Perceptions of English Language Learning and Teaching Among Primary and Secondary School Teachers and Students Participating in English in Action

Medium-scale mixed-method study 2b3b

RESEARCH REPORT

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Perceptions of English Language Learning and Teaching Among Primary and Secondary School Teachers and Students Participating in English in Action (Study 2b3b)

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Perceptions of English Language Learning and Teaching Among Primary and Secondary School Teachers and Students Participating in English in Action

Executive Summary

a) Background

The purpose of 2b3b study was to explore the perceptions of English language practices within schools participating in English in Action (EIA) from the point of view of both the teachers and the students.

The first part of the study focused on Primary and Secondary teachers':
- perceptions of their practices in teaching English
- attitudes to the communicative language teaching (CLT) approaches being promoted through EIA
- perceptions of their students' responses to these approaches, and
- their opinions of the general usefulness of the EIA programme.

The second part of the study explored Primary and Secondary students':
- current experience in English lessons in EIA intervention schools, and
- their perceptions and attitudes to English language and regarding its learning.

Study 2b3b is a sister study to '2a' which objectively observes the extent of change in classroom practice of teachers participating in EIA (EIA, 2010a).

b) Research methodology

The fieldwork for this study was carried out by researchers from the Institute of Education and Research (IER) at the University of Dhaka between 5th July-5th August 2010, some 4-6 months after teachers attended a series of EIA launch workshops. The fieldwork took place in a sample of EIA schools across six divisions in Bangladesh. Teacher data were collected by questionnaire and semi-structured interview: 103 Primary teachers and 49 Secondary teachers participated in the study. Primary student data were collected by group interview, while Secondary student data were collected by group interview and by questionnaire. A total of 612 Primary students participated in the interviews; 1693 Secondary students completed the questionnaire and 288 took part in the interviews.

c) Key findings - Teachers

i) Primary teachers

98% of the Primary teachers reported that taking part in EIA is helping them to improve their own English (58% strongly agreed). 83% also felt that EIA has had an impact on their confidence to use more English, and 84% agreed that it has had an impact on the way they teach.

Teachers seemed to be fairly confident about their competence in English, with 96% agreeing that they feel comfortable modelling English for students to repeat. This may seem surprising as many Primary teachers initially had very low skills in spoken English (illustrated by Study 3a).

83% of Primary teachers agreed that they use mostly English in the classroom; 93% of teachers agreed that it is essential that English teachers speak in English in the classroom for their students to learn English. This finding is corroborated by direct observation through Study 2a (EIA, 2010a).

Primary teachers had mixed opinions about the use of Bangla to support student learning: when asked whether Bangla should be used frequently in English classes for students' better understanding, 39% of the teachers disagreed, whilst 45% agreed. About a quarter of teachers felt that a significant number of students preferred it when their teachers spoke Bangla most of the time (23%), but a larger proportion of teachers (60%) felt that their students did not prefer it.

Most Primary teachers (86%) agreed that the focus in their English classes is communication, but that they explain grammar when necessary. Only 26% of Primary teachers thought that grammar rules should be explicitly explained in class and only 33% agreed that students' English improves most quickly if they study and practice grammar.

91% of Primary teachers reported that they often design activities to have the students interact with each other in English. 98% of teachers agreed that students like these activities. (This was confirmed by the Primary students in the group interviews). **98% of the Primary teachers reported using more pair and group work.** When asked whether students play games or sing songs more often, 96% of the teachers agreed.

93% of teachers reported that changes in teaching have improved student motivation, with 55% strongly agreeing. **91% of Primary teachers reported that changes in teaching have had a positive impact on student learning.**

Primary teachers still perceived some more traditional notions as important to their practice, with 91% agreeing that **drilling and repetition** is common practice, while EIA approaches promote fluency and creativity in language use. 98% of Primary teachers felt that **error correction** was important, while EIA approaches suggest teachers `pay less attention to errors, as this can inhibit students' experimenting with language.

91% of Primary teachers agreed that students like to interact in English with classmates. (This positive attitude is confirmed by data from the Primary students).

ii) Secondary teachers

98% of the Secondary teachers agreed that taking part in EIA helps them to improve their own English (with 63% strongly agreeing). 82% also felt that it has had an impact on their confidence to use more English, and 86% agreed that it has had an impact on the way they teach.

Teachers seemed to be fairly confident about their competence in English, with 86% agreeing that they feel comfortable modelling English for students to repeat. This may seem surprising as many teachers initially had low skills in spoken English (Study 3a1).

80% of Secondary teachers agreed that they use mostly English in the classroom; 90% of teachers agreed that it is essential that English teachers speak in English in the classroom for their students to learn English. This finding is corroborated by direct observation through Study 2a (EIA, 2010a).

Secondary teachers had mixed opinions about the use of Bangla to support student learning: when asked whether Bangla should be used frequently in English class for students' better understanding, 55% of the teachers disagreed whilst 41% agreed. About a quarter of teachers felt that a significant number of students preferred it when their teachers spoke Bangla most of the time (37%), but a larger number of teachers (49%) felt that their students do not prefer it.

A large proportion of Secondary teachers (92%) agreed that the focus in their English classes is on communication, but that they explain grammar when necessary. However, 53% of Secondary teachers thought that grammar rules should be explicitly explained in class and 39% agreed that students' English improves most quickly if they study and practice grammar.

90% of Secondary teachers reported that they often design activities to have the students interact with each other in English. 80% of teachers agreed that students like these activities. (This was confirmed by the Secondary students in the group interviews.) **94% of the Secondary teachers reported using more pair and group work.** When asked whether students play games or sing songs more often, 71% of the teachers agreed.

All Secondary teachers reported that changes in teaching have improved student motivation, with 41% strongly agreeing. **86% of Secondary teachers reported that changes in teaching have had a positive impact on student learning.**

Secondary teachers still perceived some more traditional notions as important to their practice, with 84% agreeing that **drilling and repetition** is common practice, while EIA approaches promote fluency and creativity in language use. 82% of Secondary teachers felt that error correction was important, while EIA approaches suggest teachers pay less attention to errors as this can inhibit students' experimenting with language use.

88% of Secondary teachers agreed that students like to interact in English with classmates. (This positive attitude is confirmed by data from the students.)

iii) Comparison of teacher perceptions - Primary and Secondary

- Almost all teachers (98% Primary; 98% Secondary) reported that taking part in EIA is helping improve their own English.
- Most teachers (96% Primary; 86% Secondary) are confident in their competence to model English in the classroom. Study 3a1 shows that, in general, most teachers only have a very basic level of competence in spoken English language, with some Secondary teachers scoring a little higher. Despite this, Primary teachers seem more confident to model English in the classroom.
- Most teachers (83% Primary; 80% Secondary) reported mostly using English in the classroom.
- Most teachers (86% Primary; 92% Secondary) said the focus of their lessons is on communication, with grammar being explained as required.
- Most teachers (91% Primary; 90% Secondary) reported often designing activities to have students interact in English, though singing and playing games are more popular classroom activities for Primary teachers than for Secondary.
- All Secondary teachers and 93% of Primary teachers reported improved student motivation as a result in changes to classroom practice.
- Over half of Secondary teachers thought grammar rules should be explained explicitly, and over a third thought that students' English improves most quickly through grammar practice. Only a quarter of Primary teachers thought that grammar rules should be explained explicitly, and a third thoughtthat students' English improves most quickly through grammar practice.
- A minority of teachers, larger in Secondary (24%) than Primary (16%), said that students do not like speaking English in class (yet almost all Secondary students said they like to speak in English in the classroom).
- Most teachers (Primary 91%; Secondary 84%) still commonly practice traditional techniques, such as drilling and repetition.

d) Key findings - **Students**

i) Primary students

Almost all Primary students reported that their English teachers used English most of the time in their lessons.

Most students reported regularly participating in classroom activities that are promoted in the EIA materials. Strongly reported activities include:
- listening to songs and rhymes in English
- listening to EIA audio recordings on the iPod
- describing pictures or posters
- working in groups and pairs
- using flash cards
- playing games.

Primary students reported that these kinds of activities, promoted by EIA, are the most enjoyable aspects of their English lessons, particularly identifying:
- listening to and singing English songs and rhymes
- pair and group work
- describing posters and pictures
- playing games
- listening to the audio (iPod)
- speaking English.

Most Primary students liked everything in their English lessons. Almost all students said that they liked learning English for various reasons including:
- finding a better job
- communicating with foreigners
- English class is enjoyable (songs, games, playing)
- English is useful for higher studies
- English is an international language
- English is easy to learn and understand
- getting praised by their parents and others if they speak English.

However, a small number mentioned some negative aspects of their English lessons:
- memorising answers to questions
- the use of Bangla by their teachers
- noise from their classmates
- listening to the audio when it is too fast, as they can't understand it
- the teacher being unable to find the right audio file to play in the lesson
- ill-treatment by teachers.

ii) Secondary students

Most Secondary student group interviews reported that their English teachers used English most of the time in their lessons, using Bangla only when they did not understand. But in the questionnaire data, the majority of the students (62%) responded that their teacher usually speaks Bangla in their English lessons. Also, 62% of Secondary students reported that they prefer their teacher speaking Bangla to

speaking English. Almost all Secondary students said that they wanted to speak English in their English lessons.

Secondary students also reported participating in classroom activities that are promoted in the EIA materials, including:
- listening to the audio (iPods and speakers)
- group and pair work
- role play
- interactive activities related to reading and writing..

Secondary students reported that these kinds of activities, promoted by EIA, are the most enjoyable aspects of their English lessons.

Secondary students reported that some EIA teachers still carry out more traditional language learning activities in their English lessons, such as memorising grammar rules and translating a passage into Bangla. The questionnaire data also indicate that students also enjoy these traditional practices: an overwhelming majority of the students (92%) agreed that they liked learning grammar rules in English classes and a large majority (77%) believed that learning English means learning grammar rules. Almost all students said that their English teachers should correct all errors.

Most Secondary students reported strong motivation to learn English. 88% of Secondary students felt that English language will help them find a good job and will support them with higher educational studies. Most students interviewed also recognised that they could more easily communicate with foreigners.

A minority of students reported some negative aspects of practice, including ill-treatment such as corporal punishment or rebuking by their English teachers, which they found de-motivating.

e) Recommendations

The following recommendations are made on the basis of the findings of this study:

- Elements of traditional practices - such as error correction, grammar teaching (in Secondary) and repetition and drilling (in Primary) - are still practiced, liked by students and thought to aid their learning of English. This suggests not only that teachers need to change, but also that students should be engaged through discussion of these activities and their detrimental effect on learning English in a communicative approach.

- It still seems that the majority of the Secondary EIA teachers use Bangla and translation methods in their English lessons. Therefore, it is worth investigating why this is happening and find ways to support them.

- Grammar and memorising its rules came up as one of the main aspects of English language lesson in the Secondary teacher and student data. This may be mainly due to the importance given to it in the current examination system. EIA should encourage a change in the system by advising the government.

- The students reported that they enjoy interactive activities such as group and pair work, dialogue, and listening activities in their English lessons. It may be helpful to share this information with the EIA teachers either through EIA teacher cluster meetings or bulletins. Some

teachers may need further time and support to build confidence in managing these activities in their lessons.

- The student group interview data show that classroom language used by many teachers is English, and that students have found this helpful. More teachers need to be encouraged to use English in the classroom; again, this could be done through the teacher facilitators (TFs) or by the teachers supporting their peers.

- Though not related to English language teaching, corporal punishment still seems prevalent in English lessons. It may be worth discussing the impact of such punishments on learning at EIA teacher cluster meetings.

- The data suggest that the EIA teachers need to be encouraged to exploit a wider range of language games in their lessons to make learning more effective and fun.

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1. Introduction

The purpose of the 2b3b study was to explore teachers and students' perceptions of English language learning during the early phase of the EIA intervention in Primary and Secondary schools in Bangladesh. After the launch of the EIA interventions in Primary and Secondary schools in February-March 2010, it was necessary to find out their impact on the beneficiaries of the programme.

Studies on the implementation of communicative language teaching (CLT) practices in several contexts have suggested that there is often a mismatch between teacher perceptions and practices and learner needs and preferences, and that this mismatch may be a source of difficulty in implementation (Savignon and Wang 2003). Thus, the 2b3b study was designed with two parts so that teacher and student perceptions could be compared. Doing this enabled us to gauge the success of the intervention.

This study relates to the EIA indicators for Outputs 1 and 3, shown in Figure 1 (below).

Figure 1: Indicators relating to Study 2b3b*

Output 1 (Primary)

Indicator
Practice: the numbers of teachers evidencing Communicative Language Teaching (CLT) approaches in their classroom practice
EL Competence: the numbers of teachers and pupils with demonstrable competence in communicative English language

Output 3 (Secondary)

Indicator
Practice: the numbers of teachers evidencing Communicative Language Teaching (CLT) approaches in their classroom practice
EL Competence: the numbers of teachers and pupils with demonstrable competence in communicative English language

*Information extracted from EIA (2010b).

This study was mandated in the EIA logframe, shown in Tables 1 and 2 (below).

Table 1: Output 1 and 3, Indicator 2 - Practice*

Indicator 2: Practice - the numbers of teachers evidencing Communicative Language Teaching (CLT) approaches in their classroom practice

Indicator	Study	Purpose
Practice	Medium scale in-depth case studies	Exemplifying more thoroughly how classroom practice has changed, and teacher and pupil perspectives on this.

*Information extracted from EIA (2009a).

Table 2: Output 1 and 3, Indicator 3 - Competence*

Indicator 3: EL Competence - the numbers of teachers and pupils with demonstrable competence in communicative English Language

Indicator	Study	Purpose
EL Competence	Medium scale sample survey: English Classroom Language	Focusing more specifically on the forms of EL competence required for successful participation in EL teaching and learning in the classroom

*Information extracted from EIA (2009a).

Study 2b3b is a sister study to 2a (EIA 2010a), a large-scale quantitative observation study of teaching and language practices among teachers participating in the EIA Primary and Secondary programmes. The report on the first 2a study has indicated the extent of change observed in the classroom practice of teachers participating in EIA with reference to that observed in a baseline study of a sample of schools prior to the intervention. However, as with any quantitative study, the study has not provided insight into how and why teachers' perceptions had (or had not) changed as a result of the EIA intervention.

Study 2b3b was also a follow-up to Baseline *Study 3: An observation study of English lessons in Primary and Secondary schools in Bangladesh* (EIA 2009b). Baseline Study 3reported the types of activity that happen in English classes in Bangladesh. Conducted in 2009, it was based on a total of 252 classroom observations (162 Secondary classes; 90 Primary classes).

The 2b3b study also sheds further light on issues examined in *Baseline Study 2: A sociolinguistic questionnaire* (EIA2009c).However, Study 2b3b specifically explored students' views on what happens in the English language classroom, whereas Baseline Study 2 focused on broader issues such as education and employment.

Study of teachers

The first part of the study (reported in Section 3) explored Primary and Secondary teachers' perceptions of their practices in teaching English, their attitudes to the CLT approaches being promoted through EIA, their perceptions of their students' responses to these approaches, as well as their opinions of the general usefulness of the EIA programme. The study also explored teachers' perceptions of their own English language improvement, as well as their students' English language improvement through participation in the EIA programme.

Study of students

The study on teachers was carried out in tandem with a study on students. This second part of the study (reported in Section 4) explored Primary and Secondary students' perceptions of English language, their current experience in English lessons in EIA intervention schools, as well as their perceptions and attitudes regarding English language and its learning.

2. Methodology

To explore the logframe indicators (see Figure 1 and Tables 1 and 2), a mixed-method approach was adopted which collected both quantitative and qualitative data. Such data helps to expand our understanding of the complexity of teacher and learner perceptions of language learning, and converge the findings from various methods of study to confirm (or not) such findings (Creswell 2003). Rather than simply administering questionnaire questions, as done in Baseline Study 2, this study incorporated both questionnaires and interviews to achieve a richer picture of perceptions. Questionnaires are commonly used in second- or foreign-language research to investigate learner beliefs and motivation in relation to classroom instruction from a large number of participants (Mackey and Gass 2005). Semi-structured interviews, on the other hand, allow a deeper understanding of the issues which questionnaires may not be able to investigate in detail.

Several studies undertaken in other contexts have looked into teachers' perceptions of the implementation of CLT, both through national initiatives and through international aid projects (e.g. de Segovia and Hardison 2008, in Thailand; Li 1998, in South Korea; Savignon and Wang 2003 in Taiwan). Such studies have found that resistance to, or misunderstanding of, CLT practices can be a major barrier to educational change. They have also identified a mismatch between teachers' expressed attitudes to CLT and their actual classroom practices. Moreover, previous research in Bangladesh has found that many teachers do not believe that CLT can be effectively applied in the classroom settings of the rural schools, thus implying a set of ingrained beliefs which influence teachers' attitudes and behaviour in classroom (Rahman et al. 2006). With this research in mind, the first part of the study (on teachers) was undertaken in an attempt to understand whether teachers' practices and beliefs align, and if not, what CLT practices they may misunderstand or express resistance to.

2.1 The instruments

The data on teacher perceptions were collected via a teacher questionnaire and a semi-structured interview schedule. The data on student perceptions were collected via: a student questionnaire (Secondary students only) and semi-structured student group interviews (SGIs) (both Primary and Secondary students). The questionnaire was not administered to Primary school students as it was deemed inappropriate given their age (the students studied were approximately 8-9 years old).

2.1.1 Questionnaires

Questionnaires are commonly used in language learning research to investigate beliefs and motivation in relation to classroom instruction from a large number of participants (Mackey and Gass 2005). The questionnaires used in this study were modified versions of a questionnaire designed by Savignon and Wang (2003) which investigated teacher and student perceptions of CLT practices. The EIA team adapted this for use with EIA teachers and students. Note that several of the questions asked of Secondary students, mirrored those asked of teachers (and therefore were similar in what they asked).

Both questionnaires were designed and developed in English in the UK. They were translated into Bangla (the participants' mother tongue) in the Bangladesh by one of the IER researchers before being administered in the field. Open-ended responses in the teacher questionnaire were translated into English at the data input stage.

2.1.1.1 Teacher questionnaire

The teacher questionnaire (see Appendix 1) comprised 49 items. Most items were formulated as statements about English language teaching and learning. Respondents were asked to respond to these statements using a Likert scale from 1 to 5, as follows:

<center>1 (strongly disagree) - 2 (disagree) - 3 (neutral) - 4 (agree) - 5 (strongly agree)</center>

Other questionnaire items were either: questions asking participants to rank their preferences; multiple choice questions; or a single open response question.

The questionnaire items were organised into five sections, as follows:

1. *My English language teaching practice:* This section consisted of 12 statements that addressed teachers' beliefs about: grammar-focused and meaning-focused instruction; error correction; common English language teaching (ELT) practices; and the teacher's own practices, and their students' language choice in the classroom. Statements also addressed levels of confidence in implementing CLT practices.

2. *Attitude towards English language teaching - your students:* 8 statements that addressed teachers' beliefs about their students' perceptions of grammar-focused and meaning-focused instruction, and error correction and common ELT practices. Teachers' beliefs about their students' preference for language choice in the classroom were also addressed.

3. *My beliefs about learning English:* 17 statements that addressed teachers' beliefs about ELT in general, the role of the teacher, and the importance of various practices. Statements also addressed beliefs about pronunciation, andthe importance of English as language and of English language learning in Bangladesh.

4. *My beliefs about the effectiveness of EIA:* 8 statements that addressed teachers' beliefs about the usefulness of the EIA programme for changing their classroom practice, improving their own competence in English as well as the confidence to use English, and the impact of the programme on their students' learning. Here the teachers were also asked to rank obstacles to implementing EIA approaches.

5. *Personal language use:* 4 questions were asked about teachers' language competence, their history of learning English, and their use of English outside the classroom.

2.1.1.2 Student questionnaire

The Secondary student questionnaire (see Appendix 2) comprised 28 items. These mirrored several of the items from the teacher questionnaire. Like the teacher questionnaire, respondents were asked to respondto a series of statements using a Likert scale from 1 to 5, as follows:

<center>1 (strongly disagree) - 2 (disagree) - 3 (neutral) - 4 (agree) - 5 (strongly agree)</center>

The questionnaire items were organised into three sections, as follows:

1. *English in my class:* This section consisted of 7 statements that addressed students' perceptions of their teacher's practice - for example, whether this is grammar-focused, whether the teacher employs pair and group work, or whether the teacher uses songs and games in class, and so on.

2. *Learning English and me:* What I like, what I don't like: 7 statements that addressed students' attitudes to their teacher's practices - for example, whether they enjoyed lessons on grammar, participating in pair or group work, or singing or playing games in class.

3. *What learning English means to me:* 13 statements that addressed students' beliefs about ELT in general, the role of the teacher, and the importance of various practices. Statements also addressed beliefs about the importance of English as a language to students.

2.1.2 Interviews

Semi-structured interviews were conducted to gain a deeper understanding of issues that questionnaires may not be able to investigate in detail. The teacher interviews and student group interviews (SGIs) were carried out to collect qualitative data to complement the questionnaire and to obtain more in-depth information on teachers' and students' views of English language learning.

Both the teacher interview schedule and SGI schedule were designed and developed in English in the UK. They were provided to the IER researchers in English, but were carried out in the field in Bangla: the researchers translated the interview questions into Bangla (the participants' mother tongue) whilst conducting the interviews.

The researchers recorded interview responses as hand-written field notes in both English and Bangla. These were typed up at a later stage in English (any Bangla being translated in to English). In many cases, the interview notes deviated from standard written English. This may be because of how the interview was recorded (in haste during the interview) or because the researchers were not writing in their first language. Given this, in some instances the English has been slightly amended in extracts from the notes included in this report to aid comprehension.

2.1.2.1 Teacher interview

The teacher interview (see Appendix 3) was designed to obtain more in-depth information on teachers' views of their ELT practices, their use of English in the classroom, their perceptions of how they perceive their students' responses to these changes, and their perceptions of EIA. The interview schedule had three foci:

1. *Changing classroom practice:* This part of the interview consisted of 4 questions about any changes to teachers' practice, their students' (and others') responses to these changes and any problems that they have experienced implementing changes promoted through EIA.

2. *Changing teachers' use of English language:* 4 questions about teachers' perceptions of their use of English in the classroom as a result of EIA.

3. *Changing teachers:* 4 questions about any changes in teachers' perceptions of their role as a teacher and their motivation.

2.1.2.2 Student group interview

The SGI (see Appendix 4) was designed to obtain more in-depth information on students' views of what is happening in their language practices. The interviews were undertaken in part to see whether students' perceptions of their learning matched their teachers. They also explored students' attitudes and beliefs about their teachers' classes and English learning in general. The interview schedule consisted of five questions:

1. What did you do in your last English class?
2. Do you like learning English?
3. In your English class, what kind of things do you like doing most?
4. Is there anything you don't like about your English classes?
5. Why is learning English useful?

2.2 The sample

2.2.1 Teacher sample

A total of 600[1] government school teachers have participated in the EIA programme during the pilot stage of the project (2010-2011): 400 Primary teachers (from 200 schools - 2 teachers per school), and 200 Secondary teachers (from 100 schools - 2 teachers per school). This study was designed to reach 25% of those 600 EIA teachers (i.e. 150 teachers: 100 Primary, 50 Secondary).

The EIA/Open University (OU) research team selected schools to take part in the 2b3b study from six divisions of Bangladesh. One EIA teacher was then chosen from each of these schools by the IER researcher to both complete the questionnaire and take part in the interview.

The actual questionnaire sample achieved was 103 Primary teachers and 49 Secondary teachers (152 in total); the actual interview sample achieved was 100 Primary teachers and 49 Secondary teachers (149 in total).

2.2.2 Student sample

The students who completed the questionnaires were the students of the Secondary teachers who had completed the questionnaire and interview for the first part of the study (see subsection 2.2.1). It was administered to the entire class of students of the teacher participating in the study. A total of 1693 Secondary students from Grades 7-10 participated in the questionnaire. As previously mentioned, the questionnaire was not administered to Primary students.

For the student group interviews (SGIs), the students participating were a sub-section of the students from the classes of the Primary and Secondary teachers who had completed the questionnaire and interview for the first part of the study (see subsection 2.2.1). Each SGI consisted of six students of mixed or single gender, depending on the class selected. In Primary schools, SGIs were carried out with Class 3 students only. In Secondary schools, a single class was not chosen - the class level of the students taking part in the SGI differed from school to school. A total of 612 Primary students (from 102 schools) and 288 Secondary students (from 48 schools) participated in the group interviews.

2.3 Training the researchers

The data for this study was collected by 15 researchers from the Institute of Education and Research (IER), University of Dhaka. The IER researchers are independent of the EIA project and EIA staff. In June 2010 the researchers were given five days of hands-on training by two members of the EIA/OU team in order to fully brief them about the study, to introduce and explain the instruments and allow trialling, and to clarify any issues. The researchers were given guidance documents which provided instructions on administering the questionnaires and undertaking interviews (these documents are provided in Appendices 5, 6, 7 and 8). Both the guidance documents and the training session ensured that the instruments were correctly used in the field and data was captured as intended; this therefore helped to maximise the reliability of the data collection.

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[1] *Note that 600 is an approximate figure. The project recruited 680 teachers - 600 in government schools and also FIVDB and UCEP teachers. However, teachers join and leave the EIA programme from time to time, and hence the exact number will vary.*

2.4 Undertaking the research

The fieldwork was carried out by the IER researchers between 5th July-5th August 2010 (some 4-6 months after teachers attended a series of EIA launch workshops), in a sample of schools across six divisions of Bangladesh. As previously stated, both the teacher interviews and the SGIs were carried out in Bangla.

Because of the unavailability of audio/video recording devices, the researchers were asked to record responses from the interviews as hand-written field notes. These were typed up and translated (where necessary) simultaneously by the researchers shortly after the interviews had taken place.

Recording interview responses as hand-written field notes inevitably leads to a loss of data. This means that the responses recorded from the interviews would not have been as full and detailed as those given in the actual interviews. However, the fact that the training and guidance documents were provided to researchers, and that the interview responses were typed up in the field shortly after the interviews had been conducted, helped to counteract this threat to reliability.

Before conducting any part of the research in a particular school, the IER researchers had a brief meeting with the school's head teacher to outline the study and what the data collection would entail, gain permissions and answer any questions. The researcher then approached the selected EIA teacher to complete the questionnaire and conducted the interview. The researchers then visited the school again (on another day) to conduct the SGI (and administer the questionnaire, if the school was a Secondary school).

2.4.1 Ethical issues

As part of the normal ethical procedures adhered to by EIA, permission was obtained from the head teacher, the teacher and the students. Each teacher and student was again asked for their verbal consent to be involved in the study. All information is held under strict confidentiality within the EIA project and all respondents are anonymous in this report.

2.5 Data management

As mentioned above, both the teacher interviews and the SGIs were conducted in Bangla. Responses were recorded by the researcher as hand-written field notes - these were typed up shortly after the interviews, with the researcher translating any Bangla to English. The questionnaire data were inputted by the IER researchers after they had returned from the field.

There was an error in recording the grade of the students in the questionnaires. Of 1693 students, 1054 students' grades was not recorded. Consequently, a comparison of the findings between grades has not been made.

2.6 Data analysis

2.6.1 Questionnaires

The data collected from the teacher and student questionnaires were analysed descriptively using SPSS. In particular, frequency counts were used to consider trends of perceptions and beliefs. As most of the questions required an answer on Likert scale, the percentage of respondents who gave each response was calculated. In most cases 'strongly agree' and 'agree', and 'strongly disagree' and 'disagree' were

collapsed. Note that the teacher samples were too small for analysis other than a descriptive analysis, and that the Secondary students' data did not include demographics.

2.6.2 Interviews

During the first phase of analysis of both the teacher and student interview data, the categories in the questionnaire were used as broad categories for analysis of the interview questions and were coded as such. Following a grounded approach, an initial analysis was conducted which identified the key themes emerging from the data. The data were then further analysed to refine emergent themes. A third level analysis was also carried out to examine the main thematic categories and sub-categories such as 'traditional language learning practice' (main category) and 'grammar rules' (sub-category).

Extracts from these interviews are included in this report to illustrate particular themes found in the data. Given that the extracts are not a direct quote of the participants' replies, where the meaning is affected, grammatical infelicities or inaccuracies have been edited.

2.6.3 Validity and reliability

The validity of this study is maintained through both quantitative and qualitative data collection and analysis methods, and using the data collected to supplement each other. As noted earlier, the convergence of data is an important element in establishing confidence in the overall findings.

The questionnaire instrument drew on Savignon and Wong (2003) and was piloted in a similar context to EIA to maintain its validity. Further to this, validity and reliability was achieved through measures such as the five-day training workshop given to the IER researchers and the guidance documents; both of these provided instruction and clarified the study and the instrument, which would have helped to ensure correct administration of the questionnaire and conduction of the interview, therefore increasing reliability and validity.

As the interview data were based on the researchers' field notes rather than audio recordings, there may be discrepancies between what the participants said during the interview and what was recorded by the researcher, which will affect the reliability. However, as the field notes were typed up shortly after the interview, it is hoped that the researchers reiterated as accurate as possible recording of the interviews.

The validity and reliability of the analysis was maximised through the use of two research analysts.

3. Findings - Primary and Secondary teachers

The teacher questionnaire and interview attempted to elicit EIA teachers' responses to aspects to the following three areas:

1. *Teachers' perceptions of their own teaching practices* - whether they use more traditional or CLT features.

2. *Teachers' attitudes to traditional and CLT practices* - whether they and their students preferred more traditional or CLT practices.

3. *Teachers' beliefs about traditional and CLT practices* - whether they thought traditional or CLT practices were useful for students or good teaching practice in general.

This section reports EIA Primary and Secondary teachers' perceptions, attitudes and beliefs on these areas.

3.1 Primary teachers[2]

3.1.1 Traditional approaches

3.1.1.1 Perceptions of traditional approaches

Traditional approaches to ELT in Primary schools in Bangladesh are described in Baseline Studies 2 and 3 (EIA 2009b & c) as involving a focus on grammar explanations, the use of repetition, teacher and students mainly using Bangla in the lesson, and a focus on error correction. Here we examine Primary teachers' perceptions of these after up to six months of using EIA approaches.

Teaching grammar

The evidence shows that Primary teachers have moved away from the idea that grammar and rote learning is at the heart of ELT: 71% of the teachers would not define their teaching practice as 'explaining grammar and the students learn by heart'.

Using repetition

Primary teachers agreed that their lessons involve a lot of drilling and repetition, practices which might be categorised as more 'traditional'. When asked whether they often ask students to do sentence drilling and repeat sentences after them, 91% of Primary teachers agreed indicating the persistence and, perhaps in their eyes, utility of such an approach.

Teachers' use of Bangla

Baseline Study 3 (EIA 2009b & d) found that Bangla was the language primarily used by Primary teachers in their English lessons. However, this study showed that only 17% of teachers agreed that the language they mostly use in the classroom is Bangla. This self-assessment of teachers' language use supports the findings of Study 2a (EIA 2010a), where Primary teachers were found to be speaking in English for 71% of the lesson.

Students' use of Bangla

The Baseline Study 3 (EIA 2009b & d) found that only a small proportion of students spoke in English during a lesson and that in two-thirds of the classes observed (68%), 'none or hardly any' spoke in English. In the questionnaire, teachers were asked whether they thought that their students were using

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[2] *The Primary teacher questionnaire findings, in tabular form, are presented in full in Appendix 9.*

more English in the classroom. A considerable proportion (40%) of Primary teacher respondents agreed that students seldom spoke English in the classroom. However, 49% disagreed with this statement. This indicates a move away from the traditional approach of only using Bangla in class. This was also the case in Study 2a (EIA 2010a), where students were found to be talking in English during 88% of the lesson.

Error correction

In general, CLT approaches do not focus on error correction unless errors interfere with communication, as the approach favours fluency over accuracy. When error correction occurs it generally happens through modelling, or unobtrusively in a non-threatening manner. Traditional teacher-centred approaches, however, commonly feature error correction and this too might be what students expect of their language teachers. In the questionnaire, 92% of the Primary teachers agreed that they often correct their students' errors in class, again indicating the persistence of an element of the repertoire of a traditional approach.

3.1.1.2 Attitudes to traditional English language learning

While the first group of questions focused on how teachers perceive their own practices, other questions attempted to uncover their attitudes towards more traditional and CLT teaching practices, and whether they and their students were motivated to use them.

Teaching grammar

Regarding the teaching of grammar, the majority of Primary teachers (71%) responded that they felt confident about teaching grammar rules in English classes. Most (74%) also felt, however, that students do not like learning grammar rules in English class.

Using repetition

Just as the majority of Primary teachers report doing sentence drilling in their classes, 91% feel that their students like it. Interviews with Primary students revealed that the students' also have positive attitudes towards reciting and drilling in their English classrooms (Subsection 4.1.1.2).

Error correction

Just as error correction is a common feature of teachers' classroom practices, 70% of the Primary teachers agreed that students like to be corrected, indicating that this is what they expect of their language classes. These findings seem to indicate that the Primary teachers are responding to what their students like in terms of holding on to traditional repetition and error correction practices.

3.1.1.3 Beliefs about traditional English language learning

Teaching grammar

The data indicates Primary teachers' acceptance of one of the key principles of CLT: that teaching English is more than grammar teaching, with 86% of the Primary teachers disagreeing with the statement that 'learning English means to learn grammar rules'. A quarter of Primary teachers (26%) thought that grammar rules should be explicitly explained in class, and a third (33%) agreed that students' English improves most quickly if they study and practice grammar.

Using repetition

Since the majority of teachers report regularly doing sentence drilling activities in their classes, it is unsurprising that 75% of teachers agreed that English learning through sentence drilling is effective.

Teachers' use of Bangla

Teachers have mixed opinions about the use of Bangla to support student learning: when asked whether Bangla should be used frequently in English class for students' better understanding, 39% of the teachers disagreed with this statement, while 45% agreed.

Error correction

Unsurprising given that so many Primary teachers report often correcting their students' errors, teachers place great importance on error correction: 98% agreed that it is important for English teachers to correct students' errors in class. When asked whether English teachers should correct students' pronunciation errors in class, 95% agreed with this statement.

Furthermore, when asked whether it is important to avoid making errors in the process of learning English, 98% agreed with this statement. This is in contrast to more communicative approaches which suggest that experimenting with language and making errors is an important part of language learning.

3.1.1.4 Summary

In summary, with regards to Primary teachers' perceptions of their own ELT practices, there is a definite feeling that they are moving away from traditional practices in terms of placing less emphasis on grammar, and in terms of both them and their students' using more English. However, Primary teachers still support the use of repetition and emphasise a traditional view of error correction. The results also indicate that the continuation of the traditional practices of repetition and error correction are not only based on student reactions, but reflect the teachers' beliefs about good teaching practice. Interestingly, their beliefs on the use of English rather than Bangla are more equivocal.

3.1.2 Communicative language learning practices

In contrast to more 'traditional' language learning practices, communicative language activities include more use of the target language (English) and more interaction with students by using communicative activities like pair work, group work, games and songs. In this subsection we discuss teachers' perceptions of their use of these practices, as well as their attitudes and beliefs on these.

3.1.2.1 CLT practices

Focus on communication

Just as a large number of teachers report moving away from the teaching and memorisation of grammar rules, the majority of Primary teachers (86%) agreed that the focus in their English classes is communication, but that they explain grammar when necessary. The teaching of grammar to support the making of meaning is consistent with CLT practices.

Teachers' use of English

The Primary teachers reported using mostly English in their lessons: 83% of teachers agreed that the language they use in the classroom is mostly English. This perception is substantiated by Study 2a (EIA 2010a), where Primary teachers were found to be using English in the classroom 71% of the time.

The interviews also asked teachers about their perception of whether their use of English in the classroom has changed as a result of the EIA programme and, if so, how. In some cases, teachers reported that while they used to use some English in the classroom before they joined EIA, they now use it more often:

> In the past I would use English for giving some general instructions only, like 'stand up', 'sit down', 'come in', etc. I would use Bangla in case of maximum instructions and communication with kids in the classroom. But now I use English in 80% of those cases. [Teacher 44]

Others reported that while they never used to use English in the classroom before they joined EIA, they are now trying to use it more regularly:

> In the past I would use English 20% of the time for teaching purposes in the classroom. But now I use English 40% of the time.' [Teacher 118]
>
> In the past I never used English for speaking in the classroom. I would only use English for writing on the board as needed. But after participating in the EIA programme, now I use English 70% of the time for speaking 100% in the case of writing on the board in the classroom. [Teacher 74]

Other teachers mentioned using English for giving instructions or for greetings:

> Now I say 'stand up, sit down, raise your hand' and other commands which I had said in Bangla before. [Teacher 51]
>
> I am trying to minimize using Bangla and maximize using English in the classroom. Now I encourage my students to use some sentences like 'May I come in mam?' or 'May I go to the toilet?' etc. [Teacher 95]

The extracts above show that although all teachers reported here are using more English, the amount and purposes of the English used differ reflecting the teacher's own personal development and understanding of ELT pedagogy. Indeed, some mentioned that while they are trying to use progressively more English in their classes, they still have improvements to make and more to learn:

> In the past, I would speak entirely in Bangla though I was taking an English class but now I try as much as possible to speak in English. However, there is a long way to go. [Teacher 9]

Several teachers mentioned that they still use Bangla to support their students' understanding:

> I am using instructional language in my classrooms. But our students understanding level is not so good, so I have to use Bangla in my class too. [Teacher 141]

The intention of EIA is that teachers understand that this is a positive practice - using Bangla to reinforce student understanding rather than seeing it as a weakness.

Teachers' use of communicative activities

A clear majority of Primary teachers (91%) agreed that they often design activities to have the students interact with each other in English. When asked whether they have students do more pair and group work in their classes now than they used to, 98% agreed with this statement. When asked whether students play games or sing songs more often, 96% agreed. 93% agreed that they sometimes get the students to play and sing in their lessons.

In the interviews, Primary teachers mentioned several things in relation to how taking part in EIA has made their classroom practice more interactive and focused on communication, including that:
- they use more pair work
- they use more songs, rhyme, recitation and group work
- they play more games
- the students are learning English by playing now

- they use body language/gesture to aid their students' understanding
- they try harder to engage students in the lesson (by using flash cards, posters)
- they make sure that everyone understands and participates
- they try to make their lessons more 'attractive' or 'joyful'.

Only one teacher replied that there was 'nothing significant' in terms of change in his lessons.

New classroom techniques

The extracts in this subsection were recorded when Primary teachers were asked to describe a recent lesson in which they employed some of their new classroom techniques. Below the teachers mention using both flashcards provided by EIA and real objects to motivate students and support learning:

> Last week I taught a chapter from EFT on numbers. It was in class 2. I used flashcards in the classroom. I distributed the cards among students; then they showed their cards and said their number. They were also able to say the previous and next numbers. Then they read from the book and played their individual parts. …They enjoyed it very much. [Teacher 45]
> In the last class I taught a chapter from EFT making phrases like 'a box in a table', 'a book in a bag', etc. It was in class 1. I presented real objects to them and I drew pictures on the board. Students felt very interested and everybody wanted to take part in this kind of acting. [Teacher 34]

One teacher also reported that she is now creating her own classroom materials, an important development for the future institutionalisation of EIA practices in a school:

> Please see these flash cards, I made these. Before EIA training I did not do that. [Teacher 27]

Teachers also mentioned using new types of activities, like acting out a rhyme or doing a role play:

> Last week I taught the rhyme 'Brush, Brush, Brush' in class 3. They acted out the rhyme while they were listening. They enjoyed the class very much. [Teacher 141]
> In the last class I taught a chapter from *English for Today* (textbook) on communication. It was in class 3. I used a kind of role play in the classroom. I picked 2 students and explained to them the parts they had to play. Then they read from the book and played their individual parts. The other students were also engaged in that practice as they were listening and it was a new thing for them. They felt very interested and everybody wanted to take part in this role play. I picked some more students and asked them to play different parts of the lesson. They enjoyed it very much. [Teacher 113]

Although the use of EIA activities and materials is itself an important impact of EIA, the use of relatively difficult and uncommon activities such as role play is a particularly significant one in the Bangladesh context (as described by the baseline studies (EIA 2009b & c)).

Looking over all the practices that teachers report (including the views of their students expressed in Section 4), there is a clear move towards CLT approaches in terms of the focus on communication, the use of English, and the use of EIA activities and materials that support CLT.

3.1.2.2 Attitudes to CLT practices

Primary teachers generally felt that their students enjoy the new practices that they are introducing in their classroom, and that the students respond favourably. Here we examine each of these practices in terms of teachers' reports on students' reactions.

Focus on communication

The majority of Primary teachers (65%) agreed that students like their English class to focus on communication with grammar explained only when necessary.

Teachers' use of English

Teachers seemed to be fairly confident about their competence in English and displayed positive attitudes to using it in class: 96% agreed that they feel comfortable modelling English for students to repeat and 91% agreed that they feel comfortable correcting students' mistakes when they speak English. This may seem surprising as many Primary teachers initially had very low skills in spoken English (illustrated by Study 3a1).

77% of teachers agreed that their students like it when their teacher speaks English most of the time in their English class, with only 23% agreeing that their students preferred it when their teachers spoke Bangla. This suggests that a relatively large group of students may have mixed feelings about their teacher's use of English.

Students' use of English

The Primary teachers felt that the students like to practise English: 84% agreed that their students like it when they need to speak English in class. Furthermore, 91% agreed that their students like activities in which they interact in English with classmates. This positive attitude is confirmed by the Primary students (in their group interviews) - that they enjoy activities in which they use English (see Subsection 4.1.2.2).

Communicative activities

80% of Primary teachers reported feeling comfortable doing classroom activities in which students sing or play. 98% agreed that their students like to sing songs and play games in their English lessons. Whatever the equivocation about traditional practices, it seems from the above that teachers' attitudes are all positive towards CLT practices.

Primary students were also generally positive about activities such as pair and group work, using audio and visual, singing songs and playing games in English (see Subsection 4.1.2.2).

3.1.2.3 Beliefs about CLT practices

The data indicates that teachers accepted the CLT practices promoted through EIA as positive and meaningful.

Focus on communication

90% of Primary teachers agreed that English should be learned mainly through communication with grammar rules only taught when necessary.

Teachers' use of English

Primary teachers seem to be convinced that using English in the classroom is important for student learning: 93% agreed that it is essential that English teachers speak in English in the classroom for their students to learn English.

Communicative activities

Primary teachers also seemed convinced about the effectiveness of communicative activities: 99% agreed that it is important that students practise using English by communicating with classmates in the lesson. When asked whether teachers should encourage interaction in pairs or groups, 90% agreed. 91% believed that English can be learned by singing songs and playing games in the English lesson.

Pronunciation

In traditional language teaching, reading and writing take precedence while speaking and listening skills are rarely practiced. The questionnaire attempted to uncover whether teachers perceived spoken abilities like pronunciation as important to their language teaching. 52% of Primary teachers agreed that a person's good pronunciation indicates good English, while 39% disagreed. This suggests that while a majority of Primary teachers see the importance of pronunciation; a large number see other skills (e.g. reading and writing) being indicative of good English.

Regarding the model of pronunciation that Primary teachers aim for, 84% hope that their students will speak English like native speakers, while only 10% disagreed with this statement. These responses might indicate that there is some acceptance of localised norms in English, but that teachers mainly feel that native speaker-like competence in English is the goal of English-language learning.

3.1.2.4 Summary

The overall view from both the questionnaire and interview data is that teachers reported practices that are largely in line with CLT practices, have positive attitudes to these practices and believe that they aid the learning of English. While studies have shown that the ultimate failure of CLT innovation in ELT is often due to teachers' perceptions about the usefulness and feasibility of CLT practices (e.g. Li 1998), this study seems to indicate positive attitudes and acceptance of the value of CLT practices. There are, however, residual elements of traditional practices in relation to repetition and error correction, and to a lesser extent the teaching of grammar. These are not necessarily indicative of a failure of EIA to change attitudes and beliefs, as each of these can have a place in CLT. In addition, this study was undertaken at an early stage in the project and time is required to change practices that have been used for many years. Moreover, teachers' perceptions of their practices might not reflect what is actually happening in the classroom. The results of the qualitative observation study (Study 2b Practice) on how CLT practices are being used in the classroom gives more insight into the nature of these.

Whether EIA is seen as the prime cause of the changes is not directly indicated by the findings above (subsections 3.1.1 and 3.1.2), although a comparison with the practices reported in the baseline studies (EIA 2009b & c) suggests this. The next subsection, however, does provide some data on the effectiveness of EIA in changing the behaviour and views of Primary teachers, as well as data on teachers' perceptions about the impact of EIA on student learning and motivation.

3.1.3 Perceived effectiveness of EIA

Several of the questionnaire and interview questions explored Primary teachers' perceptions on the effectiveness of the EIA programme in improving their and their students' skills in English, changing their teaching practices, and the impact on their students' learning and motivation.

3.1.3.1 Impact on English ability

The results from this part of the study indicate that Primary teachers were overwhelmingly positive about the impact that taking part in the EIA programme has had on their English ability and that of their students.

Teachers

Almost all of the Primary teachers (98%) agreed that taking part in EIA helps them to improve their own English (with 58% strongly agreeing). A large majority (83%) also felt that it has had an impact on their confidence to use more English and on the way they teach (84% agreed).

Primary teachers were also asked in the interviews whether or not they thought that their own level of English had improved as a result of taking part in the EIA programme. Their responses were mostly positive, for example:

> As a result of participating in the EIA project, my English pronunciation and fluency in using English have improved. Now I do not hesitate to use English. [Teacher 86]

Several teachers also mentioned that their confidence to use English had increased, for example:

> My English has improved in some cases as a result of participating in the EIA. My vocabulary has increased. My pronunciation has developed. My confidence level in using English has also developed. [Teacher 117]

Several teachers mentioned that EIA has given them access to a means of learning English that was not available to them before:

> Before the EIA training there was no way to learn English. But now I am learning a lot of English from the iPod[3], activity guide, poster and flash cards. [Teacher 38]

Other teachers note in particular the usefulness of the iPod in helping them to improve their English and, in turn, their teaching of it:

> It is a great way to practice accurate pronunciation of English from the iPod. In this way I am changing myself and developing as an English teacher. [Teacher 27]

Other teachers mentioned that the programme has given them more opportunities to practise their English, through, for example, attendance at workshops and cluster meetings:

> In EIA workshops the Facilitators speak in English and we are expected to speak in English. …This has helped me to break away from my shyness and gain confidence in communicating in English. My vocabulary and pronunciation skills have also improved. Now I use English confidently in the classroom. I also use English in other English classes (Class-V). [Teacher 44]

Many teachers recognised that this improvement is gradual and takes time:

> As a result of participating in the EIA project my English has improved but it is not very rapid. … I feel I am improving gradually. [Teacher 9]
> It is very short time that we have engaged with EIA. So I did not have that much of a chance to speak in English. But it is improving. [Teacher 43]

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[3] *All teachers participating in the pilot phase of the EIA project have been provided with an MP3 player (either iPod Nano or iPod Touch) which contains teaching and professional development materials.*

These perceived improvements in teachers' English are to be welcomed, particularly where it makes them more confident.

Teachers' English outside the classroom

Teachers were also asked whether they used English for any purposes outside of the classroom. They were asked to note if this had increased at all since they started taking part in the EIA programme. Several teachers reported that outside of the classroom they either do not use English at all or for very limited purposes only:

> I have to admit that I don't get that much opportunity to use English outside the classroom. [Teacher 44]

However, in some cases teachers said that they had started using English increasingly outside the classroom because of EIA, either to speak to friends or family members:

> I think my practice of English has been increasing. I try to speak at home with my children and husband and in school with my colleagues. Before EIA the picture was different. [Teacher 66]

> when I get together with my friends for any occasion then we try to speak in English sometimes. [Teacher 53]

> Sometimes I use it for verbal communication in society. And such use of English has increased since I began EIA. [Teacher 117]

Others said that they try to find more opportunities to use English:

> In the past I always read Bangla newspaper. But since I began EIA, I try to read English newspapers. Now I also browse internet. [Teacher 111]

There were only a small number of cases where teachers reported using English regularly outside school:

> I use English regularly outside the classroom. My husband is well conversant in English. I speak with him in English often. I also speak English with my children. I read English newspapers and magazines often. [Teacher 113]

These findings indicate that EIA is opening up other opportunities for teachers to exploit their English competency and potentially to further improve it, as well as providing some teachers with motivation to seek out further such opportunities.

Students

In the interviews, teachers reported that students' skills in speaking have much improved as a result of their changes in teaching. Further to this, the teachers said that their students' were more willing to try to speak English:

> Their speaking skill in English has also improved because of listening to the audio lessons. Now they try to communicate in English during English class. [Teacher 44]

> A few days ago they do not speak it but now they are capable to speak. As a example they accustomed to saying 'good morning', 'I know', etc. [Teacher 75]

Students now ask questions to their friends in English. [Teacher 21]

They also mentioned that students' vocabulary is improving as a result of EIA:

> When I show them the posters and cards, the students can describe the picture in the posters and cards in English and now they are more interested in learning English. [Teacher 86]

Teachers noted in particular that the students have gained confidence and no longer seemed afraid of speaking English:

> In the past students had a fear about English learning. Now the fear is removed. At the beginning of using EIA material they would feel shy speaking in English. Now the shyness is also removed. They speak English spontaneously. [Teacher 96]
>
> I think that it lessened their fear of English and also made them a little bit fluent in speaking English. [Teacher 9]

Teachers are thus not just reporting that students have more opportunity to use English because of their teaching, but also that their confidence, motivation and competency is improving.

3.1.3.2 Impact on teaching

When asked in the questionnaire whether EIA has had an impact on the way that they teach, 84% of Primary teachers agreed with this statement, with 58% strongly agreeing. Only 10% disagreed.

Teachers were asked in the interviews whether they had changed the way they teach and think about teaching as a result of taking part in EIA. Here several teachers noted a significant shift in the way that they see teaching. Some teachers, for example, noted that they now see teaching as 'more than lecturing', as going beyond the textbook, or as being something more than exam preparation:

> now I have realised that teaching is not only lecturing and writing activities. I think teaching is basically creating something and making learning enjoyable to the students by using materials. [Teacher 45]
>
> now I have realised that teaching is not only textbook based. It is a combination of practice, materials use and the use of method. [Teacher 34]
>
> My previous concept about teaching was related to rote learning and doing exams. But now this has changed because of EIA. I think that students can use their learning more practically. Also they can show their knowledge and skills, which are not only limited to the written exam. [Teacher 66]

Many teachers mentioned that they now see teaching and learning as something that is more of an active process, and that students should talk more (and teachers less) in the language classroom:

> After taking part in EIA, I have come to know that teaching is not one-way communication; both students and teachers should actively participate in classroom activities. [Teacher 55]
>
> Teaching-learning is a two-way process. Students' talk-time should be more than the teacher's. Teachers should use the communicative approach for English teaching. Teachers should use English during most of the time of the class. The teacher-student relationship should be friendly. [Teacher 74]

One teacher also mentioned that she is trying to make her lessons more student-centred:

> Now I use the student based approach (SBA) in the classroom. I use a plenty of materials to make the lesson easy and attractive to the students. [Teacher 51]

Another noted that he now sees teaching as 'facilitating learning' and making it more enjoyable:

> Now I have realised that teaching is basically facilitating learning and making learning enjoyable to the students. The teacher should teach the students in a way that they can learn by doing. [Teacher 44]

Several teachers mentioned the importance of creating a 'friendly' atmosphere in the classroom and giving students motivation:

> The teaching-learning environment should be friendly. Motivation should be given instead of punishment during teaching. [Teacher 111]

There was also mention of the importance of greeting students and motivating:

> I never greeted my students before. Because of taking part in EIA, now I have realised that greeting and motivation is necessary to make students concentrate. [Teacher 53]

> In the past I just came to class and started the lesson without any motivational activities. Now I try to motivate my students and try to make the lesson enjoyable to them. [Teacher 95]

Other teachers mentioned specific changes to their teaching, like focusing more on the four skills, working on their pronunciation, and preparing for class:

> Now I am giving emphasis on all skills like listening, speaking, reading and writing. I did not think about the skills of languages before taking part of EIA. Now I am trying to pronounce things well. I am very careful about my pronunciation and vocabulary, spelling, etc. I have changed my teaching techniques also. These kinds of changes are not coming automatically. At present I am taking preparation before coming to the classroom. Now I am highly motivated to learn something. This comes through EIA training and interventions. [Teacher 27]

The changes in teaching that the Primary teachers reported are not just about specific ELT, but relate to general pedagogic strategies. These can be transferred to other teaching undertaken in addition to English language teaching.

3.1.3.3 Impact on motivation to teach and learn English

In the interviews, Primary teachers were asked whether their motivation to teach or learn English has changed since taking part in EIA, and, if so, how or why. Many teachers responded that they were more motivated about their role as teachers now than before.

Some teachers mentioned that by getting training and materials to teach with, and by attending regular cluster meeting and receiving classroom observation, they feel more motivated about their jobs as English teachers. Others said that the fact that their students have responded positively to the changes in practice and introduction of new materials - and that they can see a difference in their students' learning - makes them (the teachers) more motivated. Some reported that this motivation has inspired them to prepare more for their lessons, for example:

Now I learn the lesson properly before teaching. I make a lesson plan before entering the classroom. I practise before class the language I should use for my students' better understanding. [Teacher 56]

Other teachers mentioned that since taking part in EIA they are more motivated to improve their own English. This includes studying grammar rules, improving their pronunciation, regularly looking up words in the dictionary, reading English newspapers, watching and listening to EIA materials, for example:

Now I get the motivation that I must teach the students English, as they can speak English better than me. [Teacher 96]

Sometimes I wish I could be admitted to a coaching centre to learn English. Now I read the subtitles when I watch an English movie. I listen to BBC Janala[4] regularly from my iPod to learn more English. [Teacher 51]

Other teachers mentioned that they are motivated to improve their teaching to help their students learn, to learn more themselves, to be more respected in their profession, and to help improve the quality of education in Bangladesh:

If we teach the students according to the EIA techniques then real change will come. [Teacher 21]

Now I am highly motivated to learn something for enhancing my teaching qualities, because I have seen that people who know English well are highly respected by others. In this sense I want to be a respected man to all in my society. But I have to improve myself. So I want to learn. [Teacher 27]

Good English will increase the quality of English education in Bangladesh and it would be helpful for communication abroad and for the development of our country. These factors make me motivated to learn and teach English. [Teacher 120]

In summary, the programme seems to have given several teachers the motivation to improve their English, for their own benefit as well as to help their students learn.

3.1.3.4 Impact on students' learning and motivation

When asked in the questionnaire whether changes in their teaching have had a positive impact on student learning, 91% of the Primary teachers agreed. When asked whether changes in their teaching have had a positive impact on student motivation, 93% agreed, with 55% strongly agreeing.

In the interviews, the Primary teachers also reported that their students have responded very positively to changes they have made in their teaching. They said that using rhymes and songs on the iPods are especially popular among their students, as well as activities and games with the flash cards.

Before they couldn't say a rhyme fluently. But now they can say a rhyme just like the audio. The can sing the English songs (good morning, good day and good bye) without help. And all students participate in singing these songs. [Teacher 44]

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[4] *This TV programme is produced by BBC World Trust as part of the EIA programme.*

When I take a new flash card or figurine into the classroom, a competition arises among the students about who will see that first. [Teacher 118]

The teachers reported that the students look forward to their lessons and enjoy them:

Now they wait for English class, especially for my class and for listening to the songs. …they cannot even understand that they are learning through playing games. [Teacher 120]

Students are excited about English class. They wait for the English period. When I enter the classroom with some materials like the i-Pod or flash cards they cannot stop their excitement. They shout loudly with happiness. [Teacher 95]

When I play a song or rhyme from the iPod the students enjoy it with clapping. When I ask them to work in a group they do that with pleasure. I ask a group to do a task and another group to observe. The observer group observes very carefully and is very happy to do this. [Teacher 56]

In other examples of teachers' perceptions of the increase in student motivation, they said that the students are more engaged in the lesson and concentrate more on what is being taught:

Before engagement with EIA, it was hard to keep my students' concentration for the whole class. Now they request me to take the English class for more time. [Teacher 51]

They do not feel bored in my class and want to continue the class for a long time. They do not like ending the English class. [Teacher 127]

They get ready by themselves to sing the good morning song before the English class. If I am late to class, they come to the office room calling me. [Teacher 110]

The Primary teachers listed several examples of how their students' learning has improved as a result of their change in practice. They noted, in particular, that students are better at remembering what they have been taught and that they seem to be learning at a deeper level:

They easily learn songs and rhymes by listening to the audio. And they can easily remember them. [Teacher 62]

Students can identify an object easily by using flash cards. They also help to in enrich their vocabular1y. [Teacher 96]

When I started teaching English I found that students' level of understanding was very low. Even class 3-4 students were unable to identify the letters. But now the picture has been changing. [Teacher 45]

In the past students memorised things but now learning is happening. [Teacher 55]

Other positive changes that the Primary teachers reported are an improved attendance rate and the fact that students no longer need to learn English outside of school (at home or in private tutoring).

In general, the teachers are overwhelmingly positive about the changes in their students' learning and motivation in response to the changes made in their teaching practices.

3.1.4 Obstacles to implementing EIA practices

The questionnaire data shows that Primary teachers perceive the main obstacles to implementing the techniques promoted by the EIA programme to be students' low student proficiency in English, large classes, having no time, the grammar-based examination and lack of lesson preparation time. Lack of school support, noise complaints and problems with the iPod were not deemed to be major obstacles.

Lack of ability in English was an issue for some teachers. This contradicts the finding reported above that the majority of teachers are confident to provide a model for their students' English use and to provide correction. Given this, it would be useful to investigate this further.

The interview questions provide further insight into the perceived problems of EIA teachers in implementing EIA approaches and materials.

3.1.4.1 Technology

One challenge that teachers reported about introducing EIA practices in their classrooms was using the new technology (the iPod and speakers). While problems with technology were not reported by most teachers, the problems mentioned by those who have had them are significant:

- understanding how to work the iPod
- needing time to search for particular lessons on the iPod (takes up too much class time)
- problems getting electricity for the iPod and block rocker[5].

In particular, some teachers mentioned problems with charging and/or transporting the block rocker:

> I face a problem with charging the speaker because there is no electricity in my school. The nearest source of electricity is 3 km away from my school. So I have to hire a driver to carry the speaker to that place for charging. It is quite difficult for my school authority to bear the cost of this. [Teacher 118]
>
> My school compound is not secured for keeping the block rocker and iPod in the office. So I have to carry the speaker from my home which is 0.5 km away from the school. [Teacher 118]

In most of these cases, teachers were determined to continue trying and to attempt to overcome the problems, for example:

> I am trying to make myself more competent. I hope within a short time I will overcome the problem completely. [Teacher 55]

3.1.4.2 Time management

Another problem that some Primary teachers mentioned was class time: they felt that the lesson time for English class is too short to use the EIA approach.

> The class time is 40 min and it becomes really difficult to complete the lesson within that time if I use EIA materials and methods. Sometimes I try to squeeze the lesson into that time period by using less materials and techniques. However, I worry that this may reduce the effectiveness of my teaching. [Teacher 44]
>
> It takes a lot of time to do the activities according to EIA. I can't complete my lesson in time if I try to apply EIA approaches. The class time is only 35-40 minutes. At least an hour is needed for applying the EIA techniques. [Teacher 56]

Some teachers also reported struggling to find the time to plan their lessons and prepare to use EIA materials:

> In my daily work routine there is hardly any time to make a lesson plan applying EIA teaching methods. [Teacher 45]

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[5] *A block rocker is a large, battery-charged, portable amplifier.*

These are problems which are perhaps to be expected during the early period of implementing such a new approach, and with time teacher confidence is likely to grow. It is evident that for some teachers this confidence has been achieved as they already feel able to produce their own materials (e.g. extract provided in Section 3.1.2.1 by Teacher 27 which shows that they use the principles rather than precise 'instructions' outlined in the EIA Teacher Guide).

3.1.4.3 Large classes and problems with materials

Some teachers mentioned that the large size of their classes makes it difficult to implement EIA approaches. A particular problem that some teachers raised is that they do not have enough flashcards for all children to do pair work activity.

> There are about 80 students in my class. It becomes really difficult for me to [manage] a large class. The number of flash card is insufficient. So during pair work I can't use flash cards. I use it for group work only. [Teacher 44]

A few teachers mentioned problems using the EIA posters, for example:
- a lack of push pin to hang up the poster
- not understanding how the poster relates to the textbook.

Another problem identified with the materials was carrying them from class to class.

> It would be good if we could store the teaching materials in our classroom. It could save our time. The teacher could then use the materials instantly whenever it is necessary. [Teacher 66]

3.1.4.4 Noise, disturbance and classroom management

Some teachers reported that it was difficult to implement EIA approaches because it was noisy in the classroom and because the use of audio and interactive activities can disturb other classes nearby:

> It's a partitioned room so when I play the audio it disturbs the next class. [Teacher 34]
> My classroom is separated by hardboard. So the sound of speaker disturbs other classes and I get objections from other teachers. [Teacher 117]

The Primary teachers also mentioned that it can be more difficult to manage the class when they use EIA materials:

> Class management is so tough because all the students become curious while looking at the flash cards. [Teacher 86]

3.1.4.5 Teaching writing and examinations

A few teachers were concerned that the new EIA materials do not focus on teaching writing. They said that if they did not focus on writing in their classroom activities, then their students would not do well on the exam.

> There aren't enough writing exercises in the activity guide but students have to write in their exam. [Teacher 141]
> They say that through this new method of teaching-learning, students will become more interested and will learn more, but it is not suitable for getting a good result in the exam. [Teacher 74]

3.1.4.6 Level of students' English

Some teachers noted that it was difficult to use EIA materials because their students' level of English is too low to understand them, for example:

> Sometimes students cannot understand the rhymes on the audio because of the speed and pronunciation. Sometimes it is hard for me too. [Teacher 62]
>
> I am taking class 3 but they never had these kinds of activities before. So they cannot catch this style at all. Still now I cannot overcome the situation. But I am trying hard… [Teacher 27]

In some cases, teachers are developing strategies to support their students when they are having problems understanding the new materials:

> When it seems to me that they are not understanding, I repeat it and translate it into Bangla. But they can understand better than past. Their listening skills are improving day by day. [Teacher 118]

There is also evidence that some teachers are gaining a sense of the type of activities that work best with their students and that they are picking those which are most appropriate for them:

> There are some extra lessons for the students in the iPod. The whole lesson is in English which is hard for the some students. Now I just avoid those items that are not understandable to the students. I will try those when they are more skilled. [Teacher 43]

Again this is a sign of the growing confidence of some teachers. They are able to make decisions about EIA, making them more independent, just as some teachers are making their own materials (rather than relying on EIA produced ones).

3.1.4.7 Other

One teacher mentioned that she has problems using the EIA approach and materials because of weaknesses in her own English:

> Sometimes I face problems when I teach my students grammar. Some days ago I was teaching lesson 23 in class 3. I was confused about using 'am/is/are' and 'do/does'. Where should I use 'is' and where 'does', I was confused about that. [Teacher 51]

Another mentioned a problem with his partner teacher:

> I am totally unable to share with my partner teacher. He is very much senior to me and my teacher also. He is going to retirement next year. He faces lots of problems to practice the EIA method. [Teacher 45]

One teacher felt that the methods promoted in EIA are contradictory to those learned in other teacher training:

> One of the problems I face with introducing EIA practices is that the instruction of subject-base training and EIA training is contradictory. The subject-base training says that teachers should follow the method Input-Practice-Task. But EIA says that you can mix up the steps as you need to. [Teacher 74]

Only one teacher reported that they had not been able to make any changes to their practice as a result of the EIA programme:

> I have a problem to cope with the new methods and techniques of EIA. Actually still now I cannot understand the EIA approach and training system for teaching in the classrooms. Using techniques of EIA approach and techniques is totally unknown to me. [Teacher 131]

Some of the problems mentioned in this subsection are beyond the direct remit of EIA (e.g. sound insulation of classrooms), but nevertheless EIA must seek solutions to minimise the impact of them. Other problems mentioned are within EIA's sphere of activity, such as the number of flashcards available to teachers of large classes. Other issues require action to be taken outside the classroom, school or district context (e.g. the requirements of the examination which may emphasise grammar and translation in learning English).

3.1.5 Community perceptions of EIA

Wedell (2009) argues that educational change initiatives should involve representatives from all affected levels of the education system in order to raise awareness of the proposed change and to provide support to those actively involved. With this in mind, EIA has adopted a wide-ranging stakeholder engagement strategy to involve key players from the local educational environment in the EIA initiative.

The interview questions explored in this subsection reflect whether teachers are aware of community perceptions to EIA - whether their school community (e.g. head teachers, fellow teachers, etc.) and students' parents have noticed change in their practices, and whether this change has been viewed positively or negatively.

3.1.5.1 The school community

When asked whether those in the school community (e.g. teachers, head teachers) had noticed any changes in their practice, many teachers replied that they had. In most cases the teachers noted that the changes had been perceived positively. Head teachers, in particular, were seen as being very positive and supportive of EIA. For example:

> The headmaster visits my class frequently. He is really pleased to see students' improvement. One day he said to me that before EIA students had issues with speaking; they were shy and did not want to speak out and now they had come out of that shyness. He always motivates me to take the class effectively using EIA materials regularly. [Teacher 44]

> Our head teacher is very interested in the EIA method. Because of his interest he himself took a class with EIA materials, and he was really very pleased to see students' responses. Students try to use English in other classes also. They say 'stand up', 'sit down' themselves when other subject teachers enter the classroom. [Teacher 62]

One teacher said that an Upazila Education Officer (UEO) had visited their school and responded positively to the EIA materials:

> Last week the UEO came to our school to visit. Then he saw the materials which have been provided by EIA. Then I make him listen to some songs and rhymes (such as: good morning, good bye song) from the iPod. He was very pleased to listen and said that these materials are very effective for students' English learning. [Teacher 56]

Teachers also noted that their fellow teachers have noticed positive changes in students:

> Our colleagues said to me that the students are able to speak and use a lot of English, which is really good for our school and students. [Teacher 14]

Several teachers also mentioned that their colleagues try to adopt the practices promoted through EIA, and wish they also had access to such materials.

> All teachers show positive attitudes towards EIA activities and wish they could use these materials in their classes. [Teacher 86]

> Other teachers come to my class to see the new teaching-learning method. They are showing interest to take EIA training and apply it in their classroom. [Teacher 44]

Some also reported sharing their materials with colleagues, for example:

> Our colleagues are also interested about these materials and I allow them to use the materials in their classrooms. [Teacher 56]

3.1.5.2 Parents and guardians

Some Primary teachers said that parents were interested in the changes taking place in the English teaching in their children's school. A few teachers mentioned that parents seemed sceptical at first about the changes brought about by the EIA programme, either because of concerns about the exam or for cultural reasons:

> In the starting period parents were concerned about their children passing the exam. But now they are pleased with their children's performance in using English. They have realised that the new method will not hamper the exam results. [Teacher 117]

> Parents had the idea that the school was trying to make our children Christian by teaching English in a new way, as the project is sponsored by a British organization. They asked us about that. But we could make them understand that we are just trying to improve students' English in a new way. Now they are pleased seeing their children's performance. [Teacher 118]

Some of the Primary teachers said that parents have noticed a change in their children's English competence and have responded positively, with some parents saying that children are using English at home and that the school now has better English teaching than private schools:

> Parents come to visit the school because they are eager to know about EIA. [Teacher 66]

> Parents are really pleased with their children's performance in using English. Some parents have said to me that their children's English learning is improving every day. [Teacher 44]

> I got a good response during the Parents – Teachers meeting from guardians regarding their children's improvement in English. [Teacher 113]

> some guardians reported that students are speaking some English at home. [Teacher 27]

> Seeing the EIA intervention, another guardian commented that the English teaching-learning process of GPS is better than the English-medium school. [Teacher 74]

In a few cases, teachers suggested that the parents of the children in their school do not (or cannot) pay much attention to their child's education. Given this, they haven't noticed any change:

> As the parents and community people of our school are not educated they do not take interest in the classroom activities and not aware about their child's education. [Teacher 53]

> Parents of our students do not take interest in the classroom activities. [Teacher 51]

Almost all of the teachers interviewed noted that the views of others (within and outside of the school) are positive to EIA, once the initiative's intentions are understood. This can only act to support the EIA teachers in their use and development of CLT approaches and will be particularly important for the longer-term development of EIA (in later phases of the programme).

3.1.6 Beliefs about English language learning

The belief that English language learning is an important resource for students is likely to positively affect teachers' attitudes towards their profession. Regarding Primary teachers' perceptions of learning English, 98% agreed that learning English is important for people in Bangladesh, with 75% strongly agreeing. When asked whether English is useful for getting a good job, 82% agreed. This suggests a strong motivation for learning and teaching English, something that was also found in EIA baseline studies undertaken by BBC Janala (EIA 2009e). In this subsection we examine how this motivation was expressed by Primary teachers in the interviews. In addition, teachers' views on what being an English speaker/teacher means to them are explored. These responses show which aspects of language are important to the teachers and this may be important to their language and professional development.

3.1.6.1 The role of English language learning in students' lives

In the interviews Primary teachers were asked what they thought it means to their students to learn English. They were asked what, if any, difference learning English will make to the students' lives. Some common replies were that learning English:
- is fun for students
- means doing better in the examination
- means getting access to the job market
- will be useful in their professions
- gives access to the economic world
- gives access to higher education
- gives access to knowledge
- is required for using technology and the internet
- means being able to communicate with foreigners
- means that they will have opportunities to work or study abroad
- means gaining confidence
- will bring a positive change in students' behaviour and attitude
- will help students cope with new environments
- is opening the door to the future
- is opening a door to the modern world
- will make their future smooth.

The above are illustrated in some of the views expressed by the Primary teachers. For example, teachers noted that their students will have better access to higher education and better opportunities in the job market:

> I think by learning English, their career will be bright in the future. [Teacher 120]
> English helps the students prepare for higher education. To be a rich businessman they will need English. For getting a good job, English is urgently needed. Due to learning English, today's students will make a good generation. [Teacher 14]

In the future students will be skilled speakers of English. For this reason they will get more privileges in education and in the job-market … [Teacher 75]

English will change students' lives. They will be more interested in learning other subjects too. …They will do better in their profession. [Teacher 23]

Some teachers mentioned that students' behaviour and attitudes will change by learning English:

They will be enriched economically; their lifestyle will change. If they learn English in this way, they learn good manners and behaviour too. Their confidence level will be high. [Teacher 21]

In general it was felt that learning English could have a major impact on their students' lives:

Acquiring good English will actually change their life, their future. [Teacher 113]

learning English is also increasing their status in society. [Teacher 53]

In summary, most teachers said that learning English is likely to have a positive effect on their students' lives. This belief is likely to motivate teachers in their language and professional development.

3.1.6.2 *What it means to be an English speaker*

Primary teachers were asked what they thought it meant to be an English speaker. Responses here show the aspects of English that the teachers felt were important.

Some teachers simply spoke of the more 'technical' aspects of speaking English; for example, that English speakers should be fluent speakers of the language. Some also mentioned the importance of grammar and vocabulary knowledge specifically:

An English speaker is a person who can speak fluently and have rich vocabulary. [Teacher 45]

An English speaker is a person who can speak English fluently. His vocabulary will be rich for confidence in speaking. He will have the general idea of grammar rules. [Teacher 111]

I think that the person who can speak in English is an English speaker. An English speaker should have a good pronunciation, good command of vocabulary and grammar also. [Teacher 27]

Some teachers pointed out of the importance of using English correctly or properly, and a focus on grammar skills in English:

An English speaker is a person who knows grammar well and who can communicate effectively with another person. [Teacher 55]

I think that an English speaker is a person who can use the language properly. He must have knowledge of grammar. [Teacher 34]

Such responses relating to the technical issues show the teachers' underlying attitude towards the identity of an English speaker in Bangladesh. This, of course, relates to the earlier issues identified in their views on English language learning, where grammar, for example, was important.

Further to this, many teachers mentioned pronunciation. It is also interesting to note the importance placed on the use of body language in being a good English speaker, which extends the repertoire of a speaker in a subtle way:

An English speaker is a person who has good and clear pronunciation in English and good body language in using English. [Teacher 86]

I think that an English speaker is a person who has clear voice and pronunciation, smartness, perfect body language and expression. [Teacher 66]

An English speaker must have correct English pronunciation, a large stock of English vocabulary and motivation for learning English. [Teacher 120]

Some teachers said that to be a good English speaker, fluency is required in all four skills of language - learning, reading, writing, speaking and listening - which correspond to the CLT approach:

An English speaker must have a good command of listening, speaking, reading and writing. [Teacher 23]

An English speaker should have a good command of four skills of language. She/he must have enriched in vocabulary. His/Her pronunciation should be standard which is highly accepted. She/he can speak freely. [Teacher 14]

The CLT approach was identified specifically by some, who noted that an English speaker should be able to communicate successfully:

The people who can use English for communication purposes are speakers of English. [Teacher 21]

Other teachers focused on the idea that an English speaker can convey meaning in the language, giving an eloquent description of CLT:

an English speaker is a person who can meaningfully use the language. His pronunciation will be clear and correct. His vocabulary will be rich. He will be smart and confident in speaking English fluently. He will be able to communicate effectively with another person and convey his message clearly. [Teacher 44]

Others mentioned the need to use the language 'simply' or to use easy words, presumably referring to the need to use English with speakers who are less fluent:

He will use simple sentence while speaking English. [Teacher 96]

Interestingly, one teacher said that a good English speaker in Bangladesh also requires knowledge of Bangla:

In our country an English speaker should have a good command of Bangla. An English speaker should know well the other speaker. A speaker should listen carefully to the other speaker also. He has a kind of capability to understand speakers of other languages. [Teacher 75]

Another mentioned the importance of using English regularly:

An English speaker means the person should communicate through English in the classroom and outside. [Teacher 131]

While others still suggested that English speakers can use the language for several purposes, in a range of situations and with various people:

an English speaker can make appropriate use of the language in context. He will be able to communicate effectively with another person and foreigners. [Teacher 9]

Finally, some teachers attributed specific personality traits to English speakers, for example, confidence:

an English speaker is a person who has confidence to use English. [Teacher 62]

So, while some teachers had a rather restricted view of the English speaker as someone who is familiar with technical aspects of the language, many teachers saw the ability to use English appropriately in a variety of contexts as important. These teachers also seemed to recognise the value of English as a lingua franca - a language which can be used between speakers of Bangla and those of other languages. Certain aspects of identity also seem to be associated the idea of being an English speaker for some teachers; for example, confidence.

3.1.6.3 What it means to be an English teacher

Primary teachers were then asked what they thought it meant to be an English teacher. Responses here indicate what aspects of their profession that the teachers felt are important. Again, responses range from very technical to the more profound.

Some teachers suggested that English teachers need to have a good general knowledge of English:

> A English teacher will be smart and confident in speaking English fluently. [Teacher 44]

A few teachers highlighted the importance of grammar knowledge for English teachers, together with communicative abilities:

> An English teacher has to have proper knowledge of grammar and confidence of speaking. [Teacher 141]

There was specific mention of the importance of good pronunciation among English teachers:

> His pronunciation will be clear and correct. [Teacher 44]

> Teacher must have stress, intonation and a good pronunciation also. An English speaker should be a good reader, listener and writer also. [Teacher 75]

While familiarity with technical aspects of English was deemed important, another aspect that was commonly mentioned was the importance of familiarity with,and training in, certain language teaching techniques:

> To be an English teacher means having a good command over English and having professional training. [Teacher 55]

> An English language teacher must be skilled in English. Also he should have good teaching qualitywith presentation power, examples, gesture and body language. [Teacher 66]

Some mentioned the importance of familiarity with certain communicative and facilitative teaching techniques:

> An English teacher is a person who can take a class in a planned way using the communicative approach. …He will always motivate the students to do something new using their creativity. [Teacher 74]

> He will facilitate learning by doing. [Teacher 117]

> An English teacher should know Communicative language teaching (CLT). He/she must teach according to child psychology. [Teacher 75]

> He/she will be able to conduct the class in student based approach (SBA). [Teacher 51]

I think that an English teacher is a person who can take a class with a proper combination of method and material. [Teacher 111]

Others suggested of the importance of planning and being prepared for class:

S/he must be prepared for class and have enough enthusiasm to take English classes. [Teacher 113]

An English teacher is a person who can take a class in planned way using materials. [Teacher 118]

In addition, some teachers mentioned the importance of being able to motivate students to learn:

An English teacher should be motivated to teach and learn English... [Teacher 120]

He will be able to make a joyful teaching-learning environment in the classroom so that the fear about English among students could be removed. [Teacher 44]

However, descriptions of an English teacher often went beyond familiarity with the language and pedagogical techniques. Many teachers attributed personal qualities to English teachers, such as friendliness, intelligence, open-mindedness, patience and confidence:

Loud voice, motivation, friendly behaviour, smiling face… S/he must inspire the students to learn English. [Teacher 86]

he must be a joyful and smart person. [Teacher 141]

An English teacher should have special personality. An English teacher has to be very close to all the students. They should not fear him but he should be just like a friend of the students. [Teacher 21]

an English teacher will have to be a creative person. He must have the ability of teaching in a creative and interesting way making the best use of material. Beside this, he must have the qualities of an English speaker. [Teacher 110]

Some also replied that it is important to 'love' the language to be a good teacher of it:

To be an English teacher means s/he should have respect and love for English. [Teacher 113]

Some mentioned the importance of having commitment to the profession and motivation to teach:

To be a good English teacher one has to have commitment to teach. Then fluency in the language and word stock are also necessary. In this case a strong educational background is also needed. Besides, practice is essential to teach English [Teacher 56]

Three things are important: knowledge, commitment and good preparation. He/she is a good English teacher who has good knowledge of the subject that he/she is going to teach. Commitment to make the lesson enjoyable to the students is also important. [Teacher 43]

And finally, some teachers mentioned that being an English teacher is prestigious and that English teachers are respected in the community:

Being an English teacher I feel respected in the community. [Teacher 45]

So, while some teachers view the profession rather technically, many see it as integral to their identity. The fact that being an English teacher is often associated with respect may also serve to motivate teachers further in their professional development.

3.2 Secondary teachers[6]

3.2.1 Traditional approaches

3.2.1.1 Perceptions of traditional approaches

Traditional approaches to ELT in Secondary schools in Bangladesh are described in the baseline studies (EIA 2009b & c) as involving a focus on grammar explanations, the use of repetition, teachers and students mainly using Bangla in the lesson, and a focus on error correction. In this subsection we examine Secondary teachers' perceptions of these after up to six months of using EIA approaches.

Teaching grammar

Regarding the teaching of grammar, the evidence shows that Secondary teachers have moved away from the idea that grammar and rote learning is at the heart of CLT: 71% of the teachers would not define their teaching practice as 'explaining grammar and the students learn by heart'.

There does, however, seem to be a continuing insistence of the importance of grammar, as can be seen in this teacher's approach to teaching grammar:

> I believe grammar is really essential for learning English. So I also emphasise grammar. I explained a topic in English first. If my students cannot understand then I try to help them to understand using Bangla. [Teacher 28]

Using repetition

In contrast to their view of grammar, Secondary teachers agreed that their lessons consist of a lot of drilling and repetition, practices which might be categorised as more 'traditional'. When asked whether they often ask students to do sentence drilling and repeat sentences after them, 84% of teachers agreed, indicating the persistence and, perhaps in their eyes, utility of such an approach.

Teachers' use of Bangla

Baseline Study 3 (EIA 2009b & d) found that Bangla was the language primarily used by Secondary teachers in their English lessons. However, this study of EIA teachers showed that only 20% of them agreed that the language they mostly use in the classroom is Bangla. This self-assessment of teachers' language use supports the findings of Study 2a (EIA, 2011a), where Secondary teachers were found to be speaking in English for 86% of the lesson. The extract above on grammar teaching shows one of the reasons for using Bangla, and this is in keeping with a CLT approach.

Students' use of Bangla

Baseline Study 3 (EIA 2009b & d) found that only a small proportion of students spoke in English during lessons and that in two-thirds of the classes observed (68%), 'none or hardly any' spoke in English. In the questionnaire, teachers were asked whether they thought that their students are using more English in the classroom. A large proportion of Secondary teachers (55%) agreed that students seldom speak English in the classroom. However, 35% disagreed with this statement. This indicates a move away from the traditional approach of only using Bangla in class, which was also found to be the case in Study 2a, where students were found to be talking in English during 88% of the lesson. It has to be borne in mind that teachers' perceptions of their own and their students' behaviour may not actually match reality. Moreover, the questionnaire data from Secondary students seems to indicate that many of them

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[6] *The Secondary teacher questionnaire findings, in tabular form, are presented in full in Appendix 10.*

prefer it when their teacher speaks mainly in Bangla (see Subsection 4.2.1.2).

Error correction

In general, CLT approaches do not focus on error correction, unless errors interfere with communication, as the approach favours fluency over accuracy. When error correction occurs, it generally happens through modelling, or unobtrusively in a non-threatening manner. Traditional, teacher-centred approaches, however, commonly feature error correction and this too might be what students expect of their language teachers. In the questionnaire, 86% of the Secondary teachers agreed that they often correct their students' errors in class, again indicating the persistence of an element of the repertoire of a traditional approach.

3.2.1.2 Attitudes to traditional English language learning

While the first group of questions focused on how teachers perceive their own practices, other questions attempted to uncover their attitudes towards more traditional and CLT practices and whether the teachers and their students were motivated to use them.

Teaching grammar

Regarding the teaching of grammar, the majority of the Secondary teachers (84%) felt confident about teaching grammar rules in English classes. Furthermore, a large proportion (69%) felt that students like learning grammar rules in English class.

Using repetition

Just as the majority of Secondary teachers reported doing sentence drilling in their classes, 78% felt that their students like sentence drilling.

Error correction

Just as error correction is a common feature of teachers' classroom practices, 86% of the Secondary teachers agreed that students like to be corrected, indicating that this is what they expect of their language classes.

3.2.1.3 Beliefs about traditional English language learning

Teaching grammar

The data shows Secondary teachers' acceptance of one of the key principles of CLT: that teaching English is more than grammar teaching, with 90% of the Secondary teachers disagreeing that 'learning English means to learn grammar rules'. It is interesting to note, however, that 77% of Secondary students agreed with this statement (see Subsection 4.2.1.3). This may explain why these teachers still saw an important role for grammar in the learning of English: more than half of the Secondary teachers (53%) thought that grammar rules should be explicitly explained in class and 39% agreed that students' English improves most quickly if they study and practice grammar.

Using repetition

Since the majority of teachers reported regularly doing sentence drilling activities in their classes, it is unsurprising that 59% of the teachers agreed that English learning through sentence drilling is effective. Not surprisingly, this is a smaller proportion than the corresponding figure for the Primary teachers who had a stronger tradition of using this form of approach.

Teachers' use of Bangla

Secondary teachers had mixed opinions about the use of Bangla to support student learning: when asked whether Bangla should be used frequently in English class for students' better understanding, 55% disagreed with this statement, while 41% agreed.

Error correction

Unsurprising given that so many Secondary teachers reported often correcting their students' errors, teachers placed a great importance on error correction: 82% agreed that it is important for English teachers to correct students' errors in class. When asked whether English teachers should correct students' pronunciation errors in class, 90% agreed.

Furthermore, when asked whether it is important to avoid making errors in the process of learning English, 55% of the Secondary teachers agreed. This is in contrast to more communicative approaches which suggest that experimenting with language and making errors is an important part of language learning.

3.2.1.4 Summary

In summary, Secondary teachers' perceptions of their own ELT practices indicate that there is a definite feeling of moving away from traditional practices in terms of placing less emphasis on grammar and the teachers themselves and their students' using more English. However, these teachers still saw an important role for grammar in the teaching of English, and they still supported the use of repetition and emphasised a traditional view of error correction. The continuation of the traditional practices of repetition and error correction seems not only to be based on student reactions, but also to reflect teachers' beliefs about good teaching practice. Interestingly, their beliefs about the use of English rather than Bangla are more equivocal. It may well be that the continued emphasis on grammar by Secondary school teachers (and their students) reflects the requirements of examinations.

3.2.2 Communicative language learning practices

In contrast to more 'traditional' language learning practices, communicative language activities include more use of the target language (English) and more interaction with students by using communicative activities such as pair work, group work, games and songs. Teachers' perceptions of their use of these practices, as well as their attitudes and beliefs about these practices, are discussed below.

3.2.2.1 CLT practices

Focus on communication

Just as a large number of teachers reported moving away from the teaching and memorisation of grammar rules, the majority of Secondary teachers (92%) agreed that the focus in their English classes is communication, but they explained how they deal with grammar and errors. The teaching of grammar to support the making of meaning is consistent with CLT practices:

> After joining in EIA I realised that grammar should not be taught explicitly. We should follow the CLT approach. [Teacher 108]
> I think communication is the only way to learn a language. So to learn a language we should communicate even if we make mistakes. [Teacher 93]

Teachers' use of English

The Secondary teachers reported using mostly English in their lessons: 80% of teachers agreed that the language they use in the classroom is mostly English. This perception is substantiated by Study 2a (EIA 2010a), where Secondary teachers were found to be using English in the classroom 86% of the time.

The interviews also asked Secondary teachers about whether their use of English in the classroom has changed as a result of the EIA programme and, if so, how. The majority of teachers responded that they use English much more in the classroom:

> My use of English in the classroom is changing positively as a result of EIA. I try to give commands to my students in English. [Teacher 126]
> Before I hardly used English in the classroom. Now I use English to exchange greetings like 'Good morning' and 'how are you?' and for instructions. [Teacher 133]
> In the past the only English I used in the classroom was reading aloud from the book; the instructions and communication with kids were in Bangla. Now I use English also. [Teacher 40]
> I found 80% change in my use of English in the classroom. In the past I was scared of using English but now I practice a lot and can speak in English. [Teacher 112]

Other teachers mentioned more modest changes in their use of English in the classroom:

> My use of English in the classroom has increased in some extent. In my class I allocate some time when we use only English. [Teacher 125]
> I have to say that the improvement is not that significant at this moment. Now I try to give them instructions and commands in English. [Teacher 115]
> In past the instructions I gave and my communication with the students was through Bangla. Now I use English also. However, there is a long way to go. [Teacher 90]

Teachers' use of communicative activities

A clear majority of the Secondary teachers (90%) agreed that they often design activities to have the students interact with each other in English. When asked whether they now have students do more pair and group work in their classes than they used to, 94% agreed. When asked whether students play games or sing songs more often, 71% agreed. 74% agreed that they sometimes get the students to play and sing in their lessons.

In the interviews, Secondary teachers mentioned several things in relation to how taking part in EIA has made their classroom practice more interactive and focused on communication, including:
- engaging students in more pair and group work
- introducing more speaking and listening activities
- using the audio to improve students' listening skills and pronunciation
- practicing oral dialogues (for students' pronunciation development)
- asking questions and involving students
- using more songs in the classroom
- teaching grammar and vocabulary through playing games
- using more body language to support learning
- creating a 'supportive environment' in the classroom for students' to speak.

More detailed examples of the communicative activities that Secondary teachers are using as a result of the EIA programme are provided in the following extracts:

> I try to use choral dialogue in the English class. Because most of the time the weak students remain silent in the class. But when I use this technique they do not hesitate to participate in chorus. So, all students try to do that. [Teacher 1]
>
> listening practice … helps my students to learn English. My students do not get opportunity at home for listening practice; that's why I try to engage them in listening practice more. [Teacher 20]
>
> When I get my students to play any game, they automatically get involved. [Teacher 83]
>
> I use body language much to teach the lesson. My learner can catch the lesson easily through this. [Teacher 12]

There were only a few teachers who reported that their practices had not changed much as a result of EIA. One teacher mentioned that CLT may not be appropriate to the current teaching context of Bangladesh:

> I think, in our present situation Communicative Language Teaching (CLT) is not fully applicable. Because our students are not so good in English. [Teacher 138]

Another mentioned that EIA methods were more appropriate for the lower classes and younger students:

> I think EIA methods are more effective for lower level classes. So I want to start it from Class 6 and 7. [Teacher 81]

New classroom techniques

The following extracts are examples of descriptions of recent lessons in which Secondary teachers employed new classroom techniques:

> I was teaching Grade 8 using audio. At first I gave some pre-listening questions. I then played the audio three times. I explained new vocabulary. Then I asked the students to answer the question and then discuss them in groups. Then I elicited the answers from some of the groups. They enjoyed it very much. [Teacher 133]
>
> I introduced the lesson 'Letter from Australia' with help of iPod touch in class seven. I divided all the students into me groups and instructed them as in the EIA guidelines. They read from the book and played their individual parts. The other students were also engaged in that practice as they were listening and it was new for them. They felt very interested and everybody wanted to take part in this kind of role play. I picked some more students and asked them to play different parts of the lesson. They enjoyed it very much. …They all like peer work, role play and responding to the audio. [Teacher 49]

These extracts show not only that specific techniques are being used, they are part of an integrated pedagogy, whereby a variety of techniques are utilised together.

3.2.2.2 Attitudes to CLT practices

Secondary teachers generally feel that their students enjoy the new practices that they are introducing in their classrooms, and that the students respond favourably. We examine each of the practices in terms of teachers' reports of students' reactions.

Focus on communication

The majority of the Secondary teachers (80%) agreed that students like their English class to focus on communication, with grammar explained only when necessary.

Teachers' use of English

Teachers seemed to be fairly confident about their competence in English and displayed positive attitudes to using it in class: 86% agreed that they feel comfortable modelling English for students to repeat and 71% agreed that they feel comfortable correcting students' mistakes when they speak English. This may seem surprising as many Secondary teachers initially had very low skills in spoken English (illustrated by Study 3a1).

49% of teachers agreed that their students liked it when their teacher speaks English most of the time in their English class, while 37% of students agreed that they preferred it when their teacher spoke in Bangla. This suggests that a large proportion of students may have mixed feelings about their teacher's use of English. Indeed, the questionnaire data for Secondary students show that 62% of them preferred their teacher speaking Bangla than English (see Subsection 4.2.1.2).

Students' use of English

The teachers felt that the students like to practise English: 86% of teachers agreed that their students like it when they speak English in class. Furthermore, 88% agreed that their students like activities in which they interact with classmates in English. This positive attitude is confirmed by the Secondary students, the majority of whom liked to speak English in English class (see Subsection 4.2.1.2).

Communicative activities

76% of Secondary teachers reported feeling comfortable doing classroom activities in which students sing or play. 80% agreed that their students like to sing songs and play games in their English lessons, although interestingly a large number of students, 75%, reported that they did not like to sing and play games in an English lesson (see Subsection 4.2.2.1).

3.2.2.3 Beliefs about CLT practices

The data indicates that teachers see the CLT practices promoted through EIA as positive and meaningful.

Focus on communication

86% of the Secondary teachers agreed that English should be learned mainly through communication with grammar rules taught only when necessary.

Teachers' use of English

Secondary teachers seemed convinced that using English in the classroom is important for student learning: 90% agreed that it is essential that English teachers speak in English in the classroom for their students to learn English.

Communicative activities

Secondary teachers also seemed convinced of the effectiveness of communicative activities: 92% agreed that it is important for students to practise using English by communicating with classmates in the lesson. When asked whether teachers should encourage interaction in pairs or groups, 96% agreed. 90% believed that English can be learned by singing songs and playing games in the English lesson.

Pronunciation

In traditional language teaching, reading and writing take precedence, while speaking and listening skills are rarely practiced. The questionnaire attempted to uncover whether teachers perceive spoken abilities, like pronunciation, as important to their language teaching. 41% of Secondary teachers agreed that good pronunciation indicates good English, whilst 47% disagreed. This suggests that while some Secondary teachers recognise the importance of pronunciation, a large proportion see other skills (e.g. reading and writing) being indicative of good English. This too might be a result of the examination system, which emphasises written language.

Regarding the model of pronunciation that Secondary teachers aim for, 78% hoped that their students will speak English like native speakers, while only 10% disagreed with this statement. These responses might indicate that there is some acceptance of localised norms in English, but that teachers mainly feel that native speaker-like competence in English is the goal of English language learning.

3.2.2.4 Summary

Overall, both the questionnaire and interview data show that Secondary teachers reported practices that are largely in line with CLT practices, have positive attitudes to these, and believe that the practices do aid their students' learning of English. While studies have shown that the ultimate failure of CLT innovation in ELT is often due to teachers' perceptions about the usefulness and feasibility of CLT practices (e.g. Li 1998), the data seems to indicate positive attitudes and acceptance of the value of CLT practices and hence an important beginning of change to their practices. There are, however, residual elements of traditional practices in relation to repetition and error correction, and to a lesser extent the teaching of grammar. These do not necessarily indicate the failure of EIA to change attitudes and beliefs, as each of these can have a place in CLT. The results of the study of how these practices are being used in the classroom (qualitative study 2b practice) provide more insight into the nature of these.

Whether EIA is seen as the prime cause of the changes is not directly indicated by the findings in Subsections 3.2.1 and 3.2.2, although the comparison with the practices reported in the baseline observation studies (EIA 2009b & d) indicates a much-improved situation in EIA classrooms. The next subsection provides some data on the effectiveness of EIA in changing the behaviour and views of Secondary teachers, as well as data on teachers' perceptions of the impact of EIA on student learning and motivation.

3.2.3 Perceived effectiveness of EIA

Several of the questionnaire and interview questions explored Secondary teachers' perceptions of the effectiveness of the EIA programme in improving their and their students' skills in English, changing their teaching practices, improving teachers' motivation to teach or learn English, and the impact on their students' learning and motivation.

3.2.3.1 Impact on English ability

The results from this part of the study indicate that Secondary teachers were overwhelmingly positive about the impact that taking part in the EIA programme has had on their English ability and that of their students.

Teachers

Almost all of the Secondary teachers (98%) agreed that taking part in EIA helps them to improve their own English (with 63% strongly agreeing). A large majority (82%) also felt that it has had an impact on their confidence to use more English and agreed that it has had an impact on the way they teach (86%).

Secondary teachers were also asked in the interviews whether or not they thought that their own level of English had improved as a result of taking part in the EIA programme. Their responses were mostly positive, for example:

> My vocabulary is being enriched day by day. This has been possible because of the EIA initiative. … [Teacher 138]
> Because of using English every day, my fluency and the quality of my pronunciation has developed. This is the result of the EIA project. [Teacher 82]

Several teachers also mentioned that their confidence to use English had increased:

> As I am trying more and more to use more English in the classroom, my English along with my students' English is also improving. …My shyness has been removed and I am gaining confidence to use English more frequently. [Teacher 58]

Other teachers noted the usefulness of the iPod in particular in helping them to improve their English:

> My English pronunciation has improved. Because of the audio recordings provided by EIA I can learn the standard pronunciation and can communicate in real life situations. [Teacher 3]
> now I practice more English. I learn from iPod recordings to use correct pronunciation and good English in the classroom. [Teacher 108]

Other teachers mentioned that the programme has given them more opportunities to practise their English, through attendance at workshops and cluster meetings:

> There was a nice environment to speak in English in the training sessions. EIA trainers were so cordial and involved us in practicing English. They introduced various activities where we used English and these help me to improve. [Teacher 18]
> In EIA training… I met many foreigners who were very friendly and polite. They encouraged us to talk in English. They allowed us to make mistakes. They always inspired us to speak without hesitation… They created a nice environment for speaking. I spoke with them and developed my skills. [Teacher 20]
> Cluster meetings are very helpful for me to remove the shyness to use English. [Teacher 40]
> I did not have that much of a chance to speak in English that much in previous training workshops. Even in our subject-based development training the facilitators and trainer did not follow the ground rules of speaking in English. But in the EIA monthly cluster meetings the facilitators were speaking English and we were expected to speak in English. …This helped me to break away from my shyness and gain confidence in communicating in English. [Teacher 137]

Many teachers recognised that this improvement is gradual and takes time:

> My improvement is not that significant at this moment but when I look back I notice some changes in my own level of English. However, there is a long way to go. [Teacher 126]
> my English has improved as a result of participating in the EIA project but it is not very fast. …I feel I am improving gradually. I no longer feel shy. [Teacher 80]

These perceived improvements in teachers' English are to be welcomed, particularly where it makes them more confident.

Teachers' English outside the classroom

Teachers were also asked whether they used English for any purposes outside of the classroom. They were asked to note if this had increased since they started taking part in the EIA programme. The majority of teachers said that they do not use English outside the classroom:

> I don't get that much opportunity to use English outside the classroom. But sometimes I read articles and newspaper in English. So the usage is very limited. [Teacher 58]
>
> I do not use English outside of the classroom. Because I feel shy as I cannot use perfect English. [Teacher 1]
>
> I don't use English outside of the classroom. As it is a village there is no chance to use English outside of the classroom. No one is available to talk with me in English. [Teacher 2]

Some mentioned that they would like to use more English, but that they have very limited opportunities:

> I don't get that much opportunity to use English outside the classroom. Sometimes I try to speak in English with my colleagues and friends. I haven't any opportunity to watch English news here. I live in a rural area and we don't have internet or English newspaper here. So the usage is very limited. [Teacher 88]
>
> In this rural area I do not get the scope to speak in English. …But I speak in English if I get an opportunity. Sometimes the professor from a nearby college comes to our school then I talk to him in English. I feel good. But in other places I cannot speak English. It really looks odd if I speak English but the other people cannot understand and cannot say a single word. [Teacher 28]

In a few cases, teachers said that they have started using more English outside the classroom because of EIA:

> I do not use English outside the classroom, as in our society there is hardly any scope to use it. But I use English with my children at home. I must admit that this has all started after EIA training. [Teacher 80]
>
> I don't get that much opportunity to use English outside the classroom. Only my listening skills come handy when I am watching cricket commentators, English news or movies on television. Before EIA, I had issues in understanding but now I can at least comprehend. …EIA brings a great change to me because I have started to practice with my wife and colleagues. Some days I try to use English whole day. This is a significant change for me. [Teacher 49]
>
> EIA training is changing my attitude to teaching and learning English. In the past I did not listen to or watch the English news on radio or TV but now I try to. Now I try to speak English everywhere. [Teacher 30]
>
> In a day I try to speak English at least two times with other people out of classroom. If I don't get one then I will communicate with other the EIA teachers of different schools on the mobile phone. This practice is increasing after being involved with EIA. [Teacher 18]

There were a few cases where teachers reported using English regularly. Some said they use English because of an activity they were involved in, like a political organisation, watching English films, or computer use:

My listening skills come handy when I am watching or listening to English news or movies one television. When I went to Barisal I bought an English newspaper and read it carefully. This has changed since I began EIA. [Teacher 36]

Others mentioned that they use English when they give private tuition:

I use English in my private tuition. That English has also improved because of EIA activities. [Teacher 108]

A small proportion of teachers reported that they regularly use English within their family:

My husband is well conversant in English. I speak with him in English often. I also speak English with my children. I read English newspapers and magazines often. [Teacher 65]

I use English to teach my children. When I teach them or doing any household activities I speak in English with them. I always inspire them to talk English with me and their father. When I stay far from my children I call them on the mobile phone and talk to them in English. Of course after going to EIA I am doing these things more. [Teacher 29]

Finally, some mentioned that they use English to communicate with people abroad:

Sometimes I write letter to my pen-friends. [Teacher 73]

I use English outside the classroom to communicate with one of my cousin who lives in England now. [Teacher 33]

These findings show that EIA is opening up other opportunities for teachers to exploit their English competency and potentially to further improve it, as well as providing some with motivation to seek out further such opportunities.

Students

In the interviews, teachers reported that their students' speaking skills had improved as a result of their changes in teaching, and that their students' were now willing to try to speak English:

All students have started to participate actively in the class and they are not scared about speaking in English now. For example: When I ask them 'How are you?' They give me the answer in English and also ask me 'and you?' [Teacher 94]

The response of the students is very good. They are motivated to make conversation in English. Now all of the students try to participate in English in the class. [Teacher 108]

In particular, teachers noted that the students have gained confidence and no longer seem afraid of speaking English:

They now do their class work in groups. As a result, the learners' fear of speaking English is going down. [Teacher 106]

Some said that their students are starting to use English more often with each other, even outside the classroom:

In the past most of my students especially weak students were not responding in the classroom. But now by using iPod to conduct class, all students try to respond well. They try to answer and share their opinions in English. [Teacher 42]

My students have already started using English to communicate with each other instead of Bangla. They always try to use simple English in the classroom. When I conduct class they respond to me in English. [Teacher 40]

I found them practicing English outside the classroom also. [Teacher 18]

Others suggested that it is not necessarily easy for all students to use more English in the classroom, but in general there is improvement:

Good students are developing very fast. The development of the weak students is slow but they are improving. For an example, when I give an instruction in the classroom, good students can immediately follow it, but the weak students follow the good students. [Teacher 85]

They want to talk in English. But they cannot speak well in English though they understand better. [Teacher 138]

Teachers are thus not just reporting that students have more opportunity to use English because of their teaching, but also that their confidence, motivation and competency is improving.

3.2.3.2 Impact on teaching

When asked in the questionnaire whether EIA has had an impact on the way that they teach, 86% of Secondary teachers agreed with this statement, with 49% strongly agreeing. Only 8% disagreed.

Teachers were also asked in the interviews whether they had changed the way they teach and think about teaching as a result of taking part in EIA. Here several teachers noted a significant shift in the way that they see teaching. Many mentioned that they now see teaching and learning as more of an active process, making greater attempts to involve students in classroom activities:

Before taking part in EIA, I would teach English traditionally. Now I try to make lesson interactive and enjoyable to the students. [Teacher 54]

In the past when I conducted the class only using lecture method, I could find less participation of students then. But now I emphasis more students' participation to conduct the classes. [Teacher 30]

In the past I usually gave the solution to a problem but now I try to bring out the solution from the students. I encourage my students to participate in this process spontaneously. [Teacher 138]

Some also said that they themselves are more active in their teaching:

Before EIA practice I used to sit in a chair in the whole class but now I like to move in the class. In my previous practice I used to take class through reading the book only. Now I think about involving my learners in my class activities. I engage them in activities like pair work, choral dialogue etc. I try to think of various steps which could help my students to concentrate more in my class. [Teacher 18]

Some stated that they are making attempts to move away from rote-learning and memorisation as the most common teaching techniques:

Before getting training from EIA, I asked the students to memorise the lessons from the textbook but now I want to build their capacity and creativity to use English properly. [Teacher 5]

Others mentioned that they are moving away from more traditional grammar-translation methods:

In previous practice I only translated the text into Bangla and provided the Bangla to the students. But now I do not do this. I ask them question from the passage and involve them in making sentences using the words. In this way now I try to make classroom active. [Teacher 12]

Before taking part in EIA, I thought that the Grammar Translation Method was the only way to teach English. But now I use participatory approach in the class. [Teacher 5]

EIA has changed my thinking about teaching in a great way. Before EIA I used to read the book in class and translate it into Bangla. In this way I tried to help them to understand. And then I assigned them homework. But now I do not do this. Now my students do a lot of works in class like group work, pair work, etc. My students try to prepare their lesson in the classroom and through group work they help the weaker students. They check each others *khata* [notebooks] and help each other correct if there is something wrong. [Teacher 29]

Some said that they now understand that their teaching should be more student-centred and involve more student talk time, for example:

In the past I believed in more teachers' talk time (TTT) but at present I believe in more students' talk time (STT). [Teacher 2]

One teacher reported that as a result of EIA, she now thinks that teaching can go 'beyond the syllabus' [Teacher 121]. Another mentioned that he now sees ELT as going 'beyond reading and writing':

Before I thought only reading and writing is enough for knowing good English. But now I believe listening and speaking are important as well. [Teacher 85]

Some stated that they now see teaching more as 'facilitation':

I have realised that teaching is basically facilitating, involving the students and making learning enjoyable. [Teacher 139]

My teaching style has changed because of participating in EIA. At present, I play the role of a facilitator more than that of teacher. I always keep smiling face. I give students encouragement to use English regularly. I do group work and pair work and give them free/creative writing in English. I exchange greetings in English. [Teacher 6]

Only a few teachers responded that there have been no significant changes to their teaching practices and views of teaching:

I have to say that the improvement is not much significant at this moment but when I look back I notice some changes in my own teaching style. [Teacher 30]

Yes, I have [noticed some changes]. But very few. Now I try to use media and technology in my teaching. The rest of the things are as before. [Teacher 115]

Some mentioned that EIA has had a greater impact on them and more success in changing their practice than other training initiatives:

I learned some techniques from TQI training, but did not use those in my class regularly. After taking part in EIA, now I have realised the necessity of these techniques. [Teacher 126]

This is the training we really implement in the classroom. Before that we had so much training but the lesson was left at the training door. But with EIA the lesson is with us and we are following EIA instructions. Now the trainer is in our pocket [indicating iPod]. [Teacher 18]

Some claimed that their use of 'negative language' and 'punishment' has decreased as a result of taking part in EIA:

> Because of taking part in EIA, now I use positive language with students and use of negative language is reducing. [Teacher 81]
> Before EIA practice I gave punishment to my students but now I don't. [Teacher 29]

These reported changes in teaching are not just specific to ELT, but relate to general pedagogic strategies. These can be transferred to other teaching undertaken in addition to English language teaching.

3.2.3.3 Impact on motivation to teach and learn English

In the interviews, Secondary teachers were also asked whether their motivation to teach or learn English has changed since taking part in EIA, and, if so, how or why. Many teachers responded that they were now more motivated than before about both teaching and learning English.

Some teachers mentioned that since taking part in EIA they are now more motivated to improve their own English. This includes reading books, practising conversation and listening to the iPods:

> Now I think if I know good English, my students will get proper direction to learn good English. [Teacher 108]
> For learning English, I am reading many books as well as getting help from the i-Pod. To develop my fluency in English, I talk to myself in my leisure time. [Teacher 138]
> Through listening dialogue from the audio recordings, internally I feel curiosity to learn and teach more English. [Teacher 2]

Others said that they are much more motivated to improve themselves as teachers as a result of the EIA programme:

> Now I am more aware of my teaching and I try to learn something new every day. [Teacher 126]

Some teachers noted positive responses from their students' to the changes in teaching. This motivates some teachers to further improve:

> Now I see that students are responding more and participating actively, which result in a kind of satisfaction in me. [Teacher 58]
> The enthusiasm among the students has motivated me. [Teacher 42]
> When I use English in the classroom, it makes my students more interested to learn English. This factor has made me motivated to learn and teach English. [Teacher 5]
> In previous times I just passed the time and was not careful to the students. It seemed that I just taught the student just pass the examination. But EIA teaches us to teach for our students. Our main duty is to give them support properly. [Teacher 57]

Others mentioned in particular that they have started to plan their lessons (an explicit indication of motivation given the lack of time for such planning) and that they follow certain patterns when doing so:

> Now I pre-plan for a lesson and see how easily I can keep control on classroom situation and can make lesson interesting for the students. [Teacher 125]

Now I find teaching is a systematic process. It is not only that I go in the classroom and lecture, and then come out. Rather there are certain steps I need to follow. [Teacher 82]

Some teachers reported that the materials that they have received through the EIA programme have motivated them:

My interest of teaching and learning has changed greatly after taking part in EIA. I have an iPod and block rocker. These are very attractive to the students. They like those things and I also feel good to take class using them. [Teacher 18]

Others stated that the cluster meetings in particular provide them with motivation to improve their teaching practice:

After attending the cluster meeting my motivation for taking good classes and for self learning has increased. [Teacher 20]
When I go to the cluster meetings I feel good because the trainer knows me by name. It is a really good feeling. Before it was difficult for me to get involved with such great people. It's because of EIA. It's really inspiring. [Teacher 18]

Other teachers mentioned that they just 'love' to learn or they want to improve themselves [Teacher 6], and that this provides them with motivation. Finally, one teacher said that participating in EIA is 'socially prestigious' and that this provides them with motivation to improve. [Teacher 3]

In summary, the programme seems to have given some teachers the motivation to improve their English, both for their own benefit as well as to help their students learn.

3.2.3.4 Impact on students' learning and motivation

When asked in the questionnaire whether changes in their teaching have had a positive impact on student learning, 86% of the Secondary teachers agreed with this statement. When asked whether changes in their teaching have had a positive impact on students' motivation, all of the teachers agreed, with 41% strongly agreeing.

In the interviews, the Secondary teachers also reported that their students have responded very positively to changes they have made in their teaching:

Their responses are very positive. They are coming out of the traditional way of rote learning. A few days back a group of my students came to me and asked how they could speak good English in the classroom. Before no students ever thought of asking this. [Teacher 83]

Some mentioned that their students find learning more interesting and easy as a result of changes in their practice:

My students responded very proactively to the changes I have made. For instance, they participate very eagerly and spontaneously in the class. They even say that now lessons seem interesting and easy to them. [Teacher 65]

Some stated that the class attendance rate has increased [Teacher 81]. They also mentioned that students participate more readily in the lessons:

Now my students are more interested to learning English. For example: When I call to students to make conversation, all students want to participate. [Teacher 112]

More than 50% of my students participate with the activities spontaneously. The rest of the students are taking their times. But they have a very positive attitude towards EIA activities. [Teacher 121]

In some cases, the students even encouraged the teacher to undertake more interactive activities:

Now they often say, 'teacher let us do a role play' or 'in this chapter there is an oral dialogue. Will not we do the oral dialogue?' [Teacher 125]
My students are very interested in playing language games in the English class and sometimes they say 'Sir, let us play the language games again'. [Teacher 6]

However, some teachers reported that their students showed some resistance, particularly when the more interactive activities were first introduced:

When songs were first introduced in the classroom they thought it was not related to their learning. But after realising that it is related, they enjoy it. [Teacher 93]
At first they were surprised about the new practices because that was new for them. Now they are used to these techniques. I can feel their positive attitude about EIA intervention. [Teacher 115]

Other Secondary teachers suggested that students were worried about whether they would be able to pass the exam if EIA approaches were used in the classroom:

Students are very interested and motivated in English language learning. But they are scared about how they will pass the examination without memorizing. [Teacher 2]
students get scared if the syllabus is not completed. [Teacher 83]

In general, the responses indicate that teachers were overwhelmingly positive about the changes to their students' learning and motivation in response to the changes made in their teaching practices. However, there were still concerns, from both teachers and students, that the new practices may not necessarily prepare the students to pass the examinations.

3.2.4 Obstacles to implementing EIA practices

The questionnaire data shows that Secondary teachers perceived the main obstacles in implementing the techniques promoted by the EIA programme to be:students' low student proficiency in English; large classes; the grammar-based examination; lesson preparation time; low student motivation; and, having little time. Lack of English ability, lack of school support, noise and problems with the iPod were not deemed as major obstacles.

The SGI data provide further insight into the perceived problems of EIA teachers in implementing EIA approach and materials.

3.2.4.1 Technology

While several teachers mentioned that they did not have any problems in using the technology, there were a few examples of problems either with using or charging the iPods and speakers, or with carrying them. One teacher noted that they still had not received an iPod, while another mentioned that some materials had been deleted. The following extracts provide examples of the challenges teachers reported facing in using the technology:

Due to excessive load shedding[7], most of the time it was not possible to use the instrument properly. I tried to charge the block rocker when electricity was available but sometimes there was not enough time to be charged the materials. [Teacher 36]

the problem is with iPod and block rocker. They are not holding their charge at all. It seems to me that there is some problem with the battery. [Teacher 29]

Some reported difficulties arising more from sharing the technology with their partner teacher, or with carrying the devices:

When we two teacher take large classes at the same time then one teacher takes Block Rocker and I take Logitech. But it is difficult to cover the large class using Logitech.[8] [Teacher 95]

Sometimes I feel no interest to carry the speakers to class. [Teacher 1]

Although some of these problems are specific to particular circumstances, the issues of size and output of speakers systems are susceptible to more general solutions.

3.2.4.2 Problems with materials

Secondary teachers reported that one of the problems in using the materials is that they do not always completely match up with the material in the *English for Today* textbook:

One of the problems I face with introducing EIA practices is that all the lessons are not available in the EIA materials. There some irrelevant lesson in the materials which do not match with the books. [Teacher 121]

One of the problems I face with introducing EIA practices is that there is not enough matching between the text lesson and audio text on the iPod. [Teacher 33]

This problem has been discussed at cluster meetings and measures have been taken to help the teachers in relating the EIA materials to the textbook (this includes the introduction of *English for Today in Action*[9]).

3.2.4.3 Students' difficulty in understanding

Some Secondary teachers mentioned that they have problems implementing the EIA methods and materials because either their own or their students' English is not good enough to follow the materials. In particular they mentioned that the materials for Classes 9-10 were difficult:

Songs are fast and difficult for students… The class 9 module is very fast and vague. I myself don't understand [Teacher 106]

I cannot understand the pronunciation of the recording and the speed of the recording is too fast. The recordings from class 9 and 10 are so fast. [Teacher 108]

students are too weak to understand the audio recordings. They cannot understand the recordings without Bangla. So, I have to discuss and give instruction in Bangla first. Then I play the recordings. [Teacher 6]

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[7] *Load shedding is an intentionally-engineered electrical power outageused by an electric utility company in order to avoid a total blackout of the power system. They are usually in response to a situation where the demand for electricity exceeds the power supply capability of the network.*

[8] *The Logitech is a smaller speaker system.*

[9] *English for Today in Action is a collection of activities distributed to Secondary teachers participating in the EIA project, which provides suggestions for teaching the English for Today textbook in a more communicative fashion.*

In many of these cases teachers reported measures that they are taking to overcome these challenges. For example, some teachers said that they support their students' listening by explaining the listening materials in Bangla. Hopefully it is clear to them that this is acceptable – even good – practice and should not be considered a weakness. One teacher noted that she uses the blackboard to support students' listening.

3.2.4.4 Students not receptive

Some teachers said that they are not able to introduce EIA materials and practices because their students are not receptive to them. But in many cases, the teachers also reported that with a little patience and persistence, their students are slowly starting to engage in more interactive activities:

> Some of my students cannot cope with some activities such as group work. In this situation I try to give clear instructions to them to minimise the problem. [Teacher 138]
> Most of the students are inactive and not motivated to participate in the class. Weak students do not participate in the activities because of fear. They do not have enough vocabulary to take part in any type of activities and good students make group among them. …If I make the groups by mixing good and weak students, the good students… do not talk. To overcome these problems, first of all I emphasize fluency [rather] than accuracy. I support the weak students by remaining with the group of weak students. [Teacher 5]
> The first time I involved the learners in pair work or dialogue practice they could not understand what to do. In most of the cases students were afraid to talk in English in front of their teacher. They wanted to use Bangla. In this case I tried to make a more friendly relationship with them by making little joke or doing some gossip etc. After some days they started to respond. [Teacher 12]

3.2.4.5 Large classes, noise and disturbance

Another challenge to implementing EIA materials and practices reported by the Secondary teachers is that they are difficult to introduce in large classes. Some teachers report having as many as 125 students -in such large groups they said that it can be difficult to maintain control over the class. Teachers also mentioned the challenge of noise disturbing other classes.

> I have 100-125 students in my class. It is difficult for me to implement EIA practices in such a large class. It takes time to manage the class. In such large class I cannot give attention to all my students. In this case I involve the one or two groups sitting in front in activities and the other groups follow them and try to learn. [Teacher 28]
> When I play the block rocker and iPod it makes so much sound that it disturbs other classes. Sometimes I play the block rocker in low/medium sound but our classrooms are not well sound protected. [Teacher 40]
> when I play the block rocker other classes' students come to hear the song or dialogue [Teacher 33]

3.2.4.6 Time management

A common challenge that several Secondary teachers mentioned is time. Either they feel they did not have enough time in the lesson to use the EIA materials effectively, or they felt that they did not have enough time outside class to prepare to use new EIA materials in their lessons:

Class time is less than an hour and it is really difficult to complete the lesson within that time if I use EIA materials and methods. Sometimes I tried to squeeze the lesson in that time period by using less materials and techniques. [Teacher 57]

it takes a lot of time to plan the lesson. In my daily work routine there is hardly any time to make a lesson plan applying EIA teaching methods. To solve my lesson plan problem I am doing some preparation at home. I listen to the teacher teaching material on the iPod touch and when I take lesson then I listen to the audio and make plans about how I will take my class. [Teacher 49]

teachers have to do extra work to take preparation for an EIA instructed class. But I don't have enough time for this. I have to do some other work to manage my financial crisis. Only school teaching cannot fulfil my [financial] needs. I have to continue private tuition for my existence. If I got enough money from school then it would not be necessary for me to continue private tuition. …If I was not the victim of financial crisis then it would be possible for me to pay enough attention to EIA practice. [Teacher 28]

Teachers are trying to employ measures to overcome these problems, for example by only using some of the materials or preparing at home. However, as the following extract illustrates, some of teachers face challenges in their life outside school which mean they cannot find extra time in their busy lives to prepare for and practise lessons:

Though I am interested to EIA practices, I cannot maintain them If I didn't have other problems I could think of my students but I have no way. Now I take classes with preparation of 10 minutes. EIA is giving motivation to the teachers but before that teachers' economic security is more important. [Teacher 28]

3.2.4.7 Wrong type of class (2nd paper) and examinations

One problem that several teachers mentioned is that they do not teach first paper classes[10] where it would be appropriate to introduce EIA materials. If teachers are only teaching second paper classes, then their lessons focus mainly on grammar, and EIA materials are not appropriate for this.

A related challenge that teachers commonly reported is the general pressure of the examination system. As they have the duty to prepare students for their exam (particularly the older students), they felt that EIA materials would not help with this.

the school asked me to take English 2nd paper class but EIA materials/module are for English first paper. [Teacher 107]

The major problem I faced is that the examination is coming up and I will have to cover the syllabus. [Teacher 107]

I think exam system of our education system is a barrier to introducing EIA. Students might fail the exam if we follow the EIA method properly in class 8, 9 and 10. We have to give extra time for SSC students' preparation. ….If the result of our school is satisfactory on the exam, the school might be closed. So we have to pay attention to our students' results. [Teacher 81]

Some teachers mentioned that they try to overcome this problem by only using EIA materials in one lesson a week or one lesson a month.

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[10] There are two types of English language classes in Bangladeshi Secondary schools: 1st paper classes in which the students focus on general language skills, and 2nd paper classes which focus on grammar and writing. EIA materials were designed to be used in 1st paper classes.

3.2.4.8 Difficulty in using the approach

While most teachers seemed to be positive about EIA and were willing to try to take measures to overcome their difficulties, a few still seem to have had very limited success, or seem not interested in changing their practices:

> I'm not still comfortable with the EIA practices. I still cannot manage problems with pair work and group work. [Teacher 92]
>
> I face many problems in introducing EIA practices. It is very tough job for me. Actually I am not interested in it. You see am an aged man. I have diabetes. It is difficult to attend the cluster meetings. I cannot keep sitting the whole day. And the ICT material does not work properly. Still I try to overcome these problems. I take the load and carry on with it. But honestly speaking if I were released from EIA, I would feel relieved. [Teacher 54]

Some of the problems mentioned in this subsection are beyond the direct control of EIA (e.g. sound insulation of classrooms), but nevertheless EIA must seek solutions to minimise their impact. Other problems mentioned are within EIA's sphere of activity, such as the difficulty of the songs and listening texts. In some cases, the head teacher could be engaged to ensure that EIA teachers are teaching first paper classes. Still other problems require EIA to take action outside the immediate classroom, school or district context (e.g. the requirements of the examination which may emphasise grammar and translation in learning English).

3.2.5 Community perceptions of EIA

Wedell (2009) argues that educational change initiatives should involve representatives from all affected levels of the education system in order to raise awareness to the proposed change and provide support for those actively involved. With this in mind, EIA has adopted a wide-ranging stakeholder engagement strategy in order to involve key players within the local educational environment in the EIA initiative.

The interview questions explored in this subsection reflect whether teachers are aware of community perceptions of EIA - whether their school community (e.g. head teachers, fellow teachers, etc.) and students' parents have noticed any changes to their practices, and whether these changes has been viewed positively or negatively.

3.2.5.1 The school community

When asked whether anyone in the school community (e.g. teachers, head teachers) had noticed any changes to their practice, many teachers replied that they had. In most cases reported, the teachers stated that these changes were perceived positively.

In a few cases, there was some resistance from the head teacher, but the teacher was able to overcome this:

> At first our head teacher kept the iPod for himself. Then I made him understand that it is for facilitate my students learning. [Teacher 121]
>
> At the beginning of the programme the Head Teacher did not allow me to go to the cluster meeting. But since he saw my improvement, he allows me to go. [Teacher 82]

But in most cases, head teachers were seen as being very positive and supportive of EIA:

> Our head teacher is very careful, cooperative and helpful. He always gave us assurance for any kind of help. [Teacher 69]

When the headmistress was present in our school one day she came to visit my class and observed whole time. She noticed that our students were speaking well and responding fluently. She mentioned that before EIA program our students had issues with speaking; they were shy and did not want to speak out. But now they had come out the shyness. [Teacher 47]

Some mentioned that School Management Committee (SMC) members had responded positively to the results of the EIA intervention:

Our SMC members visit our classes and they are very interested to EIA practice. They have seen various activities like speaking practice, group work, pair work etc and admired the activities. [Teacher 20]

One of our SMC members visits our school very often. Once I was taking class using the block rocker. The visitor came and observed my class. That day I engaged students in some listening practice. When I asked a question to the girl in the corner she replied. She was the weakest student of that class. This made the visitor very pleased and he told me that the EIA materials are really helpful. … [Teacher 12]

Several teachers noted that their colleagues are generally very positive about EIA, as they can see the benefit for students.

All teachers show positive attitudes and give me encouragement to use EIA activities. They say it will be helpful to improve the condition of English in Bangladesh. [Teacher 112]

My colleagues are helping me a lot to apply the EIA intervention. They do not mind if I am late to finish the lesson because of applying EIA materials. They are considerate and sacrifice their time for the implementation of EIA. [Teacher 125]

One teacher also mentioned the positive effects that EIA has had on other teachers' attitudes:

my colleagues … are very positive to EIA and really helpful to me. Once I was doing some speaking practice in my class and one of my colleagues noticed that. After the class he told me that it was very effective and also said that my speaking skill had improved. Now my colleagues think it is possible to develop their own speaking skills as well. [Teacher 18]

This positivity was also felt among teachers from other schools in the area:

Even techers of other schools near us also feel the urge to get involved in the new methods. … He [a colleague] is so eager and feels sorry that their school is not in the EIA intervention. He thinks that we are lucky to be a pilot school. [Teacher 54]

However, some teachers said that their colleagues only seemed to be positive about EIA because of the additional technology that it has brought to their school:

Other teachers in the school play a silent role towards EIA. But all of them are happy to get the block rocker, as it can be used in assembly, *milad*, etc. [Teacher 107]

Another mentioned that there are some who doubt the implementation of EIA among teachers:

The majority of the teachers show positive attitudes towards EIA activities. But one or two teachers say it cannot be fully implemented in Bangladesh because previous projects like ELTIP were not fully implemented. [Teacher 94]

Quite a few teachers reported instances of colleagues not being very supportive of their work, either because they worry about students' success on the exam, or because there is some resentment that only a few teachers have been selected to participate:

> Teachers of other subjects are not cooperative about EIA because they are not able to have the same facility as I'm having. [Teacher 93]
>
> Some showed rival attitude against the EIA activities because EIA teacher get some facilities like teaching materials and money. [Teacher 36]
>
> Some of our colleagues are not positive about our activities. The sound of audio sometimes bothers other classes. [Teacher 69]
>
> Non-EIA teachers are not at all cooperative. In some cases they create problems. [Teacher 65]
>
> Some teachers of other subjects and parents don't like EIA practices because they think this will not increase students' grades in the examinations. [Teacher 85]
>
> I do not get enough support my school as they believe in the traditional English teaching method. [Teacher 94]

These extracts show the importance of continuing with the EIA stakeholder engagement strategy to ensure that participating teachers are met with encouragement in their school communities.

3.2.5.2 Parents and guardians

Some Secondary teachers also recounted that parents are taking an interest in the changes in the English teaching in their children's school, and in most cases have responded positively to these changes:

> Parents are positive with EIA practices since things are related to text book. [Teacher 92]
>
> Parents-Teachers are interested to know how to improve their children's speaking in English. They are very glad to know about EIA activities and appreciated the activities. [Teacher 40]

In a few cases, teachers noted that parents are sceptical about the changes resultant from the EIA programme, mostly because of concern about the exam. But they also claimed that they were able to explain the usefulness of the programme to parents:

> A guardian of a class eight student reacted negatively. He claimed that the activities I am practising in the classroom are not necessary for students' exam. So I should leave this. But I succeeded in making him understand that though it is not necessary for their exam, it is necessary for their language skill. [Teacher 121]
>
> At the beginning guardians were negative because they thought EIA was not going to do any good. But when they saw their kids speaking English they felt good and they are now positive about EIA practices. [Teacher 82]

In a few cases, teachers suggested that the parents of the children in their school do not (or cannot) pay much attention to their children's education. Given this, they haven't noticed any change:

> parents do not take interest in the classroom activities. [Teacher 138]

Only one teacher mentioned that parents might worry that the implementation of EIA activities 'decreases teachers' authority':

> I heard that local people's concept is that teaching with acting decreases the teacher's authority. And that this is not a good sign for an ideal teacher. But my thinking is different. I think teaching with acting and body language increases the quality of a teacher. [Teacher 73]

Almost all of the teachers interviewed noted that the views of others (within and outside the school) are positive to EIA, once they understand its intentions. This can only act to support the EIA teachers in their use and development of CLT approaches. This will be particularly important in the longer-term development of EIA (in later phases of the programme).

3.2.6 Beliefs about English language learning

The belief that English language learning is an important resource for students is likely to positively affect teachers' attitudes towards their profession. Regarding Secondary teachers' perceptions about learning English, all of the teachers agreed that learning English is important for people in Bangladesh, with 71% strongly agreeing. When asked whether English is useful for getting a good job, 88% agreed. This suggests a strong motivation for learning and teaching English, something that was also found in EIA baseline studies undertaken by BBC Janala (EIA 2009e). How this motivation is expressed by teachers in the interviews is examined below. In addition, Secondary teachers' views of what being an English speaker/teacher means to them are explored. These responses show teachers' views on aspects of English that are important to them and thus may be important to their language and professional development.

3.2.6.1 The role of English language learning in students' lives

In the interviews, teachers were asked what they thought it meant to their students to learn English. They were asked what – if any – difference learning English would make to the students' lives. The following extracts are examples of the views of the Secondary teachers regarding the role English language learning might have on their students' futures.

Secondary teachers frequently mentioned that improved ELT will help students do better in the English exam which they are required to pass to enter higher education:

> I think my students learn English to learn from the textbook and to pass the examination. [Teacher 94]
> Students feel English is important, but I think they give extra effort on English for passing the exam. [Teacher 29]

Some saw learning English as useful beyond the exam. For example:

> my students learn English only for passing the examination. But in the future, it will be helpful for increasing their computer skills, going abroad, getting better jobs and financial success. [Teacher 6]

Others recognised that knowledge of English will help their students gain access to higher education:

> to my students learning English is getting access to higher education. [Teacher 33]
> They will be able to get a scholarship from universities abroad if they can prove their skills in English. [Teacher 126]

Teachers also said that learning English will give students' better prospects in the job market, more earning potential and will open up other opportunities to them:

> I think, to my students learning English is getting access to the job-market. It can build a basis of economic development. [Teacher 69]
> I think it will help my students to get better jobs and it will open the door of the future for them. [Teacher 133]

Students must learn English. Without learning English they cannot have a good job, and as a result they cannot change their lives. [Teacher 93]

If they want to go abroad for higher study or for work purposes they needed to know the international language better. If they want to do business they will have to talk with their buyers in English. [Teacher 121]

Some mentioned particular types of organisation/job that they thought their students could be employed in if they did well in English (e.g. government jobs, NGOs, teachers):

At present English is in high demand in all government jobs, and non-government. [Teacher 106]

To have a good job in an international organisation like UNDP students need a good command of English. [Teacher 126]

An English student can earn lots of money from private tuition. For example an honours student who graduated from a national university in Bangladesh can earn a lot of money through private tuition. He has a huge number of students only because he can speak English properly. ... In another example, private school teachers of all subjects but English give a large donation to the school in order to be hired, but as there is a shortage of English teachers, so he/she does not need to give a donation. [Teacher 106]

One Secondary teacher suggested that students require English to work abroad and, in turn, contribute to the Bangladesh economy:

I think my students learn English because they think they are the future leaders of Bangladesh. In the future they will be able to go to abroad and take part in our economy and they will be good manpower through learning English. [Teacher 3]

One teacher said that knowledge of English can help students spread knowledge of Islam:

through learning English students will be able to motivate the people of other religions towards Islam. [Teacher 94]

Some also recognised the usefulness of English as an international language that provides Bangladeshis with a means to communicate with people from around the world:

To communicate with others, students need to know English. If they can communicate at an international level, the will be able to change their lives. [Teacher 92]
English is an international language for communication, business, service, etc. To be a proud member of an international arena my students need to learn more English. [Teacher 57]
English is an international language. … It's a way of knowing the world properly. [Teacher 73]

Teachers also understood the usefulness of English in providing students with access to technology:

To use the internet, mobile phones and computers, students need English. When students have good knowledge of technology, this can change their lives. [Teacher 83]

I think English learning is essential for ICT literacy and to improve student's lives in the future. [Teacher 2]

Some stated that knowledge of English gives their students access to the 'modern world':

> From my point of view, learning communicative English is opening the door to the modern world for them. [Teacher 81]

Teachers also mentioned that learning English can change their students' lives, including developing a new, worldlier lifestyle, or positively impacting on their family situation:

> Acquiring good English will actually change their life, their future. [Teacher 65]
> … Learning English will make their future smooth. [Teacher 58]
> From my own point of view, learning English can change their lifestyle; they will able to know the world culture by knowing English. [Teacher 69]
> learning English is helping them to change their family environment positively. [Teacher 115]

Some suggested that learning English is a way for students to develop generally, personally and cognitively:

> I think my students learn English for their mental satisfaction. [Teacher 1]
> English will be needed … to know the unknown. [Teacher 125]

Others said that learning English will help students improve their status in society:

> Nowadays each and every person has an attraction to learning English. Those who learn English have a good status and get respect. … From my own point of view, learning English will be helpful for community development and the development of the future generation. [Teacher 138]
> learning English will also help them to make their status high in the society. [Teacher 121]
> I think learning English will bring positive change in their life. Those who know English can improve in every side of life. They can stay very well in their social life. [Teacher 12]

These views show a rich view of the role of English in students' lives, as seen by their teachers, and these by and large mirror not only those of Primary school teachers outlined in Subsection 3.1.5.1, but also their students' own views of the potential impact on their lives. Such strong motivation should be used to support the implementation of educational change.

3.2.6.2 What it means to be an English speaker

Secondary teachers were asked what they thought it meant to be an English speaker. Responses show the aspects of English that the teachers felt were important. In their replies, the teachers highlighted a range of things they felt were important, from the more technical aspects of language use to more personal aspects of identity.

Some teachers simply stated that English speakers should be fluent in the language:

> An English speaker must have good fluency. [Teacher 93]

Some suggested that an English speaker should regularly practise the language for fluency. Others mentioned specific language abilities, for example that English speakers should have good speaking and listening skills:

> An English speaker needs to have good pronunciation. [Teacher 82]
> A good English speaker needs to have good listening capacity and he should be easily understandable. [Teacher 85]

Some Secondary teachers suggested that skills in grammar and a rich vocabulary were a signs of a good English speaker:

> A good English speaker needs to have good knowledge of grammar, vocabulary, and should have the capacity to make good sentences. [Teacher 83]
> an English speaker is a person who does not make any grammatical mistakes in their speaking. [Teacher 121]
> An English speaker should … have a rich vocabulary. [Teacher 107]

Others stated the requirement of an English speaker to use the language 'simply' or to use easy words, presumably so English can be used to communicate with other non-native speakers of English:

> an English speaker is a person who can use easy and simple words for communication. [Teacher 81]
> an English speaker is a person who can use the language properly with easy words. [Teacher 73]

This focus on the communicative purposes of using the language was extended by other teachers who mentioned that, while communicative ability is important, grammar is not necessarily:

> He will be able to communicate effectively with another person and convey his message clearly where grammar is not important. [Teacher 126]

Some noted that English speakers can communicate successfully and easily so others can understand him/her:

> An English speaker is a person who can use English effectively and meaningfully for communicative purposes. [Teacher 133]
> An English speaker should have the ability to speak correctly and fluently and his/her listeners must understand him/her. [Teacher 94]
> an English speaker is a person who has no hesitation and is spontaneous in speaking. His/her pronunciation will be good and he/she will be able to communicate effectively with another person. [Teacher 115]

Other Secondary teachers suggested that an English speaker can convey meaning in English:

> an English speaker is a person who can meaningfully use the language. He will be able to communicate effectively with another person and convey his message clearly. [Teacher 54]

Teachers also mentioned that English speakers can use the language for a number of purposes and in a variety of situations:

> An English speaker should use English according to the need of the situation … [Teacher 108]
> an English speaker is a person who has a good command of the language. He will be able to communicate effectively with another person and convey his message clearly depending on the situational demand. [Teacher 125]
> An English speaker should use English according to the need of the situation and everybody will understand him/her. [Teacher 108]

This focus on communication is a good foundation for EIA communicative classroom approaches to ELT. As with the Primary teachers, this communicative view was extended by some who mentioned the need to use body language to be a good English speaker:

He must have good pronunciation, vocabulary, body language and confidence. [Teacher 81]

Teachers attributed several personality traits to English speakers, for example confidence, friendliness, helpfulness and intelligence:

An English speaker means to be … self confident. [Teacher 106]

A good English speaker has to be confident and friendly. [Teacher 92]

An English speaker should be a smart one and will mix with people. He should have body language which will be helpful for others to understand his English. He will be helpful. [Teacher 20]

A speaker should be a person of good character and he should speak loudly. [Teacher 12]

I think an English speaker should have good pronunciation, language skills, motivation, interest and self confidence in using English. [Teacher 2]

The context was also mentioned as important to an English speaker:

Environment must be needed to be an English speaker. [Teacher 33]

an English speaker is a person who must speak in English everywhere. [Teacher 36]

an English speaker is a person who will talk English most of the time. He will use English as much as possible with friends, in the classroom and in his practical life. He will be really helpful and will help others to learn English. He also will encourage others to speak in English. [Teacher 29]

So, while some Secondary teachers have a rather restricted view of the English speaker as someone who is familiar with the technical aspects of the language, many others see the ability to use the language appropriately in a wide variety of contexts as important. These teachers also seem to recognise the value of English as a lingua franca, a language that can be used between speakers of Bangla and speakers of other languages. Certain aspects of identity also seem to accompany the idea of being an English speaker for some teachers, for example confidence and friendliness. These views will, in turn, affect teachers' identities and practices as English teachers, as the next subsection illustrates.

3.2.6.3 What it means to be an English teacher

Secondary teachers were asked what they thought it meant to be an English teacher. Responses here indicate the aspects of their profession that the teachers felt were important. Again, the responses range from very technical aspects to the more communicative, and also include aspects of personal identity.

Some Secondary teachers just stated that English teachers should have a good general, overall knowledge of English:

A good English teacher needs to have a good knowledge of English. [Teacher 85]

A few spoke of the importance of grammar knowledge:

To be a good English teacher one must be a good at grammar. [Teacher 93]

There was also specific mention of the importance of having a rich vocabulary:

To be a good English teacher, one has to have huge word stock. [Teacher 125]

an English teacher should have enough vocabulary and should use English properly. [Teacher 108]

Some said that English teachers should have good speaking and listening skills:

An English teacher must talk clearly and beautifully. [Teacher 20]

An English teacher must be able to teach his/her students. Especially he will be able to improve students' speaking and listening abilities in English. [Teacher 94]

Further to this, several teachers stated the importance of good communicative abilities in English:

a good English when he/she will be able to communicate effectively with another person. [Teacher 138]

There was also mention of how English teachers need to speak English regularly:

A good English teacher should always speak in English with students. [Teacher 83]

S/he will use English both in the classroom and outside of the classroom. [Teacher 3]

Some Secondary teachers responded that it is important to 'love' the language to be a good teacher of it:

To be an English teacher means s/he should have respect and love for English [Teacher 65]

He has to eagerness about English, to teach English by using correct methods, to speak with the student in English language. [Teacher 33]

Several mentioned not only language abilities but also the importance of teacher training:

English teachers must be well skilled and trained in English teaching. [Teacher 3]

an English teacher must have a certificate in English. [Teacher 2]

Some specifically made reference to familiarity with certain teaching techniques:

He/she will be familiar with the Student Based Approach [Teacher 138]

S/he should focus on students' fluency rather than accuracy. [Teacher 6]

he/she must be able to select the right technique at the right moment. [Teacher 107]

Being an English teacher means … making class participatory. [Teacher 58]

There was also mention of planning and being prepared for class:

An English teacher should come to the class with proper planning and should keep in mind that he has to do work to make his students skilled in English. [Teacher 29]

Some suggested that being able to control the class was also important:

[An English teacher] should have controlling power and acceptance of the pupils. [Teacher 20]

Others made reference to teaching according to the students' level of English, and supporting the weaker students in their study:

A good English teacher is able to teach the students according to their level. [Teacher 121]

He/she must find the weak students in the class and solve their problems. [Teacher 108]

The teacher would be able to develop students' hidden intelligence. [Teacher 94]

Some of the Secondary teachers also mentioned being able to motivate students to learn:

It is very important for an English teacher to give the students encouragement for learning English. [Teacher 6]

His/her voice should be clear and he/she should make the students interested to learn English. [Teacher 108]

Furthermore, one teacher referred to lifelong learning - that an English teacher is 'a student for life':

> Every teacher will be a student in his whole life to be a good English teacher. [Teacher 30]

Some mentioned the importance of having commitment to the profession and motivation to teach:

> To be a good English teacher a person need not know everything. But he/she has to have commitment to teach. He/she will be able to motivate students and maintain a good relationship with the students. [Teacher 126]

Others suggested that being an English teacher is like being a psychologist, and that a teacher needs to be able to understand and support students:

> A teacher should think like a psychologist. He has a close relationship with students; he is a friend of them and a good driver. [Teacher 73]
>
> An English teacher must be a skilled, cooperative, patient person. Also he/she must try to understand the problem of students. [Teacher 69]

One Secondary teacher suggested that being an English teacher involved taking on a variety of roles, not just that of being an English teacher:

> He is not only a teacher; he is actor, singer, artist, architect, etc. [Teacher 18]

Many teachers attributed personal qualities to English teachers, such as friendliness, honesty, open-mindedness, patience and confidence:

> S/he will be smart and open minded and must be jolly minded. [Teacher 20]
>
> To be a good English teacher one has to have politeness and personality. [Teacher 115]
>
> an English teacher should have confidence and honesty. [Teacher 112]
>
> An English teacher should … be friendly with the kids and his words give them pleasure. [Teacher 106]
>
> An English teacher has patience to learn and teach English. [Teacher 30]
>
> An English teacher should have skills and confidence. In using English he/she must be friendly and he/she must be a researcher. [Teacher 107]

And finally, many teachers also mentioned that being an English teacher is prestigious, and that the profession is respected in the community:

> I feel proud to be an English teacher because it is prestigious, demanding and respected at the community. It is a noble profession. [Teacher 133]
>
> Being an English teacher I feel respected in the community. Parents and students show huge love towards me. [Teacher 54]
>
> I think English teachers are the lions of the country and I feel that an English teacher is privileged and respected at the community. [Teacher 36]
>
> Being an English teacher I get extra honour from educated people and from my colleagues. All my family members respect me for being an English teacher. [Teacher 18]
>
> Being an English teacher I feel privileged and respected in the community. … I feel proud to serve this job. [Teacher 57]

While some teachers view their profession as English teachers rather technically, many see it as an integral part of their identity. The fact that being an English teacher is often associated with respect may serve to motivate teachers further in their professional development.

3.2.7 Teachers' own language use

Regarding teachers' own language profiles, all Secondary teachers reported having knowledge of Bangla, with 71% reporting it to be their mother tongue, 18% claiming to be fluent and 11% claiming to be proficient. All of the Secondary teachers reported having knowledge of English, with 50% claiming to be fluent, 27% claiming to be proficient and 23% claiming to have basic knowledge. Regarding other languages spoken by teachers: 2 Secondary teachers (4%) reported being fluent or proficient in a local minority language; 2 (4%) reported having basic knowledge of Urdu; 5 (10%) reported having basic knowledge of Arabic; and 5 (10%) reported having basic knowledge of Hindi.

80% of Secondary teachers started learning English in Primary school; 10% started at Higher Secondary. When asked where they learned English, 82% reported learning it at school, 8% reported learning English at home, while 12% reported learning it at university. No teachers reported learning English at a coaching centre. (Note that respondents were allowed to give more than one answer to this question).

4. Findings - Primary and Secondary students

The findings of the analyses of the student group interviews (SGI) and questionnaire data are reported in this section. The results of SGIs for Primary school students are presented first, followed by results from the questionnaire and SGIs for the Secondary school students.

The analysis of the data revealed the two main themes: (1) traditional English language learning practices, and (2) communicative language learning practices. The first refers to teaching and learning language by following the so-called 'grammar-translation' method; this typically requires students to learn grammar rules and translate sentences from the target language into their mother tongue and vice versa (Harmer 2007, p. 63). Speaking skills are almost completely ignored in this method. On the other hand, communicative language learning is concerned with students' communicative competence in the target language, through a sequence of activities which focus both on meaning and form (grammar). All four language skills (i.e. listening, speaking, reading and writing) are equally emphasised in communicative language learning. Within these two broad thematic categories, sub-categories emerged which are described and illustrated below.

4.1 Primary students

As noted previously, the Primary school students participated in student group interviews (SGIs) only, and hence the results are drawn solely from the data generated from these interviews. The results of the analyses of these data are presented below.

The results fall under the two main thematic categories mentioned above – traditional English language learning practices and communicative language learning practices. These categories are exemplified in Subsection 4.1.1 and 4.1.2, respectively, together with further sub-categories, as revealed by the SGIs. Subsection 4.1.3 then discusses the students' views of English language, followed by Subsection 4.1.4 which covers other issues relating to classroom practice. A summary is provided in Subsection 4.1.5.

The order of the themes for each sub-category is presented according to how frequently they were mentioned by the students interviewed: so the most frequently-mentioned theme appears first, followed by second most frequently-mentioned theme, and so on.

4.1.1 Traditional English language learning practices

In this subsection, the findings on traditional English language learning practices (as defined earlier) are presented: first, current traditional classroom practices as perceived by the students; and, second, students' attitudes to and beliefs about traditional English language learning.

4.1.1.1 Existing traditional practices

Teachers' use of Bangla

The 2a quantitative observation study (EIA 2010a) indicated that although English was being used in most classrooms, there was nevertheless a group of teachers who persisted in speaking mainly in Bangla. The SGI data[11] showed that some teachers use Bangla most of the time in their English lessons. However, the use of Bangla did not seem to have a negative impact on the students:

> Mostly he spoke in Bangla. We enjoyed the class... [Student Group 1]
> He spoke in Bangla mostly. The class was good. [Student Group 19]

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[11] *Note that these findings are drawn from limited SGI data.*

The language of the teachers was mostly Bangla. But some classroom language used by the teacher was English. [Student Group 139]

Memorising/reciting poems

The other classroom practice associated with traditional language learning was reciting and memorising poems. Several groups of students reported that they recited and memorised poems in their recent English lessons:

Then the teacher told us to memorise the poem. We memorised it in the classroom, then teacher asked some of us to say the poem. [Student Group 134]

At first madam recited a poem from book. Then we all recited together with audio and after learnt by heart … also. [Student Group 96]

Then heard the Homes poem by audio. First time we listened and second time we all recited with the audio. Then madam recited the poem from book again and we did it with her. She told us to learn the poem's first four lines by heart.[Student Group 73]

We recited it [poem] with our teacher. Our teacher recited one line and we recited the next line. [Student Group 85]

It appears that Primary teachers use the EIA materials (i.e. audio) for reciting the poem, as indicated in the third extract above.

Reading and writing

Reading and writing activities were also reported being carried out in recent English lessons. Although it is difficult to understand the actual nature of such activities, they seem to be more teacher-fronted and less communicative:

Teacher told us to read a comprehension and we did it. Then we answered questions asked by him… [Student Group 67]

We read a story on *Hare and Tortoise* from the book… [Student Group 84]

… teacher asked us to write some word and we wrote them,… [Student Group 12]

She asked [us] to write down the poem in the classroom. [Student Group 16]

In the last class teacher asked to [read] a story from the text and we read that, after reading teacher asked some questions in English and we respond also in English. After that we wrote some words whatever teacher asked to write… [Student Group 102]

She asked us to read the names of seven days and to write after reading… [Student Group 28]

Although these reading and writing activities are 'traditional', English seems to have been used both by teachers and students (indicated by the penultimate extract above).

Drills

Drills are generally associated with the audio-lingual approach to language learning in which a stimulus-response-reinforcement pattern is followed (Harmer 2007, p. 64). Although drills are not directly linked with grammar-translation method, they are considered traditional as they are seen as 'mechanical' (i.e. not focusing on meaning but structures).

Drills were mentioned by several groups of students, varying from single words to a whole rhyme (poem):

She [teacher] also us[ed] the drilling in the classroom… [Student Group 56]

Teacher played the audio of the names of seven days and made us drill the names. [Student Group 77]

We also practiced some sentence drilling. [Student Group 36]

She [taught] a rhyme from the text book with drilling … [Student Group 16]

4.1.1.2 Attitudes to, and beliefs about, traditional language learning

The SGI also investigated Primary students' attitudes to and beliefs about traditional ways of learning English. The responses to the SGI questions relating to this are presented below.

The students expressed positive attitudes to reciting and drills, and negative views on memorising, the use of Bangla by the teacher, the audio, and the ill-treatment of students by the teacher. Each of these is described and illustrated below. The subsection finishes with briefly outlining Primary students beliefs to traditional practices.

Reciting and drills

The data on existing practices showed that drills and reciting poems were happening quite frequently in English lessons. The student attitudes towards these activities were positive:

I like reciting poems. [Student Group 18]

I also like sentence drilling. [Student Group 36]

I like singing song, reciting poems… [Student Group 53]

We like …drilling… [Student Group 38]

I like repeating words with my teacher. [Student Group 150]

This may not be surprising given that the Primary school materials contain many rhymes and songs which the students seemed to have enjoyed in their English lessons.

Ill-treatment by teacher

Some students reported that their English teachers rebuke or give them corporal punishment (e.g. beating) if they fail to complete the given task successfully:

One thing I don't like is that when the teacher rebukes. [Student Group 100]

When the teacher punishes us I don't like [it]. [Student Group 35]

We don't like it when the teacher beats us [when] we aren't able to give our lessons to him. Our teacher says that "Beating is a proper education". [Student Group 106]

I don't like it when teacher beats and when we can't give the lessons properly. [Student Group 95]

The punishment of the teacher is our dislike issue. [Student Group 108]

One may argue that corporal punishment is deeply rooted in the socio-cultural context of Bangladeshi education system (and South Asia) and so it is not surprising that teachers still give their students physical punishment. However, this kind of punishment certainly contributes negatively to the classroom learning environment. As indicated in the third extract above, this kind of practice by English teachers may have resulted from their view of a child's learning and development.

Absence of audio

A small number of the students said that they do not like English lessons without audio. This may show the popularity of the mobile technology and the audio materials used with it:

> … If teacher not take the class or do not play the audio I don't like it. [Student Group 49]
> … Sometimes our teacher comes to our class without Audio, and then we don't enjoy the class. [Student Group 26]

Memorising

Some students reported that they do not like memorising English lessons, answers to questions in their textbooks and the spelling of difficult words:

> I don't like to memorise so many lessons. [Student Group 36]
> The things I don't like about our English classes are memorising answers to questions and hard spellings. [Student Group 20]
> I don't like question answer exercise. We memorise those from the guide book. [Student Group 2]
> … but sometimes it is difficult to memorise. [Student Group 84]

The extracts above suggest that some EIA teachers may rely on the old 'tried and tested' technique of memorising the content of the textbook, rather than using communicative practices.

Teacher's use of Bangla

Some students reported that they do not like it when their teacher uses Bangla rather than English in their class:

> … When teachers mostly use Bangla we do not like this. [Student Group 115]
> I don't like it when the teacher uses Bangla rather than English. [Student Group 128]

However, it is not clear why the students don't like their teacher using Bangla.

Beliefs about drills and rhymes

The interview data was limited in terms of beliefs. It did show, however, that some students believe that drills and rhymes are the 'best' for learning English. A positive attitude was also expressed towards these (see above). The extracts below indicate students' beliefs about drills and rhymes in learning English:

> I think rhymes and drilling is best. [Student Group 10]
> We think … drilling is best for learning English. [Student Group 58]

4.1.2 Communicative English language learning practices

In this section the results on communicative language learning are presented, again in order of frequency of occurrence. As in the previous subsection, the results are reported in terms of the existing practices and student attitudes and beliefs regarding language learning.

4.1.2.1 Existing communicative practices

The practices outlined here reflect those suggested in the EIA materials and correspond with those observed in Study 2a (EIA 2010a).

Songs

Most of the students interviewed mentioned that in their recent lessons they either listened to songs or sang songs, or both. This is directly linked with the supplementary materials provided in the programme, which include songs such as 'Good morning', 'Hello' and 'Goodbye' among others. The data suggest that most teachers are using songs in their lessons:

Sometimes we listen and sing Good morning song … [Student Group 18]

Sometime teacher plays song or rhyme from the audio… [Student Group 35]

At first we sang the Good morning song and Hello song in chorus… [Student Group 137]

In our last English class at first we sang the good morning song and hello song in chorus… [Student Group 103]

After exchanging greetings with our teacher, we sang the Hello song with IPod and clapped hands… [Student Group 76]

The above extracts indicate that the students sing in English in their English class. However, the SGI responses seem to suggest there is little variety in the use of songs - almost all the students mentioned only 'Good morning' and 'Hello' songs.

Visuals

Another recurring theme was the use of visual aids, in particular posters, pictures and flashcards. The mention of these visual aids again reflects the use of such materials (provided by EIA) in the classroom:

We see some poster which is attractive and helpful to learn our lesson. [Student Group 18]

Then the teacher showed us some flash cards and asked us to draw the picture of football and mango on our notebook. Boys drew the picture of football and girls drew the picture of mango. [Student Group 138]

Then teacher started L-21 'Making a Home" and showed us a poster where there was picture of homes people, birds and animals. Then she asked us the name of different living places. [Student Group 109]

… Then showed the flash cards of 'seven days' and asked the name of the day showing a particular flash card. Then teacher asked us to work in pairs through questioning and answering. [Student Group 77]

In our last English class teacher showed us a poster. We saw so many things there. Teacher asked us about the poster and we replied. There were some pictures and word meaning in that poster. We enjoyed working with the poster… [Student Group 69]

The above extracts demonstrate the variety of activities employed by the EIA teachers and the popularity of the visual aids provided by EIA among Primary school students and teachers.

Audio

Almost all students interviewed reported the use of audio devices (i.e. iPods and the speakers) in their English classes through which they listened to songs, rhymes, poems and dialogues. This suggests the regular use of audio in Primary schools participating in EIA, an indicator of the successful implementation of the programme in the classroom:

We have listened to a rhyme 'sleepy head' from the audio. Then we repeated this altogether with clapping. Our teacher asked us to repeat the rhyme.
[Student Group 2]

We heard an audio song from the iPod and we sang the song in chorus and then sang in group.
[Student Group 26]

In our last English class we listened [to] a poem in the audio. Our teacher repeated the poems for several times and we tried to learn this poem… [Student Group 87]

Then we listened to the IPod song and that was 'Sleepy Head'. After listening we also sang the song with it. [Student Group 126]

After that we listened to the sounds in IPod and played the role of birds and animals like bee, owl, cat, etc... [Student Group 125]

As can be seen from the extracts above, the audio (iPod) is used for songs and rhymes in English speaking activities. Often the audio seems to be an oral input that serves as a model for repetition by the students. Additionally, as shown by the final extract, some teachers appear to be using the audio (sounds) creatively.

Pair and group work

Pair and group work was also very frequently mentioned in the SGIs. These activities enable English lessons to be participatory and interactive. Pair and group work provide the basis of communicative language learning activities. The following extracts illustrate the kind of pair and group work that the students have been participating in during their English lessons:

We read a story on *Hare and Tortoise* from the book. He asked us [to] work in pairs. [Student Group 84]
In the last English class we did some pair work, group work, reading through picture and poster ... [Student Group 80]
... we listened to the sounds in IPod and played the role of birds like bee, owl etc. Then we worked in group. There were 4 members in each group. [Student Group 110]
In our last class teacher asked us questions like "what is your name?", "how old are you?" Teacher said and we repeated with her. Then we had a pair work to practice these questions/answers. [Student Group 74]
... after singing madam divided us [into] some groups. We read a story in our group and wediscussed the story. After sometimes madam asked us some questions in English about the story and we answered her... [Student Group 124]

The penultimate extract above demonstrates the nature of pair work activity in lessons. The teacher demonstrated how to ask questions and find out personal information from others. Then the students practised those questions with each other (pair work). This extract depicts a meaningful communicative activity. The final extract demonstrates more of an open group task, indicating perhaps a better grasp of what is required for a communicative approach.

Playing games

Playing games featured as another common activity relating to communicative language learning. Some of the students, for example, reported that they played games such as 'bingo' in their English lessons:

She also said to practise the numbering game... [Student Group 39]
We played bingo game... [Student Group 107]
We also played some game such as; bingo game, puzzle game etc. [Student Group 49]
After that we played a game, which was very enjoyable... [Student Group 26]

Although games were a frequently mentioned in the SGIs as a classroom activity, the students only mentioned the names of a few specific games. Further to this, it is difficult to understand from the data how these games were used to learn English. The SGI data does, however, indicate that teachers are using games in their English lessons.

Using English in the classroom

The use of more English in the classroom is associated with communicative English language learning. The SGI data shows that most of the students' teachers use English in their English lessons most of the time (as indicated in Study 2a; EIA 2010b), compared to the very low levels reported in the baseline studies (EIA 2009b & c), and use Bangla only when the students do not understand English. This is further evidence that the EIA teachers are using more English than they used to in their English lessons. This change can be linked with the materials and the professional development support offered to these teachers as part of the EIA programme.

The following extracts that illustrate the use of English in EIA Primary schools:

> In our classroom, our teacher use English a lot. When our teacher translated the hard lesson and poem, we like it. [Student Group 128]
> Our teacher mostly speaks in English in classroom. [Student Group 137]
> Madam uses English and Bengali both but most of the time she speaks in English. [Student Group 105]
> We think that about 99% language was English… [Student Group 108]
> Our teacher spoke English most of the time. When we couldn't understand he told it in Bangla… [Student Group 125]
> Our teacher spoke English most of the time. Teacher uses English at the time of greetings, giving instruction, describing posters. When we can't understand English teacher says it in Bangla. [Student Group 37]

The latter extracts above provide detail on when the English teacher uses English: when greeting, giving instructions to students and describing posters. Bangla is used to aid understanding. Although the teacher saying greetings in English may not be considered a significant change in the teacher practice, both giving instructions and describing posters in English indicates an important step towards implementing a more communicative approach to teaching English.

4.1.2.2 Attitudes to communicative language learning

Here we report the students' attitudes to English language learning via a more communicative approach. The data indicates a generally positive view of EIA activities.

Songs and poems

Singing and listening to songs and reciting poems were popular among the students interviewed. The data from most SGIs suggested that the students enjoy singing or listening to songs in English and like reciting poems in English:

> I like singing song and reciting rhyme most… [Student Group 138]
> In our English class we like most recite[ing] poem in English, questions answer and listening songs from iPod. [Student Group 139]
> We like to listen to the audio song and to sing in group. [Student Group 25]
> I like to sing together with my friends. [Student Group 1]
> We like singing song, it is very enjoyable and we love to sing song in chorus. [Student Group 19]

Songs and rhymes are activities which are embedded in all EIA materials. This popularity of songs and rhymes demonstrates the fruitfulness of these materials.

Playing games

In addition to singing or listening to songs and rhymes/poems, many students expressed a positive attitude towards playing games, which is likely to be a normal activity for Primary school students. Given the fun and spontaneity that games offer, it is not surprising that they liked them:

> We like singing song and games in the class. [Student Group 83]
> In our English class we like most to play games … [Student Group 107]
> We like most playing different kinds of game… [Student Group 108]
> We like playing Bingo game, listening audio lessons and songs and vocabulary game. [Student Group 28]
> In our English class we like most to play Bingo game. [Student Group 11]

Pair and group work

The students reported that they enjoy pair and group work in their English lessons, which would seem to show their preference for more participatory and interactive activities in English lessons:

> I like working in groups or pairs with my classmates… [Student Group 71]
> I like to work with my friend… [Student Group 52]
> We also prefer to do pair work… [Student Group 107]
> I like group and pair work... [Student Group 137]
> I like working together with my classmates… [Student Group 53]
> I like to work in group. In a group we can discuss with each other which seems very interesting… [Student Group 126]
> We like group work most, because all students participate in this. [Student Group 132]
> We love the group work most because in that we can share our views with others most. [Student Group 133]

It is interesting to note that some students are fully aware of the value of group and pair work, as mentioned in the last three extracts.

Audio

The data show that audio materials supported communicative activities in the classroom and was generally used to listen to songs or rhymes and practise them. The following extracts indicate a positive attitude to the audio:

> We like most to listen song and poem from the sound box (block rocker)… [Student Group 124]
> We like to hear the songs and rhymes of iPod which are easier and very helpful … [Student Group 109]
> The IPod songs are very enjoyable… [Student Group 126]
> We like audio listening… [Student Group 38]
> I like to hear songs, rhymes and speaking from the iPod… [Student Group 35]

Visuals

The students interviewed often referred to the visual materials used in the English lessons, which they liked. These included posters, flashcards and pictures. Such visuals are often considered valuable educational materials and are often linked to communicative classroom activities. The visuals

mentioned here were provided by EIA. The extracts provided below show the students' preference for the visuals:

> … I like singing song, reciting poems, using posters or flash cards... [Student Group 127]
> I like to learn English with flash card and posters… [Student Group 52]
> In our English class we like most the pictures of the poster… [Student Group 140]
> I like to see pictures… [Student Group 1]
> The pictures of posters are very attractive. So we like these. [Student Group 110]

The positive student attitudes towards such educational artefacts indicate a positive impact of the programme.

Role play

The students interviewed also said that they enjoyed participating in role play activities. Role play is also one of the techniques promoted in the EIA materials to encourage creativity and enhance communicative fluency in the classroom. The student's positive views to role play activities are demonstrated by the extracts below:

> We like to learn by English acting, I like pair work and like to learn by playing also. [Student Group 105]
> We all enjoy role playing most. [Student Group 74]
> We like role playing to learn in English in the classroom. [Student Group 40]
> Role play gives me much pleasure because it is so funny and interesting. [Student Group 130]

Reading and writing

Some students also reported that they like reading and writing in their English lessons. However, it is not clear from the data collected what type of reading or writing they enjoy:

> I like reading from textbook… I like writing task…[Student Group 52]
> I love writing and reading. I enjoy reading with madam. [Student Group 96]
> I like to write discussing with friends and also like most hearing audio. [Student Group 51]
> We like to read English text book in the class. [Student Group 16]

4.1.2.3 Beliefs about communicative language learning

Here we report students' beliefs about English language learning via a more communicative approach. The findings are drawn from limited SGI data, as were the beliefs reported in Subsection 4.1.1.

To gain insight into beliefs about learning English, the students were asked which type of activities or techniques they believed to be 'best' for learning English. The students responded that the methods/techniques that best help them to learn English are: songs and rhymes (audio - iPod), pair and group work, playing games (e.g. Bingo), listening to stories, role play, and working with posters and flashcards. All of these activities are heavily promoted in the EIA classroom materials. The following selected extracts from the Primary SGIs illustrate student beliefs about communicative English language learning:

> The best kinds of activities for learning English are games and songs, because they make us interested in our lesson. [Student Group 84]

Role playing is the best [for] learning English. [Student Group 56]

The activities best for learning are using audio, singing song, flash card, model and poster. [Student Group 15]

…the role playing activities, group work and pair work are the best for learning. [Student Group 16]

I think listening to song is the best activity for learning English. Card and poster showing is better for learning English. [Student Group 88]

We think listening song, reading from textbook with posters, speaking in English and writing are best activities for learning English. [Student Group 150]

Audio songs and role play are best for our English learning. [Student Group 140]

It will be great if the song and rhymes of the iPod will be increased. [Student Group 128]

4.1.3 Attitudes to, and beliefs about, English language

The focus of this subsection is student attitudes to, and beliefs about, English language. The attitudes and beliefs of learners may impact on their learning. The themes indentified from the data are: getting a job; communication with others; study; entertainment; engagement in the lesson; social status; and not liking English. Some of these provide extrinsic motivation to students to learn English, but others provided intrinsic motivation (e.g. enjoyment in the lesson). Each of the themes is described and exemplified below.

4.1.3.1 Getting a job

Most of the Primary students perceived English language as a means to finding a good job. The ability to speak/use English was, therefore, seen as essential for the future by these students. This kind of motivation to learn the language can be categorised as extrinsic motivation (as opposed to intrinsic motivation, where something is done for its own sake)[12], because the students want to use English as a tool for achieving something else (i.e. job):

Yes, I like learning English because it will give me a chance to get a better job. [Student Group 77]

Yes, I like learning English. Because it is needed for getting a good job. [Student Group 138]

Yes, we like learning English. Because English can give the opportunities [of] getting different jobs. e.g. for getting a big job. For become a doctor, Army Officer etc… [Student Group 116]

These extracts suggest that the students perceive there to be an economic value to English language. Given the value attached to English by these students, it can be argued that they are well motivated to learn English and this would have a positive impact on their learning.

Further to this, several students specifically mentioned that they would like to become English teachers. Learning English, therefore, would be essential to them: if they can learn English well, they can teach their students well. Some of the students stated that by being a good English teacher, they can pursue private tutoring English work (prevalent in Bangladesh) and therefore earn a better living (see Hamid et al. 2009).

… I want to be an English teacher because I want to teach my students with tape (audio/iPod)… [Student Group 2]

… I want to be an English teacher to teach English to the students… [Student Group 40]

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[12] *See Ryan and Deci (2000) for the basic types of motivation for learning.*

> …I want to be English teacher so that I will be able to teach my students in a very interesting way… [Student Group 125]
>
> …Yes, we want to be an English teacher because English teachers are very reputed person in our area. If I would be an English teacher then I can do private tuition. Being an English teacher I can speak in English. [Student Group 79]

In addition to getting a good job in Bangladesh with good English skills, some students stated that English language is useful for going or working abroad where they cannot use their mother tongue (i.e. Bangla). English is their medium of communication in such situations:

> English learning is needed to work abroad… [Student Group 104]
>
> English is needed to study, work or live abroad… [Student Group 129]
>
> … I can live and work easily abroad… [Student Group 83]
>
> If I go abroad and go to a shop to buy something English will be needed… [Student Group 18]
>
> I think, learning English is important for going abroad… [Student Group 105]
>
> Well, I want to speak in English because I want to go to abroad… [Student Group 53]

4.1.3.2 Communicating with others

The second most prevalent theme emergent from the data was the opportunity to communicate as a result of having English language skills. According to the students who said this was important, learning English was required to communicate with foreigners and relatives from abroad. This view illustrates the value of communicative teaching and learning English for everyday life.

> English is very important in our daily life for better communication…[Student Group 108]
>
> Yes, I do like learning English. Because I want to go to abroad. I want to communicate with foreigners. [Student Group 1]
>
> Yes, I do like learning English. If the foreigners come to the school, to speak with them, we need English. Because they do not understand Bangla. [Student Group 101]
>
> Sometimes we have to talk English in our home with our brother and sister and we also talk to our friends. If we know good English I will be able to communicate with them nicely. That's why we like to learn English. [Student Group 124]
>
> … If I go foreign country for job purpose or for meeting relatives then it is very important to know English language otherwise nobody will understand our talk. That's why English learning is useful... [Student Group 70]
>
> Well, if I can speak in English then - I can speak in English with relatives.
> [Student Group 20]

In this situation the motivation to learn English is characterised as extrinsic, but this is not to say that it may not contribute to the learning of English.

4.1.3.3 Study

Several student groups expressed a positives attitude to English because they saw it as a useful tool for study purposes. In particular, they stated that it is valuable for higher education. Given the growing use of English language as the medium of instruction in higher education in non-English speaking countries such as Bangladesh (Hamid et al. 2009; Hossain and Tollefson 2007), this view may be unsurprising.

> We like English because English language is better to learn, a pathway to higher education…
> [Student Group 140]

> Definitively, we learn English because English helps us to higher education… [Student Group 79]
> yes, English is the pathway to higher education, medium of instruction in English medium schools… [Student Group 80]
> Yes, we do like learning English. Because it will help us for higher education. [Student Group 25]

English is an important medium for instruction in science and technology subjects, such as engineering and medicine, since there is no textbook available in Bangla (Hossain and Tollefson 2007, p.250). This has certainly increased the usefulness of English in Bangladesh.

Some students also said that it is useful to learn English in order to pass or secure good grades in the examination. This is probably true for all students.

> Well, if I learn English I would … do well in exams especially in English… [Student Group 96]
> Will pass in examinations… [Student Group 51]
> … I will get good marks in the exam if I know good English. [Student Group 36]
> If we know English we can write well in the examination…[Student Group 15]

Again, most of these indicate extrinsic motivation to learn English.

4.1.3.4 Entertainment

The next theme emergent from the data on student attitudes to English was entertainment. Some students stated that they like learning English because they can entertain themselves by reading stories written in English, listening to songs in English, watching TV programmes (e.g. Tom and Jerry) and movies in English, listening to cricket commentaries and playing video games. Students who see this kind of role played by English in their everyday lives may be more motivated to learn English. This is an example of intrinsic motivation (see Ryan and Deci 2000 for definitions).

> Yes, I do like learning English. Because …I love to learn English and for this I enjoy English stories, rhymes… [Student Group 96]
> We like to learn English because there are songs and stories. [Student Group 131]
> Yes, I do like learning English because I like to sing songs… [Student Group 81]
> Also I will be able to understand cartoons and foreign films better… [Student Group 137]
> It is also helpful for understanding the English commentaries of sports channel and English cartoon on TV… [Student Group 138]
> I enjoy English cartoons like Tom and Jerry, Godzilla etc… [Student Group 96]
> … Learning English is useful … to watch cricket match in the television… [Student Group 52]
> English will help us for … watching English movie… [Student Group 9]
> I will be able to play the games in computer and mobile phone. Also I will be able to understand cartoons better… [Student Group 110]
> I will be able to play the video games. Also I will be able to understand cartoons better… [Student Group 37]

These extracts demonstrate both extrinsic and intrinsic motivation.

4.1.3.5 Enjoying the lesson

Another reason stated for having a positive attitude to English was enjoyment in the English lesson. Some Primary students said that they enjoy the activities such as singing, role play and games in their English lessons. These activities are therefore intrinsically motivated.

Yes, I do like learning English. One day we both sections of class three had a class together. We sang a song altogether. We enjoyed that class very much. [Student Group 53]

Yes, I do like learning English. Because in the English class we listen to songs, play games, read poems and story. [Student Group 83]

Yes, I do like learning English. Because it is easy and very interesting to learn. Our teacher teaches us in interesting way. We sing songs, see beautiful pictures and enjoy English classes. [Student Group 75]

Yes, we like learning English because there are many funny activities in the English classroom. Such as: playing games, listening to songs etc. [Student Group 4]

The activities mentioned in the above extracts are promoted through the EIA materials. The students' enjoyment of them may suggest the positive impact of the materials.

4.1.3.6 Social status

It is interesting to learn that the Primary school students interviewed see English language as a symbol of status in their society. This view, though it cannot be generalised, puts English in a higher place than the local vernacular (i.e. Bangla or other local languages such as Chittagonian and Chakma) regarding their social status.

We want to learn English because… other will say well about us. [Student Group 74]

Well, if I can speak in English then- … It makes a good impression. It pleases my parents. [Student Group 84]

…Parents become happy if we can speak English… [Student Group 110]

…Relatives will praise us… [Student Group 37]

…everyone will praise us if we can speak in English. [Student Group 121]

If I know English, I will be able to talk and others will possess good impression about me. [Student Group 75]

If we learn English we can literate others, everyone will praise us … [Student Group 27]

These extracts indicate that the social status of English speaking acts as an extrinsic motivator for students.

4.1.3.7 Not liking English

It is, however, notable that some of the student groups reported that they did not like learning English:

We don't like to learn English. [Student Group 134]

We do not like anything in the English class. [Student Group 56]

It is likely that there are a variety of reasons for these attitudes, but, the interviews did not explore these. Reasons may include difficulty in understanding English and the teacher giving corporal punishment to students.

4.1.4 Other findings on classroom practices

This subsection reports the SGI findings for Primary students which are not directly related to traditional or communicative language learning practices, or which are not attitudes to/beliefs about English. These have been organised into three themes: i) noise, ii) difficulty to understand the audio and iii) technical problems linked with the media player.

4.1.4.1 Noise and disturbance

The first theme identified was noise and disturbance. The students said that they did not like the noise or disturbance in their English lessons for obvious reasons: because it interrupted their learning. The reported noise was often related to their own classroom activity (e.g. group work) or their classmates.

> If our friends make a noise in the class then we feel disturbed. It is very harmful for our better learning because that time we cannot hear the teacher. [Student Group 139]
> There is nothing serious but making noise in the classroom is very harmful for learning English. [Student Group 140]
> Sometimes at the time of group discussion, some groups make a noise. I don't like this... [Student Group 109]
> When we listen to the songs some friends start to make a noise in the class. Some back benchers start to play games among them that cannot be controlled by the teacher. This type of activities hampers our listening to the audio. [Student Group 88]

Noise or disturbance may be linked to the classroom management practice of a particular teacher. For example, the last extract suggests that the teacher may not pay attention to those students who are at the back of the room, which is considered out of the teacher's 'action zone' in a large class (Shamim 1996).

4.1.4.2 Difficulty in understanding the audio

The second theme identified is associated with the audio played in the English lessons. If the students could not follow what is said in the audio, they did not like it. This experience can be frustrating and demotivating.

> One thing I don't like is that when we don't understand the audio listening. [Student Group 77]
> I find it hard to understand the rhyme 'Teddy bear'. I find hard to understand the rhyme 'pussy cat'. [Student Group 81]
> Sometimes I don't understand English played on the audio. When I don't understand, I dislike it. But then my English teacher repeats it in his speech and translates it into Bangla. [Student Group 104]
> ... I dislike playing audio with so much loud sound... [Student Group 35]
> The speed of the recording is so fast to understand. Like: the song of apple, hat etc. it is our main problem. [Student Group 150]

The reasons for not understanding the audio seem to be two-fold: 1) the pace of the audio, and 2) the content of the audio. As suggested by the third extract, the teacher appears to have been supportive by repeating the audio and also translating it into Bangla.

4.1.4.3 Technical problems

The third theme identified relates to the technical aspects of the audio. Although the audio was popular amongst students, some of the EIA teachers still appear to be struggling with the basics of using the technology, such as finding the right audio file during the lesson or controlling the speaker volume. Some students did not like this.

> I don't like it when the teacher cannot find out the song from the audio. [Student Group 50]
> Sometimes the volume of the speaker increases suddenly. Then I become scared. [Student Group 137]

4.1.5 Summary of Primary student findings

In summary, the Primary SGI data show that the current English language classroom practices follow a more communicative approach to English language learning promoted by EIA, as (according to the students) most teachers use pair and group work, songs, games, role play, visual aids with interactive activities and audio. The students also reported that their teachers used English most of the time; Bangla was used occasionally when needed.

Similarly, the Primary student attitudes towards communicative language learning seem to be positive, though they also enjoy more traditional techniques such as reciting and drilling. A similar view was expressed regarding their beliefs about language learning. Additionally, almost all the students saw English language as a useful tool for other purposes, such as communicating with others and finding a better job. Overall, the EIA intervention seems to have had a positive impact on these students' learning experience.

4.2 Secondary students[13]

The data for the Secondary students were collected via questionnaires and student group interviews (SGIs). The results of the analyses of these data are presented in this section. As with the Primary student results, those for the Secondary students are organised into two main categories: (1) traditional English language learning practices, and (2) communicative language learning practices. These categories are exemplified in Subsection 4.2.1 and 4.2.2, respectively, together with further sub-categories, as revealed by the questionnaires and SGIs. Subsection 4.2.3 then discusses the students' views of English language, followed by Subsection 4.2.4 which covers other issues relating to classroom practice. A summary is provided in Subsection 4.2.5.

4.2.1 Traditional English language learning practices

This section reports on the data relating to traditional English language learning practices as experienced by the Secondary students surveyed and interviewed. The results are reported in terms of the existing practices, students' attitudes and their beliefs regarding English language learning.

4.2.1.1 Existing traditional practices

Grammar

Grammar is often considered central to learning a foreign language although how it is described may vary (e.g. see DeCarrico and Larsen-Freeman 2002). In particular, knowledge of grammatical rules is the focus of language learning in traditional approaches to English language learning such as grammar-translation methods which are still practiced in many parts of the world (Purpura 2004, p.2). Therefore, it was worth investigating the students' views on grammar.

The questionnaire asked Secondary students to rate the statement 'My English teacher mainly explains grammar rules and we learn them by heart'; responses to this statement showed that the majority of the students (67%) either strongly agreed or agreed, whilst only 29% either disagreed or strongly disagreed. This suggests that learning grammar rules by heart is still a major activity in most students' English lessons.

In relation to grammar, memorisation was frequently mentioned by the Secondary students interviewed, although this technique seems to be used for vocabulary learning as well. Memorisation is

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[13] *The Secondary student questionnaire findings, in tabular form, are presented in full in Appendix 11.*

probably one of the most commonly-used techniques in learning these two elements of a language in Bangladesh and elsewhere. The following extracts from the Secondary SGIs explain how memorisation is used in English lessons:

> Teacher gave us some rules of grammar to memorize and we did it… [Student Group 18]
>
> In the last class, after teacher coming to the classroom instructed us to memorise word meaning of Lesson-10, Unit-6. When we have memorised, teacher asked the meaning one by one. [Student Group 74]
>
> In our last class we learnt Lesson-3 Unit-11. In this class teacher told us to memorize the word meanings… [Student Group 132]

It is interesting to note that the students who reported the use of memorisation in their English lessons had teachers that spoke Bangla most of the time in their lessons. This probably means that these teachers are not following the pedagogical techniques promoted by EIA.

In addition, many of the students interviewed reported de-contextualised grammar exercises in which students were encouraged to learn the rules or 'formula' by heart, thereby confirming the questionnaire results.

> Last class we learnt Tense and Verb. At first madam taught us some English, such as - stand up, sit down, how are you?, we are fine, etc… Then she wrote the classification of tense. Madam taught us ways to know and three structures of present tense. Also told to learn by heart and asked all the formulas… [Student Group 96]
>
> Teacher taught us linking verbs and use of linking verbs. In the class teacher explained the rules of grammar, we memorized it and practiced. We don't have any chance to speak in the classroom. [Student Group 134]
>
> Teacher gave us some writing tasks of verb list. We wrote some sentences of past perfect tense… [Student Group 10]
>
> Teacher taught us grammar rules and we did exercises… [Student Group 84]

The focus of grammar practice activities appears to be on rules (as shown by the questionnaire results) and memorisation rather than learning how to use certain aspects of grammar (e.g. past tense) for a communicative purpose (e.g. tell a story; what the student did last weekend; etc.). It is interesting to note that, according to the students, teachers who frequently practiced translation and memorisation in their English lessons also concentrated on grammar rules.

Repetition

Repetition is a common technique employed in learning a second language (e.g. repeating the pronunciation of words/sentences), especially in traditional language learning approaches. Such repetitions tend to take the form of copying the teacher in the language classroom. To explore if it is used in Secondary schools participating in EIA, the students were asked in the questionnaire to rate the statement 'My English teacher often asks us to repeat sentences after him/her'. The majority of the students (83%) agreed with the statement; only 12% disagreed. It should, however, be noted that those students who were interviewed did not mention repetition in their English lessons.

Teacher's use of Bangla

Traditionally, students' mother tongue is heavily used to translate the target language. Therefore, both the questionnaire and the SGI explored the Secondary students' experience of how much Bangla was

used in their English lessons. In response to the statement 'My teacher usually speaks Bangla in our English lessons', approximately 61% of the students surveyed thought that their English teacher usually spoke Bangla in their English lessons, while a third disagreed.

The SGI data also indicates that their English teachers use Bangla in their English lessons. Some teachers seemed to have used Bangla most of the time:

> …Most of the time teacher spoke in Bangla… [Student Group 3]
> …All through the class teachers used Bangla. We feel good when our teacher speak in English, though its rare. [Student Group 131]
> Most of the time teacher used Bangla. But for our learning more English should be used. [Student Group 35]

It appears that some of the Secondary students interviewed had English lessons which were mostly in Bangla, echoing the questionnaire result. As the last two extracts suggest, the students appear to be in favour of using more English in their English lessons, thereby suggesting their view of learning English reflects a communicative one.

Additionally, some students reported the use of Bangla in translating particular reading passages from English:

> Most of the teachers ask us to read the passage and then he translates it. Then he asked us to exercise some fill in the blanks… [Student Group 128]
> Teacher took a passage from a model question, read a passage and translated it in Bangla. Then we are asked to solve the model question… [Student Group 35]
> At first teacher tell us to open the book and go to a page number of that day's lesson. Then she asks someone from us to read loudly the lesson and teacher translate the lesson into Bangla for our better understanding… [Student Group 36]
> In last class we have read 'ant and the grasshopper'. Teacher read the story with Bangla meaning… [Student Group 81]
> Teacher comes to room and doing roll call. After that he makes reading from text. He explains Bangla meaning of the lesson… [Student Group 55]

As can be seen in the third extract above, the students may find translation an easy technique for their better understanding of the English text. Therefore, translation can play a positive role in student learning.

Students' use of English

In traditional English language learning approaches, students are not encouraged to use English communicatively in the lesson. The questionnaire explored the extent of English used by Secondary students in their English lessons. For this, the students rated the statement 'I don't often speak English in the classroom'. In response to it, 61% of the students disagreed with the statement, while nearly a third (31%) agreed. This shows that students speak English in the majority of the English lessons, mirroring the use of English by the teacher.

Reading and writing

Although the questionnaire did not ask the students to rate any statements regarding reading and writing skills, the SGI data shows that certain reading and writing activities were conducted by

following a traditional language learning approach. For example, the teacher typically reads a passage to the class and asks students to write answers to comprehension questions (first two extracts below):

> Teacher comes to room and doing roll calling. She reading lesson from our text. She gave us some writing tasks and we did it… [Student Group 115]
>
> Teacher read the story 'Firoja's Meeting' from the text book. He asked us write the fill in the blanks… [Student Group 15]
>
> Teacher involved us in a writing letter. He first asked some of us to recite the letter which we memorized from home. After asking 4/5 students he instructed the whole class to write the letter… [Student Group 85]
>
> Teacher gave us some writing tasks and we did it. We wrote a composition about 'Television'. After that we wrote some tag questions and phrases and idioms and translations. [Student Group 82]

Words such as 'recite' and 'memorised' in the above extracts suggest a traditional reading and writing activity where there is little interaction. Instead, such activities tend to be 'mechanical'.

Error correction

Error correction generally refers to steps taken by the teacher to improve students' language skills. Traditionally, it often means the teacher correcting students' grammatical or structural errors. However, it has a more formative role in more communicative approaches to language learning (e.g. see Ferris 2010; Hall 2007). In this study, error correction is associated with a more traditional approach to language learning.

In the questionnaire, the students were presented with the statement: 'My English teacher often corrects my errors in class.' An overwhelming majority of the students (94%) agreed that their teacher often corrects their errors in class. Only 4% students did not think their teacher did. This result may not be surprising as error correction by teachers is a normal practice in any subject; however, it may be more commonly used in foreign language learning.

4.2.1.2 Attitudes to traditional language learning

Both the questionnaire and the SGI investigated Secondary students' attitudes to traditional ways of learning English. The responses to the questionnaire statements and SGI questions relating to this are presented below.

Grammar

In the questionnaire, the first statement in this category was: 'I like learning grammar rules in my English class'. An overwhelming majority of the Secondary students surveyed (92%) responded that they were positive about the statement, whilst only 6% disagreed.

However, the interview data seemed to show that many students did not like learning grammar rules and this may be when they have to memorise them:

> I don't like memorising Grammar rules. [Student Group 20]
>
> I don't like memorising grammar rules and exercises. [Student Group 68]
>
> We do not like memorizing without understanding in the English class. [Student Group 3]

Repetition

The questionnaire asked the Secondary students to express their attitude to repeating after their teacher by rating the statement: 'I like repeating sentences after my teacher in my English class'. An overwhelming majority of the students (91%) either strongly agreed or agreed with the statement, while only 4% disagreed.

Teacher's use of Bangla

Likewise, the Secondary students were asked to respond to the statement 'I like my teacher to speak mainly in Bangla, in my English lessons' in the questionnaire. In response, 61% agreed that they would like their teacher to speak mainly in Bangla in their English class. About a third (31%), however, disagreed with the statement. This view of the students (i.e. more Bangla in English lessons) may have caused their English teachers to use more Bangla in their English lessons, as indicated earlier in this subsection.

The SGI data indicated similar results; however, a few groups of students reported that they do not like their English teacher to speak Bangla most of the time.

> I don't like when teacher uses Bangla in English classroom. [Student Group 56]
> I did not like if teacher mostly used Bangla in our English class and if one teacher conduct our English class who doesn't know English properly. [Student Group 16]

It is interesting to note that the last extract makes judgment of the teacher's English language competence. This may suggest that some teachers are using more Bangla because they do not have sufficient English language skills to conduct their lessons in English.

Students' use of English

Secondary students' attitudes to themselves speaking English in their English lessons were also explored. The questionnaire asked them to rate the statement: 'I like an English class in which I do not need to speak in English'. The majority of the students (79%) either strongly disagreed (64%) or disagreed (15%) with the statement, although 14% agreed. The students being in favour of having a chance to speak in English in their English classes shows their positive attitudes towards CLT rather than learning language through translation.

Error correction

Like the students' use of English, the Secondary students were asked to indicate their attitude towards error correction by their English teacher in the classroom by rating the following statement: 'I like my English teacher to correct my errors in speaking English in class'. It was interesting that 93% of the students either strongly agreed (78%) or agreed (15%) with this statement. Only 6% disagreed.

This shows a positive response to an element of the traditional approach to ELT, and indeed this is in line with the other elements examined in this subsection. It is possible that students' views could be a 'brake' on changes in teachers' practices.

Ill-treatment by teacher

The SGI data also revealed the students' attitudes towards certain actions taken by their English teachers. Although not directly related to English language learning, some students stated that their teacher treats them badly by either giving a corporal punishment or rebuking:

I don't like it when I can't give my lessons properly, because madam beats by hand. [Student Group 105]

I don't like it when sir prefers only the group leader for presentation; others can't get any chance to present. Group leaders are some selected students. If we do wrong sir beats us by hand, sometimes beats by stick and rebukes much which we don't like… [Student Group 51]

No, we did not like, if teacher gave us punishment to failure the work in classroom. A large number of students of our class did not like in English class. [Student Group 39]

I don't like rebuking by the teacher. [Student Group 71]

4.2.1.3 Beliefs about traditional language learning

In addition to attitudes to traditional practices for learning English, Secondary students' beliefs about traditional English language learning were also explored. Both the questionnaire and the SGI investigated students' beliefs about English language learning, although the questionnaire was more focused on beliefs than the interview.

Grammar

The questionnaire asked the Secondary students to rate two statements regarding their beliefs about grammar. The first statement was: 'Learning English means to learn grammar rules'. It is notable that approximately three-quarters (77%) of the students surveyed strongly agreed (48%) or agreed (29%) with this statement. Only 17% believed otherwise. This may show that the students do not see language learning as being able to communicate in it; rather it is about knowing its rules.

The second statement in this category was: 'My English improves most quickly if I study and practice the grammar.' An overwhelmingly high percentage of the students (96%) believed that their English improves most quickly if they study and practise grammar. Only 3% believed otherwise. As grammar is considered central to the English language assessment system in Bangladesh, this result is not surprising. Thus, we have students reporting they are subject to a lot of grammar teaching, but nevertheless expressing positive views about learning grammar and, not surprisingly believing it is effective for learning English.

Repetition

Another statement in this category was: 'Repeating the teacher's sentences helps me learn English'. Again, an overwhelming majority of the students (92%) believed that repeating their teacher's sentences helps them learn English. The proportion of students who did not believe this was remarkably low (4%).

As for grammar teaching, this aspect of a traditional teaching approach is used by most teachers, and students seem to like doing and think it is effective for learning English.

Teacher's use of Bangla

The Secondary students were also asked for their beliefs about the use of Bangla in English lessons via the statement: 'Using a lot of Bangla in English lessons helps us understand'. The responses to this statement were interestingly almost evenly divided: whilst 46% of the students did not believe that using lots of Bangla in English lessons helps them understand English, 45% believed so.

This equivocal view on the use of Bangla vs. English is reflected in smaller proportion of positive attitudes to the use of Bangla and belief that it helps their learning.

Students' use of English

In response to the statement: 'Speaking in English is not essential for learning English', 81% of the Secondary students did not believe in this, whereas 15% did. This shows that the majority of the students believe in learning English through speaking, one of the central tenets of communicative language learning.

Error correction

Two statements in the questionnaire were used to explore the students' beliefs about error correction by their English teachers. The first statement was: 'It is important for the English teacher to correct students' errors'. To this statement, except for a small percentage (3%) of the students, a large majority (95%) responded that they believed this. As with other traditional practices (e.g. grammar and repetition), students show consistent views across their reports of their experience, attitudes and beliefs.

The second statement in this category was: 'English teachers should correct students' pronunciation'. 97% of the Secondary students said that they believed this, which is not surprising given that they strongly believed in error correction by their teacher.

By and large, students believe in the effectiveness of many of the traditional practices, though as we shall see, this does not preclude a positive response to communicative practices.

4.2.2 Communicative English language learning practices

This subsection reports on the data relating to communicative English language learning practices as experienced by the Secondary students surveyed and interviewed. As in the previous subsection, the results are reported in terms of the existing practices, students' attitudes and their beliefs regarding English language learning.

4.2.2.1 Existing communicative practices

Students speaking in English

The questionnaire explored whether Secondary students were speaking English in their lessons by asking them to rate the statement: 'My teacher often gets us to talk with each other in English'. In response, the majority of the students (81%) either agreed or strongly agreed with the statement. Only about 15% disagreed. This result demonstrates that a large majority of the English lessons have interactive activities, such as speaking in pairs, reflecting the evidence from classroom observation of teachers taking part in EIA (EIA 2010a).

The SGI data also indicates that students speak English in their lessons because many students mentioned group work and pair work taking place in their English lessons. Both group and pair work activities are central to communicative language learning.

> At first teacher divided us into groups and gave us the picture of 'The Ant and the Grass hopper'. Then asked us to discuss the picture. The teacher monitored us. Then the answers were elicited from some of the groups… [Student Group 78]
> Writes questions on board and gives group works with 8-10 members and 1 member presents from group… [Student Group 51]
> In that class teacher showed us a picture. Then we work in pair to get information about "Mother Teresa". After that we work in groups to write down a paragraph in this topic. Teacher gave us feed back in groups. [Student Group 133]

> …Then teacher asked us to answer the question individually. Then discussed in pairs. Then the answers were elicited from some of the pairs… [Student Group 71]
>
> …We also work in pair to practice oral dialogue… [Student Group 36]
>
> Teacher teach a dialogue name "A patient and a doctor" in a pair with answering question. [Student Group 16]

It seems that both group work and pair work activities are frequently organised in English lessons by EIA teachers. Also, there appears to be variety in the activities undertaken in pair work. This shows that the EIA teachers are implementing the communicative language techniques promoted in the EIA materials and the support system, although it is difficult to know the exact nature of the activities in pair work.

Communicative activities

EIA has attempted to introduce activities that would encourage a communicative approach and here we examine the reported evidence from students on their experience of this approach. The questionnaire asked the students to rate the statement: 'My English teacher gets me to play and sing in the English lesson'. Nearly three fifths of the students surveyed (59%) disagreed with the statement and about a third (34%) agreed. Since these are Secondary school students, the result may not be surprising as singing and playing tend to happen in Primary English lessons.

However, the SGI data suggests that certain types of communicative activities are used by their teachers quite frequently. For example, these students' teachers used pictures (i.e. describing pictures) in communicative language learning activities, especially, focusing on speaking skills:

> At first teacher divided us into groups and gave us the picture of 'The Ant and the Grasshopper'. Then asked us to discuss the picture. The teacher monitored us. Then the answers were elicited from some of the groups… [Student Group 99]
>
> In our last class we learnt about "Mother Teresa". In that class teacher showed us a picture. Then we work in pair to get information about "Mother Teresa". After that we work in groups to write down a paragraph in this topic. Teacher gave us feed back in groups. [Student Group 133]
>
> Teacher gave us a picture it was from lesson 9. We rearranged the picture and matched with the text. We listened to the audio… We worked in pair to give the answers. However we enjoyed the class. [Student Group 54]

In addition, a few student groups said that they had role play in their recent English lessons. The fact that students mentioned this term shows a certain degree of awareness of role play and its application in the classroom, although very few students reported their specific participation in the activity:

> …He asked us role playing to teach a dialogue like ``how to open a bank account". We enjoyed the class. Role playing is the best for learning English. [Student Group 56]
>
> Teacher teach a dialogue name "A patient and a doctor" in a pair with answering question. He asked us role playing the dialogue. He conducted the lesson with drilling. … The activities that are the best of learning are group work pair work and role playing. [Student Group 16]

Although the data is limited, it appears that the students enjoyed the use of role play in their English lessons and it could motivate these students to learn English.

Likewise, reading and writing tasks were mentioned frequently. The students said that their teachers asked them to read a text from their textbooks. The teachers also gave them writing tasks based on the

textbook. Whilst all reading tasks were given to do in the classroom, some writing tasks were given as homework. However, some of the reading and writing tasks appear to have been done interactively, since group and pair work are mentioned with them. This also indicates the application of the CLT activities by the EIA teachers.

> Teacher gave us some reading tasks and asked to us work in pairs. Then we questioned and answered each other… [Student Group 20]
>
> Teacher gave us some reading tasks. He asked us to work in groups and we did it… [Student Group 83]
>
> In our last English class we read an application on prayer for early leave and a paragraph on how to make a cup of tea. Our teacher read these from books. We discussed with madam… [Student Group 41]

Audio

Although the questionnaire did not specifically explore the use of the audio materials in English lessons, the SGI data clearly showed that the teachers played audio as a part of an activity in the lesson. When the students refer to the audio it means the audio materials provided by EIA for schools. The frequent mention of the audio indicates that teachers are using the iPods and speakers to play the audio materials.

> Teacher played an audio for active listening followed by a follow up activity like answering question. Then teacher asked us to answer the question individually. Then discussed in pairs. Then the answers were elicited from some of the pairs… [Student Group 71]
>
> Our teacher played dialogue in the audio recording and we listened to that. We were listening to our teacher and were talking in English with one of our friends. [Student Group 88]
>
> At first madam played an audio recording and we listened to the audio dialogue. She was asking some questions from the audio and we were answering the questions … [Student Group 57]

These extracts illustrate not only the mention of the audio materials, but also an emerging practice of using it for learning English. It is interesting to note that the students picked up 'active listening', a key term used in the EIA teacher resources for listening skills in English. This shows an awareness among students regarding the role of listening skills in learning English.

As shown by the extracts above, the Secondary students reported that the use of audio was followed by another activity (e.g. pair work, asking questions) linked with it. The link indicates that the EIA teachers are following more communicative ELT techniques in their lessons and that may be why the students are familiar with terms such as 'active listening' and 'dialogue'.

Teachers' use of English

Unlike the questionnaire results, the SGI data show that most English teachers used English most of the time in their lessons. Approximately 60% of the students groups interviewed said that their teachers use English in their English lesson most of the time and they use Bangla when they do not understand English. Some of them also said that their teachers gave instructions in English. The instructions probably refer to the use of classroom language audio on iPods provided by EIA.

> … Teacher gave the instruction in English. When we could not understand teacher used Bangla… [Student Group 71]
>
> … Most of the time teacher spoke in English… [Student Group 4]

> … Most of the time madam spoke in English but when we didn't understand, she translated in Bengali… [Student Group 106]
>
> … Sir uses English and Bengali both but most of the time speaks in English… [Student Group 51]
>
> … Most of the time he uses class room command and when we do not understand his English command he makes Bangla… [Student Group 55]

The use of Bangla to enable student understanding is part of a communicative approach to ELT and puts the above evidence for its use in context.

The data on communicative practices reported on in this section is positive in that students are reporting the use of them, apart from 'play and singing'. In the next subsection we explore their attitudes to such practices.

4.2.2.2 Attitudes to communicative language learning

This subsection reports on both questionnaire and SGI data which demonstrate student attitudes to English language learning using a more communicative approach. Here we examine the same aspects as in the previous sections: students speaking English, communicative activities and teachers' use of English.

Students speaking in English

The data suggest that many Secondary students expressed positive attitudes to themselves speaking English in English lessons. For example, when the students were asked to rate the statement 'I like talking English with my classmates in my English lessons' in the questionnaire, an overwhelming majority (85%) said that they like to talk with their classmates in English in the English lesson, while 11% said the opposite.

The questionnaire results are confirmed by the SGI data. For instance, many students stated that they like working together with their classmates in pair and group activities and learn English. They also mentioned that they prefer to practise English through 'dialogues':

> I like role playing. I like to learn English through group work and pair work… [Student Group 57]
>
> Group work is my favourite… I love conversation in pair work. [Student Group 105]
>
> I like dialogue practices through English in the classroom. I like to see posters with the lessons and explaining them in English.[Student Group 3]
>
> I like to communicate in English with my friends. I like to say dialogue in English. [Student Group 4]

The students' preference for dialogue in their English lessons shows that they like communicative activities in their English lessons, one of the key aspects supported by the EIA programme. Again, the data shows that there is some use of dialogues in English lessons in Secondary schools participating in EIA.

Communicative activities

The students' attitudes to various communicative activities are now explored. The questionnaire asked the students to express their view on the statement 'I like to sing and play in an English lesson' by rating it. Interestingly, almost three-fourths of the students (75%) either strongly disagreed (61%) or disagreed

(14%) with the statement, whilst 8% made 'no comments' and 18% agreed. Whether the students misinterpreted the statement, or that this indicates that this is not seen as appropriate by Secondary students (as we noted in the previous subsection), may need further investigation.

On the other hand, many students that were group interviewed were positive towards role play, dialogues and pair and group activities. These activities are central to communicative approaches to language learning and have been promoted in EIA interventions. Additionally, almost all the students mentioned that they like to listen to the audio (iPod) in their English lessons, which generally involves communicative activities such as 'listen and complete'.

> I like working together with my classmates. I like learning English by role play… [Student Group 25]
> I like role playing. I like to learn English through group work and pair work… [Student Group 57]
> I like learning English because of dialogue listening in the English class. [Student Group 3]
> I like dialogue practices through English in the classroom. I like to see posters with the lessons and explaining them in English. [Student Group 3]
> I like to communicate in English with my friends. I like to say dialogue in English. [Student Group 4]
> I like working in groups or pairs with my classmates. I like to listen to the audio. [Student Group 78]
> In our English class we like most listening iPod touch… [Student Group 115]
> Listening audio, role play, group work etc we like doing most in English Class… [Student Group 55]
> We like pair work and group work doing most. When we work in a group, weak or good student work together that is the more effective for learning. [Student Group 40]

As shown by these extracts, students like working in pairs or groups which is central to participatory education and communicative language learning. These students' experience and preference suggest that they have tried audio listening tasks, pair and group work in their English lessons, which can be linked with the EIA intervention. It is also worth noting that these students were aware of the value of working together in groups (as stated in the final extract above), a view supported by the questionnaire results too.

Teachers' use of English

In addition to the communicative activities mentioned above, according to the SGI data several student groups expressed a preference for their teacher speaking in English:

> …I like conversation, also like when teachers speak English in class. [Student Group 95]
> We like to learn new words and study tense in our class. When our teacher speaks in English we feel good to hear her… [Student Group 124]

When teachers know that their students like them to speak in English, this may motivate them to use more English in their lessons, something encouraged by the EIA materials.

4.2.2.3 Beliefs about communicative language learning

This subsection reports the findings relating to Secondary students' beliefs about communicative English language learning. The findings are drawn from the student questionnaire only as the SGI data provided little evidence on this.

Students using English to communicate in class

The questionnaire asked the Secondary students to express their beliefs about them using English for communication in the English lesson by rating the statement: 'It's important to use English to communicate with classmates in the English lesson'. In response to this, nearly three fourths (72%) of the students surveyed believed in this statement, whereas 19% did not, and 9% made no comment. The proportion of students believing in this statement is lower than that for the students' attitudes towards the same statement (72% vs. 85%). This may show some uncertainty related to learning from peers.

Communicative activities

The questionnaire explored student beliefs to communicative activities by asking the Secondary students to rate two statements. First, they were asked if they believed that 'English can be learned by singing and playing games'. Two thirds (67%) of the students surveyed believed that they could learn English by singing and playing games. However, 22% did not believe that they could learn English in this way. This result contradicts the results for the students' attitudes to the same statement (75% disagreed) and it may well be that, despite their beliefs, they don't like it because it does not match either with practices in the Secondary classroom, or the requirements of the Secondary curriculum and examinations.

The second statement in this category was: 'We should work in pairs or groups'. When asked if they believed in this statement, an overwhelming majority (92%) of the Secondary students responded that they believed in it, whereas a small minority (5%) responded otherwise. This result shows that most students believe that working in groups or pairs is beneficial for learning, a view supported by the SGI data regarding the attitudes towards pair and group work earlier.

4.2.3 Attitudes to, and beliefs about, English language

Both the questionnaire and the SGI investigated Secondary student attitudes to, and beliefs about, English language. The rationale for this was on the premise that learners' attitudes and beliefs may have an impact on their learning. The themes indentified from the data are: importance of English; getting a job; and attitudes to spoken English – pronunciation. The data show that most of their attitudes represent extrinsic motivation for learning English. There are some attitudes (reported at the end of this subsection) that relate to what it means to be a good speaker of English.

4.2.3.1 Importance of English

The questionnaire explored the Secondary students' beliefs about the importance of learning English through the statement: 'Learning English is important for me'. In response to this, except for a few students (2%), almost all (97%) believed that learning English is important for them.

This topic was further investigated through the SGIs. The data show that the majority of the students groups liked English language and considered it a useful language for various reasons. One of the reasons frequently mentioned was that English helps them to communicate with others who do not speak Bangla.

> If I can speak in English, I can communicate with foreigners who visit Bangladesh. [Student Group 78]
> Well, if I can speak in English then I can communicate with foreigners when I go abroad. [Student Group 128]

English is useful to communicate with the people all over the world. We can learn many things through English. [Student Group 41]

These extracts relate to one of the central aims of the EIA programme; that is, enabling people to communicate in English so that they can participate fully in the global economy. Students' recognising the value of English for communication facilitates the programme with its further development.

Some of the students groups said that they like to learn English because it helps them with further studies or in achieving better exam results.

Yes, I do like learning English. Because… it will help me for my higher studies… [Student Group 53]

…If we want to go abroad for job or study purpose then English will be helpful to us… [Student Group 41]

Yes, I do like learning English. Because it is easy to get good marks in the exam in this subject. The alphabets of English are fewer than Bangla. [Student Group 18]

English is very helpful for our higher study…[Student Group 81]

It is interesting to note that, unlike getting a job or communicating with others, this theme of 'support for study' was found in fewer students' responses. Yet, the perception that English language will support higher studies may have a positive effect on student learning.

In addition to support for study, some student groups reported that they like to learn English because of its usefulness for other purposes, for example reading books, watching movies, operating computer/mobile phones and talking with people like the cricket captain.

Yes, I do like learning English. Because I can understand what Cricket captain says… [Student Group 68]

If we can understand English well we will be able to operate mobile, computer etc easily. That's why we like to learn English. [Student Group 124]

Yes we like to learn English because if we know English we will be able to read English news paper and book, also will be able to understand English drama and movie. In this way we can learn more. [Student Group 85]

Having a positive attitude towards a language also has a positive impact on learning it through motivating students to learn English language.

4.2.3.2 Getting a job

The questionnaire asked the Secondary students if English will the assist them in finding a job: 'English will help me get a good job'. Of the students surveyed, a large majority (88%) believed that English language would help them get a good job, whilst nearly one in ten (7%) responded the opposite.

The SGI findings support this. For example, the majority of the student groups interviewed said that they like learning English because it will help them 'get a better job' in future. Some students said that they need English to find a better job not only in Bangladesh but also abroad.

Yes, I like learning English because it will give me a chance to get a better job. [Student Group 72]

Yes, we do like learning English. Because English will give us an opportunities to get higher level jobs. [Student Group 86]

> Yes, we do like learning English. Because for getting different higher jobs we need more English... [Student Group 116]
>
> Yes, because we must need English in every sphere of life … We have to need English to get a good job. [Student Group 40]
>
> … for getting a good job we need English, to become a doctor, Army officer, Railway officer we need English… [Student Group 55]

Additionally, the SGI data interestingly revealed that many students also wanted to become an English teacher in the future so that they could use better teaching methods and help their students with their English:

> I want to be an English teacher; I like to talk in English. Will teach students properly, also teach my sister. [Student Group 105]
>
> I want to be English teacher, because English is necessary in every spheres of life. Now-a-days English is used most. Half of our people don't get an English teacher, I'll teach them free. [Student Group 106]
>
> I wish to be a teacher. If I get chance, I'll be an English teacher. Everyone can learn properly, I'll teach them with affection and without any rebuke. I'll try my best in teaching. [Student Group 51]
>
> Yes we want to be English teacher. We love English so much and love to speak in English. We think we will enjoy English teaching. Our country is a poor country if I can become an English teacher I will be able to help my students to learn English and my students will be able to help another person to learn English. In this way we will be skilled in English and would be able to contribute in the development of our country. [Student Group 42]

Further to this, some student groups stated that English is useful for them as it will enable them to go abroad and work:

> We want to learn English because without this we cannot go abroad. [Student Group 133]
>
> Well, if I can speak in English then I can cope with real situation better. It will helpful for us to going abroad. I will get a good job if I can speak in English. [Student Group 10]
>
> Well, if I can speak in English then - I can live and work easily abroad. [Student Group 20]

It is obvious from these extracts that students are motivated to learn English for their better future. Although this is extrinsic motivation, it still plays a positive role in learning English language.

4.2.3.3 Attitudes to spoken English

Secondary students' attitudes to the pronunciation of English were investigated through the questionnaire. Two statements explored this. The first was: 'Good pronunciation shows good English'. While a large percentage (89%) of the students surveyed either strongly believed (57%) or believed (31%) in this statement, only 6% did not. This indicates that good pronunciation in English is highly valued among these students.

The second statement was: 'I wish to speak like English native speakers'. Whilst 80% of the Secondary students either strongly agreed (52%) or agreed (28%) with this statement, almost 15% disagreed. This result may mean finding ways of exposing students to how native speakers of English speak English. To some extent, the EIA school materials already do this, but of course other EIA materials delivered through broadcast and other media may also help.

4.2.4 Other findings on classroom practices

This subsection reports the SGI findings for Secondary students which are not directly related to traditional or communicative language learning practices, or which are not attitudes to/beliefs about English. These have been organised into three themes: not understanding; distraction from classmates; and, supportive teacher. All the issues relate to the student's everyday experience of English language lessons.

4.2.4.1 Difficulty in understanding

During the SGIs, many Secondary student groups reported that they didn't like it when they didn't understand the English lesson. Indeed, it is not surprising or unreasonable not to enjoy a lesson, whatever the subject, if it is difficult to understand.

> I feel English is hard subject when I can't understand the meaning. We cannot hear the audio from the last row of the class. We are a big class of 90 students. It's hard for us to pay concentration. We didn't see the block rocker in our class. Our teacher used small speaker.[14] [Student Group 53]
>
> I don't understand the grammar rules and spelling. I feel hard this subject when I can't understand the meaning. I don't like the audio listening because I don't understand the meaning and the pronunciation properly… Our class size is quite big; we can't hear the audio from last row. [Student Group 54]
>
> We don't like learning English, because we don't understand it. We come from a long distance by walking. We get tired for that it is difficult for us to concentrate. [Student Group 74]

The reasons for not understanding the lesson are not directly attributable to EIA, and the reference to tiredness in the final extract is not consequence of English language lessons in particular. These extracts suggest some frustration of, and difficulties faced by, Secondary students in learning English.

4.2.4.2 Noise and disturbance

Some students reported that they often get distracted and disturbed by noise from their own classmates, which they don't like:

> When there is any the inattentive learners make the class too noisy to listen to the teacher we dislike it. [Student Group 131]
>
> When the class gets too noisy we don't like it. [Student Group 134]
>
> Disturbance from others [we] don't like in English Class. [Student Group 55]
>
> If teacher teaches continuously without giving any break then we don't feel good and sometimes some of our friends do side talk, we dislike it. [Student Group 124]

These extracts highlight issues around classroom management as well as the type of language learning activities used in the English lesson. It may be that the so-called 'inattentive' students are not engaged in the lesson because they themselves do not understand the content. If the teacher uses interactive activities with the students, distractions from unengaged students may be reduced.

4.2.4.3 Supportive teacher

The SGI data also illustrates that students enjoy their English lessons when their English teacher is supportive of them:

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[14] *This refers to the Logitech speakers that are smaller than the 'Block rocker'.*

> When teacher try to make us understand again and again (if we do not understand) I feel good...
> [Student Group 17]
>
> When our teacher explains the lesson with Bangla meaning I can understand better. I like it when our teacher solves for us problem or questions. [Student Group 81]

These extracts show that the affective element in teaching and learning is crucial. That is, if the student 'feels good', their learning will be supported.

4.2.5 Summary of Secondary student findings

In summary, the data show that the current English language classroom practices follow a more communicative approach to English language learning promoted by EIA as, according to students, most teachers have used pair and group work, role play, visual aids with interactive activities and audio. The students also perceived that most of the time their teachers used English, though Bangla was used occasionally when needed. Grammar teaching is still prevalent, and students are corrected in ways not compatible with a communicative approach. Similarly, the student attitudes towards communicative language learning seem to be positive, although they also enjoy more traditional techniques such as reciting and drilling, and grammar teaching. Also a similar view was expressed regarding their beliefs about language learning. Additionally, almost all the students perceived English language as a useful tool for different purposes such as communicating with others and finding a better job.

4.3 Conclusions from the study on students

4.3.1 Programme impact on classroom practices

The findings from this part of the study support other findings and show that the current English language classroom practices in Primary and Secondary schools in the EIA programme are moving towards a more communicative approach to language learning. The evidence from students show that teachers use pair and group work, role play, dialogues, audio (listening materials) and pictures in their English lessons. All of these are promoted in schools through the EIA programme, indicating the impact of the programme. However, the data sources did not indicate in detail how these activities and materials have been applied to the classroom (explored in other studies (2b Practice and 3b).

It should also be noted that students report that there is more use of English by the teacher in the classroom. Nonetheless, the students also report that some teachers still use Bangla most of the time. This may be due to their English language ability or the persistence of old routines. Furthermore, memorising and grammar rules, which are practiced in traditional English language learning, appear to be quite common in Secondary schools. The common use of these two practices in Secondary schools may reflect the current examination system in Bangladesh, which emphasises grammar and ignores listening and speaking skills (Hamid and Baldauf 2008).

Attitudes to communicative language learning appeared to be favourable among both Primary and Secondary students, as in other studies (e.g. Savignon and Wang 2003). On the other hand, the aspects associated with a more traditional approach to language learning such as grammar rules, translation, reciting and drills were perceived positively by the students, as in a South African study by Barkhuizen (1998). There are two possible responses to these perceptions: that classroom practices need to embrace both traditional and communicative approaches to take into account students' perceptions, and/or that student attitudes need to be discussed in the classroom to enable them to appreciate communicative practices.

Another aspect revealed by the student group interviews was the popularity of mobile technology among the students. In particular, the audio was considered an invaluable source of English language learning. Since there was no use of audio in Primary and Secondary schools before the EIA interventions, the innovative use of mobile technology for listening and speaking activities seemed to be a major positive development in language education in Bangladesh.

4.3.2 Comparison between Primary and Secondary

An analysis of both the Primary and Secondary students' experience and perceptions of their English language classroom practices showed that they are not drastically different. The interview data sets revealed that both Primary and Secondary students enjoyed the EIA materials and the English language techniques promoted within them, although Bangla appears to be used more in English lessons in Secondary schools than Primary schools.[15] Additionally, grammar featured more prominently in the Secondary students' group interview responses, perhaps linking to their need for preparing for the grammar paper in the Secondary School Certificate Examination.

Regarding attitudes to language learning, both Primary and Secondary students favoured a more communicative approach. Primary students seemed to like the activities such as singing and playing in the English lesson much more than the Secondary students, reflecting different traditions in each phase. Both Primary and Secondary students were also positive about some of traditional language learning practices; however,they differed on the particular practices they were positive towards. For example, whilst Primary students liked reciting and drilling, the Secondary students preferred learning grammar rules and error correction by the teacher. Secondary students' preference to this may not be surprising given the language assessment system in Bangladesh.

4.3.3 Comparison with baseline studies

When compared with the results from EIA Baseline Study 2 (EIA 2009c), both the current study and the baseline study support the view that English is an important language and that it is necessary to learn it for both jobs and study. However, unlike the results in Baseline Study 3 in which most teachers observed used very minimal English, few visual aids and mostly the grammar-translation method, the current study shows that the teachers participating in EIA are using more English, more communicative activities such as group work, pair work and role play, and more visual aids such as iPods, posters, and flashcards in their English lessons. Therefore, it can be argued that there may have been some positive changes in English lessons through the EIA interventions in Primary and Secondary schools. This is partly confirmed by study 2a (EIA 2010a) but it will also need confirming by other studies.

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[15] *Note that the types of data in each study are not directly comparable (questionnaire v interviews).*

5. Discussion

This section brings together the results from the Primary and Secondary teachers with those for the students.

5.1 Traditional and communicative practices

In general, one can conclude that both Primary and Secondary teachers are positive about the EIA approach and follow the thinking and practice advocated as a communicative one. Both cohorts of teachers reported using mostly English in their lessons and they primarily displayed positive attitudes towards the implementation of CLT practices.

Both Primary and Secondary teachers report that they are using more English in the classroom, and the data from the students, as well as the findings from Study 2a, confirm this. However, a large proportion of teachers (39% Primary; 55% Secondary) did not think that Bangla should be used in English class for students' better understanding. Furthermore, in the interviews, some teachers seemed to report their use of Bangla to support student learning as some kind of failure. Moreover, many students' have ambivalent views about their teachers' uses of English in the classroom. While some clearly prefer this and see the benefit of it, others prefer that their teacher uses Bangla, particularly in cases where they do not understand their teachers' English. While EIA encourages the use of English in the classroom, it also encourages teachers to use Bangla judiciously to support student learning. These results suggest a need for further support for teachers in understanding how and when to use the target language and mother tongue in classroom lessons. In particular, teachers may need further training in using a level of English that is appropriate to their students, something addressed in the recommendations (Section 6).

Regarding teachers' level of English and their confidence in using the language, it is interesting that Primary teachers report being very confident about modelling English in the classroom and correcting their students. They, in fact, seem to be more confident than the Secondary teachers who have been shown to have higher levels of English than the Primary teachers, on average (Study 3a). Some of the Primary teachers have, however, reported that their low level of English is an obstacle to implementing the practices promoted through EIA. The issue of teacher confidence with regard to their actual abilities in the language might be further explored in future research.

Both Primary and Secondary teachers suggest that still in a large number of cases students seldom use English in the classroom (40% of Primary and 50% of Secondary teachers agreed with this). However, in both cases, teachers feel that students like it when they speak English in class. Data from the students confirms that students enjoy activities in which they speak English in class, particularly pair and group work activities. Results from the 2a study (EIA 2010a) suggest that teachers are implementing more communicative activities in classes to engage their students in more activities that involve them in talk, so this situation may be changing. This is further explored in the qualitative observation studies (Study 2b Practice and Study 3b).

Fewer Primary than Secondary teachers perceive that their students do not like speaking English in class (16% Primary; 24% Secondary)[16]. This is confirmed by the data from students. Secondary students may be less enthusiastic about speaking English in class, perhaps because they are shyer and less used to speaking English in lessons (may be from their longer experience of not using English in English lessons than Primary students) or because they are more focused on their examinations which do not test speaking skills. It would be useful to further explore the reasons for this in follow-up studies.

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[16] *The population of teachers in each sample is too small to test for statistical significance.*

There seems to be a general acceptance of many of the principles of CLT promoted through EIA among both teachers and students at both the Primary and Secondary level. Teachers were able to list several communicative activities that they had undertaken in recent classes, and students also reported a change in their teachers' practices. Classroom activities that involve students in role play, dialogue, and pair and group work are particularly popular among students. However, classroom activities that involve students singing and playing seem to be more popular among Primary teachers and students than Secondary teachers and students. This could perhaps be because Secondary teachers deem such activities as inappropriate for older students, or because they feel that it is more important to focus on written activities that prepare students for their examination. It is also interesting that Secondary students have less favourable attitudes towards singing or playing games in their English classes. This may be because the materials provided through the EIA programme are not appropriate for this age group, or because students deem such activities as not being helpful for their learning. Again, it would be useful to further explore the reasons behind these perceptions in follow-up studies.

The study suggests that both Primary and Secondary teachers continue to embrace some of the more traditional approaches to language teaching: sentence drilling and repetition and error correction. This is in contrast to the more communicative approaches promoted through EIA which stress fluency, creativity and paying less attention to errors in order to encourage students' use of the target language. These findings suggest that teachers need further support in moving away from traditional practices that promote rote-learning. They also suggest the need to specifically address the issue of error correction- how and when to do it to best support language learning. The EIA materials and support model should engage teachers further with the practices of drilling and error correction, practices which can be harnessed and adapted to be used more communicatively within the language classroom. Also, while students seem to expect a certain amount of error correction from their teachers, very negative feedback and rebuking from their teachers may impede their learning. It is interesting that a few teachers stated in their interviews that engagement with the EIA programme has made them respond more positively to their students. Such practices should be further encouraged.

With regard to grammar, both Primary and Secondary teachers largely accept the idea that it should be explained in context of use rather than be the focus of teaching (as it often is particularly in Secondary classrooms). Rather unsurprisingly, the results suggest that Secondary teachers attach a great importance to learning grammar, perhaps because of the higher level of their students and because of the importance of the grammar examination to students' success. Secondary students also seem to expect a focus on grammar in their lessons. The fact that both teachers and students (particularly at the Secondary level) place importance on learning grammar rules can also be seen as a side-effect of the written examination system in place in Bangladesh. Despite the best attempts of EIA, unless the examination system is changed to account for more communicative uses of language, it will be difficult to address such traditional practices.

Both cohorts of teachers also recognised the importance of spoken abilities like pronunciation as being important to their language teaching, as a large proportion of Primary (52%) and Secondary (41%) teachers value pronunciation. Regarding the model of pronunciation that teachers aim for, the native speaker model is most popular among both Primary (84%) and Secondary (78%) teachers, while 10% of both groups disagreed with this. This suggests that a small number of teachers value communicative ability over the production of any native-like model, an attitude that should be further endorsed by the EIA programme.

5.2 Perceived effectiveness of EIA

Regarding the perceived effectiveness of EIA, both Primary and Secondary teachers were extremely positive about the programme's impact on their own use of English as well as its impact on student learning and motivation. Many teachers also reported engaging in new activities to improve their English and teaching. They also reported major shifts in their views of what it means to be an English teacher (compared to the baseline studies), often citing the importance of using interactive activities, student-centred teaching and engaging all learners. Many teachers also noted an increase in student motivation, and that this in turn has inspired them to continue to develop their teaching. It is important that the programme is able to sustain this motivation, through EIA support materials and events as teachers develop.

This study also reported on some of the major obstacles to implementing EIA practices. Some of these are beyond the direct control of EIA (e.g. the size of classes and the sound insulation of classrooms), but nevertheless EIA must seek solutions to minimise the impact of them. Other problems are more directly 'under its control', such as the difficulty of the songs and listening texts. In some cases, the head teacher could be further engaged to ensure the successful implementation of EIA. Still other problems require EIA to take action outside the immediate classroom, school or district context to deal with the likes of the examination requirements that may over-emphasise grammar and translation in learning English.

The study also explored teachers' experiences of community perceptions of EIA, which gives some idea of the effectiveness of the EIA stakeholder engagement strategy. What almost all of the teachers interviewed indicated is the way that views of others (within and outside of the school) are positive in their reactions to EIA, when they understand its intentions and this can only act to support the EIA teachers in their use and development of CLT approaches. This will be particularly important in the longer-term development of EIA in later phases. However, some issues, like the attitudes of other teachers in the school, need continued attention.

5.3 Beliefs about English language learning

This study also shows a strong belief, among both teachers and students, that learning English will be an important resource for students. Interviews with teachers show a rich view of the role of English in their students' lives, and these by and large mirror students' own views of the potential impact on their lives. There is also a strong motivation for learning and teaching English which is likely to positively affect teachers' attitudes towards their profession as well as students' attitudes towards their learning.

Teachers were also asked about what they thought it meant to be an English speaker/teacher. The responses indicate that some teachers have a rather restricted view of the English speaker as someone who is familiar with the technical aspects of the language, while many teachers see the ability to use the language appropriately in a wide variety of contexts as being important. These teachers also seem to recognise the value of English as a lingua franca, a language that can be used between speakers of Bangla and speakers of other languages. Certain aspects of identity also seem to accompany the idea of being an English speaker for some teachers, for example confidence and friendliness. These views in turn affect teachers' identities and practices as English teachers. While some teachers view the profession rather technically, many of them see it as an integral part of their identity. The fact that being an English teacher is often associated with respect may also serve to motivate teachers further in their professional development.

6. Recommendations

On the basis of the findings presented in Sections 3 and 4, the following recommendations are made.

- Elements of traditional practices such as error correction, grammar teaching (in Secondary), and repetition and drilling (in Primary) are still practiced, liked by students and thought to aid their learning of English. This suggests not onlythat teachers need to change, but also that students should be engaged through discussion of these activities and their detrimental effect on learning English in a communicative approach. This latter element has not hitherto been addressed by EIA and thought should be given to the introduction of these ideas.

- There is a need for further support for teachers in understanding how and when to use the target language and mother tongue in classroom lessons, and such pedagogical issues could be addressed in further EIA professional and language development material.

- It still seems that the majority of the Secondary EIA teachers use Bangla and translation methods in their English lessons. Therefore, it is worth investigating why this is happening and find ways to support them.

- Grammar and memorising its rules appears to be one of the main features of English language lessons in Secondary schools. It may be mainly because of the importance given to it in the current examination system. EIA should encourage a change in the system by advising the government.

- The students reported that they enjoy interactive activities such as group and pair work, dialogue, and listening activities in their English lessons. It may be helpful to share this information with the EIA teachers either through cluster meetings or EIA bulletins. Some teachers may need further time and support to build confidence in managing these activities in their lessons.

- The student group interview (SGI) data show that classroom language used by many teachers is English, and that students have found this helpful. More teachers need to be encouraged to use English in the classroom; again, this could be done through the teacher facilitators (TFs) or by the teachers supporting their peers.

- Though not related to ELT, corporal punishment still seems prevalent in English lessons. It may be worth discussing with teachers the impact of such punishments on learning.

- The interviews suggest that the EIA teachers need to be encouraged to exploit a wider range of language games in their lessons to make learning more fun and effective.

- There were some technical issues relating to the use of iPods which to be need resolved as soon as possible. Those EIA teachers who are still learning how to use and control the iPod and the speakers may need to be encouraged to practise using them more (for their personal use as well). TFs and TDCs (teacher development coordinators) could usefully follow this up. (The introduction of a PIMS that includes tracking equipment condition will help in this regard.)

- Some Primary students reported that they find it hard to understand the audio because of its fast pace. If most students are finding it difficult to follow the audio for this reason, then the materials may need to be revised in this light.

- There have been a number of instances when further investigations have been suggested: for example, the issue of teacher confidence with regard to their actual abilities in the language; why Secondary students are more reluctant than Primary students to speak in English.

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Acknowledgements

Appendices

Appendix 1: Teacher questionnaire (Primary and Secondary)

Identifying information

School		School ID	
Teacher		Teacher ID	
Class		Date	
Upazila			
Researcher			

Introduction

In this questionnaire, we would like to ask you to think about your attitudes to and perceptions about learning English language. Think carefully about each statement given below and circle the answer that best represents your view:

1 (strongly disagree) - 2 (disagree) - 3 (neutral) - 4 (agree) - 5 (strongly agree)

Questions

My English language teaching practice

1. I mainly explain grammar rules and students learn them by heart.

Strongly disagree   1   2   3   4   5   Strongly agree

2. I often ask students to do sentence drilling and repeat sentences after me.

Strongly disagree   1   2   3   4   5   Strongly agree

3. The language I mostly use in the classroom is Bangla.

Strongly disagree   1   2   3   4   5   Strongly agree

4. My students seldom speak in English in the classroom.

Strongly disagree   1   2   3   4   5   Strongly agree

5. I often design activities that require students to interact with each other in English.

Strongly disagree   1   2   3   4   5   Strongly agree

6. I sometimes have students play and sing in the English lesson.

Strongly disagree   1   2   3   4   5   Strongly agree

7. The focus in my English classes is communication, but I explain grammar when necessary.

Strongly disagree   1   2   3   4   5   Strongly agree

8. I often correct my students' errors in class.

Strongly disagree   1   2   3   4   5   strongly agree

9. I feel confident teaching grammar rules in my English class.

Strongly disagree   1   2   3   4   5   Strongly agree

10. I feel comfortable modelling English for my students to repeat.

Strongly disagree   1   2   3   4   5   Strongly agree

11. I feel confident correcting my students' mistakes when they speak English.

Strongly disagree   1   2   3   4   5   Strongly agree

12. I feel comfortable doing activities in which students sing or play in my classroom.

Strongly disagree   1   2   3   4   5   Strongly agree

Attitude towards English language teaching - your students

13. My students like learning grammar rules in English class.

Strongly disagree   1   2   3   4   5   Strongly agree

14. My students like sentence drilling and repeating sentences in my English class.

Strongly disagree   1   2   3   4   5   Strongly agree

15. My students like it when I mostly use Bangla in my English lessons.

Strongly disagree   1   2   3   4   5   Strongly agree

16. My students do not like it when they need to speak in English in class.

Strongly disagree   1   2   3   4   5   Strongly agree

17. My students like activities in which they interact in English with classmates.

Strongly disagree   1   2   3   4   5   Strongly agree

18. My students like to sing and play in an English lesson.

Strongly disagree   1   2   3   4   5   Strongly agree

19. My students like English class to be focused on communication, with grammar explained when necessary.

Strongly disagree   1   2   3   4   5   Strongly agree

20. My students like me to correct their errors in speaking English in class.

Strongly disagree   1   2   3   4   5   Strongly agree

My beliefs about learning English

21. Learning English means to learn grammar rules.

Strongly disagree   1   2   3   4   5   Strongly agree

22. English learning through sentence drilling is effective.

Strongly disagree   1   2   3   4   5   Strongly agree

23. Bangla should be frequently used in English class for students' better understanding of the lessons.

Strongly disagree   1   2   3   4   5   Strongly agree

24. It is not essential that English teachers speak in English in the classroom for my students to learn English.

Strongly disagree   1   2   3   4   5   Strongly agree

25. It is important that students practise using English by communicating with classmates in the lesson.

Strongly disagree   1   2   3   4   5   Strongly agree

26. English language can be learned by singing and playing in the English lesson.

Strongly disagree   1   2   3   4   5   Strongly agree

27. English language should be learned mainly through communication, with grammar rules explained when necessary.

Strongly disagree   1   2   3   4   5   Strongly agree

28. English teachers should encourage interaction in pairs or groups.

Strongly disagree   1   2   3   4   5   Strongly agree

29. It is important for English teachers to correct students' errors in class.

Strongly disagree   1   2   3   4   5   Strongly agree

30. Students' English improves most quickly if they study and practise grammar.

Strongly disagree   1   2   3   4   5   Strongly agree

31. Grammar rules should be explicitly explained in class.

Strongly disagree   1   2   3   4   5   Strongly agree

32. It is important to avoid making errors in the process of learning English.

Strongly disagree   1   2   3   4   5   Strongly agree

33. English teachers should correct students' pronunciation errors in class.

Strongly disagree   1   2   3   4   5   Strongly agree

34. A person's good pronunciation usually indicates good English.

Strongly disagree   1   2   3   4   5   Strongly agree

35. Learning English is important for people in Bangladesh.

Strongly disagree   1   2   3   4   5   Strongly agree

36. English is useful in getting a good job.

Strongly disagree   1   2   3   4   5   Strongly agree

37. I hope that my students will speak like English native speakers.

Strongly disagree   1   2   3   4   5   Strongly agree

My beliefs about the effectiveness of EIA

38. Taking part in the EIA programme has helped me improve my English.

Strongly disagree   1   2   3   4   5   Strongly agree

39. Taking part in the EIA programme has made no impact on my confidence to use more English in my classes.

Strongly disagree   1   2   3   4   5   Strongly agree

40. Taking part in the EIA programme has made no impact on the way I teach.

Strongly disagree   1   2   3   4   5   Strongly agree

41. I now have students do more pair and group work in my classes than I used to.

Strongly disagree   1   2   3   4   5   Strongly agree

42. The changes in my teaching have not made a positive impact on student learning.

Strongly disagree   1   2   3   4   5   Strongly agree

43. I now have students play games or sing songs more often than I used to.

Strongly disagree   1   2   3   4   5   Strongly agree

44. The changes in my teaching have made a positive impact on student motivation.

Strongly disagree   1   2   3   4   5   Strongly agree

45. 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)

Personal language use

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	

46. Please tick the languages that you have proficiency in. Then write your language level (mother tongue, fluent, proficient, basic).

	☑	Level
Bangla		
Minority languages (e.g. Chakma) Name:_____		
English		
Urdu		
Arabic		
Hindi		
Other languages (e.g. French, Chinese) Name:_____		

47. At what level did you start learning English?

Primary school ☐

Secondary school ☐

Higher secondary ☐

University ☐

Other _____ ☐

48. Where did you learn English? (Tick all that apply)

School ☐

Coaching centre ☐

At home ☐

University ☐

Other _____ ☐

49. Is there anything you do outside of your school teaching that requires use of English (e.g. other work, a hobby, etc.)? Please describe.

Any other comments?

THANK YOU FOR YOUR TIME AND SUPPORT!

THE ENGLISH IN ACTION RESEARCH TEAM.

Appendix 2: Student questionnaire (Secondary)

Identifying information

School		School ID	
Teacher		Teacher ID	
Class		Date	
Upazila			
Researcher			

Introduction

In this questionnaire, we would like to ask you to think about your attitudes to and perceptions about learning English language. Think carefully about each statement given below and circle the answer that best represents your view:

1 (strongly disagree) - 2 (disagree) - 3 (neutral) - 4 (agree) - 5 (strongly agree)

Questions

English in my class

1. My English teacher mainly explains grammar rules and we learn them by heart.

Strongly disagree   1   2   3   4   5   Strongly agree

2. My English teacher often asks us to repeat sentences after him/her.

Strongly disagree   1   2   3   4   5   Strongly agree

3. My teacher usually speaks Bangla in our English lessons.

Strongly disagree   1   2   3   4   5   Strongly agree

4. I don't often speak English in the classroom.

Strongly disagree   1   2   3   4   5   Strongly agree

5. My teacher often gets us to talk with each other in English

Strongly disagree   1   2   3   4   5   Strongly agree

6. My English teacher sometimes gets us to play and sing in the English lesson.

Strongly disagree   1   2   3   4   5   Strongly agree

7. My English teacher often corrects my errors in class.

Strongly disagree   1   2   3   4   5   strongly agree

Learning English and me: what I like, what I don't like

8. I like learning grammar rules in my English class.

Strongly disagree   1   2   3   4   5   Strongly agree

9. I like repeating sentences after my teacher in my English class.

Strongly disagree   1   2   3   4   5   Strongly agree

10. I like my teacher to speak mainly in Bangla, in my English lessons

Strongly disagree   1   2   3   4   5   Strongly agree

11. I like an English class in which I do not need to speak in English.

Strongly disagree   1   2   3   4   5   Strongly agree

12. I like talking English with my classmates, in my English lessons

Strongly disagree   1   2   3   4   5   Strongly agree

13. I like to sing and play in an English lesson.

Strongly disagree   1   2   3   4   5   Strongly agree

14. I like my English teacher to correct my errors in speaking English in class.

Strongly disagree   1   2   3   4   5   Strongly agree

What learning English means to me

15. Learning English means to learn grammar rules.

Strongly disagree   1   2   3   4   5   Strongly agree

16. Repeating the teachers sentences helps me learn English

Strongly disagree   1   2   3   4   5   Strongly agree

17. Using a lot of Bangla in English lessons helps us understand

Strongly disagree   1   2   3   4   5   Strongly agree

18. Speaking in Englishis not essential for learning English.

Strongly disagree   1   2   3   4   5   Strongly agree

19. It's important to use English to communicate with classmates in the English lesson.

Strongly disagree   1   2   3   4   5   Strongly agree

20. English can be learned by singing and playing games.

Strongly disagree   1   2   3   4   5   Strongly agree

21. We should work in pairs or groups.

Strongly disagree   1   2   3   4   5   Strongly agree

22. It is important for the English teacher to correct students' errors.

Strongly disagree   1   2   3   4   5   Strongly agree

23. My English improves most quickly if I study and practise the grammar.

Strongly disagree   1   2   3   4   5   Strongly agree

24. English teachers should correct students' pronunciation.

Strongly disagree   1   2   3   4   5   Strongly agree

25. Good pronunciation shows good English.

Strongly disagree   1   2   3   4   5   Strongly agree

26. Learning English is important for me.

Strongly disagree   1   2   3   4   5   Strongly agree

27. English will help me get a good job.

Strongly disagree   1   2   3   4   5   Strongly agree

28. I wish to speak like English native speakers.

Strongly disagree   1   2   3   4   5   Strongly agree

Background information

Please supply the following information:

1. Male _____   Female _____   (please tick one)

2. Age: 10 - 11   12 - 13   14 - 15   16 - 17   18-19   (please circle one)

THANK YOU FOR YOUR TIME AND SUPPORT!

THE ENGLISH IN ACTION RESEARCH TEAM

Appendix 3: Teachers semi-structured interview schedule (Primary and Secondary)

Identifying information

School		School ID	
Teacher		Teacher ID	
Class		Date	
Upazila			
Researcher			

Guidance notes

A semi-structured interview is in its simplest, a relatively open conversation with the interviewee, at which the interviewee is encouraged to talk freely about their views and experiences; it is given a degree of form (a semi-structure) by the interviewer having pre-defined topics that they wish the interview to cover.

The interviewer does not follow a 'set of questions', but rather listens and responds to the ideas, information and emotions of the interviewee. The interviewer may pick up on particular points of interest that arise, probing for further information or clarification; in particular, the interviewer is likely to use active listening techniques including:

- *Repeating the last word or phrase spoken by the interviewee, to prompt further information giving, e.g. "…oh yes, they were so excited." "Excited?" "Yes, really. One lesson, the students…."*

- *Paraphrasing and reflecting back to check understanding: e.g. "So, it sounds to me like you are saying… …is that right?"*

- *Clarifying: If the interviewee says things that appear to contradict or conflict with earlier statements, the interviewer raises this for further discussion; e.g. "Can I just check? Earlier in the interview, I think you said… but now it sounds like you are saying…."*

- *Summarizing key points the interviewee has made; to check understanding and completeness (this often prompts interviewee to either correct or extend your summary) e.g. "So, have I got this right: when you started using the iPod in the classroom, the three main changes you noticed were…"*

- *Empathy: the interviewer responds to emotional cues (verbal or non-verbal) e.g. "How did that make you feel?", "That sounds like it was…"*

The tone of the interview is obviously not 'interrogation', but one of giving the interviewee your full, undivided attention, and really wanting to understand what they want to share with you.

Further structure can be given my discussing the topics in a pre-defined sequence, with an under-lying rationale, though obviously if an interviewee brings up topics out of sequence, the interviewer should be flexible and adapt to this.

Interview focus

Changing classroom practice

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

- Did you experience any problems introducing EIA practices in your classroom: what were they; did you manage to overcome them? How?

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

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

Changing teachers' use of English language

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

- Do you think that your English has improved as a result of participating in the EIA project? If so, how?

- Do you use English outside of the classroom? When, and what for? Has this changed since you began EIA?

- What does it mean to you to be an English speaker?

Changing teachers

- Have you changed the way you think about teaching as a result of taking part in EIA? If so, how?

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

- What does it mean to you to be an English teacher?

- What do you think it means to your students, to learn English? What difference do you think learning English will make to their lives?

Appendix 4: Student semi-structured group interview schedule (Primary and Secondary)

Interview questions: student attitudes and perceptions about English language learning

Guidance notes

A group interview should be an open conversation with the interviewees where they are encouraged to talk freely about their experiences and opinions. The conversation is given a degree of form (semi-structured) by the interviewer having pre-defined topics that they wish the interview to cover.

The interviewer does not follow a 'set of questions' but listens and responds to the ideas, information and emotions of the interviewees (school students in this situation). The interviewer may pick up on particular points of interest that arise, probing for further information or clarification. In the small group context it is important for the interviewer to understand that all participants do not need to agree in their responses; part of the interviewer's responsibility is to tease out the full range of responses from the group.

In this context the interviewer will use active listening techniques including:

- *Repeating the last word or phrase spoken by an interviewee to prompt further information giving; e.g. "…the class is fun." "Fun?" "Yes, because…."*

- *Paraphrasing and reflecting back to check understanding: e.g. "So, it sounds like you think that…… Is that right?"*

- *Clarifying: If an interviewee says things that appear to contradict or conflict with earlier statements, the interviewer raises this for further discussion; e.g. "Can I just check? Before, I think you said…..but now you are saying …. Is that right?"*

- *Summarizing key points the interviewees have made to check understanding and completeness (this often prompts interviewees to either correct or extend the summary); e.g. "So have I got this right - you all like the songs, games, pairwork but some of you don't like the grammar practice?"*

- *Empathy: the interviewer responds to emotional cues (verbal or non-verbal) e.g. "How did that make you feel?", "it sounds like you enjoy..."*

- *Inclusion: the interviewer makes sure that all participants engage in the group interview. If one or two interviewees are monopolizing the discussion, bring in the less active students; e.g. "And do **you** think it's important to learn English too? Why?" OR "so, do you **all** think that ….?"*

The tone of the interview is obviously not 'interrogation' but one of giving the interviewees your full, undivided attention and wanting to what they are sharing with you.

In a group interview it is important to ensure that no one individual dominates the discussion and try and engage all the participants equally.

(Group interview, approx. 1 hour, to be translated into Bangla)

Attitudes to and perceptions about English language learning enhanced by mobile technology

6. What did you do in your last English class?

Find out about: listening to people speaking/songs on the audio; singing; answering questions; playing games; looking at posters/using posters to practise English; groupwork/pairwork; reading; writing; drilling (all speaking

together, repeating); listening to teacher; does teachers speak mostly in Bangla or in English? using textbook; teacher explaining grammar rules; doing grammar exercises; working by myself; role play. Also, of these activities what kinds are best for learning English?

7. Do you like learning English?

Why? Why not? *Find out about: which kinds of activities students enjoy/don't enjoy.*

8. In your English class, what kind of things do you like doing most?

Refer back to activities listed in question 1.

9. Is there anything you don't like about your English classes?

10. Why is learning English useful?

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

Appendix 5: Guidance notes for administering the teacher questionnaire (Primary and Secondary)

Please carefully consider the following when distributing the teacher questionnaire.

You will only need to collect one teacher questionnaire per school that you visit. It might be easiest for the teacher to fill out this questionnaire at the same time that you are administering the questionnaire to that teacher's students. But if you do this, make sure to make clear to the teacher that you are available to answer his or her questions about the questionnaire, too.

Before distributing the questionnaire

- Ensure that you have sufficient copies of the questionnaire.
- Remember to build a good rapport with the teacher.
- Explain the purpose of the questionnaire and reassure the teacher that the purpose of the questionnaire is to evaluate EIA and not them.
- Get *informed* consent from the teacher.
- Explain that there is *no risk or danger* linked to the study as their names will not be identified (research ethics).
- Explain and trial (demo) the rating scale.

While the teacher is completing the questionnaire

- Be available to explain any questions.
- Make sure that the teacher does not get involved in the questionnaire that you are administering to the students, as this could make the students uncomfortable.

After the questionnaire

- Thank the teacher for their time and input.
- Thank the head teacher for their support.
- Store the data in appropriate places with clear labelling.
- Keep a researcher diary in which you write what went well and what went not so well. Make particular note of any questions that the participants found difficult to respond to. Think what you would do differently next time if you were to conduct this questionnaire.

Appendix 6: Guidance notes for administering the teacher interviews (Primary and Secondary)

Please carefully consider the following and plan your teacher interviews accordingly:

Before starting the interview

- Contact your link Teacher Development Coordinator (TDC) for the school you are visiting for your field work and find out more about the school, the head teacher and English language teachers.

- Remember to build a good rapport with them observing the local cultural practices including how you present yourself (again TDCs may be in a good position to advise you). Clearly explain the purpose of your visit and the research activities.

- Get the *informed consent* (probably verbal) from the head teacher and the English language teacher for the interview.

- Explain that there is no *risk or danger* linked to the study as their names will not be identified **(research ethics).**

- Ensure that your **recording device is working** and batteries charged.

- Seat the interviewee appropriately where there is less/ no noise.

During the interview

- Follow the guidance on the interview schedule.

After the interview

- Thank the teacher for their time.

- Thank the head teacher for their support.

- Jot down some field notes capturing the local context in which you interviewed the teacher. This can happen when you leave the school and find a suitable place to write.

- Keep a researcher diary in which you write what went well and what went not so well. Think what you would do differently next time if you were to conduct these interviews again.

Appendix 7: Guidance notes for administering the student questionnaire (Secondary)

Please carefully consider the following and distribute the student questionnaire accordingly:

Before distributing the questionnaire

- Ensure that you have sufficient copies of the student questionnaire. Check how many students are available for the study.

- Please note that this instrument needs to be administered to one class of students per teacher.

- Contact your link Teacher Development Coordinator (TDC) for the school you are visiting for your field work and find out more about the school, the head teacher, English language teachers and their students.

- Remember to build a good rapport with them observing the local cultural practices including how you present yourself (again TDCs may be in a good position to advise you). Clearly explain the purpose of your visit and the research activities.

- Get the *informed consent* from the head teacher and the teacher for the student questionnaire.

- Explain the purpose of the questionnaire - 'we want to know how well EIA is doing' - to the participants and get **verbal informed consent** where possible.

- Explain this is not a test, we want to know your views - different people will have different answers.

- Advise students that, if they have a question, to ask you, and not a friend.

- Explain that there is no risk or danger linked to the study as their names will not be identified **(research ethics)**.

- Seat the participants appropriately where there is less noise.

- **Explain (demo) the rating scale with the students before asking them to complete the questionnaire. Perhaps, they can try out a few questions. You need to ensure that students understand how to use the rating scale.**

While students are completing the questionnaire

- Move around the room to make sure that all students understand what they are doing.

- Explain any questions if students ask you.

- Allow any students to leave the room if they finish early.

After the questionnaire

- Thank all the participants for their time.

- Thank the head teacher and the teacher(s) for their support.

- Jot down some field notes capturing the local context. This can happen when you leave the school and find a suitable place to write.

- Store the data in appropriate places with clear labelling.

- Keep a researcher diary in which you write what went well and what went not so well. Think what you would do differently next time if you were to conduct this questionnaire survey again.

Appendix 8: Guidance notes for administering the student group interview (Primary and Secondary)

Please carefully consider the following and plan your group interviews accordingly:

Before starting the interview

- Contact your link Teacher Development Coordinator (TDC) for the school you are visiting for your field work and find out more about the school, the head teacher, English language teachers and their students.

- Remember to build a good rapport with them observing the local cultural practices including how you present yourself (again TDCs may be in a good position to advise you). Clearly explain the purpose of your visit and the research activities.

- Get the *informed consent* from the head teacher and the teacher for the interviews.

- The students must be from one of the teacher's EIA classes

- Ensure that your sample of 6 students represents the class they belong to (i.e., high, medium and low ability students as far as possible, mixed gender; ideally randomly selected).

- Explain the purpose of your interview to the interviewees and get **verbal informed consent** where possible **(research ethics)**.

- Explain that there is ***no risk or danger*** linked to the study as their names will not be identified.

- Ensure that your **recording device is working** and batteries charged.

- Seat the interviewees appropriately where there is less noise.

During the interview

- Follow the guidance on the interview schedule.

After the interview

- Thank all the participants for their time.

- Thank the head teacher and the teacher(s) for their support.

- Jot down some field notes capturing the local context in which you interviewed the students. This can happen when you leave the school and find a suitable place to write.

- Keep a researcher diary in which you write what went well and what went not so well. Think what you would do differently next time if you were to conduct these interviews again.

Appendix 9: Questionnaire findings - Primary Teachers

Q1. Teacher explains grammar and students learn by heart		
	Count	Percentage
Strongly disagree	46	44.7
Disagree	27	26.2
No comments	10	9.7
Agree	12	11.7
Strongly agree	8	7.8

Q2. Teacher asks students drilling sentence and to repeat after		
	Count	Percentage
Strongly disagree	1	1.0
Disagree	6	5.8
No comments	2	1.9
Agree	46	44.7
Strongly agree	48	46.6

Q3. Teacher usually speaks Bangla in classroom		
	Count	Percentage
Strongly disagree	31	30.1
Disagree	54	52.4
No comments	10	9.7
Agree	6	5.8
Strongly agree	2	1.9

Q4. Students seldom speak English in classroom		
	Count	Percentage
Strongly disagree	15	14.6
Disagree	35	34.0
No comments	12	11.7
Agree	35	34.0
Strongly agree	6	5.8

Q5. Teacher designs activities that require students' interaction among them		
	Count	Percentage
Disagree	4	3.9
No comments	6	5.8
Agree	40	38.8
Strongly agree	53	51.5

Q6. Teacher sometimes have students play and sing in English lesson		
	Count	Percentage
Disagree	6	5.8
No comments	1	1.0
Agree	32	31.1
Strongly agree	64	62.1

Q7. Teacher explains grammar when necessary in although the focus is communication in English class		
	Count	Percentage
Strongly disagree	3	2.9
Disagree	8	7.8
No comments	3	2.9
Agree	46	44.7
Strongly agree	43	41.7

Q8. Teacher often corrects students' errors in class		
	Count	Percentage
Strongly disagree	2	1.9
Disagree	3	2.9
No comments	3	2.9
Agree	22	21.4
Strongly agree	73	70.9

Q9. Teacher feels confident teaching grammar rules in English class		
	Count	Percentage
Strongly disagree	9	8.7
Disagree	11	10.7
No comments	10	9.7
Agree	30	29.1
Strongly agree	43	41.7

Q10. Teacher feels comfortable modeling English for student to repeat		
	Count	Percentage
Disagree	1	1.0
No comments	3	2.9
Agree	28	27.2
Strongly agree	71	68.9

Q11. Teacher feels confident correcting students' mistakes when they speak English		
	Count	Percentage
Disagree	5	4.9
No comments	4	3.9
Agree	26	25.2
Strongly agree	68	66.0

Q12. Teacher feels comfortable doing activities in which students sing or play in classroom		
	Count	Percentage
Disagree	2	1.9
No comments	1	1.0
Agree	34	33.0
Strongly agree	66	64.1

Q13. Students like learning grammar rules in English class		
	Count	Percentage
Strongly disagree	18	17.5
Disagree	27	26.2
No comments	21	20.4
Agree	19	18.4
Strongly agree	18	17.5

Q14. Students like sentence drilling and repeating in English class		
	Count	Percentage
Strongly disagree	1	1.0
Disagree	1	1.0
No comments	7	6.8
Agree	44	42.7
Strongly agree	50	48.5

Q15. Students like teacher's Bangla speaking most of the time in English class		
	Count	Percentage
Strongly disagree	18	17.5
Disagree	44	42.7
No comments	17	16.5
Agree	14	13.6
Strongly agree	10	9.7

Q16. Students do not line to speak English when they need it in English class		
	Count	Percentage
Strongly disagree	44	42.7
Disagree	43	41.7
No comments	12	11.7
Agree	3	2.9
Strongly agree	1	1.0

Q17. Students like activities in which they interact in English with classmates		
	Count	Percentage
No comments	9	8.7
Agree	46	44.7
Strongly agree	48	46.6

Q18. Students like to sing and play in an English lesson		
	Count	Percentage
No comments	2	1.9
Agree	24	23.3
Strongly agree	77	74.8

Q19. Students like English class focusing communication with Grammar when necessary		
	Count	Percentage
Strongly disagree	7	6.8
Disagree	9	8.7
No comments	20	19.4
Agree	39	37.9
Strongly agree	28	27.2

Q20. Students like teacher for correcting English speaking errors in class		
	Count	Percentage
Strongly disagree	2	1.9
Disagree	3	2.9
No comments	5	4.9
Agree	30	29.1
Strongly agree	63	61.2

Q21. Learning English means learning grammar rules		
	Count	Percentage
Strongly disagree	68	66.0
Disagree	21	20.4
No comments	4	3.9
Agree	8	7.8
Strongly agree	2	1.9

Q22. English learning through sentence drilling is effective		
	Count	Percentage
Strongly disagree	8	7.8
Disagree	12	11.7
No comments	6	5.8
Agree	38	36.9
Strongly agree	39	37.9

Q23. Bangla should be frequently used in English class for better understanding		
	Count	Percentage
Strongly disagree	19	18.4
Disagree	21	20.4
No comments	17	16.5
Agree	28	27.2
Strongly agree	18	17.5

Q24. English speaking is not essential for English teacher in classroom		
	Count	Percentage
Strongly disagree	70	68.0
Disagree	24	23.3
No comments	2	1.9
Agree	2	1.9
Strongly agree	5	4.9

Q25. It is important to practice communicating English in classmates in the lesson		
	Count	Percentage
Disagree	1	1.0
Agree	29	28.2
Strongly agree	73	70.9

Q26. English can be learned by singing and playing in the English lesson		
	Count	Percentage
Strongly disagree	1	1.0
Disagree	1	1.0
No comments	7	6.9
Agree	33	32.4
Strongly agree	60	58.8
Total	102	100.0

Q27. English should be learned mainly through communication with grammar rules when necessary		
	Count	Percentage
Strongly disagree	3	2.9
Disagree	4	3.9
No comments	3	2.9
Agree	50	48.5
Strongly agree	43	41.7

Q28. Teachers should encourage interaction in pairs or group		
	Count	Percentage
Disagree	1	1.0
Agree	22	21.4
Strongly agree	80	77.7

Q29. It is important for English teachers to correct students' errors in class		
	Count	Percentage
Disagree	1	1.0
No comments	1	1.0
Agree	16	15.5
Strongly agree	85	82.5

Q30. Students' English improves most quickly if they study and practice grammar		
	Count	Percentage
Strongly disagree	21	20.4
Disagree	33	32.0
No comments	15	14.6
Agree	15	14.6
Strongly agree	19	18.4

Q31. Grammar rules should be explicitly explained in class		
	Count	Percentage
Strongly disagree	23	22.3
Disagree	32	31.1
No comments	21	20.4
Agree	11	10.7
Strongly agree	16	15.5

Q32. It is important to avoid making errors in the process of learning English		
	Count	Percentage
Strongly disagree	49	47.6
Disagree	23	22.3
No comments	7	6.8
Agree	15	14.6
Strongly agree	9	8.7

Q33. English teachers should correct students' pronunciation errors in class		
	Count	Percentage
Strongly disagree	3	2.9
No comments	2	1.9
Agree	20	19.4
Strongly agree	78	75.7

Q34. A person's good pronunciation indicates good English		
	Count	Percentage
Strongly disagree	14	13.6
Disagree	26	25.2
No comments	9	8.7
Agree	23	22.3
Strongly agree	31	30.1

Q35. Learning English is important for people in Bangladesh		
	Count	Percentage
Disagree	2	1.9
Agree	24	23.3
Strongly agree	77	74.8

Q36. English is useful in getting a good job		
	Count	Percentage
Strongly disagree	4	3.9
Disagree	12	11.7
No comments	3	2.9
Agree	17	16.5
Strongly agree	67	65.0

Q37. Teacher hope that his/her students will speak ling English native speakers		
	Count	Percentage
Strongly disagree	3	2.9
Disagree	7	6.8
No comments	8	7.8
Agree	49	47.6
Strongly agree	36	35.0

Q38. Taking part in the EIA helps improve English		
	Count	Percentage
Strongly disagree	1	1.0
Disagree	1	1.0
Agree	41	39.8
Strongly agree	60	58.3

Q39. Taking part in EIA has no impact on confidence to use more English in classes		
	Count	Percentage
Strongly disagree	57	55.3
Disagree	28	27.2
No comments	4	3.9
Agree	9	8.7
Strongly agree	5	4.9

Q40. Taking part in EIA has no impact on the way of teaching		
	Count	Percentage
Strongly disagree	60	58.3
Disagree	26	25.2
No comments	7	6.8
Agree	8	7.8
Strongly agree	2	1.9

Q41. Now I have students do pair and group work more		
	Count	Percentage
No comments	2	1.9
Agree	33	32.0
Strongly agree	68	66.0

Q42. Changes in teaching have no positive impact on student learning		
	Count	Percentage
Strongly disagree	61	59.2
Disagree	33	32.0
No comments	2	1.9
Agree	7	6.8

Q43. Now I have students play games or sing songs more		
	Count	Percentage
Disagree	2	1.9
No comments	2	1.9
Agree	37	35.9
Strongly agree	62	60.2

Q44. Changes in teaching have made a positive impact on student motivation		
	Count	Percentage
Disagree	2	1.9
No comments	5	4.9
Agree	39	37.9
Strongly agree	57	55.3

Q45. Obstacles to implementing EIA techniques:		
First obstacle		
	Count	Percentage
Lack of abil. Eng	5	4.9
Probe with IPod	5	4.9
Noise complains	1	1.0
No time for EIA	16	15.7
Low stud profi.	35	34.3
Lack of stud motif	3	2.9
Grammar based exam	10	9.8
Large class	24	23.5
Lesson prep time	3	2.9
Second obstacle		
	Count	Percentage
Lack of abil. Eng	3	3.0
Lack of abil.Tech	1	1.0
Lack of supp. school	3	3.0
Prob. with IPod	8	8.0
Noise complains	5	5.0
No time for EIA	14	14.0
Low stud profi.	22	22.0
Lack of stud motif	8	8.0
Grammar based exam	13	13.0
Large class	14	14.0
Lesson prep time	9	9.0
Third obstacle		
	Count	Percentage
Lack of abil. Eng	4	4.1
Lack of abil.Tech	2	2.0
Lack of supp. school	3	3.1
Prob. with IPod	9	9.2
Noise complains	5	5.1
No time for EIA	12	12.2
Low stud profi.	11	11.2
Lack of stud motif	10	10.2
Grammar based exam	7	7.1
Large class	20	20.4
Lesson prep time	15	15.3

Appendix 10: Questionnaire findings - Secondary Teachers

Class taught	Count	Percentage
Class 6	10	20.4
Class 7	6	12.2
Class 8	12	24.5
Class 9	11	22.4
10	5	10.2
78	1	2.0
689	1	2.0
789	1	2.0
6810	1	2.0
8910	1	2.0
Total	49	100.0

Q1. Teacher explains grammar and students learn by heart

	Count	Percentage
Strongly disagree	12	24.5
Disagree	23	46.9
No comments	2	4.1
Agree	9	18.4
Strongly agree	3	6.1
Total	49	100.0

Q2. Teacher asks students drilling sentence and to repeat after

	Count	Percentage
Strongly disagree	3	6.1
Disagree	2	4.1
No comments	3	6.1
Agree	20	40.8
Strongly agree	21	42.9
Total	49	100.0

Q3.Teacher usually speaks Bangla in classroom

	Count	Percentage
Strongly disagree	15	30.6
Disagree	24	49.0
No comments	2	4.1
Agree	6	12.2
Strongly agree	2	4.1
Total	49	100.0

Q4. Students seldom speak English in classroom

	Count	Percentage
Strongly disagree	4	8.2
Disagree	13	26.5
No comments	5	10.2
Agree	21	42.9
Strongly agree	6	12.2
Total	49	100.0

Q5. Teacher designs activities that require students' interaction among them

	Count	Percentage
Strongly disagree	1	2.0
Disagree	1	2.0
No comments	3	6.1
Agree	22	44.9
Strongly agree	22	44.9
Total	49	100.0

Q6. Teacher sometimes have students play and sing in English lesson

	Count	Percentage
Strongly disagree	3	6.1
Disagree	4	8.2
No comments	6	12.2
Agree	19	38.8
Strongly agree	17	34.7
Total	49	100.0

Q7. Teacher explains grammar when necessary in although the focus is communication in English class

	Count	Percentage
Disagree	3	6.1
No comments	1	2.0
Agree	20	40.8
Strongly agree	25	51.0
Total	49	100.0

Q8. Teacher often corrects students' errors in class

	Count	Percentage
Disagree	2	4.1
No comments	5	10.2
Agree	12	24.5
Strongly agree	30	61.2
Total	49	100.0

Q9. Teacher feels confident teaching grammar rules in English class

	Count	Percentage
Strongly disagree	1	2.0
Disagree	6	12.2
No comments	1	2.0
Agree	19	38.8
Strongly agree	22	44.9
Total	49	100.0

Q10. Teacher feels comfortable modeling English for student to repeat

	Count	Percentage
Strongly disagree	1	2.0
Disagree	2	4.1
No comments	4	8.2
Agree	20	40.8
Strongly agree	22	44.9
Total	49	100.0

Q11. Teacher feels confident correcting students' mistakes when they speak English

	Count	Percentage
Strongly disagree	6	12.2
Disagree	5	10.2
No comments	3	6.1
Agree	13	26.5
Strongly agree	22	44.9
Total	49	100.0

Q12. Teacher feels comfortable doing activities in which students sing or play in classroom

	Count	Percentage
Strongly disagree	2	4.1
Disagree	3	6.1
No comments	7	14.3
Agree	16	32.7
Strongly agree	21	42.9
Total	49	100.0

Q13. Students like learning grammar rules in English class

	Count	Percentage
Strongly disagree	3	6.1
Disagree	8	16.3
No comments	4	8.2
Agree	18	36.7
Strongly agree	16	32.7
Total	49	100.0

Q14. Students like sentence drilling and repeating in English class

	Count	Percentage
Strongly disagree	1	2.0
Disagree	6	12.2
No comments	4	8.2
Agree	19	38.8
Strongly agree	19	38.8
Total	49	100.0

Q15. Students like teacher's Bangla speaking most of the time in English class

	Count	Percentage
Strongly disagree	7	14.3
Disagree	17	34.7
No comments	7	14.3
Agree	11	22.4
Strongly agree	7	14.3
Total	49	100.0

Q16. Students do not like it when they need to speak in English class

	Count	Percentage
Strongly disagree	23	46.9
Disagree	14	28.6
No comments	5	10.2
Agree	4	8.2
Strongly agree	3	6.1
Total	49	100.0

Q17. Students like activities in which they interact in English with classmates

	Count	Percentage
Disagree	4	8.2
No comments	2	4.1
Agree	27	55.1
Strongly agree	16	32.7
Total	49	100.0

Q18. Students like to sing and play in an English lesson

	Count	Percentage
Strongly disagree	2	4.1
Disagree	4	8.2
No comments	4	8.2
Agree	22	44.9
Strongly agree	17	34.7
Total	49	100.0

Q19. My students like English class to be focusedon communication, with grammar explained when necessary

	Count	Percentage
Strongly disagree	2	4.1
Disagree	3	6.1
No comments	5	10.2
Agree	21	42.9
Strongly agree	18	36.7
Total	49	100.0

Q20. My students like teacher for correcting English speaking errors in class

	Count	Percentage
Strongly disagree	2	4.1
Disagree	3	6.1
No comments	2	4.1
Agree	21	42.9
Strongly agree	21	42.9
Total	49	100.0

Q21. Learning English means learning grammar rules

	Count	Percentage
Strongly disagree	27	55.1
Disagree	17	34.7
No comments	4	8.2
Strongly agree	1	2.0
Total	49	100.0

Q22. English learning through sentence drilling is effective

	Count	Percentage
Strongly disagree	2	4.1
Disagree	13	26.5
No comments	5	10.2
Agree	14	28.6
Strongly agree	15	30.6
Total	49	100.0

Q23. Bangla should be frequently used in English class for better understanding

	Count	Percentage
Strongly disagree	6	12.2
Disagree	21	42.9
No comments	2	4.1
Agree	14	28.6
Strongly agree	6	12.2
Total	49	100.0

Q24. English speaking is not essential for English teacher in classroom

	Count	Percentage
Strongly disagree	31	63.3
Disagree	13	26.5
Agree	4	8.2
Strongly agree	1	2.0
Total	49	100.0

Q25. It is important to practice communicating English in classmates in the lesson

	Count	Percentage
Strongly disagree	1	2.0
Disagree	3	6.1
Agree	14	28.6
Strongly agree	31	63.3
Total	49	100.0

Q26. English can be learned by singing and playing in the English lesson

	Count	Percentage
Disagree	3	6.1
No comments	2	4.1
Agree	18	36.7
Strongly agree	26	53.1
Total	49	100.0

Q27. English should be learned mainly through communication with grammar rules when necessary

	Count	Percentage
Strongly disagree	2	4.1
Disagree	5	10.2
Agree	26	53.1
Strongly agree	16	32.7
Total	49	100.0

Q28. Teachers should encourage interaction in pairs or groups

	Count	Percentage
Disagree	1	2.0
No comments	1	2.0
Agree	11	22.4
Strongly agree	36	73.5
Total	49	100.0

Q29. It is important for English teachers to correct students' errors in class

	Count	Percentage
Strongly disagree	2	4.1
Disagree	6	12.2
No comments	1	2.0
Agree	14	28.6
Strongly agree	26	53.1
Total	49	100.0

Q30. Students' English improves most quickly if they study and practice grammar

	Count	Percentage
Strongly disagree	13	26.5
Disagree	14	28.6
No comments	3	6.1
Agree	13	26.5
Strongly agree	6	12.2
Total	49	100.0

Q31. Grammar rules should be explicitly explained in class

	Count	Percentage
Strongly disagree	2	4.1
Disagree	15	30.6
No comments	6	12.2
Agree	16	32.7
Strongly agree	10	20.4
Total	49	100.0

Q32. It is important to avoid making errors in the process of learning English

	Count	Percentage
Strongly disagree	11	22.4
Disagree	7	14.3
No comments	4	8.2
Agree	16	32.7
Strongly agree	11	22.4
Total	49	100.0

Q33. English teachers should correct students' pronunciation errors in class

	Count	Percentage
Strongly disagree	3	6.1
Disagree	1	2.0
No comments	1	2.0
Agree	20	40.8
Strongly agree	24	49.0
Total	49	100.0

Q34. A person's good pronunciation indicates good English

	Count	Percentage
Strongly disagree	3	6.1
Disagree	20	40.8
No comments	6	12.2
Agree	13	26.5
Strongly agree	7	14.3
Total	49	100.0

Q35. Learning English is important for people in Bangladesh

	Count	Percentage
Agree	14	28.6
Strongly agree	35	71.4
Total	49	100.0

Q36. English is useful in getting a good job

	Count	Percentage
Disagree	5	10.2
No comments	1	2.0
Agree	10	20.4
Strongly agree	33	67.3
Total	49	100.0

Q37. Teacher hope that his/her students will speak ling English native speakers

	Count	Percentage
Strongly disagree	3	6.1
Disagree	2	4.1
No comments	6	12.2
Agree	16	32.7
Strongly agree	22	44.9
Total	49	100.0

Q38. Taking part in the EIA helps improve English

	Count	Percentage
Disagree	1	2.0
Agree	17	34.7
Strongly agree	31	63.3
Total	49	100.0

Q39. Taking part in EIA has no impact on confidence to use more English in classes

	Count	Percentage
Strongly disagree	24	49.0
Disagree	16	32.7
No comments	1	2.0
Agree	3	6.1
Strongly agree	5	10.2
Total	49	100.0

Q40. Taking part in EIA has no impact on the way of teaching

	Count	Percentage
Strongly disagree	24	49.0
Disagree	18	36.7
No comments	2	4.1
Agree	2	4.1
Strongly agree	2	4.1
14	1	2.0
Total	49	100.0

Q41. I now have students do more in pair and group work

	Count	Percentage
Strongly disagree	1	2.0
Disagree	2	4.1
Agree	23	46.9
Strongly agree	23	46.9
Total	49	100.0

Q42. Changes in teaching have no positive impact on student learning

	Count	Percentage
Strongly disagree	23	46.9
Disagree	19	38.8
No comments	1	2.0
Agree	4	8.2
Strongly agree	1	2.0
11	1	2.0
Total	49	100.0

Q43. I now have students play games or sing songs more often

	Count	Percentage
Strongly disagree	1	2.0
Disagree	6	12.2
No comments	7	14.3
Agree	23	46.9
Strongly agree	12	24.5
Total	49	100.0

Q44. Changes in teaching have made a positive impact on student motivation

	Count	Percentage
Agree	29	59.2
Strongly agree	20	40.8
Total	49	100.0

Q45. Obstacles to implementing EIA techniques

First obstacle	Count	Percentage
Lack of abil. Eng	1	2.0
Lack of supp.school	2	4.1
Prob. with IPod	3	6.1
Noise complains	1	2.0
No time for EIA	5	10.2
Low stud profi.	17	34.7
Grammar based exam	7	14.3
Large class	10	20.4
Lesson prep time	3	6.1
Total	49	100.0
Second obstacle	**Count**	**Percentage**
Lack of abil. Eng	1	2.0
Lack of supp. school	1	2.0
Prob. with IPod	1	2.0
Noise complains	1	2.0
No time for EIA	5	10.2
Low stud profi.	7	14.3
Lack of stud motif	9	18.4
Grammar based exam	10	20.4
Large class	5	10.2
Lesson prep time	9	18.4
Total	49	100.0
Third obstacle	**Count**	**Percentage**
Lack of abil. Eng	1	2.0
Lack of abil. Tech	1	2.0
Lack of supp. school	2	4.1
Prob. with IPod	4	8.2
Noise complains	1	2.0
No time for EIA	9	18.4
Low stud profi.	7	14.3
Lack of stud motif	5	10.2
Grammar based exam	8	16.3
Large class	5	10.2
Lesson prep time	6	12.2
Total	49	100.0

Q46. Personal language use

Knows Bangla language	Count	Percentage
Yes	45	91.8
Missing	4	8.2
Total	49	100.0
Proficiency level	Count	Percentage
Mother tongue	32	65.3
Fluent	8	16.3
Proficient	5	10.2
Total	45	91.8
Missing	4	8.2
Total	49	100.0

Knows minority language 1	Count	Percentage
No	1	2.0
Yes	2	4.1
Total	3	6.1
Missing	46	93.9
Total	49	100.0
Proficiency level in Minority language 1	Count	Percentage
Fluent	1	2.0
Proficient	1	2.0
Total	2	4.1
Missing	47	95.9
Total	49	100.0

Knows minority language 2	Count	Percentage
Missing	49	100.0
Proficiency level in Minority language 2	Count	Percentage
Missing	49	100.0

Knows minority language 3	Count	Percentage
Missing	49	100.0
Proficiency level in Minority language 3	Count	Percentage
Missing	49	100.0

Knows English	Count	Percentage
Yes	44	89.8
Missing	5	10.2
Total	49	100.0
Proficiency level in English	Count	Percentage
Fluent	22	44.9
Proficient	12	24.5
Basic	10	20.4
Total	44	89.8
Missing	5	10.2
Total	49	100.0

Knows Urdu	Count	Percentage
Yes	1	2.0
Missing	48	98.0
Total	49	100.0
Proficiency level in Urdu	Count	Percentage
Basic	1	2.0
Missing	48	98.0
Total	49	100.0

Knows Arabic	Count	Percentage
Yes	5	10.2
Missing	44	89.8
Total	49	100.0
Proficiency level in Arabic	Count	Percentage
Basic	5	10.2
Missing	44	89.8
Total	49	100.0

Knows Hindi	Count	Percentage
Yes	5	10.2
Missing	44	89.8
Total	49	100.0
Proficiency level in Hindi	Count	Percentage
Basic	5	10.2
Missing	44	89.8
Total	49	100.0

Knows other language 1	Count	Percentage
Missing	49	100.0
Proficiency in other language 1	Count	Percentage
Missing	49	100.0
Knows other language 2	Count	Percentage
Missing	49	100.0
Proficiency in other language 2	Count	Percentage
Missing	49	100.0
Knows other language 3	Count	Percentage
Missing	49	100.0
Proficiency in other language 3	Count	Percentage
Missing	49	100.0

Q47. Level at which English learning started

	Count	Percentage
Primary school	39	79.6
3 = Higher secondary	5	10.2
Total	44	89.8
Missing	5	10.2
Total	49	100.0

Q48. Where English was learned

Learned English in school	Count	Percentage
Yes	40	81.6
2	1	2.0
3	1	2.0
Total	42	85.7
Missing	7	14.3
Total	49	100.0
Learned English in coaching centre	Count	Percentage
Missing	49	100.0
Learned English at home	Count	Percentage
Yes	4	8.2
Missing	45	91.8
Total	49	100.0
Learned English in university	Count	Percentage
Yes	2	4.1
4	4	8.2
Total	6	12.2
Missing	43	87.8
Total	49	100.0
Learned English in other place 1	Count	Percentage
Yes	1	2.0
Missing	48	98.0
Total	49	100.0
Learned English in other place 2	Count	Percentage
Missing	49	100.0

Thing 1 requires English outside school	Count	Percentage
1	12	24.5
2	2	4.1
5	5	10.2
6	6	12.2
7	2	4.1
8	1	2.0
10	1	2.0
Total	29	59.2
Missing	20	40.8
Total	49	100.0
Thing 2 requires English outside school	Count	Percentage
1	1	2.0
3	4	8.2
5	2	4.1
6	1	2.0
8	1	2.0
10	2	4.1
Total	11	22.4
Missing	38	77.6
Total	49	100.0
Thing 3 requires English outside school	Count	Percentage
Missing	49	100.0

Appendix 11: Questionnaire Findings - Secondary Students

Student's Class

		Count	Percentage
	Class 7	50	3.0
	Class 8	285	16.8
	Class 9	191	11.3
	10	113	6.7
	Total	639	37.7
Missing	System	1054	62.3
Total		1693	100.0

Q1. Teacher explains grammar we learn by heart

	Count	Percentage
Strongly disagree	256	15.1
Disagree	232	13.7
No comments	65	3.8
Agree	580	34.3
Strongly agree	560	33.1
Total	1693	100.0

Q2. Teacher asks us to repeat after

	Count	Percentage
Strongly disagree	82	4.8
Disagree	121	7.1
No comments	88	5.2
Agree	508	30.0
Strongly agree	894	52.8
Total	1693	100.0

Q3. Teacher usually speaks Bangla in English lessons

	Count	Percentage
Strongly disagree	294	17.4
Disagree	262	15.5
No comments	89	5.3
Agree	474	28.0
Strongly agree	574	33.9
Total	1693	100.0

Q4. Don't often speak English in classroom

	Count	Percentage
Strongly disagree	638	37.7
Disagree	395	23.3
No comments	136	8.0
Agree	289	17.1
Strongly agree	234	13.8
15	1	.1
Total	1693	100.0

Q5. Teacher gets students to talk English each other

	Count	Percentage
Strongly disagree	133	7.9
Disagree	111	6.6
No comments	87	5.1
Agree	399	23.6
Strongly agree	963	56.9
Total	1693	100.0

Q6. English teacher gets students to play and sing

	Count	Percentage
Strongly disagree	777	45.9
Disagree	213	12.6
No comments	121	7.1
Agree	292	17.2
Strongly agree	289	17.1
54	1	.1
Total	1693	100.0

Q7. English teacher often corrects errors in class

	Count	Percentage
Strongly disagree	34	2.0
Disagree	37	2.2
No comments	31	1.8
Agree	278	16.4
Strongly agree	1313	77.6
Total	1693	100.0

Q8. Student likes learning grammar rules in English class

	Count	Percentage
Strongly disagree	57	3.4
Disagree	48	2.8
No comments	37	2.2
Agree	345	20.4
Strongly agree	1206	71.2
Total	1693	100.0

Q9. Student repeats sentences after teacher in English class

	Count	Percentage
Strongly disagree	30	1.8
Disagree	44	2.6
No comments	72	4.3
Agree	553	32.7
Strongly agree	994	58.7
Total	1693	100.0

Q10. Student likes teacher to speak Bangla in English class

	Count	Percentage
Strongly disagree	292	17.2
Disagree	234	13.8
No comments	143	8.4
Agree	469	27.7
Strongly agree	555	32.8
Total	1693	100.0

Q11. Student likes English class in which need not to speak English

	Count	Percentage
Strongly disagree	1091	64.4
Disagree	248	14.6
No comments	112	6.6
Agree	129	7.6
Strongly agree	113	6.7
Total	1693	100.0

Q12. Student likes speak English with classmates in English lessons

	Count	Percentage
Strongly disagree	103	6.1
Disagree	84	5.0
No comments	75	4.4
Agree	519	30.7
Strongly agree	912	53.9
Total	1693	100.0

Q13. Student likes to sing and play in English class

		Count	Percentage
	Strongly disagree	1032	61.0
	Disagree	228	13.5
	No comments	136	8.0
	Agree	132	7.8
	Strongly agree	164	9.7
	Total	1692	99.9
Missing	System	1	.1
Total		1693	100.0

Q14. Student likes to be corrected errors by teacher in English class

	Count	Percentage
Strongly disagree	58	3.4
Disagree	40	2.4
No comments	30	1.8
Agree	250	14.8
Strongly agree	1315	77.7
Total	1693	100.0

Q15. Learning English means to learn grammar rules

		Count	Percentage
	Strongly disagree	131	7.7
	Disagree	154	9.1
	No comments	107	6.3
	Agree	484	28.6
	Strongly agree	816	48.2
	Total	1692	99.9
Missing	System	1	.1
Total		1693	100.0

Q16. Repeating teachers sentences helps learning English

	Count	Percentage
Strongly disagree	34	2.0
Disagree	31	1.8
No comments	66	3.9
Agree	396	23.4
Strongly agree	1165	68.8
44	1	.1
Total	1693	100.0

Q17. Using lots of Bangla in English class helps understand

	Count	Percentage
Strongly disagree	490	28.9
Disagree	295	17.4
No comments	143	8.4
Agree	342	20.2
Strongly agree	422	24.9
22	1	.1
Total	1693	100.0

Q18. Speaking in English is not essential for learning English

	Count	Percentage
Strongly disagree	1150	67.9
Disagree	226	13.3
No comments	62	3.7
Agree	114	6.7
Strongly agree	141	8.3
Total	1693	100.0

Q19. Using English with classmates is important in the English lessons

		Count	Percentage
	Strongly disagree	141	8.3
	Disagree	185	10.9
	No comments	144	8.5
	Agree	538	31.8
	Strongly agree	683	40.3
	8	1	.1
	Total	1692	99.9
Missing	System	1	.1
Total	1693	100.0	

Q20. English can be learned by singing and playing games

		Count	Percentage
	Strongly disagree	235	13.9
	Disagree	141	8.3
	No comments	181	10.7
	Agree	569	33.6
	Strongly agree	566	33.4
	8	1	.1
	Total	1693	100.0

Q21. Students should work in pairs or groups

		Count	Percentage
	Strongly disagree	42	2.5
	Disagree	41	2.4
	No comments	56	3.3
	Agree	394	23.3
	Strongly agree	1159	68.5
	8	1	.1
	Total	1693	100.0

Q22. It is important for the English teacher to correct student's errors

		Count	Percentage
	Strongly disagree	22	1.3
	Disagree	31	1.8
	No comments	31	1.8
	Agree	257	15.2
	Strongly agree	1350	79.7
	8	1	.1
	Total	1692	99.9
Missing	System	1	.1
Total	1693	100.0	

Q23. English improves most quickly if grammar study and practice go on

	Count	Percentage
Strongly disagree	18	1.1
Disagree	29	1.7
No comments	25	1.5
Agree	342	20.2
Strongly agree	1278	75.5
8	1	.1
Total	1693	100.0

Q24. English teachers should correct student's pronunciation

	Count	Percentage
Strongly disagree	13	.8
Disagree	15	.9
No comments	22	1.3
Agree	312	18.4
Strongly agree	1330	78.6
8	1	.1
Total	1693	100.0

Q25. Good pronunciation shows good English

		Count	Percentage
	Strongly disagree	39	2.3
	Disagree	67	4.0
	No comments	84	5.0
	Agree	530	31.3
	Strongly agree	971	57.4
	8	1	.1
	Total	1692	99.9
Missing	System	1	.1
Total		1693	100.0

Q26. earning English is important for life

	Count	Percentage
Strongly disagree	14	.8
Disagree	15	.9
No comments	20	1.2
Agree	300	17.7
Strongly agree	1343	79.3
8	1	.1
Total	1693	100.0

Q27. English will help to get good job

	Count	Percentage
Strongly disagree	54	3.2
Disagree	66	3.9
No comments	87	5.1
Agree	490	28.9
Strongly agree	995	58.8
33	1	.1
Total	1693	100.0

Q28. Wish to speak like English native speakers

	Count	Percentage
Strongly disagree	145	8.6
Disagree	107	6.3
No comments	89	5.3
Agree	480	28.4
Strongly agree	872	51.5
Total	1693	100.0

Background information 1: Gender of student

	Count	Percentage
Male	725	42.8
Female	968	57.2
Total	1693	100.0

Background information 2: Age of student

	Count	Percentage
Age 10-11	73	4.3
Age 12-13	843	49.8
Age 14-15	724	42.8
Age 16-17	51	3.0
Age 18-19	2	.1
Total	1693	100.0

ENGLISH in ACTION

English in Action (EIA) is a nine-year English language education programme implemented through a partnership between the UK Government and the Government of Bangladesh. The goal of EIA is to contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy. EIA works to reach a total of 25 million primary and secondary students and adult learners through communicative language learning techniques and the use of ICT, textbooks and supplementary materials in an innovative way.

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