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Exploring the Issues of Implementing Teaching Materials and
Techniques in English Language Teaching at Junior Secondary
Level

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STATEMENT OF THE CANDIDATE

I certify that the thesis “Exploring the Issues of Implementing Teaching Materials and Techniques in English Language Teaching at Junior Secondary Level”, submitted for the degree of Master of Philosophy, is the study of my own effort, but to whom I acknowledged. To my knowledge, it carries no formerly published material except where due references are made in this thesis itself.

SABIHA SULTANA

DEDICATION

The thesis is dedicated to my mother-in-law Dr. Parveen Sultana and father-in-law Md. Humayun Kabir for their encouragement and support throughout the venture. Their understanding, tolerance, patience and self-reliance during my absences at home made the study possible. What you see is the completion of a family effort circulated over two years.

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ABSTRACT

The use of various teaching materials assists communicative language teaching in the classroom. Such usage accelerates interaction in the classroom. Thus it promotes the use of target language in a language classroom. However, there are a number of issues related to the implementation of teaching materials in English Language Teaching. Keeping in mind the implementation of mainly ICT based materials; this study aims to explore the types of materials as well as innovative techniques used in the English classrooms. It also examines the problems that teachers and students face while using these materials and techniques. Moreover, this study aims to reveal the benefits of implementing supplementary teaching materials.

The study is qualitative in nature. All the students and English teachers from schools of Junior Secondary Level (Grade VI-VIII) in Kapasia upazila of Gazipur district was the target total population of the study. Ten English teachers from ten English in Action (EiA) supported schools, five groups consisting of ten students each and two EiA educators constituted the desired sample size. Thus purposive sampling was done for this study. The researcher took up multi-method approaches such as interviewing teachers, students and educators and classroom observation. Data were collected between 1 July to 15 October, 2012 (during the pilot

phase of EiA). A structured observation schedule was prepared to observe the English teaching-learning situation in the classroom. Twenty open ended questions were set in the semi-structured interview schedule for teachers. An agenda-based focus group discussion schedule was coined for students. Two EiA educators, who closely observed EiA implementation at the grassroots level, were interviewed separately. The qualitative data were synthesized into a unique form and thematic analysis was followed.

The findings from the classroom observation schedule suggested that English teachers use a variety of supplementary teaching materials other than textbooks. They use both audio and visual materials maintaining the relevancy with textbook lessons. Technology (e.g. iPods, Block rocker, Logitech) is mainly supplied by EiA but teachers also use their own materials (e.g. poster, picture, object). The teachers whose classes were observed covered various ELT aspects through communicative activities. Besides, they tried to speak in English all the time and tried to make the students do the same. There were icebreaking sessions, setting the scene for topic explanation, practising dialogues, elicitation, directed writing, group/pair works, role playing, language games, checking students' understanding of a lesson, gesturing to communicate, monitoring the classroom activities and giving feedbacks.

The finding regarding the positives of using supplementary materials identified by students are- materials are needed for better and easier understanding, it makes lessons attractive, students remain on the right track of thinking, they can write correctly, materials induce long-lasting memory and motivate students, materials are specially helpful for the weaker students, students can get their pronunciation correct by listening materials and materials help the learning of complex spelling.

From the findings, it is revealed that there are many reasons as to why effective implementation of teaching materials and interactive techniques is difficult. These are- unavailability of materials, very large classrooms and number of students, lack of time for getting prepared for the class, classroom management, problem in operating technological materials due to power shortage and external noises during listening practice. Similarly, sound of activities has to be kept down so that other classes do not get disturbed. Again, teacher selection, maintaining standard of training, problems of conducting teachers' training and absence of peer teacher for sharing ideas obstruct the implementation of innovation. Apart from that, conflict with the assessment system, lack of government's support for listening and speaking practice, policy restrictions and material development by external experts play as hindrances. Then again, English teachers blame low level of proficiency of students in English, lack of students' motivation

in speaking in and listening to English and students' only interests in rote learning and exam oriented study.

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CHAPTER 1: INTRODUCTION

1.1 Overview

The idea of language is abstract. “Our study of language is not to be one of the genesis and operation of a concrete mechanism; it is, rather, to be an inquiry into the function and form of the arbitrary systems of symbolism that we term languages” (Sapir, 2004, p. 7). Language is defined as a code of communication that two or more people use with each other (Wardhaugh, 1993, p. 1). There is debate about the origin of language. Jespersen claims:

The genesis of language is not to be sought in the prosaic, but in the poetic side of life; the source of speech is not gloomy seriousness, but merry play and youthful hilarity ... In primitive speech I hear the laughing cries of exultation when lads and lassies vied with one another to attract the attention of the other sex, when everybody sang his merriest and danced his bravest to lure a pair of eyes to throw admiring glances in his direction. Language was born in the courting days of mankind. (cited in Yule 2002, p. 1)

Stories of origination of all languages may be the same but sometimes some languages acquire preeminence over others. Lingual Imperialism, a serious issue of present decade, is an example of the supremacy of one language over others. The hegemony of English language with regards to lingual imperialism is a vital concern as Phillipson states, “English linguistic

imperialism is that the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages”. He defined ‘structural’ broadly as material properties (such as institutions, financial allocations, etc.) and ‘cultural’ as immaterial or ideological properties (for instance attitude, pedagogic principles, etc.) (Phillipson, 2003, p. 47). English gained prominence in the sixteenth century as a result of a political shift in Europe (Richards and Rodgers, 2002, p. 3).

How did English gain the autonomy of an international language? Nieber suggests, “As English is dominant in most international corporations as well as in bodies such as the United Nations and the World Trade Organization, English is usually accepted as a global language of communication” (Nieber, 2010, p. 5). According to Sarwar, the supremacy of English as a global language entails that English will be the medium of higher studies across the world. This is particularly true in the Indian subcontinent where English skills play a crucial role getting jobs and also in moving into a prestigious social circle. (Sarwar, 2008-2009, p. 43). If we have a look at the state of language in a country of the Indian subcontinent like Bangladesh, we see that “Languages are sensitive and sentimental issues in Bangladesh, which has a near-unique history of sacrificing lives for protecting its national language - Bangla” (Hamid, 2006; Mohsin, 2003;

Musa, 1996 in Hamid, 2008-2009, p. 57). Though there is a debate whether English is a foreign or second language in Bangladesh (British Council, 1986; Yasmin, 2005; Kachru, 2005 in Hamid, 2008-2009, p. 61), there is no doubt that “English is increasingly penetrating the society and becoming widely popular” (Hamid, 2008-2009, p. 61). Rahman states, “English has been used for years and for different purposes and gradually it is becoming part of the socio-cultural system”. English language was initiated as a compulsory subject for the first to the twelfth graders on 19 January, 1989 (Rahman, 2005, pp. 3-4). While expanding its empire English is regulating changes in the education system, teaching and learning methods and techniques, curriculums, textbooks, teaching materials, teacher-student relationship and physical facilities.

Even though English is a foreign language, in Bangladesh it is a compulsory subject from grade I to XII. The prescribed method of instruction for teaching English Language from the primary to the higher secondary levels is Communicative Language Teaching. In 1995, new syllabus and textbooks, incorporating the Communicative Language Teaching method, were introduced by the National Curriculum and Textbook Board (NCTB) at the secondary level. It was done in association with the Department of International Development (DFID) (Roshid, 2008-2009, p. 178). In spite of the fact that it has been a long time that CLT is

introduced, but it is a matter of regret that many teachers are still not familiar with CLT. Yasmin opines, “The teachers who have got training under the English Language Teaching Improvement Project follow CLT, but they are just a handful in number and do not have adequate resources and permissive environment” (Yasmin, 2008-2009, p. 50).

Communicative language teaching depends on the use of various teaching materials. Such usage accelerates interaction in the classroom and the use of target language in teaching-learning process. Thus it promotes the use of language in a language classroom. Again, interactive activities like, language games, pair and group work, role-play, etc. become easy with the use of teaching materials. According to David Nunan,

The incorporation of realia and authentic data brings the content of life, and helps learners make connections between the classroom world and the world beyond it. In addition to classroom texts, published textbook series these days typically contain self-study workbooks, cassette tapes, and videotaped materials that bring the real world into classroom. (Nunan, 2011, p. 81)

Since the communicative approach promotes interactive activities and supplementary teaching materials, the successful implementation of these materials and techniques in the classrooms is crucial. This study focuses on

the factors related to the implementation of supplementary teaching materials and techniques at the junior secondary level.

1.2 Background

English, inarguably, has gained the autonomy of being an international language. ‘Processes, implications and consequences’ of the global spread of English have been investigated in many publications (Abbott & Wingard, 1981; Bailey & Gollach, 1982; Brutt-Griffler, 2002; Crystal, 1997; Graddol, 1997; Hardin, 1979; Hassall, 2002; Holliday, 2005; Jenkins, 2000, 2006; Kachru, 1986; Kirkpatrick, 2007; McKay, 2002, 2003; Nakamura, 2002; Smith, 1983; Strevens, 1980 in Sharifian, 2009). English is usually accepted globally as a mode of communication as it is dominant in most international corporations as well as in bodies such as the United Nations and the World Trade Organization (Nieber, 2010, p. 5). English is a dominant language in the third world countries as well (Phillipson, 2003). The supremacy of English as a world language entails that English will be the medium of higher studies across the world and particularly in the Indian subcontinent where English plays a foremost role in opening door of employment opportunities as well as get into a prestigious class of society (Sarwar, 2008-2009, p. 43). In Bangladesh, language is a ‘sensitive and sentimental’ issue. The Bengalees shed blood to earn to right to speak in their mother tongue. (Hamid, 2006; Mohsin, 2003; Musa, 1996 in Hamid,

2008-2009, p. 57). Though there is a debate whether English is a foreign or second language in Bangladesh (British Council, 1986; Yasmin, 2005; Kachru, 2005 in Hamid, 2008-2009, p. 61), there is no doubt that “English is increasingly penetrating the society and becoming widely popular” (Hamid, 2008-2009, p. 61). Again, gradually English is becoming a part of the socio-cultural system as it has been used for years and for different purposes (Rahman, 2005, pp. 3-4). So, it is clear that though the status of English is vague here; the importance of using English for different purposes like, in science, education, information and communication technology etc. is acknowledged (Rahman, 1996).

This is an era of rapid technological changes. Language teaching, especially, English language teaching-learning process has also evolved. There have been major changes in the appearance of an EFL and ESL classroom. Communicative language teaching replaced the traditional grammar and vocabulary based grammar translation method. The traditional teacher-centered classrooms are increasingly becoming student-centered. The rote learning based evaluation system has been altered by skill based assessment. A variety of teaching materials (audio, visual, realia, technology) has been incorporated with textbooks.

The use of supplementary materials in the English classroom is a relatively new practice in Bangladesh’s schools. With the increased use of

supplementary materials came concerns regarding their successful implementation. A great many factors have to be considered while implementing something new in the teaching-learning process because while some make the whole process easy, others hinder.

An education system revolves around teachers, students, context, infrastructure, teaching-learning materials, leadership, community support, etc. If any of these elements are changed, the whole system is affected. For example, the objective of teaching depends on societal needs. Any new social necessity affects the aim of education. Conversely, any innovation in the teaching-learning process must face community response. Sometimes the society welcomes changes, sometimes reacts adversely. Besides, with technological development, there have been changes in the pedagogy too. A number of language programs have been launched to raise the standard of English language teaching in Bangladesh. Some of these are introducing new materials and techniques to accelerate the students' range of communicating in English. These materials are referred to in this study as innovation. According to Rogers, an innovation is "an idea, practice, or object that is perceived as new by an individual or other unit of adoption" (cited in Branden, 2011, p. 660). This study focuses on those factors which are related to the implementation of innovative ELT materials and techniques in the classroom.

1.3 The Problem

A variety of teaching materials are being used in teaching and learning because traditional textbooks often fail to satisfy classroom needs. These materials have to be made relevant to the lives and views of learners (Finneman in Allen, 2008). But, a great number of factors are related to the proper implementation of these materials.

Many studies have tried to explore the challenges, issues and factors related to the implementation of innovation in education. Researchers explored into factors that facilitate or block the success of educational change in general (Fullan, 2001; Kinsler & Gamble, 2002), and specifically with regard to technologies (Berman & McLaughlin, 1974; Malouf & Schiller, 1995; McLaughlin, 1991 in Nachmias et al., 2004). Some focus on the way through which the institution prepares itself for implementing the innovation (Underwood & Underwood, 1990; Tyack & Cuban, 1995; Cuban, 1999). Others focus on teachers and how they cope up with the needs for change (Lortie, 1975; Lacey, 1977; Crofton, 1981; Hall & Hord, 1987). Apart from them, there are some who examine the external factors that affect the implementation of innovation in the school (Venezky & Davis, 2001). School principals turn out to be major factors when it comes down to accepting changes. (Fullan, 1998; Sarason, 1993 in Nachmias et al., 2004).

This study focuses on the implementation of the language program called English in Action (EiA) - about the needs and priorities of the learners and the support that teachers get from the entire educational setting.

1.4 Objectives of the study

Keeping in mind the implementation of EiA intervention and the accompanying innovations in teaching materials and techniques, this study aims to explore the types of materials used in the English classrooms. It also examines the problems that teachers and students face while using these materials and methods. Moreover, this study aims to reveal the benefits of implementing EiA interventions.

General Objective: The General Objective of this study is to know the problems in implementing EiA interventions and benefits experienced in English Language Teaching at Junior Secondary Level of education in the Kapasia upazila.

Research Questions:

1. What type of EiA materials are used in English language teaching-learning at the junior secondary level?
2. What problems do teachers face in implementing EiA teaching techniques and materials?
3. What are the major problems faced by the students in English language learning through EiA interventions?

4. What are the positive sides of implementing EiA intervention in ELT?

1.5 Rationale of the study

ELT context differs from culture to culture. “I'd like to argue that some of the so-called ‘universal’ aspects of ELT are not applicable in the Asian context, not just for linguistic reasons, but also for cultural and historical reasons” (Oka, 2004). As an Asian country, Bangladesh has a very different ELT context than that of a Western country. Historically, English has been neglected in Bangladesh’s education system. At the secondary level, most of those who fail, fail in English. Moreover, there is very little oral, visual or written English material available to motivate the learners, especially outside Dhaka. There is also acute shortage of competent English teachers. Teachers with fluent English speaking skills are a rarity in the rural areas. This insufficiency can be regarded as a constraint to economic development (English in Action, Implementation Phase, Bangladesh, 2008).

EiA is providing training and modern ELT materials to teachers for bringing a change in the teaching and learning process. What this researcher has learnt from one-to-one conversations with the teachers is that implementing EiA teaching techniques and materials is a big challenge for them. They often don’t get enough time to prepare for classes and the allotted class time is often not enough to cover all the materials in the

lesson. Students on the other hand, enjoy classes where EiA techniques and materials are used. These are therefore some of the issues that need to be taken into account for the proper implementation of EiA.

This study tries to find out the major issues obstructing the implementation and also the positives of EiA intervention in English language teaching at the JSL in Kapasia. The findings of this study might be useful in solving the problems at the primary and secondary level as well.

Consequently, educators, stakeholders and authorities concerned will in turn get a comprehensive idea about this program and they will be able to take necessary steps in this regard. Moreover, other leading organizations might learn from the difficulties faced by EiA and find out suitable paths to introduce new language programs aiming to promote English language skill among Bangladeshi learners.

1.6 Significance of the study

The context of this study is one where innovative teaching materials are used instead of traditional materials. This study deals with the issues related to the implementation of such teaching materials and techniques. Many studies have been done already into this issue.

Arnott (1994) searched for factors that affected the implementation of an elementary science curriculum in three schools in northern Saskatchewan. He explored teachers' vision of an elementary science

classroom, their position in achieving the vision and factors helping or creating obstacles for teachers in converting the vision into reality. He saw the implementation process through the eyes of teachers.

Carless (2003) investigated the implementation of task-based teaching using comprehensive qualitative data in a case study approach in three primary classrooms in Hong Kong. Six issues were studied which appeared to affect teachers' approaches in implementing communicative tasks in their classrooms. What the teachers believed, their understandings, the time available for completing syllabus, the textbooks and the topics, preparation and the available resources and the language proficiency of the students constituted the main focus of that study.

Nachmias, Mioduser, Cohen, Tubin and Forkosh-Baruch (2004) in their study examined the circumstances under which innovative pedagogical exercises were implemented using ICT in 10 Israeli schools. Their studies reveal the configuration and the level of intensity of several issues that came up with the implementation. They identified a connection between the level of intensity of the diverse factors influencing the innovation and the level of change in different realms of innovation (e.g., role of teacher and student, curriculum, time and space configurations). They examined that the most relevant factors were infrastructure, factors inside the school, school climate and education policy.

Shohel and Banks (2010) explored the English in Action (EiA) intervention and the impact of school-based support on classroom practices in Underprivileged Children's Educational Programs (UCEP) schools. Their study proved how in-school training facilitates Teachers' Professional Development (TPD). Interviews with school administrators and teachers were analyzed in disclosing TPD in this study. It showed that the EiA training built confidence in teachers to use English with the students. Teachers attended orientations workshops, were given materials (teacher guide, audio-visual supplementary materials), peer support, cluster meeting support, monitoring and feedback support through this program.

This study is different from those because it deals mainly with the obstacles related to the implementation of teaching materials and techniques in English classroom. It tries to identify the most used teaching materials and activities in the English classroom. Besides, it explores the problems faced as well as the benefits enjoyed by both teachers and students.

1.7 Limitations of the study

Though the study has met its objectives, there were some unavoidable limitations. First of all, facts and information collected are all from Kaptasia only. It tried to identify the advantages and disadvantages of EiA teaching materials in the secondary schools. The primary schools could not be covered under this study. Even the classes observed at the junior secondary

level were within a limited timeframe. So, the findings will be applicable only to that particular level of education in Kapasia only. But problems pertaining to this program may vary with geographical variations. This researcher could have could delineate a more comprehensive picture of the whole program had she got the opportunity to look into all the EiA funded upazilas in Bangladesh. Moreover, had the author had ample logistics and the proper instruments, this study could have revealed a much better picture of the program, which in turn could have better helped authorities to take more fitting decisions in this regard.

Moreover, the study result is applicable to only the EiA schools as the participants were from those schools only. Non-EiA schools on the other hand may display very different outcomes. The results, therefore, cannot be generalized.

Apart from that, due to time constraints, no more than one class of a teacher could be observed. So, it would be hard to say for certain that those teachers did the exact same activities on a regular basis because the observed class was taken in a controlled environment. Besides, some students could have remained reluctant or inattentive in the classroom due to the presence of a stranger. The presence of an outsider might have affected the performance of some of the teachers as well.

1.8 Operational Definitions

Teaching Materials: Any type of audio, visual or audio-visual tool used in teaching–learning process as a supplement of or aid with textbook;

Techniques: Tactics that best implement any teaching method or approach; teachers use many different techniques for applying teaching methods or approaches.

English Language Teaching (ELT): Teaching English to those students who are not native speakers.

Junior Secondary Level (JSL): Grades VI to VIII are defined as the junior secondary level of education in this study.

Communicative Language Teaching (CLT): The main focus of Communicative Language Teaching is to promote communicative skills of learners through interaction;

English as a Second Language (ESL): where English is used as a language for survival and a common one for communication;

English as a Foreign Language (EFL): Where English is learnt as an additional language for meeting the purposes of curriculum;

CHAPTER 2: LITERATURE REVIEW

Related literature and concepts are reviewed in this chapter. It attempts to answer the following questions:

1. What is the context of teaching English in Bangladesh?
2. What are the basic principles of the mostly used teaching methods?
3. What is the structure of Junior Secondary Level of education?
4. Which method is to be followed in English language teaching at the Junior Secondary Level under the National Curriculum and Textbook Board of Bangladesh?
5. How materials play the roles in language teaching;
6. What EiA materials are used in grades VI to VIII?
7. What are the factors that mainly affect the implementation of teaching materials and techniques in the classroom?

On an entirety, this part of the study will discuss a variety of factors including historical context and present state of education in English in Bangladesh, different methods of language teaching and their basic features, the methods, activities and teaching aids prescribed by the National Curriculum and Textbook Board (NCTB), EiA's efforts in implementing materials and techniques, etc. This section will help the researcher map and know where to knock for portraying a holistic picture of the context.

Eventually, the discussion leads the researcher to the collection and analysis of data.

2.1 Context of teaching English in Bangladesh

The history of teaching and learning English in Bangladesh is about two hundred years old. English was brought to the Indian subcontinent by the merchants of the East India Company to whom a charter was given by Queen Elizabeth I on December 31, 1600 to trade with India. English soon became associated with prestige, status and superiority in the Indian subcontinent as it came to be used in the elitist administrative services, the court of justice, the armed forces as the medium of instruction as well as a school subject throughout the 19th century (Rahman, 1996). Even after partition in 1947, English was the medium of communication with the outside world and was studied as a compulsory subject at the secondary and higher secondary levels of education. It was also used as a medium of instruction at higher levels of education (Rahman, 1999). After the birth of Bangladesh in 1971, English suffered a serious slow down because of a strong nationalistic sentiment for the mother tongue, Bangla and the Bangla Introduction Law, which was propagated in 1983 by the government of Bangladesh. That law made Bangla compulsory for interoffice memos, legal documents and correspondences in government, semi-government and autonomous institutions. But there was an exception in case of

communication with foreign governments, organizations and countries. Thus English lost its prior status. It was no longer used as a compulsory medium of instruction and teaching of English at the grassroots level was not paid sufficient attention. Ironically, more than 90% of the textbooks at higher levels of study continued to be in English, but students continued to be unable to fully comprehend English textbooks or convey their thoughts and ideas in English. That happened because they came to universities without enough control over English (Rahman, 1999: 13). However, soon the importance of English was felt for the sake of scientific and economic development. Today, ability to deal in English is a recognized skill in every sector.

On 19 January 1989, English was introduced as a compulsory subject from class one to twelve (Rahman, 2005). English is expanding empire and in the process influencing changes in education system, teaching-learning methods and techniques, curriculums, textbooks, teaching materials, teacher-student relationships and facilities at educational institutions.

Yet, there are many things that point at the poor state of English education in Bangladesh. It is nothing new. A look into the history of English education in Bangladesh will prove that.

Mohiyud-Din (1965) wrote about his experiences of examining the teaching of English in East Pakistan. He interviewed a large number of

candidates for lectureship in English and found out that someone with a British Council Proficiency was actually poor in Spoken English.

A case study conducted by Rahman (1996) explored some of the problems in teaching English language at various levels of education in Bangladesh. 35 male and female students of University of Dhaka and twenty primary and secondary English teachers from 15 private and public schools were selected on the basis of random sampling. Two sets of questionnaire were used to collect data. Major findings clearly showed that students experienced various difficulties in learning English at various levels of education. The traditional Grammar oriented teaching techniques were not adequate to fulfill the need and interest of students. They did not like the passive learning process and there were big discrepancies between teaching methods and the needs and expectations of the students.

The British Council undertook a study for UGC in 1995 and identified a few major hindrances to the development of English language teaching in Bangladesh. The main problems identified were the shortage of trained and experienced English teachers and inadequate provision for the training of language teachers (Raynor in Rahman, 1999).

Being cognizant about the questionable quality of education, a study was carried out by three independent researchers to assess and analyze the

classroom performance of secondary school teachers. 20 non-government secondary schools of Dhaka and Rajshahi were selected. An observation checklist containing 10 criteria with 5-point scales was used to record Bangla, English, Mathematics, General Science and Social Science classroom teaching. The findings revealed that General Science teachers attained the highest point in terms of performance, while the English teachers achieved the lowest. The findings also showed that the performance of English teachers in terms of content knowledge, using appropriate methods and consciousness about learners' participation was very unsatisfactory. Finally the researchers recommended providing teachers with proper training on communicative teaching of English and for making them familiar with effective techniques for creating an interactive classroom environment (Maleque et al., 2004).

Three other researchers directed a study into investigating the problems of English language teaching in rural primary schools in Bangladesh. Questionnaire for students and teachers, English classroom observation checklist and focus group discussion schedules were used to collect data from 17 government primary schools, registered non-government primary schools, non-registered primary schools, primary attached secondary schools, Ebtedayee Madrashas and NGO primary schools. 30 teachers were selected purposively. 332 students from class III

to V were selected randomly. Shortcomings in infrastructure, untrained and unqualified English teachers and disproportionate teacher-student ratio in the language classroom were the findings of that study (Sadek et al., 2006).

Another study by two other researchers attempted to (a) explore the present state of English language learning of primary students, and (b) compare the achievement of girls and boys in the urban and rural areas. A class-wise comprehensive test was used to evaluate one thousand students from both rural and urban areas. The study exposed the poor condition of English language learning both in the urban and rural settings. It also revealed that rural students were weaker than the urban ones and in most cases girls were weaker than boys. The study suggested that the government and other institutions pay more attention to rural schools (Sultana & Nahar, 2008).

To explore the extent of implementation of communicative approach through the performance of English language teachers, a study was conducted by another researcher. Data was collected using classroom observation checklists and questionnaires for students and teachers of grade X. The subjects were selected purposively from secondary schools of Dhaka, Rajshahi, Chittagong and Barisal divisions. It revealed that teachers usually do not exercise communication activities in the classroom

appropriately and regularly though the English textbook of grade IX-X contains these activities. Besides, listening and speaking skills were ignored and there was negligible interaction in the class. It also explored that the teachers continue to teach without adequate knowledge about the learning competencies and objectives of the lessons (Roshid, 2008-2009).

From the above discussion, it should be clear that despite the introduction of new CLT approaches in Bangladesh, the wretchedness of English education remains. The traditional methods do not seem to produce the desired results and communicative language teaching approaches do not seem to work either (Shahidullah, 1999). An NCTB guideline (NCTB, 1996) proposes four skills for students to develop. However, students developed only two - reading and writing in a foreign language. They failed to show competency in listening and speaking (Rahman & Begum, 2006).

Many steps have so far been taken to change this impoverishment. Programmes and projects like, Teaching Quality Improvement in Secondary Education Project (TQI-SEP), English Language Teaching Improvement Project (ELTIP), Secondary Education Quality and Access Enhancement Project (SEQAEP), English in Action (EiA), BRAC-PACE, etc. are trying their best to improve the quality of English education in Bangladesh.

Based on the principles of communicative language teaching, *ELTIP* (1998-2002) developed textbooks for grades IX to XII. It prepared a training manual and settled a scheme of cluster approaches for training teachers. It established “16 regional training centers and trained about 5000 secondary school teachers but in its attempt to revise the testing system, there was no success” (Rahman & Begum, 2006).

The goal of *TQI* project is to develop the quality of secondary education in Bangladesh. It’s “purpose is to provide quality initial and in-service teacher training, including professional development opportunities that will improve classroom practice” (see in <http://www.tqi-sep.org/index2.htm>).

Two major objectives of *SEQAEP* is to improve “the quality of education particularly, the teaching-learning process by arranging additional classes at the secondary level (grades 6-10)” and to strengthen “the capacity of school management, monitoring and assessing teaching-learning outcomes at the secondary level” (see in <http://www.seqaep.gov.bd/objective.php>).

The pilot project *BRAC-PACE* programme was launched in 2001. It provided training for English, Mathematics and Science teachers from rural non-government high schools. Twenty-eight training materials for English were developed. “These deal with teaching methodology/pedagogy,

familiarization with the new concepts in the curriculum, textbooks and the four language skills and most importantly teaching methodology” (Rahman & Begum, 2006).

English in Action was launched in Bangladesh for the term 2008-2017. EiA is funded by UK Government and is implemented by the Government of Bangladesh. It aims to increase people’s participation in global economy by enabling people to communicate in English through changing the means of learning English. Throughout its pilot phase, EiA covered 231 primary and 115 secondary schools in 24 upazilas across Bangladesh. Under the programme, 753 teachers were trained. Out of them, 61 were prepared as teacher facilitators. Two teachers from each EiA school got materials, training and support from under this programme.

For developing English teachers’ understanding and skills about classroom practice, English in Action offers teacher training as well as supplementary teaching materials (e.g. mobile devices), both for their professional development and improving classroom activities. Though the materials were prepared by experts from The UK Open University, they were modified to incorporate Bangladeshi culture and context. Classroom materials maintained relevancy with the NCTB textbook lessons. Teachers were also given materials for professional development. These materials included videos of ideal English classes that promoted communicative

language teaching. Teachers were also given mobile devices. (See in <http://www3.open.ac.uk/media/fullstory.aspx?id=18368>)

After getting training from EiA, teachers not only enjoyed many advantages but they faced certain challenges as well in implementing the materials and techniques. This study tries to explore the issues related to the implementation of supplementary teaching materials including EiA intervention in English language teaching at junior secondary level of education (Grade VI-VIII) in Kapasia upazila of Bangladesh.

2.2 Methods and Approaches in English Language Teaching

Over the years, many changes were brought to language teaching methods. They included, a move of focus toward learners' oral proficiency from reading comprehensions, changes in the theories of the nature of language and of language learning, etc. (Richards & Rodgers, 2002). The mostly used methods and techniques for English language teaching are described below:

The Grammar-Translation method: It emphasizes on memorizing the rules of the target language and translating sentences and texts into and out of the target language. Here mother tongue is the medium of instruction. Grammar is taught deductively and accuracy is the focus in this method (Richards & Rodgers, 2002).

The Direct method: Target language is used exclusively as the medium of instruction in the classroom with the focus on correct pronunciation and grammar and learning grammar inductively (Richards & Rodgers, 2002). The purpose of language learning is communication and vocabulary is acquired more naturally by using it in full sentences than memorizing isolated words. The core message of the Direct Method is “No translation is allowed” here (Larsen-Freeman, 1986, p. 23).

The Audio-Lingual Method: The process of teaching involves extensive oral instruction. Attention is paid to correct pronunciation, intonation and fluency (Richards & Rodgers, 2002). The focus here is on language learning as a process of ‘habit formation’ by repeating dialog (Larsen-Freeman, 1986, p. 40).

The Natural Approach: Teacher monologues, direct repetition and formal questions and answers are less emphasized here. Accurate production of target-language sentences are less focused. The emphasis is “on exposure, or input, rather than practice” (Richards & Rodgers, 2002, p. 179).

Task-Based Language Teaching: It recommends the notion of ‘task’ as a central unit of planning and teaching. A task can be defined as an activity or goal which is carried out using language. For example, making a telephone call or writing a letter (Richards & Rodgers, 2002, p. 224).

Communicative Language Teaching (CLT): The scope of Communicative Language Teaching has expanded since the mid-1970s. It is seen as an approach by both American and British proponents aiming to make communicative competence and develop procedures for the teaching of the four language skills. It acknowledges the interdependence of language and communication. Littlewood (1981) states, “One of the most characteristic features of communicative language teaching is that it plays systemic attention to functional as well as structural aspects of language” (cited in Richards & Rodgers, 2002, p. 155). The teacher acts as a facilitator and manages activities to promote communication. Communicative activities like games, role-plays, problem-solving tasks are held in the classroom. Students express opinion and ideas and interact in pairs, triads, small groups and whole groups. Accuracy as well as fluency is evaluated by the teacher and ‘errors of form are tolerated’ (Larsen-Freeman, 1986, pp. 131-135). For supporting communicative approach, a variety of materials has been used. Materials are viewed as a way of influencing the quality of classroom interaction and language use by the practitioners of CLT (Richards & Rodgers, 2002). To transfer students’ classroom learning to the outside world and to expose students to natural language in a variety of situations, communicative approach advocates using authentic language materials. Listening to a live radio or television broadcast, discussion about

menu, timetable, etc. are examples of authentic materials (Larsen-Freeman, 1986). So, it is clear that one of the major features of communicative approach is that it emphasizes on developing the four skills of language. Again, materials play key roles in implementing communicative approach.

2.3 Structure of junior secondary level

Before the publication of the National Education Policy 2010, the junior secondary level meant grades six, seven and eight. But the new education policy integrates junior secondary level with the primary level of education. The duration of primary education will be eight years which means that primary level of education will include class one, two, three, four, five, six, seven and eight. English will be taught as a compulsory subject at this level. This policy was to be implemented from the 2011-12 term. (Translated from National Education Policy, 2010, p. 51).

2.4 Examination and evaluation

A public examination will be held after completing class eight. The name of the examination will be Junior School Certificate (J.S.C) and this examination will be conducted by the encompassing education board for the time being. Memorizing will be discouraged in all examinations and creative examination methods will be introduced. At the end of class eight, scholarships will be awarded up to class eight according to the result of public examinations. Those students who will not sit for the public

examination, the school authority will give them a course completion certificate and the result of students' inter-examination and formative evaluation including the date of birth will be written in that certificate (Translated from National Education Policy, 2010, p. 51).

The goals of English teaching are: (a) speeding up the process of developing a skilled workforce needed to increase productivity, (b) equipping students with necessary tools for higher education, and (c) to assist students gain enough command over the four language skills to be able to handle real-life situations outside school (Government of Bangladesh, 1977 in Rahman, 1996, p. 45). The English education system reflects this purpose. The English curriculum and textbooks are designed to meet that target. Communicative Approach was introduced in Bangladesh at primary and secondary levels as late as the late 90's. Eventually, Communicative approach was prescribed for the junior secondary level as well.

2.5 Role of Materials in language teaching

The use of teaching materials is increasing in the language classrooms because they involve students in various activities. According to Berardo, "The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs and literature" (Berardo, 2006, p. 62). Teachers or learners

use materials to facilitate language learning. Materials may include cassettes, videos, CD-ROMs, dictionaries, grammar books, readers, workbooks, photocopied exercises, and even newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners. This means that materials can be anything that is deliberately used to increase the learners' knowledge as well as experience of the language (Tomlinson, 2003).

The following are how materials can be described:

1. "Relaxed and comfortable students apparently can learn more in shorter periods of time" (Dulay, Burt & Krashen in Tomlinson, 2003, p. 8). So, it is very important to make learners feel easy. They feel easy doing activities with materials.
2. Tomlinson (2003) prefers to build up learners' confidence by engaging them in tasks which are 'stimulating', 'problematic' but 'achievable'. Thus using materials through activities develops learners' confidence.
3. Teaching materials help learners make efficient use of available resources which in turn lead to self-discovery (Rutherford

&Sharwood-Smith, 1988; Wright & Bolitho, 1993; Tomlinson, 1994; Bolitho & Tomlinson, 1995 in Tomlinson, 2003, p. 11).

4. Materials help learners by exposing them to authentic input including advice, instruction, spoken and written texts. “They can also stimulate exposure to authentic input through the activities they suggest (e.g. interviewing the teacher, doing a project in the local community, listening to the radio etc.)” (Tomlinson, 2003, p. 13).
5. Teaching materials are supposed to provide opportunities for interaction in a variety of discourse modes ranging from planned to unplanned (Ellis in Tomlinson, 2003, p. 15).
6. Different learners have different learning styles and attitudes should be considered when developing materials.
7. “Materials should permit a silent period at the beginning of instruction” (Tomlinson, 2003, p. 19). For example, when students begin a listening practice in a foreign language, they need time to understand the instructions about the recorded stories.
8. By encouraging intellectual, aesthetic and emotional involvement of the learners, materials maximize learning potential (Tomlinson, 2003).

Researchers found that there are positive effects of using materials in language classroom. Alexander Gilmore (2007) conducted a research titled

“Getting real in the language classroom: Developing Japanese Students’ communicative competence with authentic materials”. It was a 10-month classroom-based experimental study carried out in a Japanese University. The objective was to explore the potential of authentic materials in developing students’ communicative competence. Both experimental and control group had similar level of proficiency. They went through a trial period. The controlled group got input from two traditional university textbooks. On the other hand, the experimental group got input from authentic materials like newspaper articles, films, reality shows, documentaries, TV shows, internet, songs, novels and homemade video of native speakers. Statistically significant differences between two groups were found through univariate analysis. In five of the eight communicative competence assessments, experimental group performed better than the control group. The experimental group found that the authentic materials were more motivating, interesting and challenging than textbooks and able to meet the perceived future language needs of the students.

Davidson and Abede (2012) examined the ‘role of visual teaching materials in teaching English vocabulary’. They performed the study on grade 8 students and teachers in three second cycle primary schools in Ethiopia’s Robe and Bale Zone. The sample size consisted of 120 students and 8 teachers. They used questionnaires, observations, interviews and

document analyses for data collection. They concluded that most teachers rarely used visual materials for vocabulary teaching. On the other hand, almost all the respondents agreed that visual materials are useful in vocabulary learning. They recommend using available visual materials with the textbooks.

In Bangladesh, textbooks are the main teaching materials in the English classroom because classroom approach is still traditional and not communicative. For this reason, the traditional textbook based approach is criticized (Bardovi-Harlig, 2001; Grant & Starks, 2001; Wong, 2002; Vellenga, 2004 in Nguyen, 2011). Tomlinson opines,

My experience of ELT material in Asia is that they have typically asserted the centrality of grammar (even when claiming to be following a communicative approach), that they favour knowledge transmission modes of delivery and that they view explicit teaching as being more valuable than implicit learning. (Tomlinson, 2005, p. 7).

Besides textbooks, EiA has developed different types of innovative communicative language-teaching materials for teachers and students to change the classroom practice at the secondary level. It provides these teaching materials to promote English teaching and learning in Bangladesh.

Teachers are also trained by EiA so that they get familiar with various techniques of using materials in the classroom.

This study, however, focuses only on classroom based audio resources. These are textbook based audio for classroom use. These audio materials include:

- Stories
- Dialogues
- Listening Passages
- Poems

Audio materials were recorded in an electronic multimedia device (*iPod Touch*) and delivered with electronic speakers (*Block Rocker and Logitech*). English teachers also made supplementary materials on their own like posters, cards, pictures, objects and so on. This study is an attempt to explore the factors which affect the implementation of audio resources (provided by EiA) as well as other supplementary materials in the classroom.

2.6 Factors that mainly affect the implementation of teaching materials and techniques in the classroom

Because of a turn from an industrial to a technology based society, the outside world has observed enormous changes. Yet teachers in many

classrooms around the world use only chalks and boards as teaching materials and traditional grammar translation as the only method in English language teaching. Many teachers opine that their practices are continuously being argued and doubted by educators, researchers, policy makers and everyone eager to bring innovation in English teaching.

The main focus of innovation is implementing more communicative and functional language teaching that consists of many different innovative approaches and materials. Communicative language teaching is one of them. It assigns authentic interaction and meaning based communication in the classroom. Again, it is accompanied by activities that promote learner-centered classroom, learners' initiatives and cooperative learning. Another focus of innovation in second or foreign language learning is introducing technology in teaching and learning. In many parts of the world multimedia has aided teachers in teaching languages in newer ways (Branden, 2011).

Arnott (1994) explored factors affecting the implementation of an elementary science curriculum in three schools in northern Saskatchewan in Canada through a study. He collected data from thirteen elementary level teachers. Tight timelines, class size, limited in-service accessibility, and irregular networking opportunities were identified as challenges. Teachers said they needed assistance with instructional leadership at school. They also said that there has been very little monitoring of the implementation

process by either the school authority or the local administration. The gap between community and school was a serious challenge to the implementation process.

Nachmias et al. (2004) investigated the factors involved in fruitful implementation of innovative pedagogical attempts using ICT in Israeli schools. Ten Israeli schools, including elementary, junior high, upper high and six-year high schools, were selected as population of the study that used ICT in innovative ways for assisting pedagogy. Questionnaires, interviews and observations were the data collection tools. Principals, computer coordinators and supervisors were interviewed. Focus group discussions were conducted with both pro-innovation and general teachers, students taking part in the innovation and their parents. They identified that the roles of principal, ICT coordinator, leading teachers, school staff, role of education ministry, local authorities, parents, knowledge experts, external organizations, teaching units, class distribution as learning configuration, vision and goals, history of innovation and organizational diffusion, staff training content and source, computers and peripherals, technical support and budgeting as infrastructure and national and local ICT policy were significant. The curriculum (content, teaching methods, assessment method), student's role (main role), teacher's role (with students, with teachers) and learning configuration (time, space, digital space) were also

crucial. These elements evolve together and any kind of innovation in pedagogy is affected by these factors.

Karim (2004) conducted a study on ‘Teachers’ Perceptions, Attitudes and Expectations about Communicative Language Teaching in Post-secondary Education in Bangladesh’. The beliefs, attitudes and language instruction practices of thirty six EFL (English as a Foreign Language) teachers were investigated. The study recognized the causes and consequences of the deficits in English education in Bangladesh and revealed successful means implementing of communicative language teaching. One major focus of that study was classroom activities. It also dealt with what the teachers thought were the main problems in implementing CLT in Bangladesh and the successes and difficulties in teaching English. The study also focused on the training that the teachers thought were essential for the proper implementation of CLT. The participants were university level EFL teachers who worked in three private universities in Bangladesh. Data was collected by written survey questionnaires. The study found out that the most used activities in the classroom were: pair work, role play, group discussion, oral response to any topic, listening to audio recordings and answering questions. Traditional assessment system, inadequate resources, poorly equipped large classes,

little or no support from school authorities were some of the reasons that created a gap between teachers' perceptions and classroom practices.

For augmenting the number of English skilled people in East Asia, educators and governments moved towards CLT and TBLT based curriculum at primary and secondary levels. Based on some published reports on this issue, Littlewood (2007) reviewed some real life and conceptual concerns which influenced the implementation of CLT and TBLT in primary and secondary schools of East Asia. According to him, the complexity with 'classroom management' that pays attention to implementing CLT and TBLT in large classes with apathetic learners, 'avoidance of English' and 'minimal demands on language competence' that direct an insight that communicative activities often fail to promote *the rich use of the target language* and 'incompatibility with public assessment demands' and 'conflict with educational values and traditions' that reflect the outside controls which obstruct the extensive use of activities allied with CLT and TBLT in education systems of East Asia. He also stated some tactics to which teachers reacted to obstacles *by adapting new ideas and developing methodologies* matched to their own circumstances. The author suggested a methodological structure which may assist such adaptation.

Butler (2011) investigated the implementation of communicative and task-based language teaching in the Asia-Pacific Region. The researcher

explained the educational and policy backgrounds that bring about the adoption of CLT and TBLT in the Asia-pacific region. He reviewed the concerns about CLT implementation in classrooms in that region. After that, he reviewed the latest implementation efforts with a specific focus on TBLT. Most of the published studies were conducted by scholars from China, Hong Kong, Japan, South Korea, Malaysia, Thailand, Singapore and Vietnam. He showed that in spite of the popularity of CLT and TBLT in Asian English classes, there were still a number of challenges in implementing these methods. They were misconception about CLT and TBLT, conflicts with local values, classroom management, availability of resources and constraints in the curriculum and evaluation system.

Shohel and Kirkwood (2012) studied the challenges and consequences of the use of technology for enhancing teaching and learning in Bangladesh. Underprivileged Children's Educational Programs (UCEP) is a project partner of EiA. Before the program was launched in 2010 in government and other schools, a 'pre-pilot' phase of the EiA Secondary Teaching Learning Programme was conducted in 15 UCEP-run schools. The study was concerned with promoting communicative approach in the English classroom using audio video materials which were provided in EiA STLP programme. Teachers were given Apple iPod Touch and loud speakers both for classroom practices and their professional development.

The study emphasized on factors related to the professional development of in-service teachers through technology based support. It took the early stage of English in Action programme under consideration. It explored the challenges and difficulties that came up with technology aided English language learning. As the secondary school teachers attempted to enrich teaching and learning practices, their experiences were the main focus of this study. A mixed method research strategy was adopted for the study including questionnaire survey, semi-structured interviews and classroom observations. School administrators, teachers and students were the main participants. The study revealed that the audio materials recorded in iPods helped in developing teachers' language skill especially pronunciation. Findings show a number of advantages of these teaching materials. Video of model classes as well as classroom resources helped teachers in understanding and practicing communicative activities in English classrooms. It also motivated learners in learning English and built teachers' confidence in using English. The study on the other hand also expressed concerns about the technological incompetency and shortage of organizational and time-management skills of the teachers.

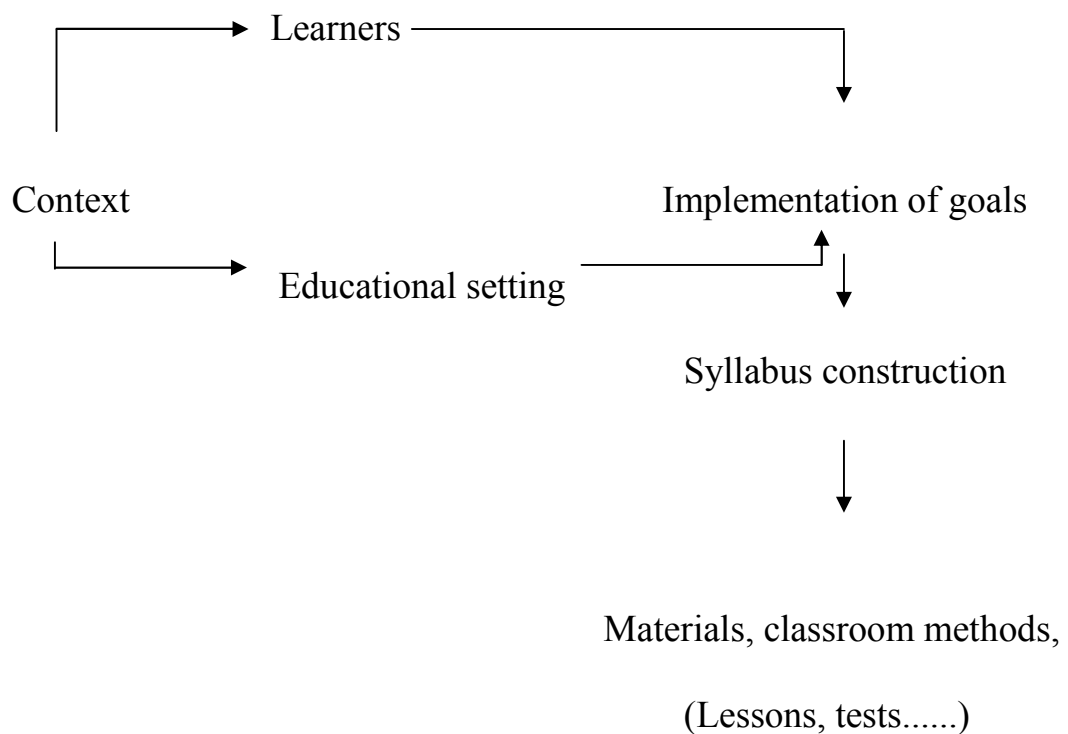
Since English in Action (EiA) is trying to implement intervention (materials and activities for promoting Communicative Approach) in the English classroom, many factors are related with this implementation

process. As this study focuses on the use of audio-visual materials in classrooms of grades six to eight, it would also throw some light on the classroom factors that are very much related to the learners and teachers.

According to McDonough and Shaw (2003) materials and methods cannot be seen in isolation, rather surrounded by a broader professional context. They also identified the typical stages of setting up an English language programme.

The identified typical stages are given below-

The framework



(McDonough & Shaw, 2003, pp. 4-5)

The teaching material and techniques are applied in the classroom. Classroom is a learning environment where the teacher and students are the main subjects. So, the implementation process mainly relates teachers and students. Teachers' knowledge, experience, belief, education, training, and outlook - all shape their teaching process. Thus, the classroom teaching method and techniques are very much related to the condition of these factors. Researches suggest that teachers' activities are influenced by their mental lives (Fullan, Williams & Burden in Seferaj, 2009, p. 30). Knowledge is another important factor. One's knowledge about content, pedagogy, learners and their characteristics and educational context (Shulman in Zinnah et al., 2008) outline his/her teaching style. Learners' motivation, language levels and needs (Scrivener, 2005) play role in conducting activities in the classroom. External factors include curriculum, state, school education policy, syllabus, students' proficiency in English, their needs and interests, parents, colleagues and school principal's expectations and support etc (Husbands et al. in Seferaj, 2009, p. 33). These are some of the factors that influence the implementation of teaching materials and techniques in the classroom. In relation to the above discussion, the researcher will try to explore the problems that teachers and students face in the classroom with the implementation of EiA intervention.

The study will also look into the positives of implementing EiA intervention in ELT.

2.7 Theoretical framework

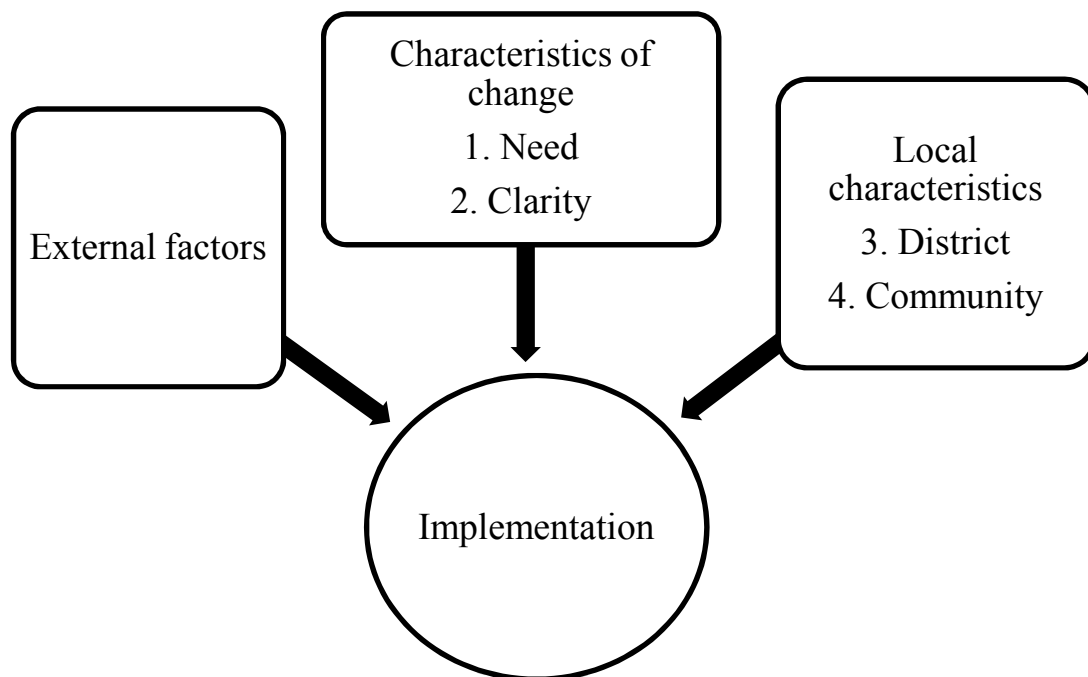
According to Michael Fullan's (2007) simplified change process, there are three main steps: *initiation*, *implementation* and *institutionalization*. Fullan identified three following components as integral to the implementation of any program: 1) new material (e.g. curriculum materials and technology), 2) new means of teaching (e.g. strategy or activity) and 3) modification of beliefs (e.g. assumption about pedagogy). All these components are essential as together they reveal ways of reaching a specific educational goal. Fullan (2007) states,

We should keep in mind that we are interested in factors to the extent that they causally influence implementation (or more specifically, the extent to which teachers and students change their practices, beliefs, use of new materials, and corresponding learning outcomes) in the direction of some sought-after change. If any one or more factors are working against implementation, the process will be less effective. To put it positively, the more the factors supporting implementation, the more change in practice will be accomplished. Finally, we should avoid thinking of sets of factors in isolation from one another. They form a *system of variables* that interact to determine success or

failure. Educational change is a dynamic process involving interacting variables over time, regardless of whether the mode of analysis is factors or themes. (p. 86)

This study adopted Fullan's theory of "*Interactive Factors Affecting Implementation*".

Interactive Factors Affecting Implementation



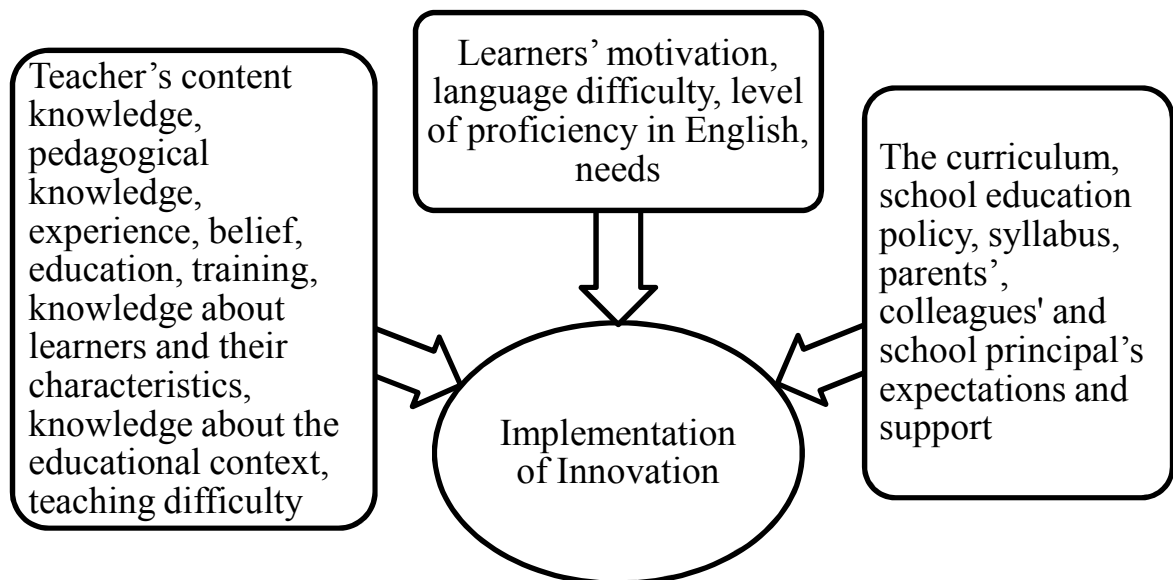
This study will seek to answers the following questions –

1. What is the extent of need of students and teachers for change through innovative teaching materials?
2. Are they really clear about what they are doing?

3. Is there any problem with false clarity?
4. What are the features of innovative teaching materials?
5. What are the complexities regarding required change?
6. What is the nature of change in quality and practicality of the program?

Analyzing the reviewed literature and theory, this study focuses on some specific factors that affect the implementation process.

The following is the framework-



The qualification of teachers and the environment they work in are closely connected to their performance in the classroom. This study focuses on teachers' perspective on the success of a programme. As Fullan (2007) states, "Educational change depends on what teachers do and think — it's as simple and as complex as that. It would all be so easy if we could legislate changes in thinking" (p. 129). He also argues that the effectiveness of

classrooms and schools lies in the recruitment of quality teaching staff and in the establishment of workstations where teachers are invigorated and rewarded for endeavors. These two are closely related. “Professionally rewarding workplace conditions attract and retain good people” (p. 129).

This study also prioritizes students’ perspectives. Considering the barriers to learning from the student’s point of view is more authentic than viewing them from the teacher’s perspective. Erickson and Schultz argue, in sum, virtually no research has been done that places student experience at the center of attention. We do not see student interests and their known and unknown fears. We do not see the mutual interest of students and teachers or see what the student or the teacher thinks or cares about during the course of that mutual interest. If the student is visible at all in a research study, she is usually viewed from the perspective of adult educator’s interests and ways of seeing, that is, as failing, succeeding, motivated, mastering, unmotivated, responding, or having a misconception. Rarely is the perspective of the student herself explored..... (cited in Fullan, 2007, p. 173)

Both positive and negative roles of principal in the change process are showed in a number of researches. But it is obvious that if teachers and principal work together, the success comes swiftly. As Little suggests,

School improvement is most surely and thoroughly achieved when: Teachers engage in frequent, continuous and increasingly concrete and precise *talk* about teaching practice (as distinct from teachers' characteristics and failings, the social lives of teachers, the foibles and failures of students and their families, and the unfortunate demands of society on the school). By such talk, teachers build up a shared language adequate to the complexity of teaching, capable of distinguishing one practice and its virtue from another.

Teachers and administrators frequently *observe* each other teaching, and provide each other with useful (if potentially frightening) evaluations of their teaching. Only such observation and feedback can provide shared *referents* for the shared language of teaching, and both demand and provide the precision and concreteness, which makes the talk about teaching useful. (cited in Fullan, 2007, p. 97-98)

The point of the above discussion is to highlight factors concerning students, teachers, head teachers, other teachers, parents and educational context in the implementation of new learning tools.

CHAPTER 3: METHODOLOGY

Research methodology is the main feature of any study. For a research on rural schools, methodological issues should be tactfully measured with clear and obvious reasons. The study looks into major issues that obstruct the implementation. On the other hand, it also looks into the positives of EiA intervention (teaching materials and techniques) in English language teaching at grades VI to VIII in Kapasia Upazila of the district of Gazipur in Bangladesh. The researcher took up multi-method approaches such as interviewing teachers and students and classroom observation. Data was collected between 1 July to 15 October, 2012 (during the pilot phase of EiA). During the pre-field period, the researcher adopted a semi-structured interview schedule for interviewing the teachers from the respective schools. One questionnaire was used for this interview. Some items were taken from the instrument developed for the study “Perceptions of English Language Learning and Teaching among Primary and Secondary School Teachers and Students Participating in English in Action” and some items were included by the researcher in the questionnaires. An observation schedule to observe English classes was also used following a tool used in a study named “A Qualitative Observation Study of Primary and Secondary Lessons in the English in Action Project” and interviews were recorded by

an audio recorder. To test the data collection instrument, the researcher adopted pilot schemes before going for the actual data collection. Thus the researcher got a clear idea about whether the reply could be analyzed or not. She used secondary sources for marking the teaching materials and techniques of *English in Action*. Here, she went through the proceedings and modules of *English in Action*.

3.1 Nature of the study

The study is qualitative because the data about what students and teachers thought, their opinions and the classroom observation are qualitative in nature.

3.2 Area of the study

The study was conducted in schools in the Kaptai Upazila of Gazipur near Dhaka. The researcher selected schools with grades VI to VIII where EiA interventions were being used by the teachers in the English classroom.

3.3 Population and sample size

The English teachers trained by EiA and students of class six, seven and eight in EiA schools constitute the total population of this study. Ten English teachers from ten EiA schools, five groups consisting of ten students each and two EiA educators constituted the desired sample size.

3.4 Sampling technique

This is a qualitative study. So in order to achieve the goals of this study, the researcher had to collect authentic data from both grassroots and specialist levels. As a result, sample size was small and the researcher had to ensure equilibrium between her ability and availability of sample. Thus purposive sampling was done for this study. This implies that the result of this study should be compared between schools that got EiA support. Any comparison with non EiA supported school may result in discrepancies.

3.5 Data collection tools

Data was collected from four sources and four instruments were developed:

Classroom Observation Schedule- Ten classes of each teacher were observed for the study. A structured observation schedule was prepared to observe the English teaching-learning situation in the classroom. By the structured observation schedule, detail classroom practices were noted down. This instrument illustrated the first objective of this study: application of EiA materials in the English classroom. It also helped crosscheck the student factors and the problems that the teachers face in implementing EiA intervention in the classroom. Use of teaching materials and techniques was noted in the schedule at five minute intervals. It helped to find the ELT aspects covered by teaching-learning process. There was also space to write

recommendations about every incident from the beginning to end of the class.

Interview schedule for teachers- Twenty open ended questions were set in the semi-structured interview schedule for teachers. Educational setting plays an important role in the implementation of EiA intervention (McDonough & Shaw, 2003). With this in mind, this tool tried to portray the impact of teachers' knowledge, experience, education, training, belief, mental lives, learners' motivation, language level, level of English proficiency, needs, coordination with the curriculum, the state, school education policy, syllabus, expectations of and support from parents, colleagues and school principal on the implementation process (Fullan, Williams & Burden in Seferaj, 2009; Shulman in Zinnah et al., 2008; Scrivener, 2005; Husbands et al. in Seferaj, 2009). This interview schedule also investigated the problems and benefits faced by teachers in implementing EiA intervention.

Focus group discussion (FGD) schedule for students- An agenda-based focus group discussion schedule was coined for students. Group discussions revealed what the students felt about English learning, the activities they preferred and the importance of EiA intervention in learning English. It helped to understand students' need and motivation about EiA intervention. This tool also explored into what parents thought about the

entire process. Another purpose of this instrument was to investigate the difficulties that the students face in learning English through EiA materials.

Interview schedule for educators- Two EiA educators, who closely observed EiA implementation at the grassroots level, were interviewed separately. They discussed about educational context, school infrastructure, available support, benefits and drawbacks of the implementation process, proficiency level of learners and teachers, the need for and expectation of innovation among the target groups and the factors that bar implementation. Highlighted issues were noted down.

3.6 Data management

Responses to the same issue from different tools were accumulated under a unique theme. It helped to eliminate data redundancy. Data was managed by a computer.

3.7 Data analysis techniques

Fifty students from Kapasia's junior secondary schools took part in Focus Group Discussion. Ten teachers from 10 EiA secondary schools of Kapasia Upazila were interviewed. In addition, ten classrooms were observed and illustrated in the schedule. Two EiA educators were also interviewed. All the data from the interviews and classroom observations were qualitative in nature. The opinions of teachers, students and educators collected through interview schedule and focus group discussion were

processed into homogeneous information and then synthesized to get the desired theme. Teaching-learning materials and techniques and the positives and negatives of EiA intervention were the focus of this study's analytical foundation. Qualitative data was altered through thematic analysis for a clear portrayal of factors that affect implementation of EiA intervention. Apart from the four main research objectives, there were many other subthemes.

3.8 Document analysis

Documents analyzed included English curriculum for grade six, seven and eight and the National Education Policy-2010. EiA documents related to the study's scope and activities were also analyzed to get a clear idea.

3.9 Validity and reliability

Objectivity is a key feature of any research. Bearing this in mind, this researcher tried to ensure reliability and validity of the research. Piloting schemes were used before the research instruments were lodged for data collection. The tools were modified following supervisor and fellow researchers' recommendations. In order to come up with a fully objective outcome, participants were directly quoted. Rather than generalizing all evidences, every minute variation in responses were cared for. It was ensured in ten observed classrooms that the presence of observers was not a hindrance. Since only ten secondary EiA schools were selected, the results

revealed only a partial picture. Triangulation was key a method of ensuring validity of the study. Different questions related to the same issue were searched from different sources to triangulate the answers.

3.10 Consideration of Ethical Issues

The process of conducting the study was ethically sound. Status of all participants and institutions, their beliefs, opinions and values were kept unharmed. During data collection, autonomy and equity of the participants were ensured.

Firstly, the purpose of the study was elucidated. Then accuracy and impartiality was ensured in recording data. The researcher paid utmost attention in maintaining privacy, anonymity and confidentiality of the responses. Being aware of cultural sensitiveness, the researcher tried to confirm intended readership. For classroom observation and recording interviews, prior verbal consents were taken from head teachers, teachers and students.

CHAPTER 4: FINDINGS AND ANALYSIS

The findings and analysis are given below under four main themes-

4.1 Teaching Materials and techniques used by teachers in the classroom

For getting the idea about classroom practice - about materials and techniques - teachers were interviewed. For triangulation of data, classes were also observed. Both teacher interview schedule and classroom observation schedule showed similar evidences about classroom practices.

Most of the teachers used iPods with Logitech speakers for listening practices in the classroom. Some teachers used papers with texts, pictures, charts and objects. Apart from that, teachers also used textbooks and black and white boards. But their methods were not conventional. Those teachers, who could not bring pictures, used pictures from textbook or drew pictures on board themselves. The responses of the teachers are given below-

“Yes, I use various supplementary materials in class. Last month I made use of textbooks, iPod, posters and pictures as main teaching aids. I made also made poster and pictures of my own” (Teacher interview, Kohinoor Girls’ High School, 2012).

“Yes, I used posters, pictures and iPod (for listening) as teaching materials. But lately I have not been using them” (Teacher interview, Pirijpur High School, 2012).

“Yes, I use iPod with Logitech Speakers (supplied by EiA) and pictures as teaching aids” (Teacher interview, Rampur High School, 2012).

“Yes, recently I used teaching materials at grade eight. I made charts and used these as teaching materials. I also used iPod for listening practice. It was given by EiA” (Teacher interview, Bhuboner Chala High School, 2012).

“I use pictures from the textbooks and iPod with Logitech speakers for listening” (Teacher interview, Bhawal Chandpur High School, 2012).

“I use teaching materials according to the need of the class. Recently I used the iPod with the speaker. Apart from that, textbooks are common materials for all classes” (Teacher interview, Kapasia Horimonjuri Pilot Girl’s High School, 2012).

“I only use iPod in the classroom” (Teacher interview, Kapasia Pilot High School, 2012).

Sometimes teachers use innovative materials like old clothing, visiting cards, etc instead of the conventional ones. One teacher said,

“I bring some relevant pictures or draw images on the board. Sometime I ask my students to draw pictures on the board because it helps them to be more attentive to the lesson. When I teach a recycling related topic, I use old materials available at school. It makes the class lively. I also use EIA materials. I bring posters and view cards to the class. But I can’t use these regularly. Sometimes I use casual materials like visiting cards from my purse” (Teacher interview, Ghagotia Chala High School, 2012).

Qualitative analysis materials used across classes

The following materials were used in the English classes that were observed. Some were traditional but not used in traditional ways. Teachers encouraged active participation of learners through materials and interactive techniques.

Types of material used in the classes	
Observation 1	iPod, textbook
Observation 2	Textbook picture, picture drawn on the board
Observation 3	Exercise on board, textbook
Observation 4	iPod, textbook, Object (picture of family tree), board

Observation 5	Drawing picture on board
Observation 6	iPod, picture from textbook, large papers with names
Observation 7	Picture of a tiger, iPod, textbook
Observation 8	Textbook, iPod
Observation 9	iPod, textbook
Observation 10	Textbook, iPod, board

Teachers say they involve students in various interactive activities for developing their four language skills. They ensured students' participation by engaging them in many different communicative activities. Teachers' opinions are given below-

“I involve students in various activities. For example, in case of active listening, I define some questions that students answer after listening. Besides, following textbook exercises, I hang charts and draw columns on board. I explain how to make sentences using words from columns and do one for them. Thus they make new sentences by themselves” (Teacher interview, Bhuboner Chala High School, 2012).

“.....For example, I make my students active at the pre-listening stage and then give them a recording to listen to. I also involve them in pair/group work, role play and dialogue

practice” (Teacher interview, Bhawal Chandpur High School, 2012).

“I involve students in language games. For example, when I teach verb, students spell verbs with the first letter of their names” (Teacher interview, Ghagotia Chala High School, 2012).

“.....I ask students to be attentive when I give them listening practice. Often I ask students to describe a given picture in English. I involve them in pair/group work and role play” (Teacher interview, Kapasia Horimonjuri Pilot Girl’s High School, 2012).

“I conduct warm up or icebreaking activities at the beginning of a class. Sometimes I use songs. I involve my students in pair/group work and role play. They sometimes check each other’s class works. Thus I ensure their participation” (Teacher interview, Pirijpur High School, 2012).

“.....My students take part in pair and group work” (Teacher interview, Kapasia Pilot High School, 2012).

“I show posters and pictures in my class and tell my students to describe them in English. Thus I test their analytical powers. They also practice dialogue. During listening practice, I write questions on board. Students listen to the given audio recording and answer the questions. I help them if they face any problem” (Teacher interview, Kohinoor Boys High School, 2012).

The following table gives a clear picture on materials and activities:

Method of Using Materials	
Materials Used	Activities
Audio recording in iPod	Teachers write questions on board, instruct students to listen to audio recordings carefully and write down the answers in their exercise books. The recordings are then played aloud in speakers.
Textbook	Teachers ask students to describe pictures from textbooks.
Board	Teachers write exercises (like fill in the blanks) or draw pictures on the board for the students to brainstorm. For example, one teacher drew the following picture for teaching a paragraph named “Your home”. <div style="text-align: center;"> <pre> graph TD A((Your Home)) --> B((Who)) A --> C((Which)) A --> D((What)) A --> E((How)) A --> F((Whom)) A --> G((When)) </pre> </div>
Large Paper	Teachers use large papers with things written on them.
Picture	One teacher used a picture of tiger for setting the scene.
Object	One teacher taught ‘Family tree’ and showed how to

	frame a family tree.
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The following table is about classroom practices covering ELT aspects-

Techniques covering ELT aspects	
Techniques	Narrative with examples
Warm up Activity	Teachers exchange greetings with students Teacher asks questions on a topic taught on previous classes
Setting the scene	Teachers draw pictures and ask questions about the picture. Students answer those questions. One teacher asked a question like, “We live together, can you tell me what we call it?” Students answered “family”. She wrote Belal’s family on the board and announced that it was topic of discussion for the day.
Dialogue practice	Teachers often divide the class into two groups if there are two columns in the classroom. One group ask questions and the other group answers in chorus.
Instruction	Teachers describe pre-listening and post-listening activities.
Eliciting	Teachers draw pictures on board or tell students to look at the pictures in the textbook and describe them in English.
Guessing game	One teacher hung a poster paper with a name from one student’s shoulder and said “I am writing some questions on the board. You’ll use these clues to identify the persons.” The boy asked questions from the board like, Is he Bangladeshi?

	<p>Is he a cricketer?</p> <p>.....</p> <p>Other students answered his questions. Then he found out the name by deduction.</p>
Techniques	Narrative with examples
Pair work	Teachers make pairs and ask them to complete the exercises in the textbook by discussion. Teachers instruct the pairs to exchange exercise books and find out each other's mistakes.
Group work	Teachers make groups which discuss the answers of some questions after listening. They decide a group leader who writes the answers in the exercise book after discussion.
Role play	One pair of students practiced dialogue in front of the board. One asked questions and the other answered. Others listened to them.
Students' initiative	<p>Sometimes students volunteer to present their task in front of the board.</p> <p>One teacher said "Has there ever been any accident at home?" Some students volunteered and described his/her experiences of accidents.</p>
Checking understanding	After finishing the lesson, teacher loudly reads out True/False from the textbook. Students raise hands and answer.
Body language	One teacher played an audio recording. Students listened while the teacher moved around the classroom and used gestures to deliver his instructions.
Monitoring	Teachers walk around the classrooms and observe what

	the students discuss.
Feedback	Teachers help students in understanding the task. They give positive feedbacks in case of verbally correcting errors. For example, one teacher corrected pronunciation while they were answering.

The teachers whose classes were observed covered various ELT aspects through communicative activities. Besides, they tried to speak in English all the time and tried to make the students do the same. There were icebreaking sessions, setting the scene for topic explanation, practising dialogues, elicitation, directed writing, group/pair works, role playing, language games, checking students' understanding of a lesson, gesturing to communicate, monitoring the classroom activities and giving feedbacks.

4.2 The Problems that Teachers' face in implementing teaching materials

“The environment here is not very supportive. Most of the students do not have electricity at home. They are socio-economically underprivileged. I can't ensure that they will learn English only by doing communicative activities on the classroom. The socio-economic backdrop is closely connected to English learning. They do not read newspapers, listen to radio or watch television. Their parents are illiterate. Teaching

English therefore is a really tough job for. I will give up teaching. I will switch to any other job” (Teacher interview, Ghagotia Chala High School, 2012).

The above interview sums up the entire scenario. Infrastructure, family support and socio-economic setting shape the entire teaching-learning process. So many factors affect the implementation of innovative teaching materials and interactive techniques in the English classroom. The factors are described below:

Teacher’s knowledge, understanding and skill in using materials

Most of the teachers have Bachelor of Arts (B.A.) and Bachelor of Education (B.Ed.) degrees. Some of them have post graduation (M.Ed.) as well. But they are not specialised in English except for those who have M.A. in English. They take English and other classes simultaneously. All of them got training from the EiA program about interactive classroom activities and the use of supplementary materials. Some got training in other subjects (e.g. SEQAEP training in Hindu religion, NCTB training on setting creative questions etc.) too.

The following are examples of ELT related teachers training:

Name of training	Duration	Activities
ELTIP	14-16	Learning by doing, introduction to textbook, CLT

	days	design, classroom management, use of English in classroom, getting students speak in English, etc.
TQI (CPD 1&2)	21 days	Phonetics, developing the four language skills, classroom activities, preparing teaching materials, lesson plan, etc.
BRAC-PACE	16 days	Classroom management, types of learners, dynamic teaching activities, motivating students, etc.

Teachers' experiences in using materials

As we have already seen, teachers got many different types of training. Although they knew about the use of materials in the classroom, they started using supplementary materials only after getting EiA training. Teachers' sayings are described below-

“I started using material when I joined EiA. I use both EiA and self-designed materials. For example, I use visiting cards that I have got from my acquaintances. I had not used that kind of materials before joining EiA” (Teacher interview, Ghagotia Chala High School, 2012).

“I started using materials in the class after getting training from EiA” (Teacher interview, Bhuboner Chala High School, 2012).

“I started using materials not before getting the EiA training” (Teacher interview, Bhawal Chandpur High School, 2012).

“I began using teaching materials after joining EiA” (Teacher interview, Kapasia Horimonjuri Pilot Girl's High School, 2012).

“I taught in another school earlier. At that time, I got training from ELTIP but I used only charts in my classes. Mainly, I started using materials because of EiA” (Teacher interview, Kohinoor Boys' High School, 2012).

“I came to know about teaching materials from both EiA and CPD 1&2 training. Thus I started using materials in the English classes” (Teacher interview, Kohinoor Girls’ High School, 2012).

Teachers started using supplementary materials because of various reasons. Mainly, they understood that using materials in the classroom was effective. The teachers opined,

“I started using supplementary materials because they enliven the class. I can conduct interactive tasks using these materials. Besides, I can ensure proper learning environment because of these materials” (Teacher interview, Ghagotia Chala High School, 2012).

“I discovered that teaching materials make the class attractive to students. They can understand the lesson better. That’s why I continued using teaching materials” (Teacher interview, Bhuboner Chala High School, 2012).

“I use supplementary materials because students become more attentive and interested when I use materials. For example, they listen to the audio recording attentively” (Teacher interview, Bhawal Chandpur High School, 2012).

“After getting training from EiA, I feel that the students will be benefitted if I use such types of materials in teaching-learning process. So, I started using materials in the classroom” (Teacher interview, Kapasia Horimonjuri Pilot Girl’s High School, 2012).

“I use materials to make the lesson easy, interesting and attractive to the students and to develop their ability to speak in English” (Teacher interview, Kohinoor Boys’ High School, 2012).

“I started using materials when I felt that it would be easier for me to explain the topic with the help of materials and students would understand the topic easily” (Teacher interview, Kohinoor Girls’ High School, 2012).

“Teaching materials ease the way of students’ learning. It increases students’ attention and interest about the lesson. They get pleasure in class when I use supplementary materials” (Teacher interview, Pirijpur High School, 2012).

“When I got the proof that EiA materials are very much effective for teaching-learning, I continued using teaching materials” (Teacher interview, Rampur High School, 2012).

“I used only posters before the EiA training. Now I use various types of materials. EiA provided technological materials. Students can learn more practically through these materials” (Teacher interview, Kapasia Pilot High School, 2012).

Students’ proficiency level and motivation

According to teachers and educators, there are many reasons why students have very little proficiency in English. They mostly put the blame on the socio-cultural backdrop. For example, students living in rural areas are not as fast as the urban ones. Their vocabulary is weak and they feel shy in speaking English. In the beginning they face problems in listening, but soon they develop the skills to complete a listening task. But for that the teacher needs to play the recordings more than once. Besides, the textbook also helps students in getting the meaning. Some teachers’ opinions and one educator’s saying are given below-

“There is no reason for not understanding a language. I discussed both British and American accents with them. They were surprised at the beginning. But I made clear that we had learnt wrong English and they have to be corrected. They can now use English. I scaffold them when they make mistakes” (Teacher interview, Ghagotia Chala High School, 2012).

“They could not understand the language at the beginning. But now they do and can complete tasks. Sometimes they use English while conversing with friends. Since English is foreign language, they have limited vocabulary. They don’t practice English regularly either. Besides, they feel shy to speak in English as they are not fluent speakers” (Teacher interview, Bhawal Chandpur High School, 2012).

“I think they understand the language because they can complete the task that I give them. But all the students cannot understand and respond” (Teacher interview, Bhuboner Chala High School, 2012).

“....They understand the language. Because when I ask them questions about the topic, they answer” (Teacher interview, Kapasia Pilot High School, 2012).

“They can’t fully comprehend a recording when they listen to it for the first time. They are rural children and therefore aren’t as fast as the urban ones. So, they can’t understand as fast. I play the recording several times. Then they understand. Except some slow learners, all can communicate in English. Then again, even the weaker ones can at least ask simple questions like “How are you?” etc. I also tell them to use English outside

the classroom. They feel shy but I think they will eventually learn to speak in English as they get the technological education” (Teacher interview, Kohinoor Boys High School, 2012).

“All students don’t understand the language used in iPod recordings. These students live in rural areas. They are not familiar such things. So, some weak students face problem in understanding. But in case of listening, the lesson in the textbook helps them to get some idea about the topic. I ask them questions to check their understanding after listening” (Teacher interview, Kapasia Horimonjuri Pilot Girl’s High School, 2012).

“As audio materials were made by Open University UK, it was difficult, but we modified it. It is a problem of the auditory training. Not with English. If they practice a lot they can learn English” (Educator Interview 1, English in Action, 2012).

One teacher said that sometimes students themselves are barriers. Because they believed that they won’t be able to speak in English without going to coaching centers. But that has changed. Now they only have to get an A+ in the examination. So, they are now very much focused in reading

and writing practices which are the only medium of our evaluation system.

One teacher said,

“Students themselves are the barriers. They say ‘Sir teach us exam oriented lesson’. We should not do these activities. They don’t want to speak English as they think it is not important. They say, ‘Sir I will go to Saifur’s or FM Method for spoken English. Now I need only A+ in exams” (Teacher interview, Ghagotia Chala High School, 2012).

Conflict with school policy and pressure of finishing syllabus

Some teachers believe that the assessment system arouses conflict. Most schools don’t have policies of their own. Classroom activities and the assessment system prescribed by education board often give rise to problems. Some teachers said,

“For example, this year I only followed the NCTB textbook and did not use the comprehension guide which is especially made for examination in class eight. I tried to carry out the EiA methods and techniques. These are the methods which particularly focus on successful implementation of the book ‘English for Today’. But the questions in the exam are not like those in the textbook. As a result, the stronger students did well

in the exam but the weaker one's could not. There is no problem with the school policy" (Teacher interview, Bhuboner Chala High School, 2012).

"Students only think of passing the exams. So, if I use these materials and techniques it creates problems for them. But there is no binding from school. We made a routine. We take classes 2 days in a week when we focus on their speaking English" (Teacher interview, Bhawal Chandpur High School, 2012).

"The examination questions are not similar as tasks that the textbook presents. The students have to prepare for exam. So, I have to follow the model question guide" (Teacher interview, Kapasia Horimonjuri Pilot Girl's High School, 2012).

".....It is related. But I face no problem" (Teacher interview, Kohinoor Boys' High School, 2012).

The school context

Some teachers get a lot of support from the school: support from head and fellow teachers and infrastructural facilities. The responses of teachers and an educator are given below-

"Headmaster is very much helpful" (Teacher interview, Bhuboner Chala High School, 2012).

“We did not face any problem. All teachers inspired us a lot”
(Teacher interview, Bhawal Chandpur High School, 2012).

“My authority gives me the chance of taking class wherever I want” (Teacher interview, Kapasia Horimonjuri Pilot Girl’s High School, 2012).

“The head sir is very helpful. My partner is very supportive”
(Teacher interview, Kohinoor Boys’ High School, 2012).

“Teachers got time to attend meeting by adjusting class routine. At the beginning of implementing intervention teachers got help in classroom management from head teachers as it made chaos in schools” (Educator Interview 1, English in Action, 2012).

Teachers face various other challenges: shortage of staff, burden of classes and administrative work, power crisis, infrastructural shortcomings, problems associated with managing and arranging classes, technological drawbacks, and so on. The teachers and an educator opined as follows-

“I face the technological problem. The instruments have to be charged. But no one took the responsibility of taking care of these materials. EiA told to handover the responsibility of instruments to the librarian who is unavailable in our school. I may leave this school. Then who will take care of these

materials?” (Teacher interview, Bhuboner Chala High School, 2012).

“If here is no electricity for 2 days we face problems. We have a large number of students. So, I face classroom management problem. There is no arrangement for round tables. We make groups using two benches. It will be helpful for us if any program like EiA continue their activities” (Teacher interview, Bhawal Chandpur High School, 2012).

“If I could change the recording or include new recordings in iPod it would be a great. It would be better if we could distribute it among students. The classroom arrangement can't be changed now. But it would be better if we could use round table for group/pair work” (Teacher interview, Kapasia Horimonjuri Pilot Girl's High School, 2012).

“We got only one charger for two teachers. It disturbs us. We can't take preparation at home. Both of us need the charger. We can't handle the block rocker speaker. If there is any problem with it, we have to call the provider. But if we knew more about the technology and its operations it would be more effective for us” (Teacher interview, Kohinoor Boys' High School, 2012).

“My head teacher helps me a lot. He tells me to take initiative for speaking practice at Thursday. I started it but stopped before exam. I have to do clerical job. I have to take class, I have to make questions, I have to examine the answer scripts, I have to collect exam fees before exams etc. For that reason if I take any initiative, it fails” (Teacher interview, Ghagotia Chala High School, 2012).

“Teachers faced some problems in handling equipment. They did not give charge to those tools and those became out-of-order. It was not possible for us to provide enough technological support as we had limited human resource. But it was necessary for them” (Educator Interview 1, English in Action, 2012).

Psychology of the Teachers

Some teachers do not have the mental competency to take effective classes with supplementary materials and interactive techniques. The teachers said,

“Yes, it does. For example, I did communicative activities in the classroom. I did not focus on model question solution. As a result, seven students failed in the exam and school managing committee asked me about that and I felt uneasy. But I tried not to have any effect of this in my class. Then I focused on exam

oriented teaching” (Teacher interview, Bhuboner Chala High School, 2012).

“It is obviously related to my mental condition. If we are not mentally prepared, we can’t take the class according to our desire. So, it totally depends on it. But I try to take the class according to my preparation” (Teacher interview, Kohinoor Boys’ High School, 2012).

“Yes, sometimes my mental condition breaks down. Other teachers criticize me and give students false conception that communicative activities are not helpful for them. It will not come in exams. I have practiced those for last two years but now I cannot do it because of other teachers’ saying” (Teacher interview, Ghagotia Chala High School, 2012).

Expectation of the Guardians

Teachers say, parents are mostly illiterate and hence do not know about innovative methods and materials. They feel their task would have been easier had the parents known about the innovation. Some teachers say that the only thing some parents want is their wards cut good marks in the exam. Developing language skills is not a issue for them. Teachers say, students will learn English much better if they are motivated at home. Therefore, a

good teacher or a language programme cannot be successful if there is no support from the families. The teachers' sayings are given below-

“Parents do not know anything about these innovations”

(Teacher interview, Bhuboner Chala High School, 2012).

“Some students are good. But most of the students are not attentive. If their parents would know about these, it would be helpful to implement CLT. They would inspire us” (Teacher interview, Bhawal Chandpur High School, 2012).

“I do not know whether they tell it to their guardians or not”

(Teacher interview, Kapasia Horimonjuri Pilot Girl's High School, 2012).

“Yes, it is very much related to them. After some days of starting new activities at the classroom, they said that these are not effective yet. We had to make them understood the necessity of innovation in education” (Teacher interview, Kohinoor Boys' High School, 2012).

“What are they doing at home? Their parents do not know A, B, C or D. They have no satellite, newspaper or opportunity for English listening. I do not know what the future of it is. EiA is a language program what will work up to 2017. The sun of EiA will set up after 2017..... A little number of guardians is aware

of these activities. Actually all want A+ in exam. They say to their children, you need two golden A+ in exams. If you run after speaking and listening you'll not get it. But I want to make them aware that they need a combination of these four skills to do well in exercise like fill in the gaps, story writing etc..... Those students, who have self-motivation and motivation from family, learn English easily” (Teacher interview, Ghagotia Chala High School, 2012).

Expectation of Colleagues

Teachers strongly agreed that implementing new things in the classroom depends on the expectations of co-teachers. Support from co-teachers makes implementation easier. Criticism, on the other hand, blocks implementation. The teachers' opinions are given below-

“My colleagues' support is very much essential. For example, one of my colleagues helps me in setting the technological material (e.g. speakers) in classroom. It would not be possible for me to take those classes with innovative materials if they didn't help me” (Teacher interview, Bhuboner Chala High School, 2012).

“All inspired me in using these innovative materials and techniques” (Teacher interview, Bhawal Chandpur High School, 2012).

“Yes, it depends on them. But I faced no problem because I lower the sound that creates no problem for them” (Teacher interview, Kapasia Horimonjuri Pilot Girl’s High School, 2012).

“Yes. Other teachers say, ‘you make noises’. We managed it by making them understood the necessity of using materials and techniques” (Teacher interview, Kohinoor Boys’ High School, 2012).

“When other teachers say that you do a lot of things in the classroom but your students can’t speak English. I answer that it is not enough to practice 30 to 40 minutes English in a classroom..... When I learnt from BRAC PACE program, I took real objects in the classroom. My colleagues said that what the value of using these in the classroom is. You should do translation. You should use the grammar translation method. I said them there is no translation in new curriculum. CLT is different. They say forget about your CLT. I can’t make them understood alone. I say NCTB is my constitution. So, I’ll have

to follow it” (Teacher interview, Ghagotia Chala High School, 2012).

Expectation of the School Principal

According to some English teachers, interactive activities and using supplementary materials in the classroom are subject the head teacher’s desire. If he doesn’t consent, teachers cannot implement these successfully. Besides, with the support of the head teacher, teachers can find a smooth route for implementation. Monitoring by the head teachers turned out to be great support for the implementation of CLT. The teachers responded,

“I talked about the training of head teacher. If they are not trained, who will follow-up us? I will forget everything if anyone doesn’t follow up me. The head teacher does not know about the four skills or CLT. He does not know about the explanation of picture. I just am continuing these things only from my training by self-guidance.....The headmaster should know the four skills and should observe the English teachers’ activities” (Teacher interview, Ghagotia Chala High School, 2012).

“Yes, if he didn’t want I could not use materials at classroom” (Teacher interview, Bhuboner Chala High School, 2012).

“If headmaster helps us, it will be more helpful for us. I would be more inspired” (Teacher interview, Bhawal Chandpur High School, 2012).

“Yes, if the headmaster was not agreed I could not use these materials. I got all type of support from him” (Teacher interview, Kapasia Horimonjuri Pilot Girl’s High School, 2012).

“My head sir helps me. But if he didn’t help me or inspire me of using those materials, I could not implement those successfully” (Teacher interview, Kohinoor Boys’ High School, 2012).

“The headmaster’s inspiration is much-needed. He inspires me and I follow these methods because he praises my creativity. I think, workshops involving school managing committee, parents and head teachers will make the path smooth for implementing these CLT activities. They will be able to know about that” (Teacher interview, Ghagotia Chala High School, 2012).

Sources of support

The English teachers informed that they got support from various training programme like, TQI, ELTIP etc. They got training manuals and guides

which gave them idea about teaching methods and materials. One teacher opined,

“I got teachers’ guides for class 6,7,8,9 and 10 and a training manual. I got idea about teaching methods and materials. I did ‘practice teaching’ there” (Teacher interview, Bhuboner Chala High School, 2012).

They said that EiA cluster meeting was of great help for the English teachers. They want such types of meeting to be held more than once a year. They want to share their ideas and problems through such meetings. Other teachers said,

“It would be better for us holding cluster meeting twice in a month. Frequent class observation would be a great support for us. Cluster meeting has stopped. If it continues, we will be able to share our ideas with other teachers. It will help us in solving our problems” (Teacher interview, Bhuboner Chala High School, 2012).

“The discussion in the cluster meeting was very much helpful. It would be more effective for us if it continued.But the time should be increased. Observing our classes would be helpful for us” (Teacher interview, Bhawal Chandpur High School, 2012).

“I think it was not enough. If they support more, if they continue their meeting we will get a place of sharing our ideas and solving problems” (Teacher interview, Kapasia Horimonjuri Pilot Girl’s High School, 2012).

“We got cluster meeting only once in a month. If it continued we’d be benefitted more. We’d learn more” (Teacher interview, Kohinoor Boys’ High School, 2012).

“It has stopped its activity in this area. I think, now we need at least 3 cluster meetings in a year. We could share our problems and ideas” (Teacher interview, Ghagotia Chala High School, 2012).

Major obstacles and personal initiative

According to the Teachers, there are many reasons as to why effective implementation of teaching materials and interactive techniques is difficult:

1. Unavailability of materials
2. Conflict with the assessment system
3. Lack of government’s support for listening and speaking practice
4. No peer teacher for sharing ideas
5. No time for getting prepared for the class
6. Many students are mostly interested in exam oriented study

7. Operating technological materials is a problem because due to power shortage they cannot be properly charged.
8. Sound of activities has to be kept down so that other classes do not get disturbed
9. Very large classrooms and number of students
10. Low level of proficiency of students in English
11. Classroom management often gets problematic because of the curiosity of students from other classes.
12. External noises hamper listening practice.
13. Lack of students' motivation in speaking in and listening to English.
14. Many students are only interested in rote learning.

Apart from those, teachers lack confidence in using English and technological materials. They cannot meet the learning needs and also face challenges in developing and implementing classroom tactics. Sometimes, complaints from guardians and school managing committee (SMC) about students' failure in exam also force teachers to take exam oriented classes. The teachers and one educator opined,

“We need a break after a class as because we have to take preparation for implementing EiA materials and techniques.....I need a gap between two classes. I have to take

preparation for classes” (Teacher interview, Ghagotia Chala High School, 2012).

“I cannot share my problem with my peer teacher because there is no other English teacher in our school. I can’t prepare myself well because I have to take 5 to 6 classes in a day. Students don’t want to read the main textbook. They are very anxious about the exam. So, I have to take exam oriented class instead of following EiA methods in the classroom” (Teacher interview, Bhuboner Chala High School, 2012).

“The instrument we got can’t hold charge for long. So, we are facing technological problem. We don’t loud the voices. So, it doesn’t hamper other classes. I face some technological problem in operating the instrument. The class is so much large. The number of student is 80-90. It is an obstacle for us. We face the problem with unavailability of materials” (Teacher interview, Bhawal Chandpur High School, 2012).

“At the beginning of the class when I played audio for listening practice, they didn’t understand the language. I had to use Bangla and had to describe more. I faced classroom management problem. Students came from other classes to look at what are we doing. We have electricity problem. We

can't charge the instrument given by EiA. The noise from boats hampers in listening practice in those classes that are situated beside the river. There is a problem with block rocker and it can't be solved in this area" (Teacher interview, Kohinoor Boys' High School, 2012).

"There are 90 to 95 students in my class. Other classes give objection if I use choral dialogue or clap hands for giving students feedback. If other teachers knew about it, they would not give objection. Communicative classroom makes noises. So, it is a problem" (Teacher interview, Ghagotia Chala High School, 2012).

"Students say, 'sir, let's solve model questions for exam. We'll memorise the answer'. The level is very low of students. Students do not want such type of practice that I do. Two or three students are advanced in the classroom. Other students cannot do these activities. There are complaints from SMC and guardian that students will fail in exam. I have over the lesson using extra time. I wanted practical assessment in English subject in a workshop. All say it would be a new option for corruption like practical exam of physics, chemistry, mathematics and biology. But speaking and listening practice

should be evaluated. The government of Bangladesh is providing multimedia, computer etc. But we can buy a speaker which is only 1500 to 2000 taka. All teachers have mobiles in their pocket. So, it can easily be used for listening practice. But I am not hopeful about it” (Teacher interview, Ghagotia Chala High School, 2012).

“The classrooms are small but number of student is large. It is difficult for teachers to follow the post listening activities in such congested classrooms.....Teachers faced problems in using multiple materials in classroom. They are confused about the classroom tactics like, when they will use listening materials, after that how they will take turn to use poster etc. They complete the lesson but cannot meet the learning outcome. If we could give them feedback directly it would be helpful for them” (Educator Interview 1, English in Action, 2012).

According to the EiA Educators, there are several challenges:

1. Policy restrictions
2. Teacher selection
3. Material development by external experts
4. Maintaining standard of training

5. Problems of conducting training.

Besides, the presence of both Bangla and English in audio recordings creates hampers the aim of listening. Moreover, the gap between teacher's theoretical knowledge and classroom practices creates obstacles achieving the goal of innovations. An educator said,

“..... Audio materials are mixed with English and Bangla. There is unnecessary Bangla in audio recordings. So, there is a question that students are learning English or Bangla. There is no continuity in stories. It makes problems for students in understanding.....Teachers lack in English language competence and practical knowledge. They are worried about playing language games thoroughly but they do not know the aim of playing games. They cannot relate games with language learning. They cannot understand that the aim of game is language learning.....Some teachers do not have sufficient amount of proficiency. They do not have delivering power of theoretical knowledge at classes. They do not know the aim of what are they doing in classrooms.....Another problem is with delivering training from trainers to teachers. The message becomes different when it runs from one to others. Thus the techniques become different when teachers apply in

classrooms..... Change should begin from the policy level. Revision of syllabus and textbook is necessary. Again, the examination system should be changed. The teachers who have experience in English teaching should be enrolled in such type of programme as large amount of resources has already been invested on them. Moreover, standard of teachers training should be maintained. The trainers who have no teaching experiences cannot deliver proper training. Again, local experts should be included in new material development” (Educator interview 2, English in Action, 2012).

Management Procedure

Teachers said, to solve the above mentioned problems, they took various initiatives such as sharing problem with others, take both exam oriented (e.g. model question solution) and interactive classes (e.g. focusing on speaking and listening) by keeping routine and syllabus unharmed, developing students’ skills by increasing their leading ability in classroom and getting the stronger students help the weaker ones. The teachers opined,

“When I cannot understand anything I search for solution from my husband who is a lecturer in a college. I follow the communicative activities but I take exam oriented class when

exams come” (Teacher interview, Bhuboner Chala High School, 2012).

“I call students to take class by themselves. I call them to lead in the class. Others will follow them and their proficiency will develop. I tell them to interchange their seats with others and help others. But they don’t want anything except certificates” (Teacher interview, Ghagotia Chala High School, 2012).

4.3 Major problems students face in learning English

Before identifying the problems faced by students, we need to know what they think about the supplementary materials.

Students’ thinking about the necessity of Supplementary Materials

Some teachers say students are not aware of the importance of supplementary materials in learning process. All they do is find these materials entertaining. But teachers believe that they will realize the importance grow up. On the other hand there are teachers who think that students are more motivated, attentive and interested in learning English when they use teaching materials. Even some students request their teachers to use materials. The teachers and one educator opined,

“Actually students do not feel the necessity of learning English through materials; rather, they find the innovative materials as

a matter of ‘play’. They feel interested because these are new materials. May be in future when they will be promoted at upper level of education will get the idea of importance” (Teacher interview, Kohinoor Boys High School, 2012).

“Students become more interested in learning when I use teaching materials. So, I realize they can feel the necessity of materials” (Teacher interview, Kapasia Pilot High School, 2012).

“I think they feel the necessity of using materials. I found them more attentive and interested when I use the iPod for listening practice. But in classes without material they are less attentive” (Teacher interview, Kapasia Horimonjuri Pilot Girl’s High School, 2012).

“Students ask me to bring these materials at classroom. They class is more joyful to them than earlier. That means they feel the necessity of using materials in learning English” (Teacher interview, Ghagotia Chala High School, 2012).

“They think they can learn so many things when I use materials in the learning process” (Teacher interview, Bhawal Chandpur High School, 2012).

“They think materials are important because they are more interested when I use materials. Even they ask me for using if I don’t use for long” (Teacher interview, Bhuboner Chala High School, 2012).

“Advanced learners are aware about the importance of learning English using materials. So, they can respond quickly and show more interest in the class. But weak students are not so aware about it” (Teacher interview, Kohinoor Girl’ High School, 2012).

“Those students, who feel the significance of use supplementary materials in teaching-learning process, show more interest in the class. They say these materials should be used” (Teacher interview, Pirijpur High School, 2012).

“Students learn English with more interest following our method. Teachers are using more English in classes. Students had shyness in using English. They feared English a lot. The rate of fails in English will decrease and dropout rate will also decrease if teachers teach English using these methods” (Educator Interview 1, English in Action, 2012).

Infrastructural Drawbacks

Analyzing the notes on context, it was observed that the classroom infrastructure has many drawbacks. These eventually turn out to be big obstacles in the teaching-learning process. The schools buildings are tin shaded. As a result, the rooms are not sound proof. In some cases noise from the adjacent classes hamper classroom proceedings. Besides, the classes are often not airy or bright enough due to lack of proper ventilation. Some schools do not have electricity and even if some do, there is acute problem of frequent power cuts locally known as load shedding. There is no fan in some schools and in some schools fans are out-of-order. As the roofs are made of tin, classrooms get very hot in summer and the students get exhausted. Sometimes there are too many students in a class compared to the number of benches. Apart from that, some classes are right by the side of roads. The noise from vehicles hampers teaching-learning activities. Neither teacher and nor the students can follow each other.

Problems in Learning English in the class

Most of the students said they don't have any problem in learning English. Some students said they do not like the English second paper. They find grammar and composition tough. The students' responses are given below-

“Grammatical items like definition of noun etc. from model questions and writing application seems tough to me.....”(Student FGD, Kapasia Pilot High School, 2012).

“.....Writing composition seems tough to me.....”(Student FGD, Kohinoor Girls’ High School, Kapasia, 2012).

“We do not have any problem in learning English” (Student FGD, Bhawal Chandpur High School, Kapasia, 2012).

“I find problem with English 2nd paper.....” (Student FGD, Kohinoor Boys’ High School, Kapasia, 2012).

“I have some problem with complex words and I ask to my teacher” (Student FGD, Kapasia Horimonjuri Pilot Girl’s High School, 2012).

Problems with Materials

Most students said that they don’t face any difficulty with the materials that the teacher uses in class. But they do have complaints about the listening practice. Many students said that they couldn’t fully comprehend the recordings because the English spoken was too fast. While working in pairs or groups they often fail to fully convey their idea in English to the partners. Sometimes they can’t pay proper attention to the audio recordings because of excessive outside noise and too much talking in class. Some students face problems with the meaning and pronunciation of complex words. So, they can’t get the meaning of the audio stories. Sometimes the teacher keeps the volume of speakers low so that it doesn’t hamper other classes. As a result, students find it very difficult to listen to clearly. The students said,

“We don’t face any problem” (Student FGD, Kapasia Horimonjuri Pilot Girl’s High School, 2012).

“Sometimes the recording goes fast and we can’t understand.....I can’t speak in English when teacher says to talk with my friends.....” (Student FGD, Kapasia Pilot High School, 2012).

“Sometimes we can’t pay attention because of the noise of the class and side talking while listening to the audio.....” (Student FGD, Kohinoor Girls’ High School, Kapasia, 2012).

“Sometimes we can’t understand the difficult pronunciation of some words in the recording.....Sometimes I can’t understand the meaning of the conversation” (Student FGD, Bhawal Chandpur High School, Kapasia, 2012).

“Sometimes the sound of the recording has to be lower as if it doesn’t hamper the other class. But it is a problem for us.” (Student FGD, Kohinoor Boys’ High School, Kapasia, 2012).

4.4 Positives of Implementing EiA Intervention in ELT

Teachers use a variety of material in the class. Most of them say that materials promote classroom interaction and students’ understanding of the topic. The classroom becomes student-centered and lively - a very important feature of CLT. Materials make students interested and motivated in

learning. Teachers can ensure greater participation by using materials. Teaching materials are also immense helpful in developing the four language skills (accurate pronunciation, new vocabulary, speaking skills). Students' practical knowledge increases and they become more creative. Teaching materials and interactive techniques help to create a suitable environment for teaching and learning, resulting in more effective learning. Students can easily remember the topic for a long time. EiA educators think that innovative materials bring variation in classroom practices. The teachers and one educator said,

“Supplementary materials promote interaction among students.

The class become student-centered and lively by using these materials. Students can understand the lesson easily through using these types of material” (Teacher interview, Bhuboner Chala High School, 2012).

“Students can understand the topic easily by using materials in the classroom. It helps them to recognize the things easily from textbook. Again, supplementary material eases the topic” (Teacher interview, Kohinoor Girls' High School, 2012).

“All students participate in the class when I use teaching materials in the classroom. They become pleased and the class

becomes joyful. They become more interested in class” (Teacher interview, Pirijpur High School, 2012).

“When I use supplementary materials in the classroom and conduct pair and group work among student, all students participate the classroom. The students become attentive. It also corrects their pronunciation” (Teacher interview, Rampur High School, 2012).

“Teaching materials helps students in understanding the topic easily and increase students’ practical knowledge and speaking skill. It also makes the students creative” (Teacher interview, Bhawal Chandpur High School, 2012).

“.....Teaching material helps students to learn new vocabulary easily” (Teacher interview, Kapasia Pilot High School, 2012).

“It makes the class effective. I can’t make a suitable environment except using materials. The class becomes lively when I use materials and interactive techniques. Teaching material helps me in class management too. When students make noises I show any materials and they keep silent” (Teacher interview, Ghagotia Chala High School, 2012).

“Teaching materials helps students in remembering the topic and draws their attention easily. The learning will be long-lasting” (Teacher interview, Kohinoor Boys High School, 2012).

“Of course EiA interventions are necessary for the learners. We have no other material other than textbook. So, variation is needed in teaching-learning. Using these materials teachers can use auditory, movement tactics etc. what are the principles of implementing CLT” (Educator interview 2, English in Action, 2012).

However, students’ opinions varied regarding the question of need of materials in language class. The responses from students also prove the benefit of using materials in English classes. They think that English is important in their lives and like learning English as they find it useful. They also said that various activities in the English class make language learning enjoyable. The students said,

“Yes, we all like learning English because it is very important in our life” (Student FGD, Bhawal Chadpur High school, 2012).

“We like learning English because our teacher does various entertaining activities in the classroom” (Student FGD, Kohinoor Boys High School, 2012).

Students identified the following benefits of ‘learning through material’

Students need materials for better understanding.
Materials are attractive to the students.
Understanding topic becomes easy.
Students remain on the right track of thinking.
They can write correctly.
Materials induce long-lasting memory.
Materials motivate students.
Materials are specially helpful for the weaker students.
Students can get their pronunciation correct by listening practices.
Materials help the learning of complex spelling.

All the students liked the use of materials with the English lesson. When the teacher uses any poster or picture, they think the class gets attractive. It widens the way of understanding as paves way for creative thinking. Teaching material also facilitates the learning of correct pronunciation of complex words with long spelling. Students can write

correctly about any topic when they visualize the topic after looking at materials. It promotes long-lasting memory about an issue. Besides, it assists poor students in easily understanding lesson.

The students said,

“We can understand the topic easily and can think in the right way” (Student FGD, Kapasia Horimonjuri Pilot Girl’s High School, 2012)

“It helps us in doing correct pronunciation of tough words” (Student FGD, Kohinoor Boys’ High School, Kapasia, 2012).

“It helps us to long last the memory of any topic in our mind” (Student FGD, Bhawal Chandpur High School, Kapasia, 2012).

“The week students learn easily when teacher uses materials with the topic” (Student FGD, Kohinoor Girls’ High School, Kapasia, 2012).

This study discovered that students like those classroom activities which involve interaction and innovative materials.

Students mostly preferred ELT aspects in the English classes
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Activity:	Description:
Using materials in the classroom	Students like the use of poster and iPod.
Pair/group work	Students like interacting in pairs and as groups.
Student initiative	Students like answering teacher's questions.
Repetition	Students like choral dialogue.
Student presentation	Students like presenting their work after group effort and role play.
Choral dialogue	Students like various choral dialogues.
Individual work	Students like reading letters, applications, paragraphs and model questions.
Expansion (from one idea to another)	Students like writing stories of their own if they are given a head start.
Eliciting	Students like guessing games.

The activities preferred by students in the English class include learning with materials like iPods and posters. They also prefer interactive

activities like pair work, group work, question answer sessions and so on. In contrast, some are keen on individual work like writing letters, applications and compositions. Some students seek repetition practices like choral dialogue with the teacher. Again, some like to present their task in front of the board, play roles and present ideas after discussion in a group work. Language games such as, guessing game is favoured by some students. Other students prefer creative writing such as expanding an idea. Some students said they enjoyed grammar while some others were reluctant about memorizing grammatical rules. The students' opinions are given below-

“Our English class is enjoyable as we do role play, group work and choral dialogue” (Student FGD, Kapasia Horimonjuri Pilot Girl's High School, 2012).

“.....We like presenting our work after group work. We like listening story and songs in the class (by iPod).”(Student FGD, Kapasia Pilot High School, 2012).

“We all like all sorts of activity in the English class but memorizing grammar rules. I like pair work. Dialogue listening and group work. I like answering teacher's questions” (Student FGD, Kohinoor Boys' High School, Kapasia, 2012).

“Dialogue listening, guessing game and word game are preferred by us. So, for doing these activities we like learning English. I like to learn new words” (Student FGD, Kohinoor Girls’ High School, Kapasia, 2012).

“I like listening dialogue in the English class. I like the poster used by my teacher. I like the role playing and group work. I like pair work. I like guessing games” (Student FGD, Bhawal Chandpur High School, Kapasia, 2012).

Some of the parents strongly supported innovation. Many students said that their parents do not know about innovative materials and techniques and they do not have any opinion about the use of EiA interventions in the school. But some students said that their parents are interested about the outlook of teaching materials and asked how these materials look like. They wanted to know if these are new materials. They said to their children that these were necessary for understanding the lesson. It would make the lesson easy and there would be no gap in learning. Parents said that audio materials would help in learning pronunciation of complex words. Some students told their parents about pair and group works. Their parents said that these techniques would help them interact in English. Some of them said these practices would help them find their and other group members’ mistakes. Some parents are hopeful that these

techniques and materials would help their children in writing and speaking. Some parents were optimistic that their children would do well in exams if they learnt through these materials. Some parents thought that vocabulary lessons with the help of these techniques would help the learners get ready for higher classes. Besides, some parents thought that the students would learn new words and sentences easily if these materials and techniques were used. The students' responses are given below-

“They say it is important. If we understand it we will be able to know the lesson easily” (Student FGD, Kapasia Horimonjuri Pilot Girl's High School, 2012).

“My parents say it will help me in memorizing and understanding the lesson and I will be able to make sentences easily” (Student FGD, Kapasia Pilot High School, 2012).

“My parents say it helps in learning complex words. We can learn easily and can pronounce easily” (Student FGD, Kohinoor Boys' High School, Kapasia, 2012).

“My parents say using these techniques will help you in interacting with others” (Student FGD, Kohinoor Girls' High School, Kapasia, 2012).

“My parents say if you work in groups you will be helped by others in understanding your mistakes” (Student FGD, Bhawal Chandpur High School, Kapasia, 2012).

“My parents say learning words by these techniques will help you to remember correctly when you are in higher class and you will not have to learn again” (Student FGD, Kapasia Pilot High School, 2012).

“My parents say it is useful in learning new words and sentences and it is very significant” (Student FGD, Bhawal Chandpur High School, Kapasia, 2012).

Teachers said that they got benefitted by using innovative teaching materials and techniques in the classroom. Both they and the students were more confidently using English after materials were introduced in the class. Teachers learned about innovative activities from EiA. They could explain the lesson more clearly now. EiA interventions changed the way the teachers taught. Now they don't teach only for getting students pass the exams. Rather, they try to follow pro-life English teaching instead of traditional lecture method. EiA materials like video of model classes help teachers in being creative in classroom practices. The teachers' responses are given below-

“I am 100% benefitted using EiA intervention. I get a motion in my class” (Teacher interview, Ghagotia Chala High School, 2012).

“I got benefitted from EiA programme. For example, we did not know that some lessons are written at the end of the book. Teachers’ guide, given by EiA, helped us to know about that. The audio recordings in iPod help both teachers and students to listen the recording and correct their pronunciation. Even we came to know some innovative techniques from EiA like, choral dialogue, direction giving of places in English etc.” (Teacher interview, Bhuboner Chala High School, 2012).

“Students have started using English because of innovative teaching materials and techniques. We also can use English in the classroom now” (Teacher interview, Bhawal Chandpur High School, 2012).

“I could not speak in English before getting the training of EiA. I could not explain the topic clearly to the students clearly. Even I started using material because of EiA training” (Teacher interview, Kapasia Horimonjuri Pilot Girl’s High School, 2012).

“I used only lecture method for teaching earlier. I only wanted students to be passed in the exam. I did not know that the teaching English should be life oriented like, for international communication. Now I know life oriented teaching” (Teacher interview, Kohinoor Boys High School, 2012).

“EiA materials help us in learning about model English classes. It helps us like a trainer. We came to know about various activities through the video materials” (Teacher interview, Kapasia Pilot High School, 2012).

CHAPTER 5: DISCUSSION

The study focuses on different factors influencing the implementation of supplementary teaching materials and techniques at junior secondary level of education in Kapasia Upazila of Gazipur district in Bangladesh. A number of classes were observed in several schools of that area where a Language Programme called English in Action (EiA) provided technology and professional training for teachers. The researcher observed the chosen classes in order to know more about the common classroom practices, interactive activities and the use of supplementary materials which promote CLT in English classes. The study was conducted from three perspectives: teacher, student and educator. The researcher believes that National Education Policy and Planning should reflect the ideas, problems, insights and goals of both teachers and students. The new teaching method with supplementary materials will not be effective until learning problems are solved. On the other hand, teachers should not be blamed for their incompetency of using materials or the target language without considering the obstacles. Apart from those, the thoughts of the EiA educators heralded new insights.

The findings from the classroom observation schedule suggested that English teachers use a variety of supplementary teaching materials other

than textbooks. They use both audio and visual materials maintaining the relevancy with textbook lessons. Technology (e.g. iPods, Black rocker, Logitech) is mainly supplied by EiA but teachers also use their own materials (e.g. poster, picture, object). Since textbook has been used as the only teaching material for a long time, these materials bring a variation in the teaching-learning process. They also make creative use of regular daily life objects. “It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language” (Cakir, 2006). It can be said that EiA’s professional training nurtured creativity among teachers. Moreover, English teachers conduct various interactive activities in the classroom covering several ELT aspects. They use English in exchanging greetings with the students as a warm up activity and in giving instructions. They set the mood with short questions or a short story or by describing a picture. Teachers involve students in pair work and group works, role play, dialogues, guessing games and so on. Another important thing is that English teachers are gradually moving towards a student-centred classroom. They have started playing the role of a facilitator rather than an instructor. Findings show that they use elicitation and do brainstorming for fostering the student’s creativity, use gestures, check understanding while delivering the lesson, monitor activities and give students feedback when needed. English teachers try to ensure an authentic

classroom environment where learners communicate with each other through different activities because *artificiality* is treated as a hindrance in learning a foreign language using communicative teaching (Littlewood in Black & Butzkamm, 1978). All these activities are meant for developing the four skills - listening, reading, writing and speaking. These practices stimulate successful implementation of CLT in the English classroom. As Hall (2001) argued, “The means themselves and the ways in which we use them in the pursuit of action with others do not simply enhance our individual development, but rather, they fundamentally shape and transform it” (cited in Allen, 2008, p. 7). The findings of this study are similar to those of a study by Rahman and Rahman (2012) who closely looked at the *change initiatives* in primary schools of Laxmipur Upazila of Bangladesh where English in Action is active.

There are a number of arguments in favour of the use of teaching materials in the classroom. Guariento and Morley (2001) claim that authentic materials which are available at post-intermediate level will widen learners’ skills and a range of new language. But at lower level, these may confuse and demotivate learners. They may get frustrated and not respond if they are unfamiliar and are full of difficult lexicons and syntactic. In contrast, teaching materials play an important role in developing both teachers’ and students’ critical thinking (Araya, 2007). The findings of this

study also reveal that teachers, students and the parents know the benefits of using teaching materials in the classroom. They appreciate the use of innovative materials. The impact of using these materials is that these are making the class enjoyable to the students. Students specially prefer those activities in the classroom which are done with supplementary teaching materials because these promote interaction. Both teachers and students find the lesson easy and attractive. Research also shows that “Materials attempt to diminish the level of difficulty when accessing the linguistic aspects of the target language. At this point, materials are vital resources because they stimulate and develop students’ linguistic skills” (Araya, 2007).

Researchers and developers discovered several different factors that affect the extent of implementation and continuation of educational innovations in general. These comprise both teachers’ personal and demographic factors such as the quality of professional development, the available administrative and curricular support and teachers’ access to computer resources (Wozney et al., 2006). Although there are many positives of executing teaching materials in the classroom, a number of other factors affect the successful implementation of teaching materials. First of all, teachers have a number of problems which need to be considered – teachers’ knowledge, skill, understanding and experience of using materials – regulate the successful application of educational tools in

the classroom. Some studies described the relationship between demographic factors the reported use of technology. '*Age, gender, race, education level, socio-economic status of students taught, years of teaching, years of technology use, specializations, and size of school*' are the factors stated in major literatures (Becker, 1994; Ely, 1999; Hadley & Sheingold, 1993; Jaber & Moore, 1999; Marcinkiewicz, 1995 in Wozney et al., 2006). Most English teachers from Kapasia Upazila are not primarily English teachers. Almost none of them have graduation in English. They teach English along with a variety of other subjects. Whether teachers are trained for using technology is another vital factor (Chin & Hortin, 1993, 1994; Dupagne & Krendl, 1992 in Wozney et al., 2006). Training influences teachers' attitudes towards technology (Becker, Ravitz, & Wong. in Wozney et al., 2006). Though the teachers in this study have got training from various organizations, they started using materials in class only after getting EiA training. One of the main reasons is that, EiA has empowered them with technology both for classroom practice and for their professional development. Other programmes did not provide any supplementary materials except guides. As managing supplementary teaching materials in such a rural area is a difficult and time-consuming task for teachers, they did not use materials earlier though they knew about it. So, it can be assumed that if teachers are provided with classroom materials, they will use them in

the classroom. Because all of them believe in the effectiveness of supplementary materials and communicative techniques.

“The difficulty is that educational change is not a single entity, even if we keep the analysis at the simplest level of an innovation in a classroom. Innovation is *multidimensional*” (Fullan, 2007). The fact that rural students aren’t confident English speakers or writers is often blamed for the failure of innovation. But it is also important to count the context and socio-economic condition of where the learning is taking place. “Some of the problems related to the lack of social and ideological awareness regarding the language teaching-learning process as well as the use of teaching materials rely on the impossibility of conceiving language in social rather than structural terms” (Araya, 2007). This study has been conducted in rural Bangladesh. Kapasia Upazila is some 65 kilometers away from Dhaka. Since is not too far away from the capital, communication is much better than that with the southern coastal or hilly districts. All sorts of transportation are available in this area. All the EIA powered schools are situated in Kapasia town. Rather they are scattered around the area upazila. The upazila is located by the river Sitalakkha. Some teachers as well as students go to school on foot while others go by rickshaw, bus, motorbike or even boats. Most of the villagers depend on agriculture for a living. Besides, some people work in government and non-government organizations. The

average literacy rate is 36.25% in Gazipur (Banglapedia, 2006). So, it is easy to see how tough it is for parents of this area to teach their wards and how unfriendly the English learning condition is at their homes. Students feel shy to use English in the classroom because they are not used to it. They do not get anyone at home to practice English with. English is not used widely in this area. So, though students are interested in learning English, they do not get a congenial environment. Most parents hardly ever motivate their children to learn English. An English class is generally about 30 to 45 minutes long. So, it is really hard for a learner to get anything substantial in that little time. Besides, the taboo of getting A+ in examinations makes the education system driven by result rather than knowledge and skill. Students are not concerned about learning a language. Rather they are worried about getting A+ in all subjects. The national evaluation system is responsible for it. Because though the curriculum puts equal emphasis on all four skills, the examination system only judges reading and writing skills. Thus the assessment method itself is a barrier. “The absence of a systematic policy and proven planning strategy can also hamper teachers’ efforts to incorporate computers into the classroom” (Cuban, 2000; Morton, 1996 in Wozney et al., 2006). EiA intervention on the other hand focuses on developing listening and speaking skills as well. So, the conflict between

classroom practice and the policy is obvious. Thus the teachers are in a dilemma.

The school context is a vital issue for bringing any change in the education system. The surroundings of the school and its environment have great influences on the teaching-learning process. The setting of this study cannot be termed ideal for any rapid change to take place. Most of the schools are one-storied building with insufficient number of classrooms. Although all the schools have headmasters' and teachers' room, many of them do not have electricity. Therefore, it's hard to promote technology-based materials in those schools. Most schools do not have or use computers. Ventilation and lighting system is not good in most of the classrooms. Sometimes in summer's heat, students are exhausted. Neither the students nor the teachers are habituated with technology. Most of them do not have television, radio or internet connection. So, when teachers do listening practice using iPod touch in the classroom, students become more interested with the material than the task. Students from other classes often get curious and when they come to check what is going on, the English class gets hampered. It is a very common problem in Bangladesh. Apart from that, some classes are not fit from the infrastructural perspective to use technology. Thus, holding students' attention in the classroom is a tough ask. Students, who are not used to listen to English regularly at home or

outside the school, very naturally face big challenges in understanding English.

As interaction with others affects what one does, dealing with other teachers is a serious variable (Fullan, 2007). Colleagues' expectations are closely related to their teaching practices. Peer support can step up the path of implementing innovations in classroom. The findings represent that those teachers who get assistance (e.g. technological) from their colleagues use supplementary materials with ease. They even discuss their problems with their peers if they face any problem. Teachers who do not have any peer face a lot of trouble in share their problems about teaching English. Stillwell argues that peer observation is an influential way by which language teachers can be conscious about a wide range of possibilities for running classes successfully (Stillwell, 2009). Again, their criticism will make them upset and demotivated in applying interventions in classroom. Fullan (2007) relates implementation with the quality of teachers' working relationship. He argues, "New meanings, new behaviors, new skills, and new beliefs depend significantly on whether teachers are working as isolated individuals or are exchanging ideas, support, and positive feelings about their work (p. 97)".

As the findings of this study show, implementation of innovation is closely related to the expectations of the principal. Quality of teaching can

be improved only when headmasters are aware of that and they regularly monitor classes. Otherwise, teachers are not bound to practice their new learning in classroom. Moreover, support from the head teacher can improve the quality of activities. On the other hand, if headmasters are not cooperative, teachers become reluctant in practicing new ideas. Fullan (2007) states,

The principal is in the middle of the relationship between teachers and external ideas and people. As in most human triangles, there are constant conflicts and dilemmas. How the principal approaches (or avoids) these issues determines to a large extent whether these relationships constitute a Bermuda triangle of innovations. (p. 155)

Innovation should start at the policymaking level. Policymaking and implementation at the grassroots level are not the same. However, no language programme will succeed if the assessment system is not amended and the community realizes the necessity of developing the four skills.

CHAPTER 6: CONCLUSION AND RECOMMENDATION

6.1 Conclusion

This qualitative study examined the issues related to the implementation supplementary teaching materials and techniques at the junior secondary level of education in Bangladesh. It had a special focus on the application of mobile devices in the English classrooms in the rural context. These materials were provided by a language programme named English in Action. By triangulation of data on similar issues collected from classroom observation, interviewing teachers and educators and focused group discussion with students, diverse factors related to the teaching-learning process were explored. The researcher believes that some of the issues have never been disclosed earlier. Though there are some limitations of the study, the findings contribute a lot to getting an insight about the problems of classroom practices. It may help in taking valuable decision for EiA as well as other language programmes in the South-Asian countries.

The implications of this research are:

1. It deals with a number of supplementary teaching materials especially, mobile devices and interactive techniques that stimulate the effective use of CLT in the English classroom.
2. It describes the various obstacles of teaching-learning processes in rural Bangladesh. This description may help educators in analyzing new dimension of educational reform.
3. It suggests the study of “participation of community in innovation” and “empowering head teachers in continuing innovation” as new areas of research.

6.2 Recommendation

The study brought out many positives of implementing teaching materials in the classroom. However, there are many challenges as well that both teachers and students face. The following are the recommendations for overcoming those challenges:

1. National evaluation system should be amended to equally prioritize all four skills (listening, reading, writing and speaking). If there is no binding and marks allotted for listening and speaking, students as well as their guardians will ignore listening and speaking.
2. One or two English classes aren't enough for rural children to learn English. As they do not have congenial environment at home and

outside school, some practical English classes can be of great help for them to show their performance.

3. As students like interactive classes with lots of activities and supplementary materials, head teachers, other teachers, the school managing committees and guardians should encourage teachers to make greater use of these materials and activities.
4. There is a scarcity of supplementary teaching materials. Sometimes teachers find these unavailable and at other times they do not get any time to prepare them. As government's fund is limited, non-government organizations can step ahead in supplying supplementary materials and empowering teachers through professional training.
5. Teaching materials prepared in the local context by local experts is always better than those adopted from outside. As technology based materials are high-maintenance, only those which can be easily maintained and locally repaired should be used.
6. For bringing a change in education, monitoring is a prerequisite. So, headmasters should nurture teachers' new practices and monitor their classes and the activities.
7. When there is a gap between two classes, the teacher should use that time to get prepared for the next class. He/she might also use that time to prepare materials relevant to the day's topic or lesson.

8. Apart for various challenges, some language programmes like English in Action will be able to play an immense role in the development of English education in Bangladesh. So, this type of programmes should be initiated by donor agencies to improve the quality of English education.

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APPENDICES

Classroom Observation Schedule

General information

School name:	
Primary/Secondary:	
Class:	
Upazila:	
Date:	
Teacher name:	
Observer name:	
Time of lesson start:	
Time of lesson finish:	
Total students	
Absent in class	
No. of Girls	
No. of Boys	

Notes on the context:

Observation Notes:

Start of Lesson:

Time	Observed critical incidences and timed observations (Should be in 5 minute intervals)	Used Materials	Techniques	Problems in using materials	Comments

Middle of Lesson:

Time	Observed critical incidences and timed observations (Should be in 5 minute intervals)	Used Materials	Techniques	Problems in using materials	Comments

End of Lesson:

Time	Observed critical incidences and timed observations (Should be in 5 minute intervals)	Used Materials	Techniques	Problems in using materials	Comments

--	--	--	--	--	--

After the observation:

In general, the Teacher:

	Circle one	Comments
Seems motivated	YES/NO	
Engaged the students	YES/NO	
Mostly spoke in English	YES/NO	
Seemed prepared	YES/NO	
Moved around the classroom	YES/NO	
Seems in control of class	YES/NO	

In general, the Students:

	Circle one	Comments
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	

Teachers' Semi-structured Interview schedule

Identifying information

School		Upazila	
Teacher		Date	
Class			

Teacher education

Obtained degree:

Teacher training:

Year	Name of training	Duration	Activities

1. What is your opinion about the importance of using supplementary materials in the English classes? Give three examples:

- a.
- b.
- c.

2. Do you use any supplementary materials in your English class?

- Yes No

If yes, say the name of three teaching materials that you used in 11 May to 15 May:

- a)
- b)
- c)

3. When did you start using supplementary material in the classroom?

.....

4. Why did you start using supplementary teaching material in the classroom? Give reasons:

.....

.....

5. Do the students participate actively when you use supplementary material in the classroom? Yes No

If yes, how do you use supplementary materials involving students in the class? Give three examples:

- a.
 b.
 c.
 d.

6. Do the students understand the language of supplementary materials in the classroom? Yes No

If yes, explain the extent of their communication in English.

.....

If no, why don't they communicate?

.....

.....

7. Do all students find it necessary to learn English using supplementary materials? Yes No

If yes, how do they respond? Give three examples:

- a.
 b.
 c.

8. Does the implementation of supplementary materials conflict with the school policy and syllabus? Yes No

If yes, how?

- a.
 b.
 c.
 d.
 e.

9. What do you think about your school context in applying the EiA materials? Is it favourable or not?

Positive	Suggestion

10. Does your mental condition affect applying the EiA materials in the classroom?

Yes No

If yes, how?

- a.
 b.
 c.

11. Is the implementation of supplementary materials related to the expectations of students' parents? Yes No

If yes, the extent of their expectations:

.....

12. Is the implementation of supplementary materials related to the expectations of your colleagues? Yes No

If yes, the extent of their expectations:

.....

13. Is the implementation of supplementary materials related to the expectations of the school principal? Yes No

If yes, the extent of his/her expectations:

.....

.....

14. Do you get any support from any sources to implement the supplementary materials in the English class?

- Yes No

If yes, explain about the support you got in last two months:

Year	Name of source	Support got

15. Is the training from cluster meeting adequate for using material?

- Yes No

If no, mention the types of support you need:

- a.
- b.
- c.

16. Did you get benefited using EiA intervention in the English class?

- Yes No

If yes, how? Give three examples:

- a.
- b.
- c.

18. Did you face any problems introducing supplementary materials in your classroom? Yes No

If yes, write down the problems:

- d.
 e.
 f.
 g.
 h.

19. Did you try to overcome them?

- Yes No

If yes, how?

- a.
 b.
 c.
 d.

20. Some teachers have identified the following as being obstacles to implementing the techniques promoted by the EiA programme. Rank the 3 greatest difficulties for you (1 is the most difficult)

My lack of ability/confidence to use English with my students	
My lack of ability/confidence in using technology in the classroom	
Lack of support from my school.	
Problems with iPod and/or speakers	
Complaints from other teachers about too much noise.	
No time to try EiA lessons because of busy curriculum	
Students' low English proficiency	
Students' lack of motivation to learn English	
Students have to prepare for the grammar-based exam.	
Large classes	
Requires too much time to prepare lessons	

Focused Group Discussion Agenda for Students

Identifying information

School	
Class	
Upazila	
Date	

Agenda:

1. Students' likings about learning English
2. Students' preferred activities in the English class
3. Students' need of using material for better understanding
4. Learning difficulty in the English class
5. Language difficulty faced while using material
6. Students' parents' view about innovative teaching materials and techniques/
Discussion of classroom activities at home

Educators' Semi-structured Interview schedule

Date:
Educator's name:
Name of the organization:
Designation:

Questions:

1. Do you think the EiA interventions are consistent with the educational context of Bangladesh? Yes No
If yes, how?

.....
.....

2. Do you think the EiA interventions reflect the aim of the English curriculum of our country? Yes No
If yes, how?

.....
.....

3. Is the school infrastructural setting suitable to implement the EiA intervention? Yes No
If yes, how?

.....
.....

4. Are the EiA interventions necessary for the learners? Yes No
If yes, how?

.....
.....

5. Are the EiA interventions necessary for the English teachers? Yes No

If yes, how?

.....

6. Do the EiA methods and techniques go with the learners' proficiency level?

Yes No

If yes, give reasons:

.....

7. Do the EiA methods and techniques go with the teachers' proficiency level?

Yes No

If yes, give reasons:

.....

8. Do you think the teachers get available support from the school to implement the EiA intervention? Yes No

If yes,

Support sought	Support got

9. Are there any factors hindering the EiA intervention implementation process?

Yes No

If yes, write down the factors:

.....
.....
.....
.....
.....
.....

10. Do you have any suggestion about EIA interventions?

Yes No

If yes, write down the suggestions:

.....
.....
.....
.....
.....