

Impact of PACE English training on non-government secondary level English teacher's language skills development



MA in TESOL Dissertation

by

Dipa Das

ID: 14377007

Submitted in partial fulfillment of the requirements of Master of Arts in TESOL

BRAC Institute of Languages (BIL)

BRAC University (14th floor)

66, Mohakhali, Dhaka-1212

February 2016

Keywords

Teachers training, implementation of training in classroom teaching, Impact of BRAC-PACE training, CLT approach, English Language Teaching in Bangladesh, teachers' role in teaching, teachers' attitude in the process of teaching and learning, BRAC- PACE teacher training program and its impact, teachers' professional development.

Table of contents

Keywords.....	i
Table of contents.....	ii
List of Figure.....	vi
List of Table.....	vi
List of Abbreviations.....	vii
Declaration	viii
Acknowledgements.....	ix
Abstract.....	1
Chapter-1: Introduction	2
1.1 Background and context.....	2
1.2 Skills necessary for secondary school English teachers.....	3
1.3 Communicative Language Teaching (CLT).....	4
1.4 BRAC-PACE Program.....	6
1.4.1 Objectives of BRAC-PACE English training	8
1.4.2 Background of the participants of English training.....	9
1.4.3 The trainers	10
1.5 Purpose of the Study	10
1.6 Thesis Outline	11
1.7 Research Questions	11
Chapter-2: Literature Review.....	12
Chapter 3: Research Design.....	18
3.1 Methodology of the study	18
3.2 Research Area	18

3.3 Participants	20
3.4 Instruments	20
3.5 Data collection process	22
3.6 Data analysis	23
3.7 Consent, access and human participants' protection	23
3.8 Limitations	24
Chapter 4: Results and discussion	25
4.1 Results found from teacher interview	25
4.1.1 Teacher's knowledge and language skill development	25
4.1.2 Use of Handout	26
4.1.3 Making lesson plan	27
4.1.4 Use of teaching techniques/ methods	27
4.1.5 Teaching by supplementary materials	28
4.1.6 Challenges faced in the classroom	28
4.1.7 Attitude towards BRAC-PACE training	29
4.2 Results found from FGD	30
4.2.1 Classroom language	30
4.2.2 Use of English	31
4.2.3 Teaching materials used by the teacher	31
4.2.4 Classroom activities	32
4.2.5 Correction of mistakes	33
4.2.6 Teaching techniques used in the class	33
4.2.7 Opportunity to practice English in the classroom	34
4.2.8 Changes in teachers' teaching quality	34
4.2.9 Teacher's help to improve language skills	34
4.2.10 Attitudes towards English language skills	35
4.2.11 Problems faced in the English class	36

4.3 Results found from class observation	37
4.3.1 Classroom structure and environment	37
4.3.2 Classroom management.....	37
4.3.3 Teaching materials used by the teachers	39
4.3.4 Teaching techniques and activities	39
4.3.5 Students' responses	40
4.3.6 Classroom interaction pattern	41
4.4 Results from administrative interview	42
4.4.1 Attitude towards BRAC-PACE English training	42
4.4.2 Improvement in teachers' knowledge and language skills	42
4.4.3 Changes in teacher's classroom practices	43
4.4.4 Challenges in implementing teaching techniques	43
4.5 Diagnostic test	44
Chapter 5: Data Analysis	46
5.1 Changes in teacher's knowledge and language skills level	46
5.1.1 Introduce with the CLT approach	46
5.1.2 Classroom management	47
5.1.3 Content knowledge	47
5.1.4 Making Lesson plan	48
5.1.5 Integrating four language skills	48
5.1.6 Different teaching techniques and language learning activities	49
5.2 Compatibility of existing classroom with the objectives of the training	49
5.2.1 Classroom language	49

5.2.2 Teacher's motivation and reaction	50
5.2.3. Interaction between the teacher and the students	50
5.2.4 Practice of language skill	51
5.2.5 Different teaching techniques and Classroom activities	51
5.2.6 Teaching materials	52
5.3 Challenges in implementing language skills	52
5.3.1 Classroom environment and seating arrangement	53
5.3.2 Large class size	53
5.3.3 Lack of students response	53
5.3.4 Students' fear of English	54
5.3.5 Time constraints	54
5.3.6 Shortage of teaching materials	54
5.3.7 Lack of teacher's language proficiency	55
Chapter 6: Conclusion	56
Bibliography.....	58
Appendices:	
Appendix A: Class observation Checklist	1
Appendix B: Interview with trained teacher.....	6
Appendix C: Students' Focus Group discussions	7
Appendix D: Administrative Interview	8
Appendix E: Diagnostic Test	9
Rubric for evaluation of the Paragraph.....	11

Figure: Map of the location of three research areas in Bangladesh19
Table: Description of the sample and instrumentations21

List of abbreviations

- AT - Assistant Teacher
- AHT- Assistant Head Teacher
- BLC- BRAC Learning Centre
- CLT- Communicative Language Teaching
- DfID- Department for International Development
- ELT- English Language Teaching
- EFT- English for Today
- HT- Head Teacher
- NCTB-National Curriculum and Textbook Board
- PACE- Post Primary Basic and Continuing Education
- MT- Master Trainer
- RT- Resource Trainer
- TT- Teacher Trainer
- GTM -Grammar Translation Method
- ELTO- English Language Teaching Organization
- FL- Foreign Language
- SL- Second Language
- ESL- English as Second Language
- EFL- English as Foreign Language

Declaration

I declare that this research work has been carried out by me in the Department of MA in TESOL, BIL, BRAC University, Dhaka, Bangladesh. The work was done under thorough supervision of Dr. Sayeedur Rahman. I also declare that the information embedded in the literature has been properly acknowledged in the text and a list of references provided. The work contained in this dissertation has not been previously submitted to meet requirements for an award at this or any other higher education institution.

Signature: _____

Dipa Das

Date :

Approved By

Supervisor

Coordinator, TESOL Programme

Director, BRAC Institute of Languages

Acknowledgements

At first I would like to give thanks to my supervisor Dr. Sayeedur Rahman for his generous academic and mental support. It was quite impossible for me to continue the TESOL course without his active support. I would like to express my heart-felt gratitude to BRAC, Bangladesh for providing me the opportunity to study Master of Arts in Teaching English to Speakers of Other Languages (TESOL) at a prestigious university like BRAC University, Dhaka, Bangladesh. Special thanks go to the respected Dr. Md. Shafiqul Islam Director BRAC Education Program, Masum Billah, Program Manager, Post Primary basic And Continuing Education (PACE) and who are really keen to bring qualitative change in the Secondary education sector. I would like to acknowledge my special thanks to the wonderful headmasters and English language teachers of different rural secondary schools, who cooperated enthusiastically and allowed me to conduct the research and collect the required data. I would also like to express my gratitude to my parents for their mental support and encouragement. Last of all, I would like to thank my colleagues and BIL Faculty members who gave me the inspiration all the time throughout the course.

Abstract

This study investigated the impact of PACE English training on non-government secondary level English teachers' language skills development. BEP-PACE was introduced in 2001 and the objective of the training is to enhance capacity building of English teachers in the new areas of CLT and to help them cope with the demands of the revised curriculum. The research is done through qualitative study and interview with teachers and Head teachers, FGD with students, class observation and a diagnostic test was administered as research tools. The study finds out the changes in teacher's knowledge and language skill development, the compatibility of existing classroom practices and also the challenges in implementing the techniques and different language skills activities in CLT approach. The study finds out that most teachers believe that PACE English training program is more relevant and useful for their professional development but they do not believe or feel challenges that CLT can be effectively applied in the classroom settings of the rural schools, thus creating an incompatibility between the existing classroom practices and the objectives of the teacher's training. The impact of the training and the existing challenges investigated through the qualitative research study and collected data analyzed through qualitative analysis. The findings of the study help to come out with a reliable answer of the research questions and a conclusion is made based on the findings of the study.

Chapter 1

Introduction

With the growing emphasis on English as a global language and its importance in achieving the access to both the economic and social development, there has been a tremendous shift in the term of learning English in last two decades. In Bangladesh, Communicative Language Teaching has been recently introduced to the National Curriculum of primary to secondary level. It is obviously a matter of success in our Education policy. According to Saraswathi (1995), new curriculum is being introduced by the administration but the enthusiasm for these innovations doesn't last long. All these innovations failed to sustain due to lack of teacher's confidence. Mostly the teachers are used to with the traditional teaching methods and feel uncomfortable to cope up with the new change. However, when a new approach is introduced, it is needed to be trained all the teachers to implement the approach in the real classroom. Unfortunately, in most cases teacher-orientation programs do not cover all teachers. Beside this, there should be follow-up training to get the teacher up-to date and prevent them from their old traditional classroom practices. Again, in some cases the implementation of English into the curriculum has happened very quickly, with inadequate preparation. Teacher's preparation consisted of a month of intensive English, but it is not clear whether they also received any instruction in appropriate methodologies to use, particularly with young learners. Without adequate training, these teachers will not be able to teach their subjects in such a way that the learning potentials of students are maximized.

1.1 Background and context

The paradigm of teaching-learning has undergone tremendous shift throughout the last couple of decades. Generally, a combination of appropriate pedagogy, effective training and relevant teaching learning materials accelerate learning. Different theories on teaching learning support this proposition. Therefore, language teaching learning theories also propose a similar shift with a focus on effective teaching learning and emphasize more on the training on pedagogy.

Though the Ministry of Education of Bangladesh has already taken actions to enhance continuous teacher training and provide more resources and materials for ELT classrooms, the outcome is not yet satisfactory. This is reflected in the public examination results (TQI-SEP, 2006; MoE, 2010). Practically, very limited teaching learning materials and implementation strategies create hindrances in the implementation of CLT in Bangladesh. But it can be said that more instructional materials and improved teacher training in CLT as well as supervision of CLT sessions could improve student's achievement. Therefore I want to show a program i.e. BEP- PACE that was started in 2001 to provide subject-based residential training for English, Mathematics and Science teachers of rural non-governmental high schools in order to enhance their capacity particularly in the teaching of the new topics introduced in the revised curriculum. This included 22 schools in rural areas. Now BRAC –PACE is working more than three thousand schools. Through this research study, I want to see what is the impact of BRAC-PACE English training on secondary school English teachers language skills development and what types of challenges are they facing in implementing the learning of this training in their classroom.

1.2 Skills necessary for secondary school English teachers

The secondary level seems to be the foundation of higher education and that's why it refers to be the most important level of education sector. In this level English is seemed as an important subject and it is expected that an English teacher must have the ability and quality to speak English well to communicate with the students and conduct the English class effectively in English. But this situation is not available in Bangladesh. Unfortunately, in most of the cases a high percentage of the teachers in rural schools who teach English at secondary level don't have the English background; means didn't study English as a major subject in the graduation level. That's why English is not being practiced in the classroom so far.

However, the teaching concept of English has been changed a lot. In previous periods a teacher-oriented class that means a silent class fully controlled by the teacher seemed to be the most successful and effective class. The teacher who maintained this type of class is thought to be the successful teacher and they received much appreciation from the school authority and also from the parents. They thought that the teacher have maintained discipline in the class that is helpful

to effective teaching. Actually the fact was that the students become passive in this type of class and didn't get much benefit from the class. But in CLT approach the fact is the more students will be involved in the activities, the more they will be benefitted. Therefore, an English teacher of this level must be well acquainted with this sort of class and classroom management as well. He/she must be acquainted with how he/ she will have to put the students in the groups and pairs, how all the communicative classroom activities could be conducted involving all the students, how to give the importance to the weaker students, how to make the class interesting, how to reshuffle the group members to avoid monotony and problems such as time management, group domination by the brighter members, failing to express the opinion by the weaker members etc.

As the secondary level is referred to as the base level of higher education, more effective English teachers are needed to conduct the English class in this level. According to Billah (2014), grammar and vocabulary test should be done in the classroom in such a way that the students must engage themselves and find out the answers of their own utilizing their talent. Teacher must know how to motivate them in learning more vocabularies. English teachers must behave friendly with the learners so that the students feel free to participate and express their opinion in front of the class. Otherwise teaching and learning process will not be effective. When the teachers cannot make the students free and easy to ask questions and work with the teachers, students will not learn in a friendly environment. Every class must have some pre-activities to prepare the learners to receive the class comfortably. To make the lesson more understandable and comprehensible to the students, the teacher must have the ability to teach using supplementary teaching aids that is relevant with the content and found available near him/her. Moreover, to implement CLT in the classroom the teacher must have a good command over the four language skills which are integrated in the Communicative Language Teaching (CLT).

1.3 Communicative Language Teaching (CLT)

English is mainly a skill based subject and communication in effective way depends much on the four language skills such as listening, speaking, reading and writing. To make the learners skilled in these four language, Communicative Language Teaching (CLT) is considered as the best approach and introduced in the curriculum of Primary to secondary levels..

Communicative Language Teaching (CLT) approaches focuses primarily on meaning rather than the grammatical structures. For the language teachers, communicative competence is the prerequisite for successful language teaching (Brown 2001, p. 266). Considering the learners need, a communicative curriculum was introduced in 1996 which is emphasized later on in the education policy (2010) to fulfill the purposes.

On the basis of this CLT approach, all the secondary and higher secondary books have been designed by the National Curriculum and Textbook Board (NCTB), so that the learners get acquainted with these four language skills through different activities and get the chance to practice the skills in their real life. The learners will be efficient in English by practicing the four skills equally as these skills will be taught in an integrated way in CLT approach. But the proper implementation of this communicative language curriculum depends mainly on successful trained teachers. Because of lacking of sufficient knowledge about CLT approach and the use of new EFT (English for Today), the aim of introducing the approach and designing the book is not expected to be achieved.

In Bangladesh most of the secondary schools are in the rural areas and if we examine the competency level of most of the rural secondary schools English language teachers considering the knowledge and skills of English language and teaching it is found not up to the mark (Baseline Survey 1990 in Rahman, et. al. 2006). Though some of the teachers from different schools get the orientation of this new approach provided by the NCTB, still a large amount of teachers, especially from the rural schools are not getting the ample opportunity to introduce with this new changes. For introducing this approach and ensuring the quality education some NGOs and others projects are also trying to train the teachers of secondary school besides the Govt. of Bangladesh. For example, BRAC is one of the NGOs, is trying to provide the qualitative training to the secondary level teachers. After receiving the training, they are requested to implement what they learnt from the training session. The teachers are receiving training again and again but in school i.e. in the classroom they are not implementing the training. They are taking the class by following traditional methods. CLT approach is not implemented. They are supposed to teach the students all four language skills but the actual scenario is different. All the skills are not utilized or practiced properly, moreover speaking and

listening skills are neglected to a great extent. So the objectives of the curriculum are not achieving. The purpose of my research was to find out to what extent BRAC-PACE training aids to develop secondary school teacher's language skills.

1.4 BRAC-PACE Program

In Bangladesh, BRAC is the largest non-government organization in Bangladesh that has been working to alleviate the poverty level of the people by empowering them to legalize their potential growth and bring a positive change in their livelihood. To ensure quality education in Bangladesh, BRAC started to work in the field of education in 1985 as BRAC non-formal primary education (NFPE with five core components like non-formal primary education, the pre-primary schools program, the adolescent development program (ADP), the multipurpose community learning centers and the mainstream Secondary Schools Support. In 1995, BRAC started a program named 'Continuing Education-CE' which became merge with 'Post-primary Basic Education-PBEn' in 2001. These two programs united as PACE (Post-primary basic And Continuing Education) in the same year which builds the capacities of rural secondary school teachers and helps to improve classroom pedagogy as well as the overall quality of education.

For English Language teaching at the secondary level the National Curriculum and Textbook Board (NCTB) introduced a new curriculum, textbooks and a revised teaching methodology in 1997. A need assessment study done by BRAC-PACE found that due to this change in curriculum and textbooks most rural teachers at the secondary level were facing difficulties in teaching in classes that ultimately hampering the quality of education in secondary schools (PACE, undated). That means it brought about more problems for students and teachers rather than any benefits. With the demands of the upcoming change the School teachers from the rural areas who were basically weak in English language and in teaching skills were not capable of coping. There is also another fact that to familiarize the teacher with the new curriculum, the textbooks or the teaching methodology there was no adequate initiative by the government. Henceforth, the adverse result is that it affected the rate of failure in public examination and it was increasing day by day.

In collaboration with the government BRAC-PACE pilot project was started in 2001 to provide subject-based residential training for English, mathematics and science teachers of rural non-

governmental high schools in order to enhance their capacity particularly in the teaching of the new topics introduced in the revised curriculum. This included 22 secondary schools in rural areas. PACE English training consists of three residential modules. The first two is for 12 day and the third one is for 5 days refresher training. The training materials for English (for classes VI-VIII and for classes IX-X) developed by the BRAC PACE program deal with the familiarization of the new concepts in the curriculum and textbooks, development of the four language skills and most importantly teaching methodology/pedagogy. Till now PACE program is working to enhance the potential of the rural non- government secondary school teachers teaching capacity providing subject based residential teacher training.

1.4.1 Objectives of BRAC-PACE English training

In Bangladesh, CLT approach has been introduced to upgrade the teaching context at primary to secondary level and NCTB designed the textbook for these levels in such a way, so that both the teachers and the learners will get the opportunities to practice all four language skills in their target language. CLT approach focuses mainly on the individual learner and their learning styles. Considering this, the EFTs are designed that also focused on learners engagement in practicing all four skills. So, the teaching context that was more teachers oriented has been shifted to the learner centered perspective which was totally absent in the traditional grammar translation method.

However, CLT is a newly introduced broad approach rather than a highly structured method of teaching and it focused on language as a medium of communication. So, to implement this approach in the real classroom, teacher orientation to this approach is most important. But, the teachers of Bangladesh without any orientation on applying CLT are facing various problems in applying this approach and managing their classroom. Moreover, it is observed that the objectives of introducing this innovation failed to achieve its goal due to proper orientation and training on how to deal the EFT's in classroom teaching based on CLT approach.

As BRAC education program-PACE is working with the non-government higher secondary schools, they found that most of the teachers of rural secondary schools are not getting opportunities to get oriented and know about the changes of the new EFT'S and the purpose of

changing EFTs. That's why they have the lacking of knowledge how to use the EFTs in classroom teaching. Many of the rural English language teachers in secondary schools don't have the information about English language and the new methods and approaches of teaching.

Considering the situation in secondary education especially in rural schools BRAC-PACE program conducted a needs assessment survey and found that most of the rural secondary English teachers were facing several problems in dealing with new teaching materials designed by NCTB based on CLT approach which eventually hinder the quality of teaching. Then, for implementation of CLT in the classroom, BRAC Education Program Pilot Project started in 2001 to provide subject-based residential training for English teachers of rural non-governmental high schools in order to enhance their capacity particularly in the teaching of the new topics introduced in the revised curriculum of the subjects of English language.

For this reason, to bring out qualitative changes in the secondary level BRAC-PACE started subject based training for the rural secondary school teachers. Each module's training duration is 12 days and refreshers training duration is 5 days, and each training session allows 20 teachers attempting to achieve the following objectives:

- To develop teachers' teaching capacity
- To change positive attitude towards students
- To ensure smooth functioning of large classroom
- To cope with techniques and technology
- To build up teachers' confidence
- To inspire teachers making a congenial environment of English
- To introduce Communicative Language Teaching (CLT) approach (English)
- To make teachers professional

(BRAC Training Module- 2001).

The training course focuses on the developing teachers' language competence, becoming familiar with the textbook and its testing format, teaching techniques and methodologies in four English language skills, vocabulary, and grammar teaching techniques, pronunciation matters, paper checking, peer checking, providing feedback, brushing up instructional English, correcting

mistakes and errors, micro-teaching, observation feedback, lesson planning, facilitating teaching techniques through warm up, pair and group work, brainstorming, drilling, classroom management, designing useful materials like visual aids etc. Through this English training program of BRAC-PACE a positive response has been found from the teachers community of rural secondary schools and it ultimately increases their hunger to learn more about CLT and to become updated with the new teaching learning process.

1.4.2 Background of the participants of English training:

BRAC education program works in 60 districts out of 64 districts. The participants are from different districts of rural areas secondary school's English language teachers. The quality of secondary education in Bangladesh is not up to the expected level. This is evident in the fact that a significant percentage of students do not achieve the competence to pass the Secondary School Certificate (S.S.C.) examination.

BRAC- PACE program provides training on English language teaching in selected rural secondary schools to the teachers who teach English. From the selected schools BRAC provides training to four English language teachers' from each school; two teachers for teaching classes 6-8 and another two teachers to teach classes 9 and 10.

Most of the English language teachers in rural secondary schools don't have enough knowledge about teaching English through CLT approach. Even many of the teachers don't have enough ideas about CLT approach. They are teaching English as they have learnt through traditional method (GTM). In Bangladesh secondary schools it is found that the particular subject background is not the most important criteria to teach in a particular subject. The teachers have to teach different subjects in different classes one after another. Most of the teachers who are teaching English in rural secondary schools don't have relevant degrees in English. Most of the teachers of rural secondary schools don't have any prior or in-service training related to their profession as they don't have enough knowledge about applying CLT approach in teaching English and the government failed to take proper initiatives to orient the teachers how to handle the books in classroom teaching before introducing the new EFTs they remain unchanged.

1.4.3 The trainers

BRAC Education program's objective is to supplement the government's efforts to improve quality of secondary level English language teaching in Bangladesh by enhancing the professional development of subject teachers, strengthening the management capacity of non-government secondary schools, and developing self-esteem and creativity of students. This is accomplished through teacher trainings.

For achieving the training objectives BRAC education program appointed some English language trainers of English background to conduct training sessions. When the training program enhanced, BRAC required more English language trainers. If English background trainer was hard to find then other subject trainers who are good in English language are appointed through examination. Besides some good trainees from different training sessions are spotted and turned into trainers by providing TOT. And for teacher trainings, BRAC employs teacher trainers and arrange 06 days Training of Trainers (TOT) for them. After getting the (TOT) the trainers observe the trained trainers training and then they conduct training sessions. Whether trainers are new to training, or are already conducting training courses and need a refresher, this training of trainers' need to be redesigned to enhance their skills and teaching techniques. It is helpful to keep the skills of trainers up to date to enable them to deliver engaging, informative and effective training courses.

1.5 Purpose of the Study

It is assumed that the study of English in classes (6-10) should help to improve students' basic language skills, i.e. listening, speaking, reading and writing that they have been introduced at their primary stage. It should aim at equipping the students to use these skills in real life situations outside the classroom. This study is intended to find out to what extent this training affects the pedagogical as well as language skills of the teachers and what challenges are they facing in implementing their learning in the real classroom.

This study is designed to bring a new air into English classes for the secondary level. In general, it has three purposes. Firstly, it is to investigate the impacts of PACE English training on the secondary level English teacher's language skills development. Secondly, it aims at finding the changes in their classroom practices after the PACE English training. Finally, it is to find out the

difficulties and challenges that hinder them to apply CLT and implement their learning in their real classroom.

1.6 Thesis Outline

The entire thesis is developed with six different chapters.

Chapter one provides a brief outline about the study including the background and context of the research topic, the purposes of the study, and the significance of the study.

Chapter two deals with the review of literature related to the study.

Chapter three outlines the research methods for the study of the qualitative data analysis. This chapter provides a brief description of selection of the study areas, the participants, the tools used for the study, and the data collection process and the limitation of the study.

Chapter four explores the result found through the diagnostic test and interview of the teachers, interview of Head teachers, class observation and FGD with students.

Chapter five contains a full discussion and data analysis of the results with references to the literature.

Chapter six reports the conclusion regarding the findings of the research.

1.7 Research Questions

General Question:

1. To what extent PACE- English training help the secondary school teachers to improve their language skills development?

Sub-Questions:

This study will come across the answers of the following Sub-questions:

- a) What type of changes have been found in teacher's knowledge, pedagogical and language skill levels after receiving the PACE English training?
- b) To what extent the existing classroom practices of trained teachers are compatible with the objectives/purposes of the training?
- c) After training, what are the difficulties and challenges the teachers face in implementing the skills in English classroom at secondary level?

Chapter 2

Literature Review

Training helps teachers to become skilled in their profession which will help the institution to ensure quality teaching for their learners. The teacher has been considered as being of utmost importance in educational improvement since the eighties and there has been a strong focus on the professional development of the teacher (Hargreaves and Fullan, 1992). According to Wenger (1998) the teachers' community acts as the key to change people's lives. With the quality of dedication and being resourceful, teaching refers to a heavy and sensitive responsibility which requires the teachers to inspire themselves.

Bangladesh has a single and unified education system. The education system of Bangladesh consists mainly of the following levels: (a) Pre-primary (b) Primary (c) Secondary (d) Higher Secondary (e) Undergraduate and (f) Graduate. The Secondary level consists of grades 6-10. At the end of the 10th grade, there is a public examination known as the Secondary School Certificate (SSC) which is compulsory to pass by all candidates seeking to attend two-year of Higher Secondary Level Schooling, grades 11-12.

The NCTB introduced the curriculum for the secondary level across the country, but the syllabus was not introduced to the teachers and the textbook writers through any orientation. For instance government did not arrange any proper training for the English teachers encompassing the new curriculum and textbooks. In order to implement the new change successfully, it is essential to understand that English is not like most of the other subjects specified in the curriculum. For instance, unlike them, English is not a content-based subject, but a skill-based subject. It is not about any particular topic rather it is about practicing something on four language skills.

The NCTB curriculum suggested an evaluation system that would assess the students' progress by means of continuous assessment, and attainment by means of an end term examination in line with their ability to use English in communication. However, it was observed that only a few schools developed evaluation tools in the light of curriculum guidelines. The general-education boards and the schools affiliated under these boards adopted an examination format that matches the one provided in the NCTB curriculum guidelines. However, examination questions were

mostly set from the set textbooks. So, students always had a chance to memorize the answers of the questions. As a result, these examinations failed to evaluate students' ability or achievement to use English in communication.

In Bangladesh, English has been taught as a compulsory subject in schools from primary to secondary level but the students' performance in English is generally still found to be very poor (Chowdhury & Kamal, 2014). In response to this problem, the government introduced Communicative English Teaching (CLT) in Class 6 in 1996 and it has been extended up to Class 12 gradually since then (Podder, 2013; Mazumder, 2013). To supplement the government's efforts, various externally funded projects and programs have also been implemented - for example, the English Language Teaching Improvement Project (ELTIP- 1997-2001) funded by Department of International Development (DFID, UK), the Female Secondary School Assistance Project (FSSAP 2002-2008, Phases I & II) funded by World Bank, the Secondary Education Sector Improvement Project (SESIP-1999-2006) funded by Asian Development Bank (ADB), and the Teaching Quality Improvement Project in Secondary Education (TQI-SEP 2006-2016, Phases I & II) funded by ADB and Canadian International and Development Agency (CIDA), in order to train secondary school teachers based on CLT. Beside these, Some programs have also been implemented by non-government organizations such as BRAC with a view to further developing English education (Podder, 2013).

But still, the situation of English-language teaching and learning in Bangladesh is not so good (English in Action [EIA], 2009). Rigid, unhelpful, old-fashioned and non active teaching practices, chalk and talk kinds of teacher-dominated lecture-based pedagogy remain the norm in Bangladeshi school culture where students are in a passive role, limited to memorizing facts and reciting them back to their teachers (Shohel, 2008; Shohel & Howes, 2008). This is also reflected in learning assessment practices. In Bangladesh, one in five teachers has no teaching qualification (UNESCO Institute for Statistics, 2006). But for each and every country, 'schools and teachers remain central to the achievement of a quality education process' (Yates, 2007, p. 2). To develop the level of teacher's English-language proficiency and communicative language teaching skills, it is essential to train English-language teachers to improve their classroom practice in Bangladesh.

The role of English in Bangladesh is characterized by a multipurpose functionality. For example, English has been used for years and for different purposes, i.e. as a medium of instruction in the higher educational institutions, way of communication with the foreign people and gradually it is becoming a part of the socio-cultural system. As the use of English is increasing day by day in different forms, there is significant evidence of the use of English along with Bangla as code-mixing and code-switching (Banu & Sussex, 2001).

However, English is a compulsory subject in Bangladesh at the secondary level as part of a foreign language requirement. Its aim is to develop cognitive skills of the pupils, to understand different cultures, languages as well as to develop communicative skills. The new curriculum is encompassing a communicative approach to teaching and learning English in Bangladesh. Textbooks provide learners with a variety of materials such as reading texts, dialogues, pictures, diagrams, are tasks and other activities etc. These materials have been designed and developed to practice the four basic language skills (reading, writing, listening and speaking).

Communicative Language Teaching (CLT) is a method which is based on the target of language teaching and learning for effective and real life communication. Rather than to acquire and exhibit knowledge the emphasis of CLT is to enhance the ability to communicate (Seraj and Mamun, 2011; p. 7). According to Diane (2004: in Seraj and Mamun, 2011: p. 8) the aim of CLT is to facilitate to communicate in target language. Communicative Competence is measured on the four basic skills of language---- reading, writing, speaking and listening. The main objective of communicative curriculum is to develop the ability of the learners so that they can really communicate in English. That's why it is essential to integrate all four skills ensuring equal amount of concentration in each of them. Thus, the learners will have the level of linguistic competence in English that will enable them to communicate effectively in "real English" (Davis & Pearse, 2000; p. 4). Here the expression "real English" is used to refer to English which can be used both inside and outside the classroom. To the improvement of the communicative skill and to give extensive opportunities to the college students each skill of language should be given equal importance to use English for a variety of purposes. As Peregoy and Boyle state (2001: in Matin, 2011: p. 236), listening, speaking, reading and writing occur naturally together in learning events in at all great levels in schools, though traditionally they were taught separately.

Harmer (1991: p. 52) suggests, any of the skills cannot be performed without another. It is impossible to speak in a conversation if someone does not listen as well, and people hardly can write without reading. Yet, listening and speaking are not skills that are commonly taught in school. Teachers feel pressure to meet curricular demands first, thus they set priorities on it. In Bangladesh, as far as English language teaching is concerned, importance is always paid to the teaching of the skills of reading and writing. On the other hand, importance is hardly paid to the teaching of the listening and speaking skills of the English language. Consequently, the students' proficiency in these two skills of the English language is very poor. Worse ever, students' proficiency in these two skills is never tested at all in any public examination. The English syllabus of HSC has scope on evaluating reading and writing skills but there are no scopes on evaluating speaking and listening. In this regard, Majid (2007, p. 1) says, in Bangladesh listening and speaking skills for English language learning are not tested at all either SSC, HSC or any relevant public examination level. Furthermore these two skills are usually been excluded from the teaching objectives of English language teachers. Such teachers are generally preoccupied with the reading, writing and grammar sections of the text or guide books and all those features that would be relevant to passing the SSC and HSC examination. In Matin's (2011, p. 235) opinion, instead of improving skills both students and teachers tend to give priority to complete the syllabus.

The basic aim of teaching English is to enable the student to develop the skills of listening, speaking, reading and writing English. Language learners need to develop four skills: speaking, listening, reading and writing. The skill of reading is not only important in itself, but it contributes to the other three skills. The reading skill practiced and assessed in our examination system appear as easy and unscientific which enhances the students' grading and marks only seriously affecting their attempt to their real reading skill. The most deplorable situation prevails in the writing part. The existing writing part clearly cripple the contradicts the spirit of CLT. The most traditional way is meticulously followed in all the educational institutions by all the learners and teachers is that they make a list of very known and common compositions to prepare the students to make them face examinations.

Listening plays a significant role in daily communication and educational purposes. Unfortunately, despite its pragmatic importance, listening skill receives inadequate emphasis in language instruction, whereas it should be given the priority to enable the learners to be able to perform different academic skills. It is therefore important to prepare students for successful listening in the academia by implementing authentic listening materials in the ESL classes. Speaking involves expressing ideas and opinions; expressing a wish or a need to do something; establishing and maintaining social relationships and friendships, (McDonough & Shaw, 2003, p. 134) whereas listening is a skill that children acquire first, especially if they have not yet learnt to read. At the beginning of learning a foreign language, children hear mainly through their ears, that becomes the main source of the language. (Scott and Ytreberg, 1990, p. 21). So, the source of listening input is very important for preschool children since, as they grow up, they need to develop the ability to use speaking and listening for a variety of purposes, such as describing, requesting, commenting, greeting, reasoning, problem solving, seeking new information and predicting.

Training may be organized in two ways for the professional development of the teachers. The first one is pre-service training where the teacher will get chance to enhance the subject knowledge (knowledge of language, pedagogy, test items, pattern of the test items, curriculum etc.) and the second one is in-service training which helps the teachers to become skilled in teaching. Teacher training is a part of professional development in teaching profession. English teacher training programs in Bangladesh mainly deal with three elements: the teachers' English language ability, teaching skills and the knowledge about the contents of the lessons of the prescribed text books. Through the teacher training program in Bangladesh, the authority expects that the teacher will be skilled and competent enough to properly teach the students through CLT approach. But problems may arise when the mixture of three different expectations works together in a short time training session. Moreover, the educational background of most of the secondary school teachers is very poor and sometime it is seen that the level of their educational qualification is under the mark. This is also a barrier to make teacher training effective and applicable in classroom teaching.

The necessity of adequate training for teachers has been emphasized more to improve teachers' teaching quality. However, different countries may view the training requirements of teachers differently. In some countries a basic educational qualification is provided by the government which is deemed sufficient for all teachers – regardless of the age they will be teaching or the subject area. In other countries, teachers are given a more specialized training aimed at equipping them with the specific requirements of their future career. Initial Teacher Training programs frequently include a supervised Teaching Practice element, where teachers are scored on their performance and receive post-teaching feedback. In the UK all primary school teachers are required to have undertaken Teaching Practice in order to gain Qualified Teacher Status (Skills Funding Agency, 2010). However, this is not the case in every country.

Gardner and Lambert (1972) have emphasized the significance of studying each language-learning setting in its own right, and thereby suggested that the configuration of variables obtained from one setting will not be necessarily valid in another setting. For example, the South Asian learners learn English for historical, political, social and cultural reasons, which are radically different from those of South-East Asian or African learners.

Teaching language through communicative approach helps the learners to develop their abilities to be fluent, proficient and accurate in the target language. According to Brown (2000) to ensure successful language teaching, communicative competence is widely accepted as the best way. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to negotiate the meaning (Brown, 2001). Gardner (1985) proposes that second language acquisition is 'truly a socio-psychological phenomenon. It is concerned with the development of communication skills between an individual and members of another cultural community. Several studies show that teacher training brings a positive change in teacher's knowledge, language skills, attitude, beliefs and teaching practices and mostly it brings a positive impact on learner's achievement. Guskey (2000) addressed that changes in teaching practices bring the change in belief and attitudes of the teachers and the impact of these changes subsequently reflect on the students' responses. Eventually, the aim of teachers' training is to create the opportunities for the teachers to rethink and reshape their ideas of teaching methodology, deal with the content, pedagogy and the beliefs about the learner's ability.

Chapter 3

Research Design

This study was designed to recognize the impact of PACE- English training on the secondary school teachers to improve their language skills development. This chapter depicts the research method, research areas along with research participants, instruments, data collection process, data analysis etc.

3.1 Methodology of the study

In this study only the qualitative research method has been applied. Five different research instruments have been used to collect data from the participants. The instruments used here are teacher interview, administrative interview, FGD with students, class observation of trained teachers and finally diagnostic tests of the trained teachers. To conduct study in this field, qualitative research is more effective than quantitative research. To get the real data it was very necessary to observe the classes and all the activities of the class done by the trained teachers; it is also very useful to take interviews of the teachers and the Head teachers and FGD with the students as well. Finally, to clarify the objectives of the study diagnostic tests was an important research tool of this research study.

3.2 Research Area

The study took place in three different districts of Bangladesh. The selection of the schools of this area is done by random selection from those schools that are included in BRAC-PACE program.

Figure : Map of the location of three research areas in Bangladesh

Research Area

Three Districts:

- Dhaka
- Chittagong
- Rangamati



3.3 Participants

The participants of the study are the trained English teachers of non government higher secondary schools of three different districts, Head teachers of those respective schools and students of their English class. The interviews were taken to ten English teachers who received PACE- English training and the interview questionnaire contained total 10 questions related to the study. Ten FGD conducted containing 10 questions connected to the topic of the study. Each FGD is contained with 10 students of different classes. Total 100 students from (VI-X) English language classes participated in this FGD sessions. Then ten English classes are observed to collect the information that relates to the implementation of the training and to find out the development of teachers English language skills. To gather all the data in details during observations, an observation checklist contained with 6 segments has been used. To get more information interviews are also taken to ten Head teachers of those school and the interview questionnaire contained 10 questions as well. Again to justify the level of teacher's language skill development after the training a diagnostic test is conducted that contained a cloze test and a writing test of 20 marks.

3.4 Instruments

The study is conducted by using five research instruments. The study is done by taking interview of 10 teachers and 10 Head teachers, 10 FGDs with students of different classes and 10 classroom observations. There are 10 questions in teacher interview questionnaire, 10 questions in administrative interview, 8 questions for the FGDs, 1 diagnostic test with a reading cloze test and a writing test and in observation checklist 6 segments are maintained. All five instruments are used to collect data. Teacher interviews helped to identify the scenario to what extent their language skills have been developed after receiving the training. It helped to understand the reasons of anxiety of the students while learning English and at the same time the consequences. FGD helped to get the information directly from the students about their teacher's teaching quality and also their attitude through the English. At the same time it helped to get all the possible information related to the implementation of the training through open discussion which is related to the topic of the study. Administrative interview also helped to identify their

perception about the PACE English training and to get the information to what extent this training help them to ensure quality education on their school. The class-room observations helped to understand the activities of the classroom and students' responses. It helped to identify how the teacher conducts the class by using different techniques and how the teacher practice language skills through different activities. Finally, the diagnostic test help to find out the actual scenario of teachers English language skill of higher secondary school level.

All these information collected by using these instruments help to find out the objectives of the study. The research instruments are given in the Appendices.

Table - Description of the sample and instrumentations

Methodology	School			Total no.
	Dhaka (Gazipur)	Chittagong (Patiya)	Rangamati (Rangamati sadar)	
	4 Schools	4 Schools	2 Schools	10 Schools
FGD (Focus Group Discussions)	40 Students Grade 6-10	40 students Grade 6-10	20 students Grade 6-10	100 students
Classroom Observation	4 English subject teachers	4 English subject teachers	2 English Subject teachers	10 English subject teachers
Interview	4 teachers	4 teachers	2 teachers	10 teachers
Interview	4 Head-teachers	4 Head-teachers	2 Head-teachers	10 Head-teachers
Diagnostic test	4 teachers	4 teachers	2 teachers	10 Teachers

3.5 Data collection process

The research instruments are prepared to collect information from the trained teachers and from the performance of classroom teaching by the trained teachers, from the point of view of Head teachers of these respective schools and the students as well. To collect all the necessary data, 10 teacher interviews, 10 Head teacher interviews, 10 FGD with the students of English classes, 10 classroom observations and 10 diagnostic tests are done with the instruments. The teacher interviews were taken from the trained teachers of non secondary higher schools of Dhaka, Chittagong and Rangamati districts. Non trained English teachers were free from this interview sessions. The interviews are conducted in the school according to the convenient time of the teachers. All the answers given by the teachers were recorded through recording device and noted down. Ten FGDs are conducted in the school by gathering ten students from 6-10 classes in each school. Both male and female students participated in the FGDs and they participated in an open discussion. During the FGDs 10 questions were asked one by one and their responses are recorded in recording device and important notes are taken during the FGDs. However, ten class-rooms are observed in this study and data was collected in observation checklist according to six segments. The teachers were asked to continue their everyday class schedule undisturbed. The researcher prepared a checklist to aid the observation and notes were taken during the classroom observation. Actually, through the classroom observation, the real picture of English teaching practice in the classroom will come out. Ten administrative interviews are also taken from the Head teacher of ten schools and their information was also recorded. Finally, the diagnostic test was administered in the school and the respective trained teachers participated in this test.

As all the data are collected from different areas and the researcher was involved directly, it took long time to collect the data and analyze them. All five instruments are administered in the same schools and it took whole day sometimes. Sometimes it was not possible to collect all the data as the participants were busy with their regular activities. In that case, researcher had to go twice or thrice in a school to collect the required data.

During the interviews of teachers, head teachers, all of their responses are recorded through audio device and noted down as well. It took 10-15 minutes to complete the interviews. For each FGD it also took 20 minutes and the responses were recorded through audio devices and sometimes some points are noted down. Then total 10 classes are observed and it took 1 day per school to observe all the 10 classes by completing the observation checklist consisting of six criteria. Moreover a diagnostic test was administered with the trained teachers and it took 20 minutes to complete in a school.

To collect the data three research area, schools and the teachers were selected randomly. Before starting data collection, the questionnaire and the testing question was discussed with the respective supervisor and verified by him which proved the validity of the questionnaire.

3.6 Data analysis

In this study, the results are analyzed in the qualitative frame of data collection. Firstly, all the instruments like interviews, FGDs, class observation and the diagnostic test are done in the higher secondary school with the help of audio recording, note taking, checklist etc. Then, the findings from the interviews, FGDs and classroom observations are gathered. Thirdly, findings from each instrument are analyzed. Every note takings and audio recording are observed altogether. Since this is a qualitative research that's why participants' responses are given more emphasize during data analysis. Finally, all the findings from different instruments are analyzed carefully and attempted to reach in a conclusion of the study.

3.7 Consent, access and human participants' protection

All social research requires ethical issues. Throughout this study the importance of ethical issues is always acknowledged. Participants' or any instruction's name or addresses are not mentioned in any part of this study. Emphasized are given more on the responses rather than the participant themselves. Teachers' permission are taken while taking interview and observing any classroom and teachers' permission are taken while recording any response through the audio recorder. Confidentialities are highly maintained regarding any useful information from any participant and at the same time this study is conducted in a legal way.

3.8 Limitations

There are some limitations in every research. So, the researcher faced some difficulties in some areas also. For an effective research, the researcher needed enough time to collect the required data. As researcher used 5 research tools to collect the data sometimes it took long time to accomplish the task. Due to time constraint the researcher had to do the all task quickly. This quickness may hamper study. Though there was a huge number of trained teachers but due to time constraint the sample size was quite small and the researcher had to select this randomly. Moreover it could be better for the research study if the non-trained teachers could be included in this study.

However, during collecting the data the school authority and the teachers were busy enough with their official activities. Therefore, they did not respond properly always. Only for data collection the researcher went to their schools several times and according to their time the researcher gave the interview and collected data. In the same way for students' FGD the researcher communicated with the Head teacher of those schools and got permission to conduct the FGD with the students.

Chapter 4

Results and discussion

This research investigated the impact of PACE English training on secondary level English teacher's language skills development in rural non-government higher secondary schools. BRAC initiated this program to enhance capacity building of teachers in the new areas introduced in the revised curriculum. More specifically, the study examined the change in the teachers in terms of pedagogy, language skills development, knowledge in communicative language teaching (CLT) and their attitudes. Further, the relevance of the training and the existing challenges were also investigated. The study findings were arranged according to the objectives and the research questions of the study.

4.1 Results found from teacher's interview

All the responses from teacher's interview are presented here. Each question of teacher's interview is organized sequentially and described below.

4.1.1 Teacher's knowledge and language skill development

The interviews are taken from the trained teacher's of BRAC-PACE English training. In response to the question how this training helps them to develop their knowledge and language skills, all of the teachers replied that this English training help them in many ways to develop their knowledge and language skills.

One of the male teachers from Gazipur area mentioned that,

“When I joined in this school as an English teacher, I know very little about the different techniques and activities of teaching in the classroom. I have very limited knowledge about classroom management and I was more used to with the traditional teaching method. I'm worried about handling different abilities students in my class and it was mostly unmanageable to me to

conduct a class effectively and interactively. But from this training I got an overall idea of an effective and interactive teaching learning process and it helps me to improve my knowledge and language skills as I got the chance to practice all those things in this training session.”

Another teacher from a remote school replied that,

‘The best thing that I achieved from this training is that the confidence. Before going to this training I was not confident enough to conduct a class in English and I never feel the importance of speaking English in the class. But when I came to receive the training and get involved with other teachers then it changed my mind. From this training I tried to improve my English language skills specially the speaking skills and I’m confident enough to conduct an English class in English.’”

4.1.2 Use of Handout

In response to this question, do they use the handout provided in the training, a few of them replied that they use the handout while taking their English class. On the other hand, 7 out of 10 teachers replied that they don’t use this handout usually. But they sometimes take the help from this handout. In response to the another questions, which part of the handout is helpful for them, most of them replied that the classroom management activities, making of lesson plan, use of board, different games, familiarization of the new words, dealing with different types of students, reading and writing activities etc.

One of the teachers who thinks the handout useful and use the handout in his class mentioned that,

“Whenever in my class I found that students feel dizzy and they don’t have the concentration on the lesson or activities then sometimes I used to play word games, quizzes, different activities from the handout and it helps me to refresh myself and my students also.”

4.1.3 Making lesson plan

Almost all the teachers' response to this question is same. All of them agree that lesson plan is helpful to the teacher to fulfill the objectives of the lesson sequentially and systematically. It helps them to select the techniques and activities according with the content of the lesson. In response to this question they replied that they sometimes use to make the lesson plan. Interestingly, this differs from female teacher to male teacher and aged teacher to young teacher, more experienced to less experienced teachers also. 3 female teachers out of 10 teachers replied that they bring sometimes a note on how they conduct the class. They replied that- it actually takes more time to make a lesson plan systematically. On the other hand, one of the more experienced teachers mentioned that,

“At the beginning of my job, I used to make the lesson plan before taking the class and conduct the class as per the lesson plan. But, for the time being I can take my class without using any lesson plan, as everything is in my head now!”

Some other teacher replied that,

“We are supposed to take 5/6 classes in a day and it's not only on one subject. We are to take different subjects along with English. Due to more classes in a day we don't get enough time to make the lesson plan daily as more time is needed to make a lesson plan effectively.”

4.1.4 Use of teaching techniques

In response to this question, all the teachers replied that they use different teaching techniques and activities in the class according to the content of the lesson. Most of the teachers apply CLT approach in their class. One of the teachers mentioned that,

“I always try to apply Communicative approaches in my English class. I always maintain teachers talking time less and allow my students to talk and response more. I create a friendly environment in the class so that my students don't feel shy and participate in the activities actively”.

Teachers have mentioned that they use elicitation, demonstration, discussion etc to teach the lesson in the class. They use group work, pair work, chain drill etc to conduct the more effectively. According to them- as we handle a large classroom it is not possible to go to each student and make him understand individually. So, we prefer group work to make the student understand within the short time and it also helps the students to share their knowledge with others. Most of the teachers use to do some activities in the class like grammar exercises, fill in the blanks, paragraph writing, dialogue writing, role play etc.

4.1.5 Teaching by supplementary materials

In response to this question, a few of the teachers replied that they use some supplementary teaching materials in the English class. Others don't show any positive attitude towards the supplementary materials besides the textbook. They confessed that they only use guidebook besides the textbook. One of the teachers mentioned that,

“Supplementary materials make the lesson more attractive and interesting. Most of the time in the class especially when I introduce a new thing with the students I use supplementary material like pictures, handmade materials, plastic things, drawings etc. This makes the students more enthusiastic about the new things and they can keep it in their memory for a long time.”

Though a few of the teachers think that it is more time consuming and it sometimes create noise in the class. They also mentioned that it needs more time to prepare the supplementary materials as per the content of the lesson.

4.1.6 Challenges faced in the classroom

In response to the challenges that the teachers faced in the classroom, every teacher mentioned that, the large class size containing (60-more than 90 students) is one of the major challenges that they face mostly. It is almost unmanageable to implement CLT approaches in the class. Almost all the teachers face difficulty in making groups and doing the group work due to the seating arrangements. Due to the large class size the back bencher sometimes can't hear the teacher

properly and the teachers need to speak loudly. Again, the noise from the nearby classroom is also an unmanageable problem for the teachers. Beside these, lack of students' attention & fear to English class, lack of supplementary teaching materials, pressure of more classes etc are also the challenges that the teachers face in the class.

4.1.7 Attitude towards BRAC-PACE training

Every teacher showed their positive attitude towards the English training of BRAC-PACE program. In response to this question all the teacher agree that this English training is very much effective and helpful for them to improve their knowledge and language skills as well. This also helps them to develop their pedagogical skills, teaching learning activities and management skills.

One of the young male teachers mentioned that,

“I started my teaching life after passing M.A in English few years ago. I used to take a few of English classes in this school then. Before receiving the English training I didn't use any techniques in my class and conduct the class mostly in Bangla. After receiving the training, I've known a lot of new things that helped me to improve my pedagogical skills, management skills and language skills as well”

The another female teacher of Chittagong district (also acts as a MT) replied that,

“I received the BRAC-PACE training first after joining in this school as an English teacher. At that time I didn't know about the teaching techniques, activities and most importantly how to manage the class properly. But I've learnt all those things from this training. It helps me to improve my language skills specially the speaking skills and to overcome the shyness. I found this training more beneficial when I received government training and I apply all those things that I've learnt from BRAC-PACE English training. My performance was good enough and I got more appreciation from other participants at that training”

4.2 Result found from FGD

In this study, ten FGD are conducted with the secondary level students of non government higher secondary schools in three different districts of Bangladesh. The results are mentioned under the titles that are linked with the questions of FGD. 10 students including both male and female from different classes (VI-X) participated actively in each FGD. The responses found from the students during FGD are described below.

4.2.1 Classroom language

In response to the question in FGD, all the students replied that their English teacher uses both the English and Bangla in the classroom while conducting the English class. Most of the students from class 8-10 replied that their teacher mostly uses English whereas the students of class 6-8 replied that their teacher uses mostly Bangla in the English class. While answering, they tell that the teacher use to speak in English first and whenever the students didn't understand anything then the teacher tries to make them understand that in Bangla.

One of the students of class IX replied that,

“The English teacher starts the class in English and conduct the whole class in English. But sometimes we fail to understand some instructions or new words or the meaning of the vocabulary. In that case, the teacher uses Bangla to make us understand the thing well. On the other hand, all the students are not of same capability to understand English well. So, to make the lesson easy and understand teacher uses bangle in the English class.”

Again, most of the students of lower classes (VI & VII) replied that their teacher hardly uses English in the classroom except giving some classroom instructions and greetings to others.

4.2.2 Use of English

During FGD when they are asked that to what extent English is used in the classroom, a few of the students replied that they use English to communicate with the teacher in the class. When they are asked to reply something then they try to response in English. They also tried to speak in English when they do the group work, pair work etc. The scenario seems quite different in the

rural secondary schools of the research area. Most of the students replied that they hardly use English in the class and it is mostly limited to the greetings and some classroom instruction. A few students of 3 schools out of 10 were very much active during FGD and they tried to answer in English. In response to this question they said that most of the time they use English in their English class. They ask their teacher about their problems in English, give the responses to teachers question in English and communicate with other students in English.

One student of class IX from Patiya replied that,

“I always try to speak in English in my English class. I feel that it’s our great opportunity to practice our speaking skills in the classroom. In our English class, teachers help and encourage us to speak in English. Sometimes the teachers make some correction so that we can speak accurately. I use to speak in English with my classmates even though all are not able to speak in English and don’t understand English well”

However one female student from Rangamati sadar area replied that,

“In Our English class we don’t have enough scope to use English or speak in English as our English teacher speaks very little in English. Most of the students feel uncomfortable or shy when they are requested to say something in English. Even if the teacher starts to conduct the class in English, most of the time he/she needs to translate it into Bangla to make the students understand. That’s why the teachers often conduct the class in Bangla to manage the class within their schedule time”.

4.2.3 Teaching materials used by the teacher

Teaching materials play an important role in conducting a class more effectively. Most of the students replied that their teacher sometimes uses some supplementary materials in their class. According to them textbooks are mostly used in the English class. Besides the textbook, teachers use guidebook, comprehensive grammar book, some pictures, charts etc. In Some schools teachers use audio visual materials like CAL (Computer Aided Learning) CD to make the lesson more attractive and interesting. One of the students replied that,

“Teacher mostly uses the textbook in our English class. For English 2nd paper they use Comprehensive grammar book that is suggested by the school. But when there is something new to introduce with us they use some picture or drawing of that thing. Our teachers introduce the new and unfamiliar things with us by using multimedia projector and they use CAL CD at that time.”

However, the students of some schools replied negatively and mentioned that their teacher hardly use the supplementary materials in their English class. They are always limited to the textbook, guidebook and the comprehensive grammar book. In these schools they don't have the opportunity to use multimedia projector and their teacher don't use it as their teaching tools.

4.2.4 Classroom activities

In response to this question, what types of activities do they do in their English class, most of the students replied that they do grammar exercises mostly in their English class. Besides this, they do fill in the blanks, reading comprehension, paragraph writing, dialogue writing, role play etc.

During FGD, one of the students mentioned that,

“In our English class, teacher involves us in some activities according to the lesson. When the lesson is about the reading comprehension, teacher involves us with some activities like reading aloud, silent reading, fill in the banks, true/false etc. In the class of making dialogue, we make a dialogue between us and the role play as per the dialogue. All these activities help us to keep concentration on the lesson and we enjoy doing these activities very much”.

Another student from Rangamati area mentioned that,

“We mainly do the activities like grammar exercise, dialogue writing, role play etc. Sometimes our teacher involves us in Language game, vocabulary practice etc. We enjoy these types of activities very much and everyone participate in these activities throughout the class”.

4.2.5 Correction of mistakes

“The teachers make the correction in a supportive manner”- almost all the students replied in response to this question. In communicative language teaching teachers are supposed to prioritize the fluency rather than the accuracy. But most of the teachers dealt with mistakes frequently and they dealt with the mistakes that occurred in making sentences, spelling, grammatical rules etc. According to the students, during the class, teachers always encourage students to speak more even though students make mistakes while speaking. The teachers make the correction in such a way that the students never feel uncomfortable and nervous in communicating with others in English. In terms of writing the teacher checked the exercise book of the students and wherever the teacher found any mistakes he make the correction by writing it in the students exercise book or if it is done by majority of the students then he uses the board to make the correction for all. Some of the students replied that as there are so many students in our class, it is sometimes not possible for our teacher to make the correction individually and teacher tells us to take help from other students.

4.2.6 Teaching techniques used in the class

In response to this question, some of the students replied that the teacher uses pair work, group work, chain drill etc in the class. But some others mentioned that teachers are not interested in doing the group work as it creates noise and it is quite unmanageable for the teachers to do the group work with a large class size. It is also impossible for the teacher to make groups due to the seating arrangements. In some schools the table and bench are attached with one another and it's not possible to move. For this, the teachers don't bother to use this technique in the class. Sometimes they make groups by adding the students sitting together in a bench which is not an effective way of doing group work at all. Some students replied that, their teachers prefer only the pair work as it is easy to handle rather than the other techniques. Sometimes their teacher use to make groups among them but it creates so much noise that sometimes other teachers give complain against them. So the teachers avoid doing this and it is also time wasting for them.

4.2.7 Opportunity to practice English in the classroom

“We don’t have enough opportunity to practice English in the English class”- almost all the students replied in the response to this questions. Though we are supposed to communicate in English with our teachers and also with our friends in the classroom, we are not practicing English in the classroom. Our teacher encourages us to practice English in the classroom but they don’t use so much English in the classroom. Moreover, most of the students feel shy and afraid of English. That’s why they are not interested in communicating and practicing English with others. A few of the students of some school mentioned that as their teachers don’t use English in the classroom at all and all the time they use Bangla in their English class. So, they don’t have the opportunity to use or practice English in the classroom. Moreover, they become more conscious about the grammatical structure of the sentences while speaking to others and that refrain them from speaking in English in the class.

4.2.8 Changes in teachers’ teaching quality

According to most of the students, trained teachers use some new techniques in their classroom that they did not use before in the class. The significant change that was seen in teachers recently was the way they spoke. Students said that teachers did not try to speak in English in the past. Now they spoke frequently in English and also encouraged students to speak in English. Further, the changes that were noticed by students were the way the teachers use the board to make the students understand easily. Students said that the teachers encourage them to read newspaper, and converse in English by sharing what they had learnt in the lesson with each other.

The teachers conduct pair and group work etc. Their teachers were sympathetic while correcting mistakes and they do it in a supportive manner. Moreover, teacher used only the textbook before receiving the training but after receiving the training they use different realia, pictures, CAL CDs etc in the class and the students enjoy the class more.

4.2.9 Teacher’s help to improve language skills

In response to this question, all the students replied that their English teachers are always helpful to them to improve their language skills. They always tell them to read aloud the text in the class

so that their reading skills can be improved. They also encouraged them to read newspaper daily and find out the meaning of the new words.

One of the students mentioned that,

“Some students are not interested at all to speak in the class. At that time teacher uses to give us a new topic and tell us to tell something about this topic in English. Through this types of activities teachers help all of us to speak in the class. They also suggest us how to improve our speaking skills by giving feedback”

On the other hand, some students replied that they didn't get enough help from their teachers to improve these four skills. One of them replied that,

“Our class duration is too limited to complete a class properly. Teachers are always in a rush as they take several classes in a day. So, it's not possible for them to help us more to improve our language skills. In the class they suggested us to give the concentration on our lesson, but still we have some problems. In that case we didn't get the support from our teachers beyond the classroom. Moreover they are busy with their extra tuition and personal matters that they don't bother with this matter”.

“In the classroom teacher gives us sufficient instructions and suggestions to improve our reading and writing skills. They also suggests us to practice speaking skills by communicating with our teachers, friends and others in English and tell us to listen to English news and audio CD to improve our listening skills” added by some of the students during FGD.

4.2.10 Attitudes towards English language skills

In response to this question most of the students replied that English is an interesting subject and they like it. Different opinion is found during the FGD. Most of the students like the writing part of English. One of them described his attitude towards English as-

“I like English class and I like the writing part of the English very much. Because I can express my feelings, thoughts and ideas well through writing. Moreover, I get enough time to think while writing and I can make other understand easily by writing rather than other part of English ”

Some other students mentioned that they like reading English story books, newspaper, passages from their textbook etc. They like it because they can collect new vocabulary, word meaning, and new information by reading different things. There are lots of students who like the speaking part most, found during the FGD. Though they didn't have enough opportunity to speak but they have the positive attitude towards it. One of the students replied that,

“If I consider the higher education in a better institution I should know English very well. Specially, if I'm good at speaking English I will get a better chance in my higher studies and also I'll be able to get a good job in future.”

There are a few students who are interested more in listening part. One of them mentioned that,

“I think this is an important part of English. Because we are supposed to listen at first and then to reply. If I have good listening skill then I must be able to communicate properly. That's why I like it most though we don't have enough scope to practice it in the classroom and beyond the classroom”.

4.2.11 Problems faced in the English class

During the FGD, all the students have mentioned that they face some problems in their English class. They mentioned that- they like their English class very much though they face more difficulties in this class. One of the students mentioned that,

“As English is not our mother language, so we have to face some problems regarding this. The problems that we face more are the spelling, pronunciation, vocabulary etc. Due to the lack of vocabulary we feel nervous and shy when our teacher tells us to say about something in English”

“When teacher speaks in English, sometimes I didn't get some new words meaning and feel shy to ask to the teacher” added by one of the students during FGD. Sometimes teachers' instruction seems unclear to us. We don't ask our teacher to make it clear as it takes more time and teacher feels disturbed sometime. Most of the students said that they have to face the problems during grammar exercise and due to lack of grammatical competency we don't feel confident to talk to our teacher even with our friends. However, some of the students come up with the difficulties in listening CD in the classroom during FGD. One of the students mentioned that,

“Sometimes our teacher plays audio CD in the classroom by the mobile. Then we have to fill in the blanks, question etc while listening. But we can’t hear the lesson properly and face difficulties in doing the activities.”

4.3 Result found from class observation

10 English classes have been observed to collect the real feature of teachers’ language skills development and the implementation of BRAC- PACE English teacher training in the real classroom. The observation was done with 10 trained teachers of non government higher secondary school. Here the researcher observed 10 teachers class who received English training (Module1, Module 2) and they have been selected randomly from 3 different regions like Dhaka, Chittagong and Rangamati. There are six criteria set in the observation checklist to collect the data from the classes. The result found from the classroom observation is stated below.

4.3.1 Classroom structure and environment

This section was divided into 6 broad themes to trace the clear picture of the infrastructural condition and the atmosphere of the classrooms. The researcher observed 10 English classes conducted by the trained teachers in their respective schools. While observing the classes the observer took note on the classroom settings and found that among the ten classes, in most of the classes there are 60-70 students in average and none of the classes were completely well ventilated and well equipped. Among 10 classes, 4 of them were mostly well equipped with blackboard, whiteboard, fan, adequate tool and benches for the students, 3 of them were about to organized and rest 3 classes had little facilities to conduct the class effectively. Out of 10 classes seating arrangements of 7 classes are fixed and had not enough space for the students to sit on and do classroom activities accordingly, 2 classes had the scope to do the activities and the rest 1 class had enough space and scope to ensure the classroom practices. During classroom observation, classroom atmosphere was positive and unstressed mostly in 3 classes out of 10, 4 classes atmosphere found positive somewhat and the rest are found a little bit in this case.

4.3.2 Classroom management:

The researcher has observed 10 classes of 10 English teachers and found that most of the teachers maintain class time, some were not aware of time and the rest tried to maintain the

allocated class time. In the point of giving classroom instruction during different activities (pair work, group work, writing, reading, asking etc.) 50% teachers gave the clear instruction, 30% teachers tried to give clear instruction and the rest of the teachers were not aware of the instruction. While observing the classroom teaching it is found that 60% teachers were aware of giving sufficient time to the students to practice different classroom activities, 20% classes were found where the students had some scopes to practice different activities during their class, 20% classes had a little bit scope to practice different language learning activities during the class. Control over the class is one of the most important aspects to make a class effective and successful. One of the criteria of classroom management was the teachers' content knowledge and efficiency to manage the class. It is found that 7 out of 10 teachers had good command on the content to teach the students effectively and successfully, 2 teachers are found with enough control over the content, and the rest had a little bit control over the content that were teaching in the class to the students. While observing the class the researcher had an option to check whether the teachers are capable enough or the teachers had good control over the class as a part of classroom management. In response to that the researcher found that 50% were mostly able to control the class, 30% teachers somehow tried to control the class and the rest 20% had a little bit control over the class. Out of 10 teachers, 7 teachers relates the task with the objectives of the lesson, the rest of them tries somewhat to do it. The researcher marked whether the teachers were applying different teaching techniques and methods to make the class interesting or not. From the 10 classes it is found that 4 teachers tried to apply different teaching techniques and methods mostly to make the class effective and fruitful to the learners, 3 teachers applied it somewhat and the rest of the teachers traditionally managed it a little bit. Another point of the checklist was to trace the medium of teaching in classroom under the theme of classroom management. Among the observed 10 classes the observer found that only 30% teachers used English as the medium of instruction in the class most of the time. They used mother tongue only when the students fail to understand the content in English, 50% teachers used mother tongue most of the time and they used English only to ask the students questions, for reading the text and 20% used English in their classes to greet and to give some classroom instructions. In terms of dealing with the mistakes and giving feedback, 70% teachers were found making the correction directly and the rest were found doing it in a supportive manner. While most of the teachers were found giving the feedback positively both in oral and written format. However, during classroom observation

40% teachers were found to pay attention to all students of the class mostly, 30% pay attention to all students somewhat and the rest were found to involve more with the responsive students only.

4.3.3 Teaching materials used by the teachers

As per observation checklist during observation, no teacher was found doing the class with the lesson plan. Only 2 out of ten teachers use a short note of their class plan to conduct the class. The content was relevant to the lesson mostly in all classes.

The researcher tried to find out the relevance and the connection between the teaching materials and the lesson according to the level of the learners of rural non government higher secondary schools. It is observed that 3 teachers tried to use materials to help the learners learning according to their level and used in a proper sequence, only 2 teachers tried to use teaching materials like realia, pictures etc and the materials were used according to the level of the learners, and the rest 8 teachers did not use any teaching materials, they reviewed previous class and then started the class with textbook or grammar book.

Among 10 teachers, 5 teachers have used the textbooks as the main materials, 3 used comprehensive grammar book and the rest used guidebook as their teaching material. The supplementary materials are very helpful for the students. But only 2 teachers used supplementary materials like charts, realia (flower vase) etc in their class, rest of the teachers did not use any supplementary teaching materials.

4.3.4 Teaching techniques and activities

Teachers were hardly found doing the group work and pair works in their class. Among 10 teachers, 30% teachers involve their students with group and pair work mostly, 50 % involve their students with pair work only and the rest of them didn't use any techniques in their class. When the teachers introduced a new and unfamiliar terms with the students, most of the teachers used some examples to make it easier to the students. They move from one step to another sequentially and ask their students whether they understand the thing or not. But a few of them found not aware of this and go on by their own way to complete the task within the time. During the classes it was observed that 4 out of 10 teachers involves students activities like fill in the blanks, true/false, grammar exercise etc , the other 2 did paragraph writing and the rest did the

grammar exercise only. While doing the activities most of the teachers monitored the class and helped the students where necessary. Integration of four language skills is an important thing for an effective class. But in most of the classes reading and writing skills are practiced more and the other two skills are not practiced at all.

4.3.5 Students' responses

The next criteria of the observation checklist are to trace the responses of the students in the process of learning in the classroom. First of all the researcher observed whether the students/learners felt comfortable in the class and found that among 10 classes, the students of 9 classes felt comfortable with the teachers and the teaching, the rest were not as much comfortable as needed to make the classes effective and successful. During class observation, students of 6 classes were found participated actively in their task or activities, students of 2 classes were quite interested to participated in every steps of learning whereas the rest were found interested to participate in the activities. It was found that the students of 6 classes were fond of working in group/pair to learn language through practice during the class, and the rest did not find it easy to work in group or in pair. It is also found that students of 7 classes were very much participatory in every steps of learning, students of 1 class was quite interested to participate in every steps of learning, and the rest was not to each others in the process of learning.

In the process of learning, asking each other to get information plays a great role and in classroom teaching it is obvious that the learners have little scope to ask each other except the teachers. To find out whether the students feel free to ask their teacher in the class or if they face difficulties the researcher found that only the students of 5 classes were comfortable enough to ask the teacher about their difficulties, in 4 classes it is found that some students were trying to ask their teacher about the difficulties and in the rest of the classes it was found that the students were not willing to ask the teachers about their difficulties.

The learning is easy and comfortable only when the learners feel the necessity of learning that particular content or subject and the practicability can make the learners understand about the necessity of that particular subject. To find out the interest of the learners the researcher observed whether the learners feel interested to use English in their English class and found that the

students of 7 were very much interested to use English in their English class, 2 classes showed least interest to use English in their English classes and the rest was not interested or aware of the use of English as the medium of their class.

4.3.6 Classroom interaction pattern

While observing the classes it is found that most of the time the teachers talking time was more than the students in the class and they tried to lead the classes without involving the students or the students had little scope to participate in the class. That means the class was mostly teacher centered. In the observed classes the teachers gave few activities to the learners to practice through pair or group works and some of the students participated actively. In most of the cases it is observed that the teacher involved the learners while eliciting answers from them and that time the interaction pattern was between teacher and students and sometimes teachers asked the students to work in pairs. Out of 10 classes the researcher found that only 3 teachers involved the learners to work in group and pairs as an opportunity to practice language in class and that time the teachers were not keen to find out the linguistic mistakes made by the students and as a result the students of those classes were interested, motivated and comfortable enough to work in pair and group to practice language among them. In those 3 observed classes the pattern of interaction was teacher-students, students- teachers, students-students. On the other hand, the rest of the classes and the activities were found being done individually or as whole class activities. While doing individual work it was found that the learners were not confident enough to speak in English. If they were asked to share their activities to each other they did it using their mother tongue. .

During the observation the researcher tried to trace whether the teachers encourage the learners asking questions and doing activities while teaching in their schools to inspire and motivate the learners to ensure positive and supportive learning environment to the learners. The researcher found that among 10 observed teachers 6 teachers encourage the students most of the time in their teaching, whereas the rest of the teachers were found having a little practice of encouraging learners to ensure their participation. Due to time constraint most of the teachers were found spending a limited time over the activities done by the students. The limitations also found in making questions by the students and in responding the questions by the teacher.

4.4 Results from administrative interview

To justify the impact of training on teachers' language skills development and the implementation of their learning in the real classroom, 10 Head teachers have been interviewed and the responses were recorded through mobile and some important points were noted down. The results from their responses are described below.

4.4.1 Attitude towards BRAC-PACE English training

Almost all the head teachers have received training provided by BRAC-PACE program. Most of them have received the management training whereas only 2 teachers were found who have received English training. While interview it has been found that all the head teachers have a positive attitude towards BRAC-PACE training. In response to this question what they think about the impact of this training on teachers' language skills development they replied positively.

One of them mentioned that,

“No alternate of training is possible to develop teachers' quality. You know that to ensure quality education in the school, there must be some quality teacher who will have the competency on four language skills. To make the teacher competent enough on these four skills, training is necessary for every teacher and BRAC is one of the best in providing quality training to secondary school teachers”.

4.4.2 Improvement in teachers' knowledge and language skills

In response to this question, most of them replied that after the training there is an improvement found in teachers' knowledge and language skills level. Most of the head teachers said that their English teacher was not competent enough for conducting an English class through communicative teaching approach before receiving the training. Their pedagogical skills were limited to traditional teaching method and they were used to with the grammar translation method. Their language skills were also not so developed to ensure quality teaching in the school. But after receiving the training the teacher became familiar with the new teaching-learning system, they learn how to teach in a communicative way. They learn about different teaching techniques and how to apply these techniques in the real classroom. They also learnt

how to use different supplementary materials to make the class more effective. Moreover through this training their language skills have been developed as they have learnt different activities regarding these skills and get an opportunity to practice them.

4.4.3 Changes in teacher's classroom practices

During the interview some of the Head teachers replied that they have found changes in teacher's classroom practices class so far. They mentioned that, "the teachers didn't use English as classroom language before receiving the training. They were not used to with different teaching techniques like group work, pair work, chain drill etc. But after receiving BRAC-PACE training, they became competent enough to deal with different techniques and classroom activities as well. They know how to deal with different types of students and more importantly how to make the class more interactive and communicative through communicative teaching". On the other hand, some of the head teacher thinks that after receiving the training though there is a marked change in teachers' knowledge and proficiency level but they utilize this only for their tuition and personal benefit. They hardly use their knowledge and skills in their classroom. They just conduct their class as they did it before the training.

4.4.4 Challenges in implementing teaching techniques

"There are a lot of problems that the teachers have to face in the classroom while applying different techniques" replied most of the Head teacher during the interview. According to them, the most common problem is the large class size and the seating arrangements. One of the Head teachers mentioned that,

"There are large no. students in all the classes in my school and the seating arrangements are not appropriate to conduct a class through the communicative approach. In most of the classes the classroom space is not enough to sit properly in the class. So, when to make groups it creates noise and due to lack of space it's not possible to make groups by the large no. of students. Even though when some tries to apply these techniques, due to the classroom settings the teacher from the adjacent classroom sometimes give complain not to make a noise. That's why sometimes the teachers avoid doing the group works in the class".

Again some replied that, it's actually quite difficult for our teachers to implement communicative language teaching approach in the classroom due to time constraints, student's fear of learning English, student's dependence on memorization etc. Besides these, some teachers are not competent enough to select appropriate materials according to their lesson content and utilize them properly in the class. Sometimes they avoid classroom activities as it takes too much time to maintain properly in a large classroom.

However, teacher's dependency on private tuition is also one of the major challenges in implementing the practice in the classroom. They are busy enough with their tuition and didn't get enough time to prepare properly for conducting a class effectively.

4.5 Diagnostic test

To identify the proficiency level of secondary school English teachers a diagnostic test has been administered. For this a cloze test has been chosen to test the overall language proficiency of the trained teachers. In this cloze test, a reading text has been given where every ninth words have been deleted to test the reading comprehensibility and other sub skills of the teachers. At the same time, teachers were supposed to write a paragraph through which their writing skills have been tested. The whole diagnostic test has been assessed by two respected teachers of BIL, BRAC University. The results of this test are described below.

There are two ways to mark the cloze test- either by accepting only the exact word that was deleted from the text or another by accepting any contextually acceptable answer. Here, for marking any contextually acceptable answer has been accepted. According to the scoring method that is used for evaluating reading comprehension, there are three categories and these are: First one is Independent level that refers to a score of 90 percent or greater marks. The second one is instructional level, that refers to a score of 75 percent to 80 percent marks and the last one is frustration level that refers to a score below 75 percent marks.

In this test, it has been found that among 10 trained English teachers, 5 teachers got 9 marks out of 10, 2 got 8 and the rest of 3 got 7 out of 10 marks. In the test analysis, it has been found that 50 % teachers are at the independent level. That means they can handle the materials independently and indicates good reading skills of this population. This also indicates that they can successfully handle all other similar circumstances beyond their classroom.

The two percent of teachers who got 80 % marks are at the instructional level. That means they are capable of comprehending the text material but they need some assistance or guidance from others. This score range on a language proficiency test indicate that the person need some form of supplemental second language instruction at a level depending on their actual scores.

The rest of 30 % teachers who got 70 percent marks are in the category of frustration level. This level indicates that the person cannot understand the material well. Their reading comprehensibility is not up to the level to understand the text material properly. This percentage of scoring indicates that the person needs some basic and intensive second language instruction. Finally, it can be considered that those teachers whose scores are on the ‘independent’ and ‘instructional’ level have a good command on reading skills and able to comprehend any types of reading text. On the other hand, the teachers who are on the frustration level need scaffolding to improve their reading skills.

There was a task of paragraph writing in this test to identify the writing skills and sub skills of the teachers. It has been administered by giving them a topic with some points that the teachers had to write from their point of view. Analytical scoring has been administered to identify the writing skills and other sub skills of writing. Scoring has been done by following a rubric done by the researcher and the scoring has been divided in four categories. The first one is Excellent that refers to 80 percent and above marks, the second one is good that refers to 70 to 79 percent marks, third one is average and refers to 60 to 69 percent marks and the last one is poor that refers to below 60 percent marks. The written paragraph has been assessed by two respected teacher of BIL, BRAC University.

From the written test, it has been found that 2 teachers out of 10 are on the categories of excellent. It indicates that they are competent in writing about any things by organizing the topic idea, content and maintaining the coherence and relevancy of the content. However, the other 5 teachers fall in the category of good that indicates that they have good knowledge on content, mostly relevant to the topic with occasional errors of spelling, paragraphing etc. Eventually, the rest of the teachers are on the categories of average and it indicates that they have some knowledge of subject and also some limitations in organizing the part of the paragraph. They also need to improve their vocabulary, grammatical structures and the relevancy of the content.

Chapter 5

Data Analysis

This research tries to find out the impact of BRAC-PACE English training on non-government secondary level English teacher's language skills development. BRAC initiated this program to enhance the capacity building of subjective teachers in the new areas introduced in the new curriculum. In this chapter, the data collected through the research tools are analyzed to answer the research questions. The results found from the tools including teachers' interview, administrative interview, FGD, Class observation and diagnostic test are combined together to find out a reliable answer to the research questions.

5.1 Changes in teacher's knowledge and language skills level

5.1.1 Introduce with the CLT approach

After introducing CLT in our education system, National Curriculum and Textbook board (NCTB) has introduced a new curriculum, English textbooks were designed newly and attempted to accommodate the expectations of the communicative syllabus and a revised teaching methodology for English Language Teaching at the secondary level. Communicative language teaching refers to both processes and goals in classroom learning. To introduce this new approach to the secondary level teachers BRAC-PACE has initiated the training in 2001. According to the teachers' interview this training helps a lot of secondary school teachers to introduce with the CLT approach. All of the teachers find that they became familiar with the new concepts in the curriculum, textbooks and the pedagogy of this approach. Every teacher believes that there is an improvement in teacher's knowledge in application of CLT in their teaching through this training. During the teacher's interview, most of the teachers' opinion was that they got acquainted with the four skills of English language and the ways how to deal with the different lessons and units of EFT in the real classroom scenario. Now they believe that they are capable enough to implement CLT approach in the classroom to make the class more interesting and effective. The same thing reflects during the interview taken of the Head teachers of the

respective teachers where they put their positive attitude and learning about CLT approach. So, it is clear that there is a change in the attitude of the teachers towards CLT through this training.

5.1.2 Classroom management

In Bangladesh it is found that most of the classes are large. Therefore classroom management is quite difficult for the teachers while applying CLT approach in a large class. According to the teacher, from the training they improve their ability of managing classroom based on time management. They learnt how to ensure the class activities by the students and wrap up the class within a limited time. It has been found from teachers' interview that teachers become confident in giving a clear instruction to involve learners in class activities. They got the idea to make a control over class and content and the application of teaching methods and techniques to fulfill the objectives of the lesson. According to CLT approach, to make the class interesting and participatory students' encouragement are necessary for the teachers. A higher motivation to learn can make the class learner centered than the traditional teacher centered class. Sometimes student don't feel interest to participate actively during the classroom activities. Then, teachers need to motivate and encourage them to make them participate actively. The teacher's replied that before the training they deal with the mistakes of the students directly. But from the training they have learnt how to deal with the mistakes of the students in the communicative approach. The training also gives them the idea of monitoring the class while doing the activities and helps them while necessary. So, from teachers' perception they have gathered more knowledge on classroom management from the training and it helps them to improve more while conducting a class.

5.1.3 Content knowledge

To become a quality teacher, a teacher must have the deeper knowledge on the lesson content. When the teacher have a great control over the content knowledge then it become easier for him to make the student understand the lesson very easily. The Textbook of secondary level has been redesigned according to the curriculum and it focuses more on CLT approaches. So, it was necessary for the non-government English teachers to introduce with the new curriculum and the textbook as well. In this regards, BRAC-PACE English training provides a great opportunity to the English teachers to get the content idea of the new English book. From this training, they

became familiarize with the different topic and how to teach these topic using different teaching learning activities in the classroom. During the interview, the teachers replied that the English training provides them microteaching that focuses on all four language skills. All the teachers' found it more beneficial for them as they get the chances to practice the teaching themselves by incorporating the language learning activities. While practicing they become more confident about the lesson content and implementing the knowledge in the real classroom.

5.1.4 Making Lesson plan

A lesson plan is a teacher's detailed description of the course of instruction for an individual lesson. According to most of the teachers, making a lesson plan is one of the first things in conducting a class. Through a lesson plan they actually plan what and how they will conduct a class with a group of students. During teacher's interview, most of the teachers replied that they used to make the lesson plan before the training in their own way. They don't have enough idea how to prepare a lesson plan properly. In the training they have learnt about the steps to develop a quality lesson plan, how to make the lesson plan depending on the content of the lesson. They have found it more effective when they use to prepare the lesson plan to conduct a lesson in their real classroom after the training. According to the teachers, the lesson plan actually helps them to teach systematically and effectively.

5.1.5 Integrating four language skills

English is a compulsory subject in Bangladesh at the secondary level and its aim is to develop cognitive skills of the pupils, to understand different cultures, languages as well as to develop communicative skills. The new curriculum is introduced with a communicative approach of teaching and learning English in Bangladesh. The new textbooks provide learners with a variety of materials such as reading texts, dialogues, pictures, diagrams and other activities etc. These materials have been designed and developed to practice the four basic language skills (reading, writing, listening and speaking). During the teacher's interview most of the teachers mentioned that through this training their language skills have been improved much than before. According to them they practice only the reading and writing skills to some extent in the class. Hardly they practice speaking skills as they were not confident enough and somewhat feel shy to utilize this. However, they never practice listening skills in the real classroom due to the lack of

supplementary listening materials and lack of knowledge in technology as well. The same complement mentioned by the students during FGD and by the Head teachers during interview. Almost all the teachers think that their language skills have been developed through the training as they get the chances to integrate all four skills in their teaching. They have learnt the use of different teaching materials depending on the language skills activity. They practiced how to integrate the language skills through microteaching. That is why the teachers along with the Head teachers and student think that their language skills level has been developed than the before and it actually reflects on their teaching.

5.1.6 Different teaching techniques and language learning activities

According to CLT approach, the teachers are asked to use different teaching techniques and methods to make the class interactive and interesting to the students where the students will learn through comfortable and friendly environment. During receiving training provided by BRAC-PACE program the teachers were introduced with different teaching techniques and activities to make the class interesting, interactive and learner-friendly. In teachers' interview, the teachers replied that before the training they generally use the traditional grammar translation method in our class and the class was more lecture based. But, through this English training provided by BRAC-PACE they became familiar with different teaching techniques like pair work, group work, chain drill, elicitation, discussion, question-answer, role play etc. Actually the training helps them to make the class interactive more by using these techniques. They have learnt how to apply these techniques according to their lesson content. Similarly, they have got the ideas of using different language learning activities like teaching vocabulary, making dialogues, story writing, paragraph writing, fill in the gaps, etc.

5.2 Compatibility of existing classroom with the objectives of the training

5.2.1 Classroom language

After the introduction of communicative language Teaching and developing the English textbooks, the English teachers are expected to use English as the classroom language so far. In the PACE English training teachers are requested to use English as a medium of teaching and the way of communication with others. Though in CLT approach fluency is preferred more than the

accuracy, but it is still not practiced by most of the teachers at secondary level. During teacher's interview, most of the teachers replied that they use English in conducting their class and also communicating with their students. Some other mentioned that they use both English and Bangla in their classroom while teaching. During FGD, students also mentioned that most of the time teachers use English in their class but sometimes to make them understand properly they use Bangla. But the real scenario found quite different to the expectations during class observation. Very few teachers use English as their medium of teaching and they are not competent enough in speaking English to some extent.

5.2.2 Teacher's motivation and reaction

According to behaviorist theory of learning "encouragement" plays a great role to inspire the learners to learn and it is a part of teaching-learning process through CLT approach. Teachers are supposed to give motivation to their students to make the class lively and active. Teachers should introduce all new activities carefully and explain how they can help students improve their English skills. Creating activities that relates with the real communication can enhance motivation. Similarly, giving positive feedback also help to make the students motivated. During class observation most of the teachers found introducing the activities interestingly and motivate them by creating an interest of doing the activities. Some of the teachers involve the students in class activities and help them doing the activities by motivating them. According to the students, their teacher motivates them in their learning by encouraging questions from them and responding to the answer positively. So, it can be said that trained teachers play a supportive role in motivating their students and engaging them in different activities.

5.2.3. Interaction between the teacher and the students

In traditional grammar translation method teacher's role had been authoritative. Students depends more on their teachers and their role had been by no means passive and a kind of inactive. But in CLT focused language class the teacher act as facilitators and behave friendly with the learners that ensure a supportive and non-threatening classroom environment. In CLT, teacher only gives the instruction then the learners do the work according to the instruction given by the teachers. The learners can do the classroom activities through different learning activities like pair and group discussion; asking questions to the teachers and the peers, etc. This creates

ultimately a good interaction between the teacher and the students and among the students as well. In a CLT classes the learner will interact more than the teachers as it work as the learner-centered classes and the learners will have ample scope to use/practice the target language among themselves during the classes. In BRAC training it is also guided to the teachers to ensure ample scope to the learners for practicing language in class. During the classroom observation it has been found that most of the teachers interact with their students through different classroom activities, asking questions and the teacher give them the scope to communicate in English. However, a few of the teacher was found not so much interactive with their students. They only pay the attention to the students sit in front of the class and respond frequently to the teacher's questions, but that is not compatible with the purposes of the training.

5.2.4 Practice of language skill

English ability is reflected through visualizing four skills, reading, writing, listening and speaking. English is a fundamental subject from the 1st in the school, is very important. During class observation it is found that among the four skills, listening and speaking were the mostly ignored in the classroom. Reading and writing skills are practiced in the classroom so far. Though the teachers get acquainted with all language skills and different activities on these skills, they do not practice the four skills in their classroom and so their students. They focus more on the two skills and their students also feel comfortable practicing these two skills. Though there are a lot of scope to practice the speaking skills only a few teacher was found to practice this skills in their class. Moreover, the listening skill is totally avoided in the classroom due to the lack of the supplementary teaching materials and lack of using technology. Thus, it was apparent that these four skills were not practiced in the existing classroom completely.

5.2.5 Different teaching techniques and Classroom activities

In BRAC- PACE English training all the trained teachers are asked to apply different techniques and activities according to their lesson content. In teacher's interview the teacher mentioned that they have learnt how to apply the techniques and different activities on language skills in CLT approach. But, according to the classroom observation, it was noticed that a significant number of teacher followed a discussion methods and question-answer method; few teachers followed pair work, group work, chain drill etc. It was noticed that these all methods were not followed by

any teacher completely. Most of the teachers use fill in the blanks, multiple choice, true/false, paragraph writing etc. as classroom activities. A few of them involve the students in doing dialogue writing, role play, elicitation etc. Most of the teacher found doing the activities within a short time and that's why they didn't respond properly to the student's answer.

5.2.6 Teaching materials

Teaching materials acts as an important tool in a classroom. Teaching materials constitute an important part of teaching English effectively. In communicative language teaching, teachers use not only the textbook but also some supplementary materials such as newspaper, realia, pictures, audio-visual materials etc. But unfortunately it is found that most of the teachers did not use or follow lesson plans, proper teaching materials while conducting a class. In classroom observation, most of the English teachers during their class did not use textbook in their class. Instead they use notebook or test papers for preparing the suggestions for their students. They have also seen using a comprehensive grammar book to teach comprehension part, grammar, paragraph etc. From the class observation it has been found that very few teachers use realia, pictures, charts etc as supplementary teaching materials to make the lesson interesting and attractive to their students whereas most of the teachers conduct their class without using any of it. This is no more compatible with the purpose of the training and ultimately affects the teaching learning process.

5.3 Challenges in implementing language skills

With a view to make our students enable to use English in their real life situation Communicative Language Teaching (CLT) has been introduced in our Education system. But after the introduction of communicative English in the secondary level how much change in teaching and learning English has taken place remain a question. The new English curriculum has been redesigned and the textbook has been produced in the basis of four skills namely reading, writing, speaking and listening. Different trainings are being provided to make our teachers acquainted with the four skills and the ways how to deal with the CLT approach in the real classroom. Teachers are made acquainted with different teaching techniques and activities and trained teachers have already developed their skills to deal with the new thing. But still there are some challenges in implementing the techniques and practice all language skills in the real

classroom. Some of the challenges that the teachers face in implementing the techniques are described as follows:

5.3.1 Classroom environment and seating arrangement

The seating arrangement of most of the school is not appropriate for implementing different CLT techniques in the classroom. All the teachers and Head teachers along with their students have given the same opinion. According to all of them, the space of the classroom is not enough for a large no. of students and they had to sit in a congested environment. In most of the schools the benches are attached with the table. It's not possible to move the table to make a circle while doing the group works. That's why the teacher avoids applying this technique in their class. Besides this, the classrooms are so adjacent to one another that it creates noise and sometimes teacher gives complain against the class. So, that really affects the teaching learning environment of the classroom.

5.3.2 Large class size

In most of the non-government secondary high school, there is a large no. of students in each class. The no. of students is 60-70 in average per class. So, this is a great challenge for the teachers to handle the large class. Most of the teachers mentioned that they have to speak more loudly to reach to the students of last benches. Due to large no. of students it is not possible to monitor the whole class properly and some students lose their concentration and start gossiping while doing the class. According to students, they feel the class noisy due to a large no. of students. Some students do not participate actively in class activities as their teachers don't have enough scope to monitor all the students and sometimes they engage in talking with others.

5.3.3 Lack of students response

The most important characteristic of CLT approach is that the class must be learner centered class. That means the teacher acts as a facilitator and all the students participate actively in the class. But in real classroom it is seen quite different. Most of the teachers mentioned that their students are not regular in their class. So, if they miss the class then it becomes impossible to respond in the following class and it is quite time wasting for the teacher to review the class for

that students. Again, due to large class size some students can't hear the teacher's instruction properly and they don't feel interest in participating the activities.

5.3.4 Students' fear of English

English is used as a second language in our country. As it is not our mother language, most of the students of our country have the fear of English. According to most of the teachers, it is quite difficult to practice all the skills and implement CLT approach techniques in the classroom due to student's fear of English. They mentioned that most of the students of rural area are afraid of English and they are not familiar with the English words, spelling and pronunciation. They also feel shy to response in English. So, whenever they are introduced with a new word they became afraid and show disinterest to it. It seems difficult for them to pronounce the English words and they are not agreed to response or practice the skills in the classroom.

5.3.5 Time constraints

In the higher secondary schools there are a few English students in each school and the no. is no more than 2 or 3. On the other hand, there is a large no. of students in each class. The class duration is 40-45 minutes per class. According to all the teachers and the Head teachers of this research area, it is quite difficult for a teacher to maintain a class in communicative approach within this short period. Because the communicative techniques involves many learning activities and the time is not enough to apply these techniques properly with the large class size. Again, the teachers are supposed to take at least 4/5 classes per day and it is also a challenge for the teacher to prepare them for a class and maintain all the techniques and activities in the class effectively.

5.3.6 Shortage of teaching materials

Teaching materials are one of the important parts of teaching. Teachers can use different types of teaching materials along with the textbook. For example, realia (real life objects), pictures, charts, audio-visual CD, handmade materials etc can be used as a supplementary teaching materials. These teaching materials help the students to learn anything very easily. Through these materials the teacher can make the class more interesting and attractive. But there is a shortage of these materials in the schools. Teachers use only the textbook and guidebook as their teaching

materials. Very few of the teachers sometimes use pictures, charts realia etc. But that is not enough. To make the language activities interesting and easier for the students these materials are important. Due to lack of audio-visual materials and technology, listening skills are not practiced at all in the class. Moreover our teachers are not interested enough in making their own materials according to their lesson as it takes time to prepare these materials.

5.3.7 Lack of teachers' language proficiency

To ensure quality teaching at secondary level English teacher must have the ability and quality of all four language skills to give an English class effectively and communicatively. But in this level of education the teachers who teach English in most of the cases don't have English background. That's why our English teachers are not competent enough to deal a class in CLT approach. The weakness created in this level remains long and its practical effect is recognized in every step and field of student's life. From the teacher's interview and class observation it has been found that the lack of teacher's language proficiency is one of the major challenges in implementing the techniques in the class. Because of lack of speaking proficiency our teachers don't feel comfortable to conduct the class in English. Again, the vocabulary stocks are not adequate enough both for the teachers and the students to communicate properly.

Chapter 6

Conclusion

Teachers' training is a continuous process of teachers' professional development. In Bangladesh, the opportunity of teacher's training for rural secondary school teachers' are not adequate enough. From that point of view BRAC-PACE English training provides a great opportunity for the non-government English teacher to improve their pedagogical and language skills and ensure a quality teaching at the secondary level.

The main purpose of the study is to find out the impact of BRAC-PACE English training on non-government secondary English teachers' language skills development. From the study it is found that the rural English teachers have improved their pedagogical and language skills so far through the English training. Most of the teachers are doing well in their teaching as a result of receiving training from BRAC-PACE which works for enhancing teacher's quality of teaching through teacher's professional development.

This research study aimed at identifying the changes in teachers' knowledge and language skills level, the compatibility of existing classroom practices with the objectives of the training and the challenges of implementing these skills in the real classroom. To conduct this study, ten FGD with 100 students, interview with ten English teachers and ten Head teachers, class observation of ten English teachers and a diagnostic test have been done. The findings of the research have been arranged separately according to the research tools. This is a qualitative research and the results obtained from the research analyzed carefully to get more reliable answers for the research questions.

It is hoped that the study has been able to provide a general picture of the training program and its impact as well. Throughout the study, it has been found that BRAC training has a great impact in teacher's language skills development. From the research findings it can be said that the rural English teachers have improved knowledge, pedagogical and language skills after receiving the training. Most of them are doing better in teaching and working as a master trainer for BRAC training program and also for the Government training projects. The Head teachers and the students also think that they have improved their language skills than the before. From

the diagnostic test it is also proved that most of the trained teachers are competent enough in four language skills though they need to practice the speaking and listening skills more.

Since the English teachers are competent enough in their pedagogical and language skills still there has been a little evidence of compatibility of existing classroom practices with the objectives of the training. From the triangulation of teachers' interview and class observation, the difference is quite visible. Moreover, most of the head teachers agreed with the scenario that the teachers have developed their language skills and got the idea of teaching learning process but they do not apply their knowledge and skills in their existing classroom to a great extent.

This study also identifies some challenges that hinders in implementing these techniques and language skills in the real classroom. It is hoped that if the challenges can be overcome by the teachers and the respective persons then there will be no problem in implementing CLT approach and different teaching techniques and activities in the classroom.

Bibliography

- Baseline Survey of Secondary School English Teaching and Learning, (1990). In Rahman, et al. (Eds.) Effect of BRAC-PACE training on English language teachers of rural Non Government secondary schools. *Education*. BRAC research report, Dhaka.
- Banu, R., & Sussex, R. (2001). English in Bangladesh after Independence: Dynamics of Policy and Practice. In B. Moore (Ed.), *Who's Centric Now? The Present State of Post-Colonial Englishes* (pp. 123-157). Oxford: OUP.
- Billah, M. (2014). *CLT & ELT In Bangladeshi Context* . (1st ed.). Dhaka, Bangladesh : Murdhonno
- Brown, H. D. (2000). Principles of language learning and teaching. (4th ed). *Englewood Cliffs NJ*, Prentice Hall Regents.
- Brown, H. D. (2001). *Teaching by Principles: An interactive approach to language pedagogy*. (2nd ed). New York, Longman.
- Chowdhury, R. & Kamal, M. (2014). *Balancing conformity and empowerment: the challenges of critical needs analysis in an EAP course at Dhaka University*. Rotterdam: Sense Publishers.
- Chowdhury, R., & Farooqui, S. (2011). *Teacher training and teaching practice: the changing landscape of ELT in secondary education in Bangladesh*. In English Language Education in South Asia: From Policy to Pedagogy.
- Davis, P., & Pearse, E. (2000). *Success in English Teaching*. Oxford: Oxford University Press.
- Guskey, R. (2000). *Evaluating professional development, 16*. Thousand Oaks, CA: Corwin Press.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language Learning*. Rowley, Mass: Newbury House.
- Gardner, R. C. (1985). Social psychology and Second Language Learning: *The role of attitudes and motivation*. London: Edward Arnold Publishers.
- Hargreaves, A., & Fullan, M. G. (1992). Introduction. In Hargreaves, A., & Fullan, M. G. (eds.) *Understanding Teacher Development*. New York: Teachers College Press, Columbia University: pp 1-19.

- Harmer, J. (1991). *The Practice of Language Teaching*. (3rd ed). UK: Longman Publishers.
- Harmer, J. (1995). *Taming the big 'T': teacher performance and student satisfaction*. In Al-Magid, M. A. A. (Eds.). *The effect of teachers' attitudes on the implementation of the communicative approach in ESL classroom*. University of South Africa.
- Holliday, A. (1997). Six lessons: Cultural continuity in communicative language teaching. In Al-Magid, M. A. A. (Eds.). *The effect of teachers' attitudes on the implementation of the communicative approach in ESL classroom*, (pp. 37-40). University of South Africa.
- Matin, Z. N. (2011). Speaking Assessment at Secondary and Higher Secondary Levels and Students' Deficiency in Speaking Skill: A Study to Find Interdependence. *Stamford Journal of English, Vol- 7*, 234-251.
doi: <http://dx.doi.org/10.3329/sje.v7i0.14476>
- Majid, I. A. N. M. (2007). Effective Strategies for Developing Student-centered Speaking Proficiency. *Journal of the Institute of Modern Languages*, Dhaka University.
- McDonough, J., & Shaw, C. (2003). *Materials and Method in ELT*. (2nd ed). United Kingdom: Blackwell.
- Ministry of Education. 2010. *National Education Policy 2010*. Dhaka: Ministry of Education.
- PACE (undated). *A Brief Introduction on PACE Initiatives*, Dhaka: Post-primary Basic and Continuing Education (PACE), BRAC.
- Podder, R. (2013). *English Aural-Oral skills assessment policy and practices in Bangladesh secondary education*. In *Research and Educational Change in Bangladesh*, ed. Janinka Greenwood, John Everatt, Ariful Haq Kabir, and Safayet Alam, 53–67. Dhaka: Dhaka University Press.
- Roshid, M. M. (2014). *Pragmatic strategies of ELF speakers: a case study in international business communication*. In *Enacting English Across Borders: Critical Studies in the Asia Pacific*, ed. Raqib Chowdhury and Roby Marlina, 45–71. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.
- Saraswathi, V. (1995) . Teacher Development through Learner Textbooks . *The Language curriculum Dynamics of Change, Vol. 2*, 39-43.

- Scott, A., & Ytreberg, L. *Teaching English to Children*, London New York: Longman.
- Seraj, P. M. I., & Mamun M. A. A. (2011). Speaking and Listening Practice in English Language Learning through Communicative Language Teaching at HSC Level. *Online journal of G-Science Implementation and Publication*. Vol. 2, 7-12.
- Shohel, M. M. C. (2008). *Transition from the nonformal to the formal education system in Bangladesh: An exploration of the challenges students face*. Unpublished PhD Thesis, The University of Manchester, UK.
- Shohel, M. M. C., & Howes, A. J. (2008). Informality of teaching and learning in nonformal schools: Sociocultural processes as mesosystems of student development. *Education 3-13*, 36(3), 293–309.
- Yates, C. (2007). *Teacher education policy: International development discourses and the development of teacher education*. Paris: UNESCO.
- Tomlison, B. (2012). *Materials development for language learning and teaching*. *Cambridge Journals*, 45.2, 143-179. doi: 10.1017/S0261444811000528
- Wenger, E. (1998). *Communities of practice: Learning meaning and identity*. Cambridge: Cambridge University Press.

Appendices

Appendix A

Class observation Checklist

Impact of PACE-English training on non-government secondary level English teachers' language skills development

Name of the school :

Date :

Class :

Time :

Upazilla :

District :

Total students :

Today's attendance :

Classroom structure and environment:

	completely	mostly	Some what	Little bit	Not at all
The classroom is spacious enough for the no. of students					
Classroom was well ventilated					
Classroom facilities- well equipped and furnished					
Seating arrangement is suitable for different activities					
Classroom atmosphere was positive and unstressed					
Comments					

Classroom management:

	completely	mostly	Some what	Little bit	Not at all
Teacher maintained the class time					
Instruction was given clearly					
Sufficient time was given to the students according to the activities/tasks					
Have content knowledge and manage the class					
Control over the teaching methods and techniques					
Medium of teaching was English					
Teacher deals with the errors					
Teacher relates the task with the objectives of the lesson.					
Pays attention to all students of the class.					
Comments					

Teaching materials :

	completely	mostly	Some what	Little bit	Not at all
Teacher prepared Lesson Plan					
The content was relevant to the lesson					
Teaching materials were used following proper sequence					
Teaching materials were appropriate according to the students level					
Teacher use the textbook					
Uses other supplementary materials (audio CD, poster, picture, own made materials etc.)					
Comments					

Teaching techniques and activities :

	completely	mostly	Some what	Little bit	Not at all
Use of techniques e.g. pair/ group work, chain drill etc.					
Transition from one place to another was relevant					
Defines new or unfamiliar terms with examples					
Asks if students understand before proceeding to next topic					
Teacher involves students in different activities (drills, grammar exercises, paragraph writing, etc.)					
Teacher incorporated four language skills in the class					
Teacher monitored the class during teaching					
Comments					

Students' responses

	completely	mostly	Some what	Little bit	Not at all
All students are engaged and active throughout the class					
Students felt comfortable with the teacher					
Students liked pair/ group works					
Students asked teacher if they faced difficulties					
Students were interested to interact and respond in English					
Comments					

Interaction patterns

	completely	mostly	Some what	Little bit	Not at all
All students are engaged and active					
Students felt comfortable with the teacher					
Teacher actively encouraged students' questions.					
Waited sufficient time for students to answer questions					
Responded appropriately to student questions.					
Teacher's talking time was appropriate					
Comments					

Appendix B
Interview with trained teacher

Impact of PACE-English training on non-government secondary level English teachers' language skills development

Designation:

Age: ____ years Gender: Female/ Male

Teaching experiences: _____ (in year)

Training received : Yes/ No

Module I :

Training venue : Date :

Module II :

Training venue : Date :

Trainings other than BRAC –PACE :

1. Have you received any English training from BRAC-PACE/Others? Yes/No. Mention the name.
2. Do you think BRAC-PACE/others training help you to develop your knowledge and language skills in teaching English? yes/ no, then why?
3. Do you use the handout (BRAC-PACE training handout/others) sometimes? If you do, then which part and why that part(s) of handout is useful to you? If you do not use it, then why?
4. Do you prepare lesson plan? Yes/no, why? Why do you need to prepare it?
5. Do you use any method /technique you have learned from the training? If yes, which are they?
6. Do you use any supplementary teaching materials in the class? Yes/No then why?
7. Do you make any correction of your student's mistake? Yes/No then How?
8. What are the challenges do you face in your English class? How do you solve them?
9. Mention at least three drawbacks and three positive side of the BRAC-PACE training. How those drawbacks can be overcome?
10. What more do you expect from the BRAC-PACE English training?

Appendix C

Students' Focus Group discussions

1. What language do your teachers use in the classroom? English or Bangla or both while conducting an English class?
2. To what extent English is used in the classroom?
3. What kind of materials does your teacher use in the classroom? Mention.
4. What types of activities or tasks do you do in your English class? (grammar exercise, paragraph writing, dialogue writing etc.)
5. Does the teacher make any correction of errors? If yes then how does he/she do it?
6. What teaching techniques does your teacher use in giving lessons? (Group work, pair work, chain drill)
7. To what extent you practice English in the classroom? Does your teacher help you in doing this? If yes, how?
8. Have you found any changes in the aspects of teaching recently? (Reading, writing, speaking, listening)
9. Does your teacher help to improve your language skills (Reading, writing, speaking, listening)? How?
10. What is your attitude towards English? Positive/negative, Why?
11. Which part of the teaching is more attractive to you? Why?
12. What are the problems (if any) do you face in your English class?

Appendix D

Administrative Interview

Impact of PACE-English training on non-government secondary level English teachers' language skills development

Designation :

Age: ___ years Gender: Female/Male

Teaching experiences: _____ (in year)

Training received : Yes/ No

Name of the training:

Duration :.....

1. Have you received any English training from any organization? Mention the name.
2. How many English teachers do you have in this school? How many English classes does an English teacher conduct in a week?
3. Do you allow your teacher to receive BRAC-PACE/others training? Yes / no, then why?
4. Do you visit teacher's English class in your school? If yes, how often?
5. Did you find any improvement in teacher's professional knowledge and skills after receiving the training?
6. Did you find any differences in your teachers' classroom practices after receiving the training? Explain.
7. Do your teachers use any method /technique that they have learned from the training? If yes, which are they and what are the challenges they face in applying them?
8. Do your teachers make lesson plan? Yes/No. If they don't, do you suggest your teacher to make a lesson plan? Why do they need to prepare a lesson plan?
9. Mention at least three drawbacks and three positive side of the BRAC-PACE training. How those drawbacks can be overcome?
10. What more do you expect from the BRAC-PACE English training?

Appendix E
Diagnostic Test

Time: 30 minutes

Name :

Name of the School :

Upazilla :

District :

Age :

Teaching Experiences :

Test items	Marks distribution	Obtained marks	Remarks
A. Reading	10		
B. Writing	10		
Total marks	20		

Participant's signature:

A. Reading Comprehension**(10 marks)**

[In the following passage every ninth word has been deleted. Please put the words to fill in the blanks. Write only one word in each blank. Spelling mistakes will not be marked wrong]

Engaging students is a vital issue that we have to face regularly. This is a very important issue for a 1)..... now a day. We teach using the modern 2)..... and also by traditional process. But we are 3)..... to change both the processes including different teaching 4).....to make teaching and learning more effective and 5)..... Technology supported classes are more interactive. Lectures become 6)..... effective when projector and PowerPoint is used to 7).....the lecture. Moreover, as multimedia projector is used 8).....materials are visible from 9)..... corner of the class and the teacher gets 10)time to concentrate to the students. There is no option for the students to miss the important points.

B. Writing**(10 marks)**

Write a paragraph in 150 words on the undesirable consequences of population growth in Bangladesh by developing your point of view and focusing on the following aspects:

-Decline in death rate

-Better medical facilities

-Degradation of environment

-Rise in unemployment

Rubric for Evaluation of the Paragraph

Organization

3. Highly organized with a topic sentence, detail sentences in a logical order, and a concluding sentence. ; Well linked and clear progression of ideas.
2. Well organized with a topic sentence; links could occasionally be clearer but communication not impaired.
1. Some lack of organization; little or no attempt of connectivity and re-reading required for clarification of ideas.

Task response

3. Fully responses all parts of the task given with well supported ideas and examples.
2. Well responses with most of the parts given with an accepted idea.
1. Barely responses to the task with a good attempt but unfinished.

Grammar

2. Few noticeable errors of grammar structure and punctuation.
- 1.5. Adequate range of structure with some grammar and punctuation error.
1. Limited range of structure with faulty grammar and punctuation.

Vocabulary

2. Uses wide range of vocabulary and idioms that express the ideas clearly.
- 1.5 Sufficient use of vocabulary and idioms, expression of ideas hardly impaired.
- 1 Limited use of vocabulary and idioms that clearly hinder the expression of ideas.

Scoring

- **Excellent:** 8 to 10 marks
- **Good:** 6 to less than 8 marks
- **Average:** 4 to less than 6 marks
- **Poor:** less than 4 marks