English, used Bangla only when we faced problem to understand the English. (NGPS, FGD, Q3)

Respondents stated that in English classes, most teachers play songs for students. In some cases, they use posters also. In case of RNGPS School, they never use posters. Teachers also give group work, role play, individual work, pair works. Teachers play games in the classes as well. Teachers also conduct question-answer sessions from lesson. Most respondents said the medium of instruction in class is English. In some classes, Bangla is also used.

5.4.5 Activities Practiced in English Classroom

5.4.5.1 Warm up Activity

Classroom observation data shows that after entering the classroom, teachers exchange greetings with students. Then they play greeting or warm up songs and ask students to sing in chorus with the audio.

Excerpt: 1 (CO, KGPS)

T: Good morning students.

Ss: Good morning teacher.

T: How are you?

Ss: We are am fine.

T: What class do you read in?

Ss: Class three.

T: Students, stand up.

T: Do you like songs? Hello songs?

Ss: Yes.

T: Listen to the song.

Teacher plays the audio.

“Hello hellohello my friends

Happy to meet you

Happy to meet you today”

Students listen to the audio.

T: Thank you, sit down. Listen to the song again. One, two, three.

After playing the song, the teacher asks the students whether they want to listen to the song again. Students replied “yes” in chorus. Then teacher plays the again. Students clap and sing in chorus.

T: Thank you, sit down.

Students liked the greeting song very much. They participated in this activity impulsively.

According to the students,

“We like the song very much. At first teacher played the good morning song then we sang the good morning song or hello song in chorus.”

Another student stated that,

“Now I came to my school regularly because teachers played nice song. Especially I like the good morning song.”

This warm up song motivated the students to be attentive and participate in classroom activities enthusiastically. The warm up activity and greetings were carried out mostly in English.

5.4.5.2 Scene Setting (Lesson and activity level) and Checking Understanding or Prior Knowledge

Teachers used posters, books and flash cards for reviewing the prior knowledge of the students. For example, teacher asked some general questions to the students about the posters.

Excerpt-1 (CO, BGPS)

T: Do you like the picture?

S: Ye.

T: Picture was hung on the board. Showing the picture, teacher said, what is this?

S: This is Mita.

T: Look at the picture. Hena, come here.

What is this?

S: This is Mita's mother.

T: What can you see in the picture?

S: Mita, mother, sister, village.

T: Thank you, clap your hands.

T: Shanta stands up. Come here.

S: This is Family.

T: Who's family?

S: Mita's Family.

T: Thank you.

Our today's lesson is “My Family”

Excerpt: 2 (CO, KGPS)

Teacher asked some questions about previous lessons and said to open their textbook.

T: What did we learn yesterday?

Students said 'Talking about a friend (Amin)'. Then teacher asked some questions to the students about the previous class.

T: Who is Amin?

S: Amin is Asif friend

T: No, Amin is a student.

T: Students raise your hands. What is Amin Mother Profession?

S: raised their hands.

T: Shova, you?

S: Teacher

T: Thank you.

After the hello song,

T- Thank you.

Then he started asking question to the Ss individually.

T- Meem, stand up. What's your mother name?

G 1- My mother's name is.....

T- Stand up (indicating a girl). What's your mother?

G 2- My mother's name is

G2 gave wrong answer. Teacher asked her the question again with loud voice.

T- What's your mother?

G 2- My mother is a house wife.

Teacher asked above two questions to another 3 girls and 3 boys.

After Q/A session teacher stated the name of today's lesson.

T- Now we will learn 'Mahbub's Mother'.

Majority of the teachers used this activity before going to lesson declaration. This has increased student's interest about the lesson and involved students in the lesson actively.

T: Now students today we read a rhyme.

S: Yes

T: The name of the rhyme is "One two buckle my shoe"

First I recite and you listen then you say.

Then teacher recite the poem and showing the gesture.

One two

buckle my shoe (Teacher touch her shoe)

Two three

shut the door (Teacher really shut the classroom door)

Students were enjoying and they were laughing

T: Now students u recite the rhyme with gesture

S: Students recite the rhyme with gesture

Teacher called a student in front of the class.

T: Rima, Come here? recite the rhyme with gesture

S: She recite the rhyme with gesture

T: Thanks, big hand (CO_NGPS)

The teacher called up several students from the class. Some students performed in front of the other students. All students showed their interest in perform in front of the class.

5.4.5.3 Monitoring

The teacher monitored the students' activities after giving them tasks such as reading, writing, pair or group work. From classroom observation it was found that teacher told the student that they were going to work in groups. At that time, some students were gossiping. The teacher told those students to not talk with others and follow his instructions carefully. The students were discussing in groups and writing on their notebooks. The teacher was moving around and helping the groups. The teacher was observing the students' notebooks and giving them feedbacks.

Students were writing on their notebook. Teacher was moving on the class and monitoring the students. Sometime teacher asked student, do you understand?

Teacher told the students, are you finished your writing? Students said that yes madam.

T- Change your khata (Notebook) with your partner. Akhi come here and write the answer on the board and tell the answer.

S- She wrote the correct answer and simultaneously told the answer.

T- Big hand for Akhi.

5.4.5.4 Assessing Students' Understanding

Observing classrooms, it was found that teachers asked questions to the children when they wished to judge the existing or prior knowledge of the learners about any topic. In another case, the teachers asked specific questions to the children with the aim of assessing children's learning at the beginning, middle or end of the lesson. The teacher assessed how students completed different tasks such as question-answer, board writing, drawing shapes and group work. When the teacher asked questions to individual students, all of them raised their hands and wanted to answer.

Excerpt 1:

T: The teacher showed a poster and asked what is this students?

Ss: This is a clock (replied in chorus).

T: Who can say, what is the boy doing?

Ss: Raised their hands.

T: Stand up student, you...

S: The boy is sleeping

T: Thank you. Students clap for her. (CO, MGPS)

Teacher showed some flashcard and asked students to come in front of the class. Then the teacher asked students to find out the specific flashcard like the bat, the cat and the hat.

Excerpt 2:

T: Sifat come here and find out the bat (Flashcard).

S: The student found the bat.

T: Then the teacher asked to the other students, what is this?

Ss: This is a bat. (CO, KRNGPS)

5.4.5.5 Using Materials in the Classroom

Teachers used aides such as posters, flash cards, figurines, real life materials such as students' bags, shoes, doors, pens, textbooks and audio in the classroom. Observing classrooms, it was found that teachers used two types of materials in the classroom: audio and visual. These audio materials include songs, dialogues and activities and visual aids include posters, flashcards and figurines. Among the materials, pictures, EIA posters and EIA flash cards

were used mostly because they were properly visible from the back. They also used figurines, chalkboards and audio as teaching aids.

Audio Materials	Visual Materials
iPod Block Rocker Logitech	Book Poster Picture Flash Card Figurine Chalkboard

Table 6: Materials Used in the Classroom

Observing one class, it was found that

Excerpt 1:

The teacher hanged a poster on the wall and says Ss to look at the picture. Then she asked questions to the students about the poster.

T: Hena come here, who is this?

S: This is Mita.

T: Who is this?

S: This is mita's mother.

T: Thank you Mita. (CO, BGPS)

Teachers used colourful flash cards containing numbers, pictures and alphabets in the classroom. In one classroom, the teacher played the main audio of the lesson and distributed flashcards of cat, bat, rat and hat among the students. Then the teacher asked the student to raise those cards that had mentions in the played audio (CO, KRNGPS).

In other classes, teachers played the audio material three times: at the beginning, in the middle and at the end of class. In the beginning they played the hello and good morning songs as part of warm up activities.

Excerpt 2:

T: Students please listen the good morning song silently and recite the song with the audio. Then teacher played the audio.

Ss: Students were listening and reciting the song in chorus.

The lyrics of the song was given below:

“Good Morning Good Morning

How are you today

I am fine I am fine

I wish you a good day”

T: Teacher asked students again?

Ss: Yes madam and they recited the song without audio in chorus. (CO, BGPS, KRNGPS, MGPS, NGPS)

In one school, teachers and students jointly sang the good morning and hello songs without the audio. (CO, KGPS) Students enjoyed singing which motivated them about the class and ensured good interaction among them. In the middle of one class, the teacher played the main audio and instructed students to listen to it carefully. Then the teacher said questions would be based on the audio lesson. The teacher then wrote some questions on the board and instructed students to find out the answers from the audio. Then she played the main audio lesson. Finding answer from the audio and choral drill are two of the most common practices in classroom teaching-learning. Teachers also used combinations of the main audio and poster or the main audio and flashcard. At the end of the class, teachers played the good bye song and students sang in chorus.

Excerpt 3:

“Good bye Good bye

It's time to go away

Good bye Good bye

I wish you a good day”

5.4.5.6 How Audio Material Facilitated Group Work

Teacher started group activity. He made two groups from among students. One group consisted of only boys and the other only girls. Teacher said the following dialogue to one of the groups:

T- This side one group. That side other group.

This side ask question that side and that side answer them, ok. And that side ask them and they answer them. Ready?

Ss- Yes sir.

Then teacher then played the audio. He gave a pause in playing the audio after a question was asked in the audio. He wrote the question on the blackboard. The boy-group asked the question to the girl-group. Girl group gave answer. The girl-group then asked the second question and the boy-group answered. A total of four questions were asked and answered in this group work. These questions were:

- a) What is Mahbub's mother name?*
- b) Where does she work?*
- c) Does she work in the field?*
- d) What does she grow in her garden?*

From student FGD,

“In our last English class at first we sang the hello song in chorus. Then we read the lesson “Mahbub's Mother” from the textbook with listening to the audio Therefore we wrote a paragraph on my mother. Hence we read the Q/A of the lesson “Mahbub's Mother” from the textbook. Then we looked at a poster of that lesson and gave answer of some questions made from the poster by the teacher. We finished our class singing the good bye song with the audio. Our English teacher mostly speak in English in classroom.”

“Among the activities that we do in the, best for learning are listening song, rhyme and story on the audio, listening to teacher, playing games with flash card and reading textbook.

5.4.5.7 Pair Work and Group Work

Observing classes, it was found that teachers tried to make the lesson more interactive by facilitating pair and group works for students. They tried to engage all students. These activities helped students develop their English communication skills.

T: Teacher wrote some questions on the board and gave them instruction.

T: At first all of you discussed then one of you wrote answer on the notebook. Then the group leader presents it.

S: Divided into groups contain 5/6 students. All students was discussing with their groups member. And one of them wrote on his/her notebook.

T: After writing on the notebook, teacher asked to present the group leader.

S: All group leaders presented their tasks.

In some classes, the teachers' instructions about group or pair works were not clear to the students. As a result, they made noise in the class.

T: Students divide into groups and write answers on the notebook. (Unclear Instruction)

S: Students divided into groups. Each group contains 4 to 8 students. Most of the students searching answer on their textbook and every one wrote answers on their notebook.

T: Then teacher checked all of them notebook.

Weak students took help from the good students. Working in groups seemed to work for all.

One teacher said:

“If I asked them to doing group work, by students discussion they can clarify and share their idea. Even normal students can share their ideas with good students. They are trying to follow the good students and want to come front of the class. By group work all level of students learnt easily.”

In pair and group works, students had the chance to engage in classroom activities. If the teachers gave them instruction clearly then everyone participated and got engaged in the classroom. By group work, a good student could teach other students in a group. Pair work and group work encourage interaction among children.

5.4.5.8 Open versus Closed Questions

Class observation data showed that teachers used different types of questions to assess students' understanding as formative assessment. Most of the time teachers asked questions to the students. Students sitting in the front, middle and back benches answered the questions. That means all students answered the question. There had been close-ended, open-ended, yes/no questions; questions to individuals and questions to the whole class. But teacher asked mainly close-ended questions to the students. Some examples are:

Close ended question

Q: Who is this?

S: Mahin

Q: How old is he?

S: He is eight years old.

Q: Where does a bird live?

S: Nest

Q: Who is Jakaria?

S: Mahin friend. (CO , KGPS)

The students generally answered the close-ended questions in one or two words.

Open-ended question:

Complete Sentence:

Q: Now you describe your friends?

*S: This is Ariful, he is a student. His father is a farmer and his mother is a house wife.
He is a good student.*

Incomplete sentence:

Q: Say something about your Family?

S: Three members. Father, mother and me. We live in village. (Could not complete)

Teachers seldom asked open-ended questions. Most of the students could not answer these questions properly.

Yes/No question

Q: Do you know Amin?

S: Yes

Q: Do you have family?

S: Yes

Teachers asked some questions to the individual students and some to the whole class.

Examples of such questions are given below.

After showing the picture the teacher asked the following questions to the students:

Question to individual

T: Who is this Rupa?

S: This is Mita.

T: What does her father do Shova?

S: Postmaster

Question to the whole class

T: Where does Mita live?

S: Mita lives in a village. (CO, KGPS)

Most of the respondents stated that they could answer most of the questions easily. Sometimes they faced difficulties. One teacher stated:

“I asked open question to the students. Students raised their hands. Most of the students raised their hands. Simultaneously I asked questions all students. I called all level of students. Sometimes I asked questions and all students replied in chorus.”

From the observed data and above examples, it was clear that the nature questions asked were mainly close-ended, sometimes addressed to the individuals and to the whole class at other times. Sometimes the questions were open-ended, but the replies were close-ended.

5.4.5.9 Instruction from the Teacher

Classroom observation data shows that most teachers tried to give all the instructions in English. As a result, some students did not understand the instructions. Even the teachers did not manage to give the instructions clearly. Only one teacher gave the instructions in Bangla. Generally, teachers used both Bangla and English to give instructions. One female teacher gave the instruction in English first and then repeated it in Bangla.

T: Students divide into four groups.

(Shikkhatiratomracharti dole vaghoyejao)

One teacher gave some instructions entirely in English but he used only one or two words in most cases.

T: Students, English textbook, page no. 35.

T: Close book (Close your book)

T: Follow me

Another teacher used Bangla most of the times.

T: Tomrakhataberkoro.

T: Ami nambolbotomraboithekesobidekhaba.

Language of instruction differed from teacher to teacher. From Classroom observation data, it could be seen that teachers either used only English or Bangla or both in the classroom.

5.4.5.10 Dealing with Errors

Teachers asked questions to the students and if he/she made mistakes then the teacher asked other students. Then teacher asked the same question to the first student. After that, the teacher explained with example. One student made a mistake. Teacher asked the same question to another student. Then the teacher asked the same question to the student who made mistake. Then teacher gave thanks to both the students. Again the teacher asked another question to the other students and they responded.

In case of board writing, teacher maintains the same procedure.

T: Rupa, come here and write family in the black board.

S: The student wrote the word in the blackboard in wrong spelling.

T: The teacher asked other students is it correct?

Ss: No teacher.

T: Arif, come and write family

S: The student wrote the word correctly.

T: Rupa, write it again

S: The student wrote the word correctly.

T: Thanks Rupa and Arif. Family means 'PORIBAR'.

In a school, it was found that if students made mistakes, the teacher corrected it. One student asked a question on a particular topic to the teacher. She did not understand the question.

Then the teacher explained the topic once again with an example. Then teacher told the student to write an example on the board. The student wrote the example correctly.

5.4.5.11 Expansion (from one idea to another)

After playing the warm up song, the teacher hung a poster on the wall. Then she asked questions to the students about their families. Then teacher touched the picture in the poster and asked questions about the picture.

Teacher hung the poster.

T: Where do you live students?

Ss: We live in house.

T: Where does a person live in?

Ss: House

Then teacher asked some question about the poster.

T: Students who is this?

Ss: Father.

T: Students who is this?

Ss: Mother.

T: What is this?

Ss: A bird.

Students we know bird, tree, house, people...

Today our lesson "making a Home". (CO, NGPS)

In another class, the teacher read from the textbook. Then he discussed some new words from the lesson such as "Feni."

T: Rousa where do you live?

S: I live in Rajshahi.

T: FeniholoBangladesherektiJela. Amrajemonrajshahijelate bash kori. (Feni is a one of the district of Bangladesh like we live in Rajshahi district)

T: 'College'- It is an education place. Where do you Read?

S: School.

T: Primary school. After completing primary and high school you will admit in college for higher education. (CO, NGPS).

S: Then students did chorus drill with the teacher.

5.4.5.12 Students' Presentation

Classroom observation data showed that students actively participated in various activities such as exchanging greetings, boardwriting, pair work, group work and asking questions in English. Teachers also reported that students were more interested in participating in classroom activities. One remarkable thing was that even the backbenchers showed their interest in participating in the activities. Students also reported that the teacher asked them questions showing the posters and also involved them in discussions about the pictures.

T: What is seen in the poster students?

S: Father, mother, bird...

T: Students what is this?

S: Nest madam.

T: Thank u... (CO, NGPS)

T: What is your father name Anney?

S: (She was silent)

Then teacher asked another student.

T: What is your father name Shohel.

S: Syed.

T: My father name is Syed.

In another class, the teacher showed a poster, gave instructions and asked questions. The students responded with full English sentences.

T: Teacher hanged a poster on the wall.

T: Look at the picture and think about the picture.

T: Who can say what this is?

Ss: This is a clock.

T: What is the boy doing? Who can say? Raise your hand please.

Students raised their hands.

T: Stand up you.

S: The boy is getting up.

T: Thank you, big clap for her.

T: Tasnim, what does the boy do?

S: The boy plays football.

T: Thank you.

Observing another classroom, it was found that the teacher played the audio for one minute. After giving a pause, the teacher read out a passage from the textbook and the students followed. The teacher then gave individual reading tasks to the students. The teacher did this to every student in the class making them read out two-three sentences from the passage. The teacher's feedback was "good."

5.4.5.13 Grammar in Context

Except for one, no teacher explained grammar in context. Most teachers avoided teaching grammar in context. They took extra classes for grammar. Students also reported that they memorised grammar rules when necessary.

Only one teacher explained grammar in the context. The teacher asked questions to the students from the poster. When students made mistake in replying, the teacher explained the rules with an examples.

T: What does the boy do?

S: The boy is sleeping.

T: The boy sleeps. (If I ask what is the boy doing? then the boy is sleeping. Everybody understand? Then teacher asked same questions to the students repeatedly).

T: What does the boy do?

S: The boy is sleeps.

T: What is the boy doing?

S: The boy is sleeping. (CO, MGPS)

5.4.5.14 Presentation of Teachers

Classroom observation data showed that pedagogic approach in most lessons observed does encourage interactive approach to learning English. At first teachers exchanged greetings with the students, checked previous knowledge, asked questions, read from textbooks, wrote on the board, did pair and group works, gave reading and writing tasks, played roles in conversation activities and recited rhymes with gestures. Class observation data showed that the teachers tried to relate the content and concept of teaching with the life of the learners. They used more English than Bangla except for one teacher. He used Bangla most of the times. She presented, organized, asked questions and gave feedbacks. Mostly, teachers spent time reading, chorusing and asking questions.

Exchanging greetings with students-

T: good morning students

Ss: Good morning teacher

T: How are you?

Ss: I am fine and you?

T: I am also fine.

Bingo Game

Therefore teacher started another activity (Bingo game).

T- OK. Now we will play a bingo game. I write ten words on the blackboard and everyone will write five words in your exercise book or khata.

Teacher wrote ten words on the blackboard. They are followings- mother, housewife, works, vegetable, garden, watches, home...

T- Everyone choose five words and write it in your khata. Who win the game, I give a chocolate after class.

Then the teacher crossed some words from the word list written on the blackboard.

Then one boy said, "Bingo". He won the game.

5.4.5.15 Feedback

Class observation data shows that teachers gave feedback to the students after assessment. But it was not a regular practice. Feedbacks were given both to individual students and to entire classes. Teachers gave verbal and written feedbacks to the students. Teachers used words like "Thank you; good; very good; okay; well; excellent; your idea is right" for giving feedbacks. Sometimes, teacher provided negative feedback like "wrong answer." Some examples are given below:

Feedback to Individual Student

T: What does the boy play?

S: The boy plays football.

T: Very good, thank you (Feedback)

Written feedback

T: Open your notebook and answer these questions in your khata.

Who is Mehedy?

Does Mehedy get up at 6 o'clock?

After checking the notebooks, the teacher would write good, excellent and thank you and speak them out while writing. Teachers said regular feedback was important for students because it inspired them. Students on the other hand said feedback helped them correct their mistakes. One of the teachers reported very positively about feedback:

"If feedback is given to the students become happy and they learn the lesson correctly in the next class. So, feedback is important for teaching learning."

In another classroom, the teacher started a group activity. He gave some pieces of paper each containing a word and asked the groups to make sentences with them.

T- Now every 5 students make a group. In my hand some papers. Every group makes a sentence.

One group clapped. They made a sentence first. When all groups' work was done, teacher checked their work and gave feedback by saying "good, thank you students".

5.4.5.16 Ending Lesson

Before ending classes, most teachers asked questions to the students and played good bye songs. Students reciprocated by listening and singing in chorus.

Excerpt 1:

*Good bye Good bye
It's time to go away
Good bye Good bye
I wish you a good day*

5.5 Important Things about Classroom Practices

According to the respondent teachers, the following are some of the most important things about classroom practices after being trained:

- Using audio in the classroom
- Showing pictures from EIA posters and textbook
- Asking questions by showing flash cards
- Group work: where one group asks question and another group answers
- Learning English in pairs and sharing information between students
- Using W/H questions to help students learn English
- In case of classroom instructions teacher applying example from personal life which helps students to learn English easily.
- By playing games, students learn English.
- Writing helps students learn English.
- Being clear about lessons
- Clear instructions make students understand the question well and ensure sound participation.
- Writing on board help students learn English.
- Students like group works and that helps them learn English.
- Students participate eagerly when they are asked to work on the board.

5.6 Change in the Use of English

Respondent teachers said they use much more English in the classroom after attending EIA training. They now also use iPods, modules, flashcards and posters in class. Furthermore, they have learnt how to talk fluently and give instructions in English. Respondent teachers said:

My use of English in the classroom has increased as a result of EIA by using iPod and poster in class. I got a module and flash card. I learnt how to talk from cluster meeting. Now I speak English with my daughter. (BMGPS, TI, Q28)

There are many changes in class. I never took class in English because of feeling shame. Now I use English while taking class. (KRN GPS, TI, Q28)

My use of English in the classroom has changed as a result of EIA. I knew it from cluster meeting and learnt from iPod. I didn't speak in English in class before. Now I have improved and I can give instructions in English. (NGPS, TI, Q28)

Before attending the training, they felt shy about using English in class. But now, they can easily converse in English with their students. Now they speak English with their family members as well.

5.7 How Teachers and Students See the Interactive Activities

After participating in the EIA cluster meeting, the respondent teachers now facilitate pair and group works in their classes. For example, they give students pair works – one student asks questions and the other one in the pair answers. In group works, after teaching a new lesson, the teachers divide the students into groups. The groups are generally mixtures of good and weak students. They are given questions, which they discuss in groups and find answers to. The teachers help student when they need help. Teachers said:

“As a result of participating in EIA cluster meeting, use of more pair and group work activities in class has increased. As an example- I show them a picture and tell them to discuss about the picture with the group mates. A group consists of 4/5 students where 1/2 students are weak in studies. They discuss with their topic, I watch them and help them if they face any problem”. (NGPS, TI, Q30)

Yes, as a result of participating in EIA cluster meeting, I use pair and group work both activities in my class. As an example- I give them pair work, such as- in 2 students, one student asks questions and another student gives answers. And in group work, I teach them any new lesson, divide into some groups mixing good and weak students in a group. Then I give questions to write answers, they discuss in group, I check the answers and then I ask them.(BMGPS, TI, Q30)

Yes, as a result of participating in EIA cluster meeting, I use more pair and group work activities in my class which has increased. As an example- I give them to write about “my family” dividing in some groups. All of them write their father’s name, their name and 01 student present on behalf of their group. I helped them when they needed help in their problems. (KGPS, TI, Q30)

Yes, participating in EIA cluster meeting, I use pair and group work activities in my class. I give the students group work mainly. As an example- I divide them into groups and make them understand. Each group contains 4 to 5 students, I through questions to them, 1 student say and other 3 students listen. Then they will learn and they will see other group’s notes. In pair work, student 1 asks- how old are you? Then student 2 answers- I am nine years old. (MGPS, TI, Q30)

During focus group discussions, while explaining interactive activities, students said they did pair works and group activities as per their teachers’ instructions. In pair works, students play role and converse. They discuss questions in their groups. The good students help their groupmates. Teachers also help in correcting the mistakes that the students made in groups.

We like to work in groups, if 1 student doesn’t understand other students help. Teacher gives us pair work too. Teacher tells us to make conversation and dialogue between them. (BMGPS, FGD, Q6)

Teacher gives us group work. Teacher tells us to write down and we just write. (KRN GPS, FGD, Q6)

Teacher gives us pair or group work, says to discuss with group and write a question. If there is pair work one student asks his/her pair how old is he/she and other give answers that he/she is 8 years old. One who knows well, he makes a group with weak students consisting of 4 students. Here 1 student writes down and other students

discuss. All groups discuss and write like this. After writing, group leader reads. It's a good way, if we make mistakes teacher helps us. (KGPS, FGD, Q6)

Teacher gives us pair or group work both. In pair work- students play role, conversation between them and make understand each other. In group work- teacher says to discuss with group consisting of 4 students, we have to write and discuss a question. When we don't get clear concept, teacher gives us pair work. (MGPS, FGD, Q6)

Teacher gives us pair or group work. One who knows well, he makes a group with weak students consisting of 4 students. All groups discuss and write. Good student helps other three students and writes. Then teacher wants to hear what have written. (NGPS, FGD, Q6)

5.8 How Students Like and Enjoy Learning English

Almost all of the respondent students said they like learning English very much. They liked the way teachers taught them using iPod audio or telling stories. Teachers even used warm up words like “good morning” and “good bye” in class. Teachers played songs, recited rhymes and showed them beautiful pictures. Respondents shared:

Yes we like to learn English because we like to study English. We love English poem, paragraph and sentence making. Teacher teaches songs using audio. Good songs are played and tells story by iPod in a fine way. Teacher pronounces rhymes well, shows us beautiful and nice pictures. We enjoy this activity that's why we like to learn English. (NGPS, FGD, Q1)

Yes, we like learning English very much. We like the teacher most and teacher behaves well with us. We like to speak in English and we also speak in English too. Teacher says good morning to us and we say good bye when teacher leaves the classroom. (BMGPS, FGD, Q1)

Another respondent student had a different reason for liking English:

We like to learn English poem and also to speak in English. If we learn English well we will get good job when we will be grown up that's why we like to learn English.

5.9 Ways to Improve English

Students talked about various ways to improve English. They talked about regularity, attentiveness, practicing reading, speaking in class and with friends. They also think parents and other family members can help improve English. In one focus group discussion respondents shared their feelings:

Majority students supposed that they have to read well and all of them said to give attention in studies and teacher's lecture have to keep in mind. To improve their English, they have to give special attention. (KGPS, FGD,)

If we study regularly and attentively, we can improve my English. We have to learn and read in class. (BMGPS, FGD, Q8)

If teacher plays audio regularly, I can improve my English. When teacher plays songs, I like that. Because I can memorise. (KRN GPS, FGD, Q8)

Majority students supposed that they have to read well and all of them said to give attention in studies and teacher's lecture have to keep in mind. To improve their English, they have to give special attention. (KGPS, FGD, Q8)

To improve English sometimes we practice speaking. 2 students supposed that they have to practice well and all of them said to give attention in studies and teacher's lecture have to keep in mind. To improve their English, they have to give special attention. Sometimes we practice with our friends; such as- how are you? Hello I am Farzana, who r you? How old are you? What is your favourite colour? (MGPS, FGD, Q8)

To improve our English we read private consisting of 5 students. Our parents and brothers help us. (NGPS, FGD, Q8)

5.10 Institutional Support from School

Respondent teachers said they got necessary institutional support and suggestions for implement the teaching-learning strategies that they learnt from the cluster meeting, in the classroom. There was only one exception:

I get all types of support from others. To develop my English class they suggest to apply my thoughts and I also try. I also get classes to take. I only take English class. (MGPS, TI, Q13)

Another respondent said she got support from school but she needed more. She said:

“Yes, to improve the situation school needs more support. Because the school routine don’t gives us the opportunity to take all English class. We don’t want classes- that aren’t right. Actually we want classes to take but aren’t given.” (NGPS, TI, Q13)

5.11 Support from the Peers

Respondent teachers said they got support from their fellow schoolteachers and also their head teachers. They discussed grammar with the head teacher. If they did not get the meaning of anything in the lesson or did not understand the audio, their peers helped them out and suggested ways to better their teaching.

Yes, I get support from the peer teacher, my school teachers and my head teacher. Sometimes peer teachers observe my class. When I don’t understand audio, they help and share. I also discuss about grammar with Head teacher. Because he is a English teacher too. (KGPS, TI, Q34)

Yes, I get support from the peer teacher and school teachers who encourage me. Head teacher did support. My peer teacher helped me. I took help from him when I faced any problem. (BMGPS, TI, Q34)

Yes, I get support from the peer teacher and school teachers. If I don’t get any meaning from any lesson, my peer teacher helps me and I make clear concept what to do for taking a good class. (KRUNGPS, TI, Q34)

Yes, peer teacher, my school teachers and my head teacher supports me. I get all types of support from school. Head teacher does his works in English consulting with me. They support me and give me suggestions what will be good for my teaching. They always show interest. (MGPS, TI, Q34)

5.12 Challenges for Teachers

Three respondent teachers said they had experienced some problems in introducing EIA practices in their classrooms while two said they did not face any problem.

“No, I don’t have experience any challenges or problems introducing EIA practices in my classroom. I can do easily and manage my classroom.”(NGPS, TI, Q33; KRNGPS, TI, Q33)

Teachers have experienced some problems in introducing EIA practices in their classrooms.

According to one respondent:

“There can’t be found all types of poster related with the lessons. And I face problems when I don’t get the right poster. And I face problems in the case of technology also. I face problem with Block Rocker and instead of that I got Logitech. But students are high in number and Logitech doesn’t cover”.

Respondent teachers said they faced problems in using audio materials because students did not understand most of their functions.(BMGPS, TI, Q33)

- a. Students do not understand most of the audio. That time I feel embarrass in class.(BMGPS, TI, Q33)*
- b. Students don’t understand most of the part of audio.(MGPS, TI, Q33)*
- c. iPod has damaged, I can’t servicing. It has been damaged since 2 months and it’s problem in charging. (KGPS, TI, Q33)*
- d. There are no posters with all lessons. (KGPS, TI, Q33)*
- e. I faced problem with Block Rocker and instead of this I got Logitech. But students are high in number, Logitech doesn’t cover. (BMGPS, TI, Q33)*

5.13 Community Thoughts

Respondent teachers said the school community was very happy with their improved teaching and praised their various new teaching techniques. Guardians were very happy and satisfied with the respondent teachers because their children were now capable of speaking English effortlessly. The school managing committees were also happy because conscious guardians had been admitting their children in their schools.

Any report about my teaching didn’t come. But the school community became happy. Hearing from them, their elders became happy too. (BMGPS, TI, Q35)

They come and say well about my class. My students are learning English and they speak in home. They sing good morning, good bye song while walking on the road. (KRNGPS, TI, Q35)

The school community comes to see, they heard from students. Most of the students who are in high school now, they learnt and learning from the school students. They said that it is helpful. (KGPS, TI, Q35)

All are happy. Conscious guardian's children's are getting admitted. Students can speak in English. (MGPS, TI, Q35)

Students have told in their home, guardians are very happy. Students hear form standing by the side of window-what's happening in class. School community is pleased. (NGPS, TI, Q35)

5.14 English in Students' Lives

All of the respondent teachers and students agreed that English would be needed at every point in the students' lives. Knowing English would make significant difference to the lives of students, especially considering the fact that today's world is one of globalization and English is used everywhere. The early their fear of English is wiped clean, the quicker and better would they be able to read, write and speak English. They will never fall back in education either if they can learn English well. Without knowing English well, they would not get good jobs and would not be able to communicate with foreigners. Moreover, nowadays one has to know English for higher education.

Yes, learning English will be needed in students' lives. If their fear in English moves away at their lower age, they will be able in reading, writing, speaking. They won't be in last position if they learn English well. English is needed in real life- it is needed in speaking, working in job sector and in abroad. (BMGPS, TI, Q36)

Yes, English will be needed in students' future lives. Learning English well, they will get good job, it is needed when they will go to abroad. Besides they won't have any fear, speaking is needed too. For this, I make them used to about speaking by practising in class. Cluster meeting is stopped. My opinion is if it runs again, I will go

but I have to apply, what I have learnt. It is better to run cluster meeting before. It can be held after 3 months. (KRN GPS, TI, Q36)

Yes, learning English will make difference in students' lives. Now it is the time of globalization and English is used in everywhere. Students watch English cartoon too. There is many affect, they won't get job without knowing English. Communicate with foreigners and job of multi-national company requires English to give job. Even if one wants to be a driver of a multi-national company, he/she must know English. Now higher education is in English also. (KGPS, TI, Q36)

Obviously, because of that English learning has no alternative way. Speaking needs in real life, working life and in family life too. Speaking in w/h questions are always needed more in work. (MGPS, TI, Q36)

Yes, learning English will make difference in students' lives. It will help them when I ask them the meaning of idiot, minimum 2-3 students can answer and others can't answer. Which one is good to eat, what is needed for a doctor- most of them don't know meaning of patient. There are some difficult words for them, but this will be needed in future and I try to write down the words. They don't practice in home, so much tough to teach them. (NGPS, TI, Q36)

From FGD, students shared different views and opinions about the usefulness of learning English. They said learning English was useful for communication. They could watch cartoons. They could learn English words that helped them in their admission exams. If they wanted to become doctors, teachers or officers of high rank, they must have good command over the language. Respondents said:

We think English learning is useful. English learning is useful because of that we can pass exams. If we want to be a teacher, doctor or engineer then we need to know English well. If we learn English we will get good job. Learning English is also useful for communicating in English. (NGPS, FGD, Q9)

If I learn English I will be able to teach English to my younger brothers and sisters. If I go foreign country for job purpose or for meeting relatives then it is very important to know English language otherwise nobody will understand our talk. That's why English learning is useful. . (BMGPS, FGD, Q9)

English learning is useful because we can do more things or work after learning. We can learn more English words; can be an English teacher too. It is useful for

admission exam. We watch English channels to hear what they say. But don't speak in English with parents. 5 students want to be English teachers. Because they want to teach English all specially the students. (KGPS, FGD, Q9)

English learning is useful because we can communicate with other foreigners. We watch English cartoons like- Ben 10, Tom and Jerry and in many countries all people understand English. So we have to attend interview in English. 6 students want to take part in games of English class, 4 students said that English is useful for exams. 2 students think English is useful for travelling in other countries. (MGPS, FGD, Q9)

It was observed that students were aware of the usefulness of learning English, especially for their future and career. Students also said by learning English they could be English teachers.

Chapter 6:

Key Findings

6.1 Teachers Academic Qualification and Professional Degree

1. The result of this study shows that a majority of the respondent teachers are graduates. Most of them have professional degrees such as C-in-Ed., B.Ed. and M.Ed.. The relatively less qualified or undergraduate respondents have at least C-in-Ed. Degree. There are other teachers who have much less experience.

2. All of the respondent teachers attended the workshop and took the EIA cluster meetings training that had sessions on teaching modules, communicative English language practices, lesson planning, lesson demonstration, sharing and reflecting on practices, co-curricular activities, using technology such as iPod, and using supporting materials. Most respondents also got subject-based training from URC and some got the IPT training.

6.2 Cluster Meeting

3. Most of the respondent teachers said that, the cluster meetings had multifaceted objectives which provided them with ideas for warming up, reviewing and reflecting, micro teaching and extending activities for improving teaching and learning capacities of teachers.

4. The cluster meetings were held in different venue or conference centres. The meetings were very much functional and useful for the respondent teachers because they could easily get the solutions of their problems discussion. Though one respondent did not find cluster meetings useful and pointed out that there were some limitations of the teaching materials that the cluster meetings suggested.

5. The respondent teachers enjoyed the cluster meetings very much. But now-a-days, they are facing problems with the technologies and dealing with classroom challenges because there are no more cluster meetings.

6. All of the respondent teachers observed that the meetings have fulfilled approximately 80% of their needs, especially in terms of solving classroom problems through sharing practical experiences and disseminating knowledge. It also helped for developing English teachers' speaking fluency.
7. The respondent teachers said the contents of the meetings were related to their teaching-learning activities and the techniques were applicable in the classroom. For knowing things better, they suggested that instead of short demo classes, there should be full-fledged ones.
8. The cluster meetings used communicative approach, participatory methods, audio-visual materials, interaction and English speaking practices.
9. Respondent teachers learnt many new things in the cluster meetings. Some of them include: giving instruction in English, easier ways of teaching English, easier ways of teaching prepositions, playing games, using of teaching aid such as audio or iPod, Logitech, flashcard and posters, and writing paragraph by mind mapping.
10. After being trained in cluster meetings, respondent teachers applied and implemented new ideas and methods in their classrooms. Now they use audio, textbook and posters, which help students learn quickly and speak English without difficulty.
11. Respondent teachers said for implementing the teaching-learning strategies in the classroom, they got the necessary institutional support and suggestions from the school authorities. However, one teacher said she needed more support from the authority.
12. All of the respondent teachers affirmed that their motivation had changed after getting cluster meeting training. Now, they were more qualified and could act more professionally than ever.
13. According to the respondent teachers, they have had positive reflections on their teaching abilities. They were now more confident.

14. Respondent teachers have found the cluster meeting incredibly effective because it brought up many important things to learn in demo and model classes. Those things included new teaching techniques and methods, use of iPods, posters and other teaching aids in class and pair works.

15. Respondent teachers said the cluster meeting facilitated improvement in motivation, speaking and teaching skill of teachers and made them aware of certain essential things which make students more attentive in class.

16. Respondent teachers suggested some changes for the cluster meeting for getting more prolific results. Most importantly, they have suggested extending the duration of the meetings and the number of demo and model classes.

17. Most of the respondent teachers opined that they needed more cluster meetings to get more benefits. If the number of meetings increases, they can regularly practice the things they learnt and fortify their teaching abilities.

18. Respondent teachers recommended holding cluster meetings at least once in six months. They believe less frequent meetings would ultimately render the programme unsuccessful.

6.3 Classroom Practice by the Teachers

19. Most of the respondent teachers do not teach any particular subject; they virtually teach all subjects. However, they take English classes more regularly.

20. Most of the respondent teachers informed that they enjoyed teaching English through the EIA-taught activities. They found teaching English easier than teaching any other subject.

21. Most of the respondent teachers used to take classes in their own ways before getting training from EIA. But after getting training, they practice many inspiring and helpful techniques to teach English in the classroom.

22. After getting training from the EIA, the classroom practice of most teachers changed. Now they apply many useful and participatory techniques and methods to make the students learn better.

23. There were many important things about classroom practice of trained EIA teachers, some of those are: use of audio, posters and flash cards and group or pair work among students.

24. Respondent teachers have intensely benefited from the EIA training because it developed their teaching and language skills and eased extra workload. More importantly, now these teachers can easily grab the attention of their students in their classes.

25. According to the respondent teachers, students have become much more responsive in class. Students also use more English in class than before.

26. As a result of attending cluster meetings, the respondent teachers have grown confident about taking English classes and speaking in English. After being trained in EIA, teachers do not feel shy in taking classes and giving instructions in English.

27. Respondent teachers learned to warm up in classes after being trained in EIA because they think it motivated the students to be more attentive in class. Respondent students also think the same. They said warm up activities made them more interested in class.

28. Respondent teachers checked the students' prior knowledge about the lesson. The teachers learnt this from the cluster meeting. They monitor the activities of the students in the classroom after giving them some tasks. Techniques used include open-ended and close-ended questions, pair and group works, dealing with errors, grammar in context, presentation, individual work and dialogue in chorus.

29. Most of the respondent teachers like using English as the language of instruction in the classroom, showing posters and pictures, conducting group works, using audio, word games and board. Students mostly like to listen to audio (songs, rhymes and poems), writing on the

blackboard, playing word games and other group activities. In general, teachers and students like almost the same activities in English classes. However, some students said that they did not like individual tasks and they also disliked being beaten in the classroom.

30. Respondent teachers suggested that the inductive or the structural method as the best way to teach English grammar. They said a particular grammar book was needed so that students could learn English flawlessly and improve their academic results.

31. A majority of the respondent teachers faced some problems in introducing EIA techniques in the classroom especially while using posters, Logitech and audio. Students on the other hand did not understand some parts of the audio. Teachers also face some challenges for excessive class load, big size of classes and lack of supervision and monitoring.

32. Fellow teachers and head teachers encouraged and helped the respondent teachers in teaching efficiently.

33. The school community appreciates and praises the teaching abilities and techniques of the respondent teachers. Guardians are also very pleased with the teachers because their children are now able to speak English without difficulty.

34. Respondent students enjoyed learning English because of the ways teachers teach them English grammar and other things through rhymes and pictures.

35. Respondent students also said regularity in class, attentiveness, practicing reading and speaking with friends can altogether improve the capacity of learning and speaking English.

36. Respondent teachers required supervisors or monitors for assisting their classes.

37. Respondent teachers approve that nowadays, learning English is very necessary in every sphere of the students' lives. Without knowing English, there is no way for them to get higher education or any good job, because English is used to communicate in most places around the world, to get admission in a good institution, get a good job and live a prosperous life.

Chapter 7:

Discussion

7.1 Introduction

The entire process of education is shaped and molded by teachers, who play a pivotal role in any system of education (Hussain, S. 2004). Fullan (2007) stated that “*Classroom and schools become effective when (1) quality people are recruited to teaching, and (2) the workplace is organized to energize teachers and reward accomplishments. The two are intimately related (p. 129).*” If the teachers are well trained, skilled and highly motivated, learning will be enhanced (Cohen & Hill, 1997 & Falk, 2001). Sheorey argues that “teachers’ beliefs and attitudes significantly influences students’ learning of English” (2006). So, Education system needs well-trained and professionally sound teachers and a lot of responsibility rests on the teacher-training process. From this point of view, teacher-training processes should make efforts to equip the teachers not only with teaching skills but also try to promote professional attitudes in them. Teachers need to be provided training not only at pre-service stages but most importantly in their in-services stages also. According to NPE (1986), “*teacher education is a continuous process, and it’s pre-service and in-service component are inseperable.*” In-service teacher education and training enhance professional skills, teaching methodology and approaches, and develop teachers’ attitudes (Hussain, 2004).

7.1.1 Teacher Training

A majority of the respondent teachers are highly qualified while other respondents are only HSC passed. But these highly qualified respondents have many professional degrees while the less qualified respondents have only C-in-Ed degree. But as we know, these less qualified respondents need more professional degrees and trainings to be more capable as teacher than those highly qualified respondents. In-service training programmes alongwith the pre-service training programmes are needed for the teachers (Kothari, Patel & Shelat, 2012). It was found

that most of the teachers have no regular training on English teaching except cluster meeting training. In teaching, training participants for professional skill development helps to enrich knowledge, skill and attitude about teaching methodology and techniques, using teaching aids or materials, evaluation system and classroom management (Salahuddin, Khan & Rahman, 2013).

7.1.2 Cluster Meeting

In-service training programmes aim continuous professional development of the teacher. They help to develop positive attitudes towards improving performance as a teacher, thus improving the quality of education imparted. Teachers are required to attend a cluster meeting fortnightly, in order to share, review and reflect upon their classroom practices, for formal training on different modules from the teachers' guide, keep up their motivation and support each other in using communicative English language practices in the classrooms.

Teachers planned and demonstrated lessons in different groups in the cluster meeting. One group might miss something in the demonstration and the next group can identify what could have been added (Shohel and Banks, 2010). Crandall (2000) emphasises that reflective activities such as observation of teachers or peers and self-observation through video recording, journal writing, and feedback or discussion sessions are particularly important for continuing the process of development. It was observed that most of the sessions used technology in cluster meeting training programs and gave importance to new methods and techniques, classroom practices and other emerging contexts. Teachers said they used technologies in classroom. Technology bolstered the teaching-learning process and enhanced classroom environments. Ray (2001) also reported that teachers felt change in teaching when they used technology. The future cluster meeting programmes need revision in terms of duration and content. Well-planned and relevant in-service teachers' training programmes are needed. One teacher complained that cluster meetings were irrelevant to the demands of their

work. The deficiencies in the content of in-service training courses, selection of participants and duration should be removed. The in-service teachers' training should be relevant to the demands of their work especially in case of moral development and the aspect of classroom management beside the aspect of performance.

7.1.3 Lack of Congruence: Contextual difference

The cluster meetings were held in different venues and conference centres. It would be better if CMs were held in the schools within the respective cluster instead of venues or conference centres. This is because the conflict between new methods and conventional practices stem from the differences in the size of classes. These differences clearly restricted the use of activities when the teachers implemented them in their classrooms.

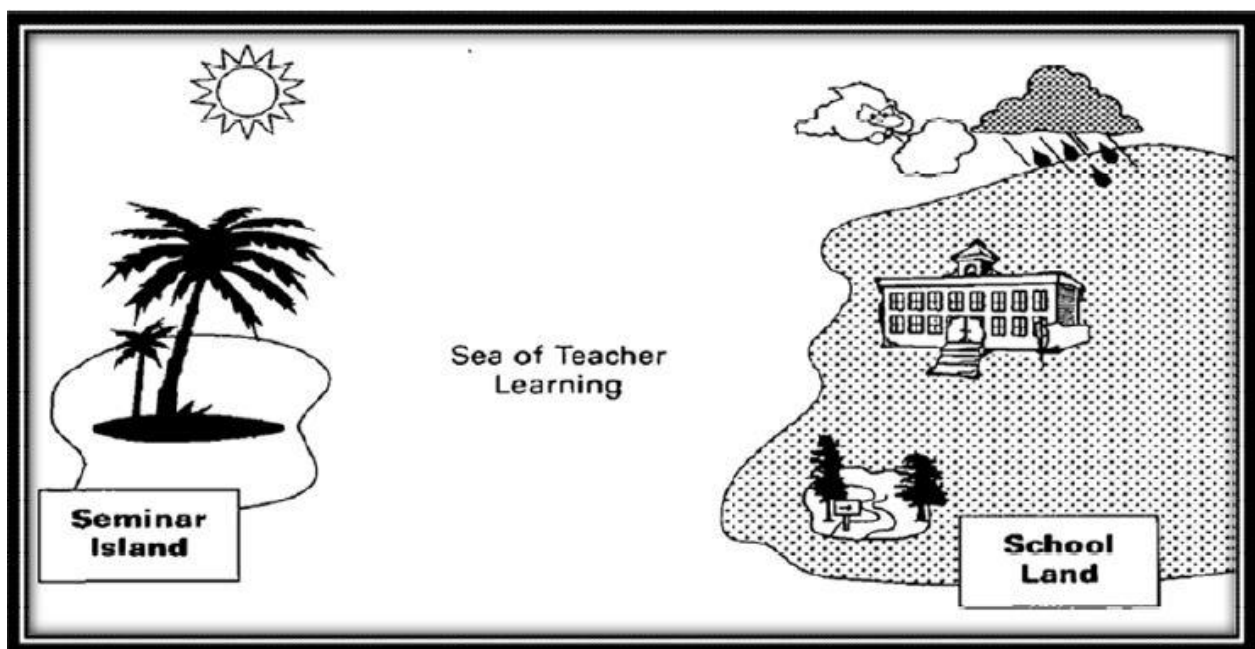


Figure 3: Seminar Island and School Land (Water and Vilches cited in Sim 2011, p.204)

The aim of this diagram is to illustrate the different cultural norms that exist. However, the atmosphere of school land is totally different. This notion is applied to this study in order to explain the incongruence between cluster meeting and real classrooms, one of the limiting factors that emerged. The difference between the two cultures of teachers'

learning and practice plays a key role as a hindering factor in implementing new knowledge. This is because teachers' previously developed routines and existing school culture may appear to be resistant to the application of what they have learnt from the cluster meeting. According to Sim (2011), two constraints were identified in relation to contextual factors: (i) differences in class size; and (ii) differences in levels among pupils.

7.1.4 Activities Practiced in English Classroom

Respondent teachers practice various activities after being trained in cluster meeting. The activities include exchanging greetings, using audiovisual materials, warming up, pair work, group work and role play, dealing with errors, explaining grammar in context and using English most of the time while giving lessons. The results support the findings of Ehsan, Ashrafuzzaman & Das, 2013; Babu, Ashrafuzzaman & Khanum, 2013; Ashrafuzzaman, Babu & Begum, 2010; Rahman, Babu & Ashrafuzzaman, 2011; EIA 2a, 2011; EIA 2a2, 2012; EIA study 2b Practice, 2011. This shows a relatively wide range of activities that allow interaction between teachers and students. These kinds of activities increase students' participation in the lesson and make the teaching-learning more joyful and interactive (Harmer, 2001; Rixon, 2000; Watcyn-jones, 2002). Students participated in these activities spontaneously and enthusiastically and these activities motivated them to attend classes regularly. Thompson (1996) cited in Coskun (2011), supported these findings saying with pair and group work students could produce a greater amount of language output than they would produce in teacher-centered activities. This study found that both teachers and students used English most of the times, when they talked. This result supports the findings of EIA 2a study (2011) and differs with the findings of EIA baseline study 3, 2009. In baseline study 3 (EIA 2009a & b), teachers were observed to be primarily reading from the textbook, rarely involving students in activities and speaking in English less than in Bangla. Moreover, this study indicates significant change in classroom practices. After getting EIA training, teachers

used more interactive teaching strategies, evidenced by organizing activities in pairs and groups, asking questions, roleplay and providing feedback.

Besides, respondent teachers also face some problems in implementing these practices in the classroom. Teachers in this study also noted that their willingness and ability to try out new ideas in the classroom were hindered on return to the schools because of unavailability of resources or because the school authorities did not allow the use of materials out of fear that frequent use might damage the materials or hamper timely completion of syllabus. Foxon (1993) reported that failure to provide sufficient resources also hindered the transfer of training into the classroom. Teachers also mentioned that they could not take preparation for conducting classes using technology because of huge burden of duty and not getting gap between classes. Teachers reported that, if we continue to take classes using audios we cannot cover the exam syllabus (Ashrafuzzaman, Babu& Begum, 2010). Teachers also reported that the head teachers were not cooperative in some cases such as while distributing English classes or making routines.

7.1.5 Audio Visual Materials

Teaching aids and materials play crucial roles in motivating students to learn and capture the English content easily. This study also identified that respondent teachers used audio-visual teaching materials in the classroom such as iPod, posters and flashcards for making lessons more interesting and attractive. It was also found that some teachers did not use necessary teaching aids and instructional materials except textbook, blackboard, chalk and duster although resources were available.

Both teachers and students agreed that students liked audio, especially hello, good morning and good bye songs and rhymes. Teachers noted that audio materials facilitated classroom teaching-learning. Students also liked posters and flashcards. This study also found that the use of audiovisual aids in the class shows the effectiveness of cluster meeting or in-

service teachers' training. Ehsan, Ashrafuzzaman & Das in 2013 supported this finding by saying "the use of audio-visual material in language teaching and learning has made the lesson more attractive, interactive and effective".

Rahman (2003), Ashrafuzzaman, Babu & Begum (2011) also identified that liberating rural students from the fear of using English and teaching aids are indispensable and at the same time it increases their attendance. From classroom observation, it was learnt that audio-visual materials helps to teach and learn listening and speaking skills easily. The teacher thought that using audio lesson was an important part of classroom activities. Audio helps interactive classes and teaching and learning correct pronunciation in the language classroom (Ehsan, Ashrafuzzaman & Das, 2013). The results related to the teaching methodology, use of audio-visual aids and application of evaluation techniques in the class show the effectiveness of in-service teachers' training.

Besides, teachers also faced some challenges in implementing these practices using new instructional technologies in the classroom. As the teachers are new to using the technologies, sometimes they were found to be facing difficulty in finding lessons from the audio and forwarding and backwarding the lessons. Teachers found some mismatches between the audio lesson and the textbook lesson. Teachers also reported that sounds of audio materials created problems in classroom management as the students of other classes gathered and created noise while playing these materials (Ashrafuzzaman, Babu & Begum, 2010).

7.1.6 Teachers' Perception and Motivation

Teachers acknowledged that their motivation has changed after taking part in EIA training. Now they are more qualified and can behave like professionals while taking English classes. Teachers have become more motivated to teach and learn English in an innovative way. Now teachers are more comfortable in using English in the classroom. Ashrafuzzaman, Babu and

Begum (2010) stated that “*teachers became motivated to learn how to teach communicative English through participatory method*” (p. 75). These results support the findings of Landseer (1987) cited in Mehmood (2008) as in-service training program act as capsule of energy which prevent teachers from different diseases and alive them for training. Fullan (2007) stated that

“the ultimate goal of change is for people to see themselves as stakeholders with a stake in the success of the system as a whole, with the pursuit of meaning as the elusive key. Meaning is motivation; motivation is energy; energy is engagement; engagement is life (p.303).”

7.1.7 English in Students’ Lives

All of the respondent teachers and students agreed that learning English is very necessary in every sphere of the students’ lives. Knowing English would make significant difference to the lives of students, especially considering the fact that today’s world is one of globalization and English is used everywhere. They will never fall back in education either if they can learn English well. Moreover, without knowing English well, they would not get good jobs and would not be able to communicate with foreigners because English is used to communicate in most places around the world, to get admission in a good institution, get a good job and live a prosperous life. The results support the findings of EIA Baseline Study 2A (2010) and 2b (2011). EIA medium-scale mixed method study 2b3b (2011) supported these findings saying almost all students felt that English language will help them find a good job and will support them with higher educational studies. Most of the students also recognised that they could more easily communicate with foreigners.

7.1.8 Lack of Support from Authorities

Purposeful interaction or collaborative work cultures is essential for continuous improvement (Stoll, et al. 2006 & Dufour, et al. 2006). Teachers in this study have reported that lack of support from the head teachers and school authorities was one of the big barriers to

implementing the skills and knowledge obtained from the training. Petaia (2009) supports this by stating that lack of support offered to teachers from principals and head of departments was inadequate in the critical stages of implementation process. Fullan (1982) also supports this: follow-up for teachers upon their return to the classroom and during the implementation phase of change has long been recognized as a critical element to ensure change in their practices. Teachers stated that head teachers were not taking a more active role to ensure that training outcomes were transferred into classroom practices. Many studies (Le Roux & Ferreira, 2005; McDonald, 2002, Barak & Waks, 1997) have identified that head teachers should be taking this role to ensure that teachers utilise the skills and knowledge learnt in the training to improve their teaching practices. Many studies highlighted that effective leaders dynamically supported the professional learning of their staffs and the positive effects for both students and teachers as a result of principals developing culture within their schools (Timperely, et al., 2007; Davis 2006; French, 2001). The teachers also reported some structural barriers in their attempts to transfer knowledge into their own teaching contexts. Some of them are insufficient resources, a top-down approach to decision making, administrative duties, heavy workload and social work.

7.1.9 Lack of Supervision and Monitoring

Teachers in this study also reported that there had been a lack of supervision and monitoring after the training workshops. There have been strong discussions with regards to this lack of monitoring and supervision (Slater, 2006; Ha, Lee, Chan & Sum, 2004, Ingvarson, Meiers & Beavis 2003, OECD, 1998). Teachers and head teachers have noted that the present system of supervision and monitoring is neither adequate nor properly implemented. As a result gaps in teachers' performance and practice are not addressed. Salahuddin, Khan & Rahman (2013) said trained teacher were reluctant to use their training because they were rarely supervised. Ingvarson, et al. (2003) stated that teachers' classroom practices should be carefully

monitored during the difficult implementation phase to offer support and assistance to the teacher.

7.1.10 Continuation of Cluster Meeting

Most of the researchers considered three broad phases: initiation, implementation and continuation or institutionalization to the educational change process in relation to outcomes (Fullan, 2007). Fullan also said that,

“the total time frame from initiation to institutionalization is lengthy; even moderately complex changes take from 2 to 4 years, while large scale effort can take 5 to 10 years, with sustaining improvement still problematic. Greater use of the change knowledge embedded in policy and strategy will reduce the timeline for successful initiation and implementation (2007, p. 68).”

Teachers need more cluster meetings to become more efficient since here they can learn many functional things. If the number of meetings increases, they can maintain regular practice of the things they have learnt and fortify their teaching abilities. They have suggested enhancing the class limit or time duration of CM and the number of demo classes. They recommended arranging the cluster meeting at least once in six months to achieve the actual goal. Otherwise, they said, ultimately the programme would remain unsuccessful and detrimental to the development of the actual goal. Fullan stated that

“implementation is the big hurdle at the level of practice, but the question of the continuation of initiated reforms should be considered in its own right. Lack of interest or inability to fund ‘special projects’ out of district fund and lack of money for professional development and staff support for both continuing and new teachers signaled the end of many implemented programs. Lack of interest and support at the central district office (e.g. on the part of those who had taken on the project for opportunistic reasons) was another reason for noncontinuation (2007, p. 101).”

7.2 Limitations

While conducting the study and gathering data, the researcher was made aware of a number of limitations that could have hindered the credibility of the findings.

The first and foremost limitation of this study was the small number of participants selected for the study; although this was balanced through the selection of the respondents because they brought with them strong views and opinions, which provided a measure of saturation. Boyd (2001) and Creswell (1998) state that a range of participants from 2 to 10 is sufficient for reach saturation. There were also potential problems with the type of questions asked in the interviews. However, while developing the questions and the subsequent probes, utmost care and precaution were taken to avoid leading and double-meaning questions.

Another notable limitation of this study was the issue of generalizability. While the intention is that the findings are not generalisable and applicable to a wider population, the findings highlight some issues that can have relevance in other settings and contexts. Schofield (1992 cited in Cohen, et al., 2000) argues that in qualitative research, it is important to provide a clear, *“detailed and in-depth description so that others can decide the extent to which findings from one piece of research are generalizable to another situation such as to address the issue of comparability and translatability”* (p. 109). Lincoln and Guba (1985) argued against this by stating that it was not the researcher’s responsibility to provide an indicator of transferability but should otherwise ensure if transferability was possible by providing readers with adequately rich data. But caution should still be exercised in generalizing from this study as considerably more research is needed.

Another major limitation of this research concerns the level and appropriateness of the interview transcripts. The interviews were conducted in Bangla. Caution and utmost care were taken while transcription so that the translation and choice of words remained true to what was actually referred to by the participants.

Chapter 8:

Conclusion and Policy Implications

8.1 Conclusion

Cluster meeting training programmes were organised with different themes and importance was given to emerging educational context, so that teachers became aware of the emerging trends in education. The success of qualitative improvement in teachers' training depends upon the purpose, devotion and commitment of teachers, who feel proud of their profession. It has been considered through various researches and studies that in-service training programmes positively improve the quality of education imparted by the teacher and finally beneficial for the students (Patel, 2007 & Rao, 2003). This study also found that the cluster meeting training programme was beneficial for teachers and students because it promoted innovative classroom resources and interactive approaches. The prescribed audiovisual materials and activities promote students' participation in the lesson and make the teaching and learning more joyful and interactive. Teachers also have become more motivated to teach and learn English in an innovative way. Fullan (2007) determined three factors: (i) the possible use of new or revised materials, (ii) the possible use of new teaching approaches, and (iii) the possible alteration of beliefs. Together they represent the means of achieving a particular educational goal or set of goals that support the findings of this study. Cluster meeting facilitates advances in motivation, speaking and teaching skills of teachers and awareness about certain essentials for which students also become more attentive in the classroom. So, it can be said that Cluster meeting has successfully improved classroom teaching and learning but then again, teachers need more Cluster meeting.

8.2 Policy Implications

This study has tried to portray a detailed scenario of the cluster meeting for English teachers. It has also discussed the impact of cluster meetings on teachers and the teaching-learning activities. The following are some of the future policy implications based on the specific findings of the study:

1. Cluster meetings should be held in selected schools instead of venues or conference centres. It would be better if CMs are held in the schools within the respective clusters.
2. Demonstration or micro teaching being an essential component of cluster meeting program, its duration should be extended as much as possible. In CM, the duration of demo classes should be 30 minutes instead of only 5 minutes. During the practice, a teacher should be given every possible opportunity so that they can get rid of the obstacles that create problems in smooth acquisition of learning. Here, a teacher could use audio and poster for the class. If necessary, there should be at least 20 students to create a lifelike situation. After the demo class, students will leave the class, and then TF and other participant teachers will give feedback.
3. After every 2-3 CM, Core Trainer or TDC will take a 30-minute demo class using EIA technology and materials.
4. Module of cluster meeting program should be evaluated and necessary changes should be brought according to the needs of teachers and present day.
5. Teachers in classrooms should be constantly monitored and supervised in order to ensure improvement in various competencies of classroom teaching. It should take place under the strict supervision of a teacher development coordinator or teacher facilitator or the head teacher. Supervision and monitoring must be accentuated on the previous pilot phase schools and current schools of English in Action. In that case, a team could be formed involving 15 researchers of Institute of Education and Research, University of

Dhaka under the supervision of 2 research fellows along with TF and TDC. Every month, this team will supervise and monitor CMs and observe classes. Clinical supervision should be introduced for teachers' professional development or improving individual skills.

6. It should be ensured that all teachers have the minimum required ICT knowledge so that they can teach better and develop professionally. One of the objectives of EIA is to develop the teachers' quality and English teaching-learning skills by using ICT materials in classroom. A teacher should therefore have sound knowledge about modern technologies. In this regard, one teachers' club can be created in every upazila where all the schoolteachers in a locality can get together at least once or twice a week during their spare times. The club has to be equipped with computers and internet access. The members should get the opportunity to use internet facilities by which they will be able to share their experiences, challenges and innovative ideas at the local as well as the upazila levels. These sharing should not only be limited to local teachers but also be connected with other upazilas. That eventually would contribute to the standard of teaching-learning and ICT skills of the teachers. The ideas that would come out of the club would be openly discussed by teachers in a seminar after certain one or two-month periods. In this seminar, teachers from both the home upazila and the other upazilas would be invited. If the ideas coming out of the discussions can be accumulated into an online magazine and circulated among the teachers of various areas, it may develop the standard of English teaching-learning of the teachers in Bangladesh.
7. After every five-six months of service, a two-day cluster meeting should be made compulsory for English teachers, especially those who are part of school pilot projects. These mandatory attendances would allow them to share the challenges that they face in

implementing EIA methods, techniques and materials in the classroom and for consolidating their knowledge and performance.

8. One-day workshops could be arranged by these trained teachers in their own schools to inform people about EIA materials, especially other teachers, SMC members and community members.
9. Three to five day workshops on the methods and techniques of EIA teaching-learning for the English instructors of PTI, TTC and URC could be arranged so that they could use those methods and techniques while giving training. EIA materials could be given to English instructors of PTI, TTC and URC to increase the application of these materials.
10. Regular seminars, workshops and online conferences should be arranged. It can keep the teachers updated and motivated.
11. In the EIA intervention school, there should be a classroom, which can be declared as the EIA classroom. All EIA materials should be kept there, cutting down the time and hassle that teachers need for bringing the materials to their respective classrooms. All classes of EIA intervention will be held there and therefore the classroom should be well equipped.

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Appendix-A
Request for Assistance in collecting data

To

.....
.....

Paba, Rajshahi, Bangladesh

Subject: Request for Assistance in collecting data

Dear sir/ madam,

I am pleased to inform you that Md. Ashrafuzzaman, M.Phil. student of department of English Language Education, Institute of Education and Research (IER), University of Dhaka, has been conducting a research work on “**Impact of In-service Training (Cluster Meeting) on Primary Teachers Classroom Practice**” to fulfill his M.Phil. degree.

To complete this research work, he needs your valuable co-operation and helps in collecting data and information of your institution. It will be very useful for him if you provide him with these opportunities for collecting data. I am assuring you that the collected data will be used for this study purpose only and no physical/ mental harm will be caused to the participants during data collection and their identities will be kept secret. Therefore I am request you to allow the researcher to collect data from your school.

With thanks,

.....
Supervisor
Professor Salma Akhter
Institute of Education and Research (IER)
University of Dhaka, Dhaka-1000

Appendix- B
Consent Form

Complete all parts of this form

Name of Teacher:	
Name of School:	
Upazila/Thana:	Division
Class:	
Name of researcher: Md. Ashrafuzzaman	
Declaration:	
<p>I hereby give my consent to the above mentioned researcher conducting research activities in my classroom, based on the facts that:</p> <ol style="list-style-type: none"> 1. The Headmaster of the school is fully informed of this research study. 2. The researcher has explained the research process to me and the information will only be used for research purpose. 3. Research report will not disclose the identity of those students or schools without prior permission. 4. The research activities carried out in the classroom will not hinder the lesson. 	
Signature of Teacher:	Contact telephone number:
Date:	Time:

Appendix- C

Impact of In-service Training (Cluster Meeting) on Primary Teachers' Classroom Practice

Cluster Meeting Observation Schedule

Venue:	Date:
Name of the Observer:	Sign:

<i>Issue</i>	<i>Observations</i>
Venue	
Activities	
Participation	
Others (New module orientation and demonstration, Sharing Experiences)	

Appendix- D
 Impact of In-service Training (Cluster Meeting) on Primary Teachers' Classroom Practice
 Classroom Observation Schedule

General information

School name	
Teacher name	
Class	
Date	
Time of lesson start	
Time of lesson finish	
No. of students in class and absent	
Total no. of girls and boys	
Upazila	
Observer name	

Notes on context:

Photographs of the external setting of the school: take one towards the school to show its general arrangement and one from the school to show the surrounds of the school.

(File names: _____)

Photographs of classroom, including board, wall displays (including student work), evidence of English materials and EIA materials

(File names: _____)

Also include any notes about classroom's physical atmosphere (e.g. bright, dull, bare, external noise from other classes, traffic)

Any other comments on the school and classroom appearance:

Observation Notes

Time	Observed activity and talk	Comments

Time	Observed activity and talk	Comments

Time	Observed activity and talk	Comments

Time	Observed activity and talk	Comments

After the observation:

In general, the Teacher:	Circle one
Seemed motivated	YES/NO
Engaged the students	YES/NO
Mostly spoke in English	YES/NO
Seemed prepared	YES/NO
Moved around the classroom	YES/NO
Seemed in control of class	YES/NO
Grammar explained when necessary (In context)	Yes/No

Comments:

In general, the Students:	Circle one
Seemed to enjoy the lesson	YES/NO
Were willing to participate in activities	YES/NO
Mostly spoke in English	YES/NO
Seemed to be following the lesson	YES/NO
Most students participate in classroom activities	YES/NO
Student talk was more than teacher talk	YES/NO
Spent enough time on learning grammar in classroom	YES/NO
Interact in English with classmates	YES/NO

Comments:

What resources (esp. ELT resources) were used?
(Supplement this with photos.)

What was the arrangement of girls and boys?

Did the teacher try to engage with the students generally?
(Was there a focus on any particular groups of students?)

What was the teacher–student relationship like? (e.g. authoritarian teacher, collaborative with students, encouraged student risk-taking with English)

Were there any distractions? (e.g. external disturbance, power cut, classroom visitor, audio not working)

After the observation:

Comments/questions to help with interview

Electronic files

Video file name (TID):

Classroom artefacts (e.g. close-ups of classroom displays, work on blackboard, student work of adjacent pupils, textbooks/materials used by students):

Photographs of these artefacts have been stored under the following file name(s) (TDI 1, 2, 3, etc.):	Description of photograph

Appendix- E

Impact of In-service Training (Cluster Meeting) on Primary Teachers' Classroom Practice

Semi-structured Interview Schedule for Teacher

School			
Teacher			
Class		Date	
Upazila			
Researcher			

1. Highest Academic Qualification:

1=SSC 2=HSC 3=Graduate or equivalent 4=Post-Graduate

2. Professional Degree:

1=C-in-Ed 2=B.Ed. 3= M.Ed. 4= Other

3. Length of teaching experience as a teacher (In complete Year):

4. Training Experiences: Name, duration, and major activities of in-service training attended *(If any?)*

Name of the Training	Year	Duration	Major Activities

Cluster Meeting:

5. How many cluster meeting did you attend?

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6. To what extent do you find the cluster meeting worthwhile? (Put tick mark)

Good Moderate Poor

Why?.....

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7. Have you enjoyed your cluster meeting? Yes No

Give me an example?

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8. Did the meeting fulfil your needs and was it useful?

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9. Were the contents relevant to your teaching/activities?

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10. What methods of training were used in your meeting?

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11. What was new for you in the cluster meeting?

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12. Are you being able to implement the new ideas learnt from the cluster meeting in your lesson? If yes/no, how/why?

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13. Do you get necessary institutional supports to implement the teaching-learning strategies in the classroom which you learnt from the cluster meeting programs? Yes No. If no, what should be done to improve the situation? Give an example. (*What are the challenges?*)

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14. Has your motivation to teach or learn English changed? Can you tell me how or why?

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15. Do you ever reflect upon how you teach?

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16. Are there any effective or ineffective activities in the cluster meeting?

Effective activities:

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Ineffective activities:

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17. Do you think Cluster Meeting succeeded to improve classroom teaching learning? Yes No.

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18. Do you think that the cluster meeting activity need any change for more fruitful implication in the classroom? What?

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19. Do you feel the necessity of cluster meeting for your development? If yes, why and what are the areas?

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Classroom Practice:

20. Which subjects do you teach in school?

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21. Do you enjoy teaching or learning English? Why/Why not?

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22. How you used to take class before getting training from EIA/involved with EIA?

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23. Do you think that your classroom practices have changed as a result of your participating in EIA cluster meeting? If so, in what way?/ If not, why not?

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24. Are you benefited of classroom practice after being trained/EIA? In what ways?

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25. What are the most important things about your classroom practice that help your students learn English?

- a.....
- b.....
- c.....
- d.....
- e.....
- f.....

26. What things have you learnt about teaching English that you didn't know before?

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27. How have your students responded to any changes you have made: can you give me an example?

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28. Has your use of English in the classroom changed as a result of EIA? How?

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29. What kind of activities do you like most to do in your English classes? Why?

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30. Do you think that you use more pair and group work activities in class as a result of your participating in EIA cluster meeting? Can you give me an example of one such activity?

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31. What do you think is the best way to teach English grammar?

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32. Do you feel more confident now as a result of the cluster meeting?

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33. Did you have experience any challenges/problems introducing EIA practices in your classroom: What were they; did you manage to overcome them? How?

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34. Do you think you are getting support from the peer teacher, your school teachers and your head teacher?

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35. Has anyone else in the school community (e.g. teachers, parents, principal) noticed any changes to your practice? If so, how did they react?

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36. Do you think that learning English will make any difference in students' lives? How? Do you conduct any activity in the classroom which is applicable in students' real life?

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Thanks for the time being

Appendix- F**Impact of In-service Training (Cluster Meeting) on Primary Teachers' Classroom Practice
Students' Focus Group Discussion Guideline**

School			
Teacher			
Class		Date	

FGI Participants			
1		5	
2		6	
3		7	
4		8	

Students' opinion about English language and classroom practice

1. Students liking and enjoyment while learning English
2. Regularity of English lesson
3. Activities done in the English class

Find out about: listening to people speaking/songs on the audio; singing; answering questions; playing games; looking at posters/using posters to practise English; groupwork/pairwork; reading; writing; drilling (all speaking together, repeating); listening to teacher; does teachers speak mostly in Bangla or in English? Using textbook; teacher explaining grammar rules; doing grammar exercises; working by myself; role play. Also, of these activities what kinds are best for learning English?

4. Most-liked activities
5. Disliking about learning English
6. Explanations of interactive activities
7. Importance of learning English grammar
8. Ways of improving English
9. Usefulness of learning English

e.g. for getting a job; watching foreign films, TV; reading for pleasure; reading for information; speaking to relatives; speaking to foreigners (why); helps learning other languages; makes a good impression; pleases my parents; for higher study in future; to work or live abroad. Would you like to be an English teacher when you grow up? Why?