

BRAC Research Report

September 2006

Effect of BRAC-PACE Training on English Language Teachers of Rural Non-Government Secondary Schools

Arifa Rahman
Md. Mahbubul Kabir
Rifat Afroze

**Effect of BRAC-PACE Training on
English Language Teachers of Rural Non-Government
Secondary Schools**

**Arifa Rahman
Md Mahbubul Kabir
Rifat Afroze**

September 2006

Research and Evaluation Division
BRAC Centre, 75 Mohakhali, Dhaka 1212, Bangladesh
E-mail: research@brac.net, Web: www.bracresearch.org
Telephone: 9881265, 8824180-87

For more details about the report please contact: kabirdubd@gmail.com

Teachers don't merely deliver the curriculum. They develop, define it and reinterpret it too. It is what teachers think, what teachers believe and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people get. Growing appreciation of this fact is placing working with teachers and understanding teaching at the top of our research and improvement agendas.

(Hargreaves and Fullan 1992: ix)

CONTENTS

Acknowledgements	i
Abbreviations	ii
Abstract	iii
I. Setting the Scene	
A. Introduction.....	1
B. English Language Teaching: Background.....	1
C. Standards of English at Secondary Level	1
D. Recent Attempts at ELT Reform	3
E. Orientations to Communicative Language Teaching (CLT).....	3
F. The Prevalent Educational Culture	4
II. The Study	
A. The BRAC-PACE programme	5
B. Objectives of the Study	6
C. Research Questions	6
D. Research Methodology	6
E. Data Collection Process	6
F. Quality Control in Data Collection	8
G. Limitations of the Study	8
III. The Findings	
A. Quantitative Findings	9
B. Qualitative Findings	18
IV. Discussion : Implications for Training	
A. A Mixed Picture	29
B. Adopting a Macro Perspective: recognising some crucial factors	30
C. Recommendations: the need for broadening parameters	33
D. Summary and Conclusion	35
V. References	36
VI. Annexures	37
VII. Appendices	41

ACKNOWLEDGEMENTS

Undertaking an educational study covering several regions would be impossible without a variety of assistance from different sources. We would therefore like to express our deep gratitude to the PACE team at BRAC-BEP for their cordial support in this research project. We would particularly like to thank Imran Matin, Director of RED, and Safiqul Islam, Director of BEP for their interest, support and encouragement. We would like to thank Samir R Nath, Senior Research Fellow of RED, for his continuous attention in this study. Special thanks go to the six research assistants, Himel Sanjib Kisku, Anupom Chakraborty, Mark Sudhin Das, Md. Abdul Khalek, Md. Rabiul Alam, and Md. Sajjad Halim whose hard work has made this work possible within the stipulated time.

We are grateful to those in BRAC who attended the proposal and findings presentation sessions of this research and shared their valuable thoughts and views with us. Thanks are also due to the PACE staff working in the fields including Mr. Ataur Rahman, Ms. Bivha Rani Sarker, and Mr. Sanjib Kumar Ghosh who helped in many difficult situations during our fieldwork. We appreciate greatly the drivers of the vehicles who took us to distant areas of Bangladesh sometimes on not too comfortable roads. We would also like to thank Sharmina Bashir, Goutam Roy, Anwar Hossain at RED particularly for their help and inspiration. Thanks also to Abdul Mannan Miah, Syed Suaib Ahamed for their continuous support. Finally we would like to express our gratitude to Hasan Shareef Ahmed for editorial support.

ABBREVIATIONS

AT	Assistant Teacher
AHT	Assistant Head Teacher
BIAM	Bangladesh Institute of Administration and Management
BELTA	Bangladesh English Language Teachers Association
BTARC	BRAC Training and Resource Centre
CLT	Communicative Language Teaching
ELT	English Language Teaching
EFT	English for Today
ELTIP	English Language Teaching Improvement Project
FSSAP	Female Secondary School Assistance Project
FGD	Focus Group Discussion
HT	Head Teacher
NAEM	National Academy for Educational Management
NCTB	National Curriculum and Textbook Board
OSSTEB	Orientation of Secondary School Teachers for Teaching English in Bangladesh
PACE	Post Primary Basic and Continuing Education
PAS	Pedagogy, Attitude and Skill (Test)
PST	Project School Teacher
RED	Research and Evaluation Division
RT	Resource Trainer
SESIP	Secondary Education Sector Improvement Project
SSC	Secondary School Certificate
TM	Traditional Method
TQI	Teaching Quality Improvement Project
TT	Teacher Trainer
TTC	Teacher Training College

ABSTRACT

This study investigated the effect of the BRAC-PACE training programme of English language teachers of rural non-government secondary schools. Introduced in 2001, it aims to enhance capacity of English teachers to help them cope with the demands of the revised curriculum. The study examined the change in the teachers in terms of their pedagogic skills, language skills development, knowledge about communicative language teaching (CLT) and their attitudes towards this new approach. The relevance of the training and the existing challenges were also investigated. The study findings point to a mixed picture. Positive signs are apparent in a general improvement on some particular issues but there are variations across districts and across age, gender, experience, and educational level of the groups. In spite of a general improvement in teachers' knowledge about CLT and the skills involved in its application in the classroom, there is little evidence of much difference in the existing classroom practices of trained and non-trained teachers. More importantly, students are not being affected very much. Although most teachers perceive the training programme and the materials both relevant and useful for their professional development, they do not believe that CLT can be effectively applied in the classroom settings of the rural schools, thus implying a set of ingrained beliefs which influence teachers' attitudes and behaviour in classroom. An understanding of *cognition*, *context* and the prevalent *educational culture* needs to be incorporated into the programme. *An interaction* with trainee-teachers' perceptions and attitudes is likely to enable them to engage with and make sense of the training process. The issue of re-casting ideas within one's own frame of reference in order to suit the local culture is emphasised.

I. SETTING THE SCENE

INTRODUCTION

The need for quality education is steadily being recognized as a prerequisite to human development and economic growth. As a result, individual governments, international agencies and non-government organizations are investing increasingly large amounts in the expansion and improvement of educational provisions. In spite of constraints on resources, there are concerted attempts in the developing world also, to provide opportunities for effective education.

Since the eighties, amongst the variables in educational improvement, the teacher has been considered as being of utmost importance and there has been a strong focus on the professional development of the teacher (Hargreaves and Fullan 1992). Thus, the need for an effective provision to initiate, develop and sustain teachers through an appropriate process of intervention and training is gradually being accepted as amongst the highest priorities of educational planning and practice.

ENGLISH LANGUAGE TEACHING: BACKGROUND

Since independence in 1971, a strong nationalistic fervour amongst a linguistically homogenous population swept English into the background in favour of the first language, Bangla. Overnight all schools were ordered to use the Bangla medium only, although English remained as a compulsory paper at the secondary school level. All tertiary institutions which had hitherto operated in English were directed to teach and test in Bangla. How successfully this was carried out, or if at all, the mandate was fully followed, is another issue. The fact remains that there was no clear policy of phasing the English language out.

English went underground but kept up a furtive existence. Since the early 1980s, however, a realisation of pragmatic and global needs has caused English to resurface. Perspectives and orientations towards English reached new dimensions with recent developments in the private sector, the boom in multinational business and trade and the mushrooming of private English-medium universities (fifty-six registered at present). This pressure of market forces has been a potent factor in the growing emphasis on the need for English.

With a steady turnaround in attitudes during the 1990s, there has been great concern regarding the overall poor standards of English. Four major studies (*Report of the English Teaching Task Force* 1976, Rahman, McGinley and McGinley 1981, University Grants Commission Report 1988, *Baseline Survey of Secondary School English Teaching and Learning* 1990) clearly indicated that standards of English were dismally low among students. In addition and perhaps more significantly, two of the studies pointed to the low proficiency of English amongst teachers.

STANDARDS OF ENGLISH AT SECONDARY LEVEL

The first extensive study into the proficiency levels of English was carried out by the English Teaching Task Force (1976). A large sample study of Classes 9 and 12 at 45 schools and colleges was carried out on the basis of proficiency tests. It found that at Class 9, students were

2 years behind the level assumed in the course-books while at Class 12, they were 4 years behind. Rahman, McGinley and McGinley (1981) also found a 4-year lag in English proficiency among students entering tertiary education. The UGC report (1988) also found a wide gap between proficiency needed to successfully perform at tertiary level and those actually achieved at the end of the higher secondary stage.

The 1990 Baseline Survey of 1400 students at 20 schools in different parts of the country showed no improvement in spite of the fact that English had been made compulsory at primary level since 1976 and new textbooks had been introduced at all levels. Proficiency tests administered to Classes 6 and 8 students based on language items covered in the prescribed textbooks at those levels showed a general failure to reach the required standards. A summary of the findings are given below:

1. In all three categories of schools visited (government, private urban and private rural), the majority of students are not attaining satisfactory levels of proficiency, as measured against the requirements of the syllabus and textbooks in use.
2. The situation is particularly serious in the non-government rural schools, where over 95% of the students in Class 6 and 8 are failing to reach the expected standards of proficiency. In addition, over 70% of these students at Class 6 and 80% at Class 8 have a command of the language being taught which is close to non-existent.
3. Given these results, it is almost inevitable that the weaker students (i.e. the vast majority) will fall progressively further behind as they move up through the school. The lower scores achieved at Class 8 than at Class 6 suggest that this is happening.
4. The situation is a little better in the government schools, but even here, over 50% of the students are failing to reach the supposed standards at Class 6, and at Class 8, 75% appear to be falling behind.
5. In the Teacher Training Colleges, the majority of trainees (80%) cannot be considered proficient as teachers in material taught at Class 8 (i.e. they scored less than 75% on the class test), yet they are expected to teach up to Class 10. Of these trainees, over a quarter are failing to reach the minimum level of proficiency (50%) required of the students.
6. The results indicate continued low levels of English language proficiency throughout the secondary school and teacher training levels. In the non-government rural schools, the situation can only be described as desperate.

(Baseline Survey of Secondary School English Teaching and Learning 1990: 24)

Poor standards of English extended to the teachers too, given their lack of training and competence and has been regarded a major cause for the overall situation. Indeed the 1976 Task Force Report had stated that only 15% of English teachers were capable of teaching up to Class 10 and, 14 years later, the 1990 Baseline Survey did not show any improvement on teacher performance. The Baseline Survey reported that most communication during the study (even when it involved interacting with native speakers of English) had to take place through the medium of Bangla. In addition, it reported that written proficiency tests administered to trainees at 5 teacher training colleges demonstrated that only 25% achieved a score of 75% on a Class 8 level test (considered a minimum requirement to teach with confidence at that level). The majority (75%) scored only 50% marks. The proficiency of teachers teaching Classes 9 and 10 were equally discouraging. And yet these same teachers remain in demand, with the Ministry of Education in 1997 raising the retirement age of all English teachers by three years to cope with the increased requirement for English teaching staff.

Consequently the general feeling has been that urgent measures were needed to reverse the decline in English standards, and to meet a critical need for curriculum reform and teacher development.

RECENT ATTEMPTS AT ELT REFORM

Since the 1980s, there have been repeated efforts at ELT curriculum reform and change. These have been carried out by the Government, NGOs, Universities and other educational organisations. Besides, there has been ELT capacity-building initiatives by voluntary professional associations like BELTA. These aimed variously at curriculum reform for secondary school English, developed new textbooks, developed teacher training strategies and attempted to reformulate testing.

The major ELT projects run at the national level with donor-assistance were:

OSSTTEB (1990-1994): There was a baseline study, syllabuses from Classes 6-12 were revised, textbooks for Classes 6-8 were rewritten, the English syllabus for the B.Ed courses at TTCs were developed, and English teachers of 20 government schools were trained.

ELTIP (1998-2002): Developed textbooks for Classes 9-12 on the principles of Communicative Language Teaching (CLT), developed a cluster approach teacher training strategy and a training manual, set up 16 regional training centres and trained about 5,000 secondary school teachers but in its attempt to revise the testing system, there was no success.

SESIP: (2002- on-going) with its focus on TQI (Teaching Quality Improvement Project) aimed at the institutional capacity-building in secondary education.

Besides, NAEM as the country's apex training institute runs regular teacher training courses in Communicative English for both government and non-government schools and colleges. BIAM also runs ELT and teacher training courses. The National University has an agenda to provide intensive English teacher training courses in CLT. Recently with a call for all regions to set up English medium private schools, NCTB is currently translating primary level course books in different subjects into English to cater to this demand. The question of course arises: how will the schools provide qualified teachers to carry out this English medium teaching? (See *Baseline Survey of Secondary School English Teaching and Learning* 1990 which found the English proficiency of English teachers far below what it should be. The language proficiency of other subject teachers can be presumed to be at perhaps an even lower level).

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

ORIENTATIONS TO COMMUNICATIVE LANGUAGE TEACHING (CLT)

The search for an appropriate method to teach foreign languages has been going on for the last one hundred years (Howatt 1984). These have reflected varied changes in perspectives related to the nature of language and of learning theories. Since the 1970s, the second/foreign language teaching field worldwide has settled for Communicative Language Teaching or CLT. If chief proponents were a group of influential educational linguists who drew upon insights from sociolinguistics, educational psychology and second language acquisition studies. CLT has a humanistic orientation, treats learners as individuals with different learning styles and most

significantly focuses on *language in use*. It is best considered an approach rather than a method.

Richards and Rodgers (2001) have drawn up a number of principles underlying the CLT approach. These are:

- Learners learn a language through using it to communicate
- The goal of classroom activities should be authentic and meaningful communication
- Fluency is an important component of communication, therefore learners need to be provided all kinds of opportunities to facilitate communication
- Communication involves the integration of all the four language skills (speaking, listening, reading and writing)
- Learning is a process of creative construction and involves trial and error

In line with this modern orientation to teaching English and with the worthwhile objective of improving the quality of teaching and learning English, the authorities in 1998 reached out nationally and introduced CLT in Bangladesh at the secondary level. New books English for Today (EFT) were written by teams of national and international experts and attempts were made to train secondary school teachers in this new methodology.

Applying this new methodology to the classroom, we can see the kind of demands the CLT approach creates among the teacher. Once an all-knowing authoritative figure (see next section), the teacher now is asked to be a facilitator, a guide and a tolerant supporter of the learning process.

THE PREVALENT EDUCATIONAL CULTURE

Historically Bangladeshi society is defined in hierarchical terms established by tradition. In the classroom, the teacher is authoritative and authoritarian, indeed autocratic (Khan 1995). Knowledge is considered a finite inflexible object and the role of education is to bestow this block of knowledge, conserve national identity and impart a moral and cultural base to society. A transmissive, top-down approach to learning is prevalent. Shamim (1993) and Patra (1994) depict a similar educational culture in Pakistan and India respectively.

The psychological assumption is that learners are empty pots with no previous experience, thus needing complete initiation (Shrubsall 1993). Pedagogy therefore is heavily teacher-centred and in ELT, the assumption is that language is code made up of grammatical structures. Teaching in the first language, Bangla, is a common feature as is the use of translation. Private tuition is rampant and is geared to examination preparation. The single important strategy for learning is memorisation. Notebooks and guidebooks are a lifeline to most learners and the negative backwash effect of the examination on teaching and learning strategies completes the cycle of the monolithic pattern of knowledge and education (Rahman 1999).

In the face of this general educational ideology prevalent in Bangladesh, the attempt to introduce the CLT approach in the English classroom is a break from tradition. CLT was propagated in an Anglo-centric culture based on a progressive orientation to education. And the question that automatically arises is the issue of compatibility and the levels of acceptance and practice.

II. THE STUDY

THE BRAC-PACE PROGRAMME

In 1997, the National Curriculum and Textbook Board (NCTB) introduced a new curriculum, textbooks and a revised teaching methodology for English Language teaching at the secondary level. Primarily, it brought about more problems than benefits for both students and teachers. School teachers especially in rural areas who were basically weak in English language and in teaching skills were not capable of coping with the demands of the change. Also, there was no adequate initiative for familiarizing teachers with the new curriculum, the textbooks or the teaching methodology.

A BRAC-PACE needs assessment study found that most rural teachers were facing difficulties in delivering the new materials in classes – this was hampering the quality of education in secondary schools (PACE, undated). The adverse impact on rural students affected the rate of failure in public examination – it was increasing. Consequently, the 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.

This section describes the PACE programme's training intervention for the development of English language teachers of rural Bangladesh. The BRAC PACE programme developed 28 training materials for English (12 for classes VI-VIII and 16 for classes IX-X). These deal with teaching methodology/pedagogy, familiarization with the new concepts in the curriculum, textbooks and the four language skills and most importantly teaching methodology. Till November 2005, a total of 4,832 English teachers (2,357 of classes VI-VIII and 2,475 of classes IX-X) participated in a residential training for 6 weeks (3 weeks for Module 1 and 3 weeks for Module 2). A one-week refresher follow-up course was initially planned but was not implemented.

A pre-test at the start and a post-test at the end of each training module were administered to assess the knowledge and skills of the participants. The tests included an assessment of the knowledge about Communicative Language Teaching (CLT) and the course textbook *English for Today* (EFT), the teachers' skills in listening, writing, reading and their attitude towards CLT. In a comparative analysis, the average difference in the pre-test and post-test scores for classes 9-10 was found to be low, which was 10.59 for Module 1 and 3.83 for Module 2. However, this composite evidence failed to show clearly the status of the pedagogical knowledge of CLT and the improvement in the practice of the trainees that were actually the main objectives of the training. Nor did it specifically indicate any attitudinal change in the teachers or the development of any particular language skills. In addition, the sample was not statistically relevant and for that very reason, further comparison would have been misleading.

Additionally, there was a growing need to obtain further information about the level of knowledge and skills retention and the existing practices and the challenges for the teachers trained by PACE. It was also felt that it was important to determine the relevance of the training (its procedure, content and methodology) through the perspective of teachers and students.

OBJECTIVES OF THE STUDY

This study therefore attempted to deal with the above issues. The main objective of this research has been to find out to what extent the capacity building of the rural teachers of English had taken place in terms of pedagogy, language skills development, knowledge of CLT, and an attitudinal change towards the new approach to teaching as a result of PACE training. As a corollary, the relevance of the training and the exiting challenges were also investigated.

RESEARCH QUESTIONS

In line with the objectives, the following research questions with regard to the trainees were formulated:

6. To what extent has there been a change at the knowledge, skills and attitude levels?
7. What are the existing classroom practices of trained and non-trained teachers?
8. What are teachers' perceptions on the relevance of the training programme?
9. What are the existing challenges the teachers face after training?
10. How do students perceive trained teachers as opposed to non-trained teachers?
11. Has there been any impact of the PACE training on students' learning of English?

RESEARCH METHODOLOGY

The study used both quantitative and qualitative approaches. Data were collected from the teachers trained by PACE through:

- Test-questionnaires (a pre-test, a post-test and a test at the end of Module-2, hereafter called PAS-1 test, and a test for the teachers who completed Module-2 some 3-24 months ago, hereafter called PAS-2 test)
- Observation of training and school classrooms (of both trained and non-trained teachers)
- Interviews with trained teachers
- FGDs with students of trained and non-trained teachers

A pilot study was initially undertaken in three schools at Gazipur by the core researchers. The piloting experience helped in modifying, developing and finalizing the instruments. Six Research Assistants were recruited and trained on the application of the instruments.

DATA COLLECTION PROCESS

Administration of the tests instruments and other data collection techniques (i.e., observation of the training room, conducting the interviews with the trainees and FGD with students) were shared by researchers and the research assistants. In many cases, the researchers along with the research assistants observed the training and school classrooms, interviewed teachers and conducted the FGDs with students. Pre-test, post-test, and PAS-1 test were conducted at different BRAC Training and Resource Centres (BTARCs) and PAS-2 test was conducted in area/regional offices and in a few cases at the teachers' own schools. The core researchers however supervised the whole process.

The data collection process had four stages: conducting pre-test, post-test and, PAS-1 and PAS-2 tests; interview and FGD with teachers and students respectively; training observation and finally observation of trained and non-trained teachers' classrooms. These stages are described below:

- a) Administrating pre-test and post-tests to Module-1 trained teachers: Pre-test and post-test instruments were developed to assess the skills and knowledge in the communicative language teaching (CLT) application. Principally, we developed the tools for understanding the immediate impact of the training. A total 143 sample respondents were drawn from the teachers who came to receive Module-1 training. All tests were administered in BTARCs. Here, specifically, the knowledge on the pedagogy of CLT approach and the textbook, attitudes and four skills of communication (listening, writing, reading and speaking) were measured (Appendix 2).
- b) Administering PAS-1 and PAS-2 tests: another test (patterned on the pre/post-test questionnaire but with different skills-based exercises (Appendix 3) was administered to measure the durability of the impact of the training. Two groups of sample respondents were selected for this test. The first group, comprised of 103 teachers, was drawn from the teachers who had just completed training Module-2 and this test (PAS-1) was administered at the end of the Module-2 training at BTARCs. The other group, consisting of 149 teachers, who had completed Module-2 training 3-24 months before, and took the PAS-2 test in the BRAC area/regional offices or in the schools at which the teachers were teaching. Respondents for PAS-1 were taken purposively from 8 BTARCs and PAS-2 respondents were selected through a three-stage cluster sampling technique. First, 30 districts were randomly selected from 56 districts (the total working area of PACE in the country). Secondly, one thana was randomly selected from each district. Thirdly, five teachers (who had received both modules of PACE training 3 – 24 months ago) were randomly selected from each thana.
- c) Training observation at BTARCs and interviews with teachers and students: To find out the existing practices of training, teaching-learning process in the classrooms and the challenges the trained teachers faced in different situations, eight training cycles from six BTARCs were observed through a checklist (Appendix 4). Then 26 trained teachers were interviewed to investigate the relevance of the training and the course material (Appendix 6). We undertook 14 FGDs with students from seven districts to review their perspectives on the new teaching technique (Appendix 7). These included students of trained and non-trained teachers.
- d) Finally, Observation of English classes: 79 English classes of both trained and non-trained teachers (40 classes of trained and 39 classes of non-trained teachers) were observed. As class performance of teachers was a multifaceted phenomenon, we used a semi-structured checklist (Appendix 5). Here, we tried to understand the existing classroom practices of trained and non-trained teachers. Site selection was done randomly by picking six upazilas from six districts. Then one school was selected for trained and another school for non-trained teacher from each upazilas. Among the observed 79 English classes, 45 classes dealt with English 1st paper and 34 with English 2nd paper.

Table 1. Data collection tools and participants

Tools	Total no of participants/days
Pre-test and post-test	143 trainees (28 districts)
PAS-1 test	103 trained teachers (21 districts)
PAS-2 test	149 trained teachers (30 districts)
Classroom Observation of trained and non-trained teachers	79 classes (40 trained, 39 non-trained teachers)
Training Observation	8 trainings at 6 TARCS (51 days)
In-depth Interviews with trained teachers	26 trained teachers (8 districts)
FGDs with students of trained and non-trained teachers	14 FGDs (7 districts)

QUALITY CONTROL IN DATA COLLECTION

Before starting data collection, five days of rigorous training sessions were conducted for the six research assistants. The purpose of the training was to familiarize them with the programme and aim and objectives of the research. They were also trained on the application of the data collection tools. The training session was conducted by the core researchers and a resource person from the PACE programme. The assistants were advised to take necessary steps so that probable errors could be identified and reduced. During data collection, the core researchers re-investigated the sources and the methods of data collection. At the data processing stage, logical edits and statistical consistency were tested. Logical editing helped eliminate incorrect/biased data from data series and statistical consistency checks in the aggregate as opposed to logical errors. Data processing thus involved examining accuracy, reliability and logic of the data. The question of reliability and validity is crucial for any research not only in the sense that it upholds scientific rigour but also ensures and signifies the value of the findings. Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. The research questions reflect the necessity of the selected research instruments. Researchers developed test-questionnaires and constructed a pilot survey. The test questionnaires were discussed with a number of experts and respondents. They were appreciated in relation to reflecting subject matter training, clarity, wording and difficulty level. All these initiatives proved the validity of the questionnaires.

Here, conventionally four tests of reliability come into consideration in this type of pre-test and post-test study. These are: a) Test-retest method, b) Alternative forms method, c) Split-halves method and d) Internal consistency. We considered the Split-halves method for the study.

Reliability on Text and CLT-test Score: To measure the consistency of data, a reliability test was done using the Split-half method. The results obtained from one-half of the scale items were checked against the results of the other half. The result showed the reliability of these data (test score on Text and CLT) on the Guttman reliability co-efficient as .66.

Reliability on Reading Test Score: The result shows the reliability of these data (reading test score) on Guttman reliability co-efficient was .54.

LIMITATIONS OF THE STUDY

There were some shortcomings of the study. Following are some of the factors that limited our study goals:

1. The trainees had little motivation in participating in the tests. There were no incentives or penalty for their performance. So, it might have been that some trainees did not take the test seriously and display their true performance.
2. The PAS-2 test was administered in some places that were not really appropriate for taking tests. At times, the test was taken in the school where the teachers worked or in some busy places of BRAC office rooms. So the performance might have been affected.
3. The same test questionnaire (where a good number of the questions were multiple choice discrete items) was used and given the improper seating arrangements, particularly for the PAS-2 test, teachers had a tendency to copy from each other. This was beyond the control of the researchers.
4. The speaking test was not recorded and re-assessed. It was assessed by the research assistants once at the time of the test.

In spite of these limitations, the study through its rigorous application of a number of test instruments on a wide sample of respondents over a widely distributed region, offers an overall picture of the effect of PACE training on rural English teachers of secondary schools.

III. THE FINDINGS

This research investigated the effect of the BRAC-PACE residential training of English language teachers in rural non-government secondary schools. BRAC formulated this programme 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.

QUANTITATIVE DATA: ANALYSIS OF FINDINGS

Knowledge on CLT and Texts

This part of the findings presents result of pre-test and post-test. It reflects knowledge on CLT and performance in communicative language skills.

Change in Knowledge: The data show that with some exceptions, there has been a general improvement in teachers' knowledge in application of CLT as an immediate effect of training. Table 2 shows pre-test and post-test performance of the trainees. It reflects change in performance before and after doing Module1. Results show that 28.6% of the trainee-teachers who obtained score 'low' on pre-test also obtained the same on post-test. This means that their knowledge level on curriculum and CLT remained unchanged. However, about 71.5% of trainee-teachers obtained 'medium' score on post-test in substitution of

Table 2. Performance on Knowledge about Curriculum, CLT and Text

Pre-test Score	Post-test score			Total
	High	Medium	Low	
High	100.0(1)	0.0(0)	0.0(0)	100.0 (1)
Medium	8.2(7)	85.9(74)	5.9(5)	100.0 (86)
Low	0.0(0)	71.5(40)	28.6(16)	100.0 (56)

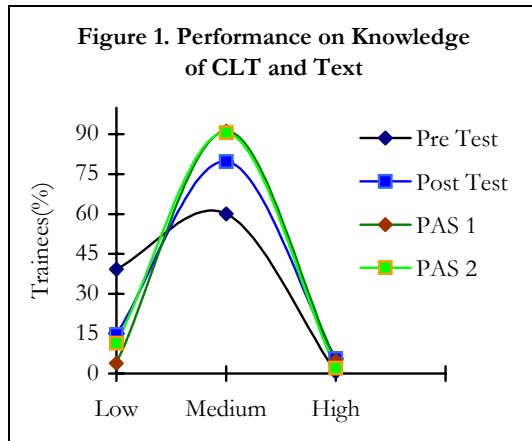
($\geq 8=Low$, $9-16=Medium$ & $16+=High$)

‘low’ score in the pre-test. Their performance levels rose after training. Again, among the ‘medium’ scorers in the pre-test, whereas about 5.9% trainees performed regressively, 85.9% remained static and 8.2% progressed to a ‘high’ level on the post-test. On the other hand, ‘high’ scorers’ performance remained unchanged between these two tests.

These changes between pre-test and post-test primarily indicate that a substantial proportion of trainees who scored ‘low’ have made a notable improvement and rose to ‘medium’. Although, about 6% regressed in the post-test among the trainees who scored ‘medium’ in the pre-test, about 8% of the ‘medium’ scorers in the pre-test moved upward and ‘high’ scorers in the pre-test secured the same position in the post-test.

Now, let us look at the trainees’ aggregate performance on the different tests. Figure 1 shows performance on knowledge of CLT and text in pre-test, post-test and PAS-1 and PAS-2 tests. The horizontal x-axis indicates the level of performance (Low/Medium/High) and vertical y-axis indicates the percentages of teachers/trainees. First, proportionately the

maximum number of trainees who scored 'low' are those who did not undergo PACE training i.e. the trainees had just arrived fresh for Module-1. On the other hand, the least number of the



'low' scorers were those who had just complete training Module-2. This indicates that although there have been variation in four-tests, the proportion of 'low' scorers reduced significantly after each training. Moreover, the percentage of medium scored teachers remained same on PAS-1 and PAS-2 tests (near about 90%), and it was about 60% among those who had received no training (pre-test) and about 80% among those who just finished training Module-I (post-test).

The change in the proportionate number of trainees in the different stages of training and afterwards indicated that when trainees come for the training, although there were no high scorers, about three-fifth of the trainees possess a 'medium' standard knowledge of CLT and the curriculum. The rest had 'low' or no clear knowledge about it. It was interesting to note that after receiving training Module-I, the proportion of low scorers reduced significantly to 25% whereas the 'medium' scorers rose from 60% to 80%. Similarly, the proportion of the 'high' scorers rose from almost 1% to about 6%. In the same way, proportion of 'low' scorers fell even more after doing Module-2 which was only below 5% but over time this figure rose a little bit when teachers went back to school. In this way, a significant number of the trainees who finished training Module-2, that is 91%, possessed 'medium' standard knowledge and it apparently persisted, although with some little exceptions, when they went back to school (the effect of lapse of time and going back to familiar school surroundings is discussed in Chapter IV). However, while there was small change in proportion of 'high' scorers between post-test and PAS-1, the proportion of the 'high' scorers dropped when they went back to school (PAS-2 test). So, Figure 1 clearly demonstrates that proportionately the number of trainees fell in 'low' score and rose in 'medium' and 'high' scores between pre-test and post-test. Further, by proportion, the number of trainees rose in 'low', static in 'medium' and slightly increases in 'high' between PAS-1 and PAS-2.

The change in the proportionate number of trainees in the different stages of training and afterwards indicated that when

In the same way, Table 3 shows the change in mean scores of the different tests. It indicates that there has been a consistent upward movement in mean scores at different stages of trainings. These results evidently confirm that training brought a positive change in the knowledge level of the teachers.

Table 3. Change in Mean score of the Participants on CLT and Text

Status	Mean scores on Knowledge of CLT and Text
Pre-test	9.65
Post-test	11.76
PAS-1	12.42
PAS-2	11.93

Means are significantly different at 5% significant level

Communicative Language Skills

The Change in Language Skills: Four basic language skills i.e., reading, listening, speaking and writing were tested. Changes in language skills were measured through a variety of test items: multiple choice questions, gap-filling, true/false indication, open-ended questions, matching and descriptive-type writing tasks. Changes in some part of the test (i. e. on skills-based exercises) were included consistent with PAS-1 and PAS-2 because these instruments

were used for the trainees who underwent Module-2 in addition. The test included ten questions for each section of language skills. It comprised duration of one hour to complete the total task excluding the Speaking Test. Each participant was asked to choose one of the four alternative answers on a particular multiple-choice set. A correct answer scored one point while a wrong scored nil. As there was no option for ‘Don’t know’, if someone did not answer a question, the score for the respective answer was counted as zero. Other type of questions had their respective scores.

It should be mentioned here that the Listening test was taken at the beginning of the test. The trained research assistant took the tests. Trainees were briefed on the purpose of the test and the rules that participants should follow in answering questions. The same script was read out at normal pace twice by the test takers for this test.

Reading Skills: In reading skills, first let us look at the immediate change as an effect of training. Table 4 shows the performance of trainees in reading between pre-test and post-test. It indicates that there has been a substantial change among the participants who scored ‘low’ in the pre-test. The data also indicate that about 67% of the ‘low’ scorers went upwards to ‘medium’ and about 17% scored ‘high’ whereas about 16% remained in the same ‘low’ standard. About 37% of the participants who scored ‘medium’ in the pre-test move into ‘high’ and about 3% fell to ‘low’ whereas about 60% remained at the same level ‘medium’ on the post-test. Again, one-fifth of the participants, who scored ‘high’ in the pre-test, were found to have regressed in the post-test and scored ‘medium’. Although various changes are found including regressive performances from ‘medium’ to ‘low’ and from ‘high’ to ‘medium’, in general, as Table 4 suggests, training has had a positive impact on the trainee-teachers who scored ‘low’ and ‘medium’.

Table 4. Performance in Reading Skills on Pre & Post-tests

Pre Score	Post score			Total
	High	Medium	Low	
High	81.4 (57)	18.6 (13)	0 (0)	100 (70)
Medium	37.4 (25)	59.7 (40)	3 (2)	100 (67)
Low	16.7 (1)	66.6 (4)	16.7 (1)	100 (6)

(≥ 3 =Low, 4 - 6=Medium & 6^+ =High)

Figure 2 showed the change in the proportion of trainees in different reading skills standard between pre-test and post-test. It implies that the proportion of teachers who scored ‘low’ in the pre-test decreased slightly in the post-test. Although, the ‘medium’ standard scorers decreased about 7% between these two tests, it increased about 10% in the ‘high’ scorers.

Figure 2. Performance in Reading Skills on Pre-test and post-test

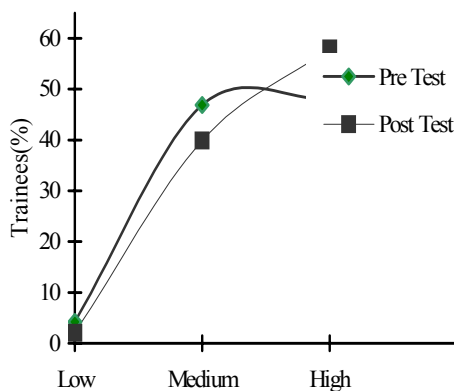
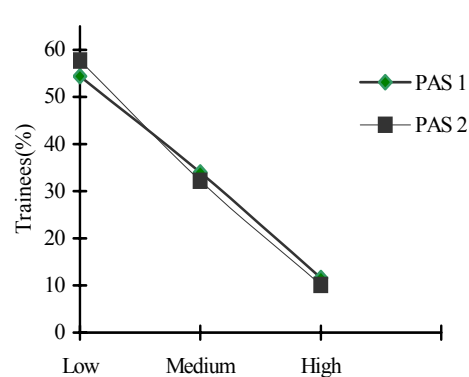


Figure 3. Performance in Reading Skills on PAS-1 test and PAS- 2 test



In essence, Figure 2 implies that overall trainees already possessed a ‘medium’ to ‘high’ standard in reading skills and the training has had a good impact on improving the standards of both ‘low’ and ‘medium’ scorers. By contrast, Figure 3 shows performance of the trainees in PAS-1 and PAS-2. Comparative performance in reading skills among the teachers over the PAS-1 and PAS-2 indicates that proportionately there has been a slight increase in the ‘low’ scorers and a slight fall in the ‘medium’ scorers and ‘high’ scorers from PAS-1 to PAS-2. This change implies that over time while the proportionate number of ‘low’ scorers increased, the number has remained almost the same for the ‘medium’ and ‘high’ scores in reading skills.

Table 5 shows the change in mean scores in reading skills of pre-test, post-test, PAS-1 and PAS-2. It indicates that mean scores increased from 6.63 in pre-test to 7.12 in post-test. However, the performance has been almost similar in PAS-1 and PAS-2 tests indicating the standard of reading skills has persisted over time.

Table 5. Change in mean score in reading skills

Status	Mean score in reading skills
Pre-test	6.63
Post-test	7.12
PAS-1 test	3.28
PAS-2 test	3.14

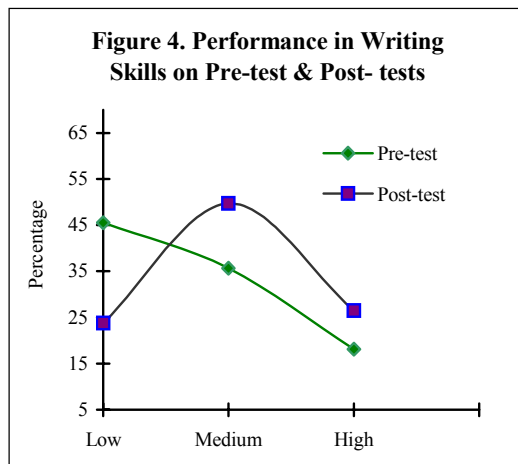
Means are significantly different at 5% significant level

Writing Skills: In the writing skills test, the participants were assessed through semi-guided to free writing. Researchers assessed the answer-scripts following a guideline. Table 6 shows the performance of the trainees in the pre-test and post-test. It was found that about 55% of the participants who scored ‘low’ in the pre-test remained the same whereas 42% and 3% ascended to ‘medium’ and ‘high’ respectively. Yet again, about 60% of ‘medium’ scorers in the pre-test remained the same; about 24% and 17% went to ‘high’ and ‘low’ standards respectively. However, a substantial number of the ‘high’ scorers in the pre-test (71%) remained the same and about 29% dropped to ‘medium’ standard. These findings imply that except for a few, there was a positive impact of training on the ‘low’ and ‘medium’ scorers in general.

Table 6. Performance in Writing Skills on Pre-test and Post-tests

Pre-test Score	Post-test score			Total
	High	Medium	Low	
High	71.4 (5)	28.6 (2)	0.0 (0)	100.0 (7)
Medium	23.9 (10)	59.2 (25)	16.7 (7)	100.0 (42)
Low	3.2 (3)	41.6 (39)	55.4 (52)	100.0 (94)

(≥3=Low, 4 - 6=Medium & 6+=High)



In the same way, we may compare the performance of the trainees in writing over different stages of training. Figure 4 shows the proportionate change in the number of trainees in writing skills between pre-test and post-test. It implies that the proportion of teachers who scored ‘low’ in the pre-test decreased 22% in the post-test and the number of ‘medium’ standard scorers increased substantially. About 8% ‘high’ scorers increased from pre-test to post-test. This change in proportion of trainees from pre-test to post-test implies that overall performance in writing skills of trainees improved in fairly good numbers.

Figure 5 shows the contrast in writing skills among the teachers in the PAS-1 and PAS-2 tests.

It indicates that there is about 10% increase among the 'low' scorers and about the same proportion fell among the 'medium' and 'high' standard scorers from PAS-1 to PAS-2 tests. These changes in proportionate numbers imply that the writing skills improved slightly among the trained teachers over time.

Similar performance of the trainees has been found in the Writing test. Table 7 presents the mean score of the training in pre-test, post-test, PAS-1 and PAS-2 tests. It indicates that the mean score increases more than one point from the pre-test to post-test. On the contrary, about .50 points fell between PAS-1 and PAS-2 tests. It implies that training improved teachers' writing skills primarily and it increase over time.

Listening Skills: In the listening test, trainees were tested through gap-filling, true/false indication and multiple choice questions based on the text. Table 8 presents the performance of the trainees in listening skills between the pre-test and post-test. It indicates that among the 'low' scores in the pre-test, whereas 26% remained in the same position, about 30% and 43% ascended into 'high' and 'medium' standards respectively. However, among the 'medium' scorers in the pre-test, about 61% climbed to 'high' and 8% regressed to 'low'. Again, about 11 % regressed from pre-test 'high' to post-test 'medium' but none to 'low'. These figures in Table 5 implies that although some trainees scored regressively, the impact of training on the 'low' and 'medium' scorers have been notable.

Figure 5. Performance in Writing Skills on PAS-1 & PAS-2 Tests

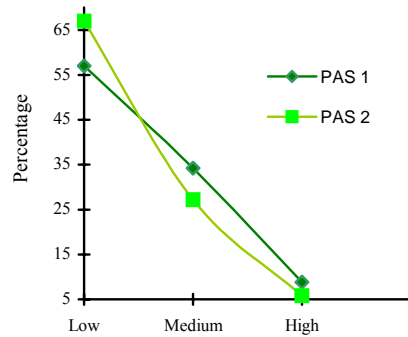


Table 7. Change in mean scores in writing skills

Status	Mean score in reading skills
Pre-test	3.44
Post-test	4.94
PAS-1 test	2.50
PAS-2 test	3.05

Means are significantly different at 5% significant level

Figure 6. Performance in Listening Skills on Pre-test & Post-test

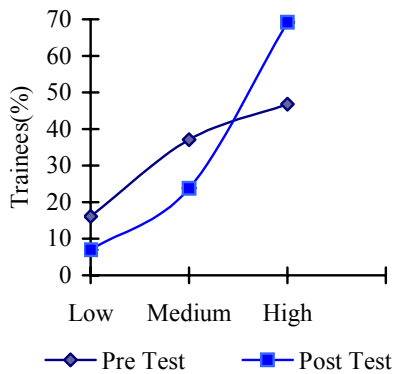


Figure 7. Performance in Listening Skills on PAS-1 & PAS-2 tests

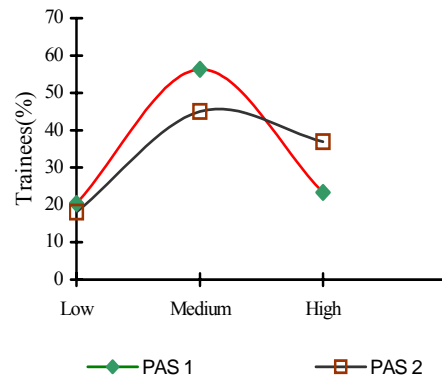


Figure 6 shows the proportionate change of standards in listening skills between pre-test and post-test. It implies that the proportion of teachers who scored 'low' in the pre-test decreased 9% in the post-test. Even though the number of 'medium' standard scorers decreased substantially (13%), about 22% increased in 'high' scorers from pre-test to post-test. These changes between pre-test and post-test, indicates an overall change, that is, 'low' and 'medium' scorers decreased and 'high' scorers increased. It implies that the training helped trainees in improving their listening skills.

Table 8. Performances in Listening Skills on Pre & Post-tests

Pre-test Score	Post-test score			Total
	High	Medium	Low	
High	89.6 (60)	10.5 (7)	0.0 (0)	100.0 (67)
Medium	60.5 (32)	32.0 (17)	7.5 (4)	100.0 (53)
Low	30.3 (7)	43.4 (10)	26.0 (6)	100.0 (23)

(≥3=Low, 4 - 6=Medium & 6+ =High)

By contrast, Figure 7 shows the comparative performance in listening skills among the trainees over PAS-1 and PAS-2. It indicates a slight proportionate decrease among the 'low' scorers. On the other hand, although there was about 11% regression among the 'medium' scorers, the number of 'high' scorer increased 15% between PAS-1 to PAS-2 test. These changes imply that the listening skills improved as an impact of the training and it improved further after the training.

Table 9. Change in Mean Scores in Listening Skills

Status	Mean score in listening skills
Pre-test	6.31
Post-test	7.27
PAS-1 test	4.96
PAS-2 test	5.58

Means are significantly different at 5% significant level

Similar findings have been found in the performance of the trainees on mean scores in these tests. Table 9 presents the mean score in listening skills of the training in pre-test, post-test, PAS-1 and PAS-2 tests. It indicates that mean scores increase by about more than one point from the pre-test to post-test. In the same way, 0.52 rose between PAS-1 test and PAS-2 test. This implies that teachers' listening skills not only improved during training (pre-test and post-test performance) but continued to improve even after training (PAS-1 to PAS-2 performance).

Speaking Skills: Consisted of few prescribed questions, the Speaking test was administered by the research assistants. Table 10 presents the performance of the trainees in speaking skills at three different standard levels. It indicates that although 39% remained 'low' in the post-test among the 'low' scores in the pre-test, 59% and 3% ascended into 'medium' and 'high' respectively. Again, 18% climbed to 'high' standard and 16% regressed to 'low' standard in the post-test among those who scored 'medium' in the pre-test. However, none of the 'high' scorers in pre-test changed in their performance. The data in Table 10 imply that although the training helped the 'low' and 'medium' scorers to go up into 'medium' and 'high', some 16% regressed from pre-test to post-test among the 'medium' scorers.

Table 10. Performances in Speaking Skills on Pre & Post-tests

Pre Score	Post score			Total
	High	Medium	Low	
High	100 (2)	0.0	0.0	100.0 (2)
Medium	18.3 (13)	56.2 (47)	15.5 (11)	100.0 (71)
Low	2.9 (2)	58.6 (41)	38.6 (27)	100.0 (70)

(≥3=Low, 4 - 6=Medium & 6+ =High)

Figure 8 shows the proportionate change in the number of trainees in different speaking skills standards between pre-test and post-test. It indicates that the proportion of teachers who scored 'low' in the pre-test decreased by 22% in the post-test. Again, though the number of

'medium' scorers decreased substantially, this is 12%, around 10% increased among 'high' scorers between pre-test and post-test. Change in pre-test to post-test indicates that, in speaking skills, overall the proportionate number of trainees scored positively which implies training has helped in improving the level of speaking skills.

Figure 9 shows the comparative listening skills among the teachers assessed in the PAS-1 and PAS-2. It indicates that there was 10% decrease among the 'low' scorers. On the other hand, although there was a slight fall among the 'medium' scorers, proportionately the number of 'high' scorers increased 15% from PAS-1 to PAS-2. These changes imply that the listening skills improved between pre-test and post-test and it increased over time after the training.

Similar findings were found in the performance of the trainees on speaking skills mean scores. Table 11 shows the mean score of the speaking skills in pre-test, post-test, PAS-1 and PAS-2 tests. It indicates that mean score increased by 1.05 from the pre-test to post-test. On the contrary, it increased by 0.72 between PAS-1 and PAS-2 test. These changes imply that training helped improve teachers' speaking skills, and it improved over consecutive trainings and even after training.

Attitudes and Beliefs about the CLT Approach

This section details the findings regarding the attitudes and beliefs of the trainees.

Change in Attitude and Belief: One of the objectives of the research was to know the attitude of trainees towards the new approach. The study assessed attitudes through a scale consisting of seven statements.

Figure 10 shows the change in trainees' attitudes from pre-test and to post-test. Here the change between pre-test and post-test have been indicated through different statement items. It indicates whereas on an average 31% of the trainees were found to held anti-CLT attitudes in the pre-test, it turned into around 21% in the post-test. Although there has been variation, the proportion of anti-CLT attitude decreased on every item. This finding implies that the PACE training helped trainees change their anti-CLT attitude in some particular issues of CLT application.

Figure 8. Performance in Speaking Skills on Pre-test & Post-test

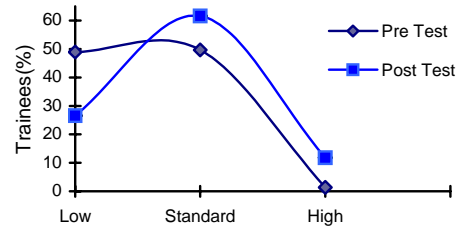


Figure 9. Performance in Speaking Skills on PAS-1 & PAS-2 tests

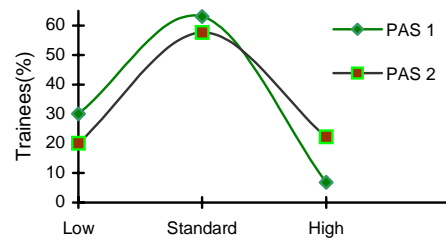
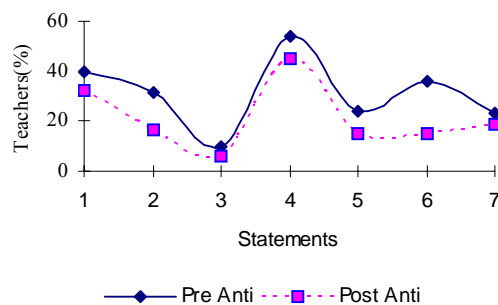


Figure 10. Change in Attitude on CLT



Who Changed and to What Extent

Here the findings indicate which of the trainees changed and in what manner. A relationship is shown in performance with age, gender and level of education to specify who changed in the training and how their performance changed in effect.

Table 11. Change in mean score in speaking skills

Status	Mean score in speaking skills
Pre-test	3.52
Post-test	4.57
PAS-1 test	4.78
PAS-2 test	5.06

Means are significantly different at 5% significant level

Table 12. Mean Age of Trainees and Different Language Skills

	Low	Medium	High
Text & CLT	44.29	42.10	33.00
Reading	43.03	42.49	37.57
Speaking	41.76	42.68	41.21
Listening	47.17	41.38	40.96
Writing	43.18	41.57	39.31

Relationship between Age and Performance: An inverse relationship was found between age and performance in this study. Table 12 shows the mean age distribution of the trainees in different scorers in knowledge of CLT and basic language skills. This finding indicates that the higher skill achievers had a somewhat lower mean age than the ‘medium’ and ‘low’ scorers.

Figure 11. Performance variation on age

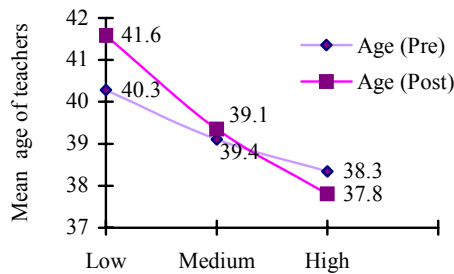


Figure 12. Performance variation on age

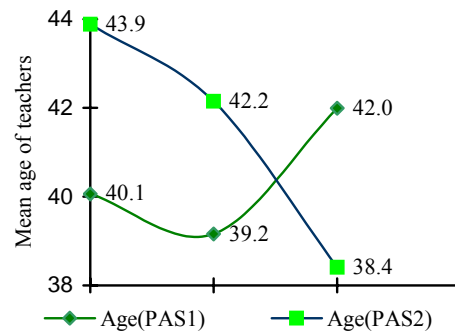


Figure 11 represents a significant pattern of trainees’ performance variation on age. Horizontal x-axis indicates the mean ages of trainees and vertical y-axis indicates the performance level (Low/Medium/High) of trainees on both tests. The mean age of ‘low’ scored group was 40.3, ‘medium’ scored group was 39.1 and ‘high’ scored group was 38.3 years of age. It reflects that improvement of performance level is higher in the lower age group i.e., trainees who were relatively younger performed better than the older groups. A negative correlation is seen to be existed between age and performance level - when age increased, the performance level decreased simultaneously. The findings emerged on the post-test performance. The mean age of ‘low’ scored group was 41.5, ‘medium’ scored group was 39.4 and ‘high’ scored group was 37.8 years of age. Again, a negative correlation between age and performance level is seen on the post-test results.

Figure 12 reflects the performance level of trainees by age on PAS-1 and PAS-2 test. However, it does not represent the same pattern as the pre and post-test findings. From the performance on PAS-1, the mean age of ‘low’ scored group of trainees was found to be 40.1, ‘medium’ scored group was 39.2 and ‘high’ scored group was 41.9 years of age. It reflects that trainees of the higher scored group i.e. those who performed better, were older than those of the low or medium group. However, a different picture emerged on PAS-2 test performance. The mean age of low scored group was 43.9, medium scored group was 42.2 and high scored

group was 38.4 years. There is a negative correlation between age and performance level on PAS-2 – when age increased, performance level decreased simultaneously, with a lapse of time after training.

Figure 13 depicts the performance variation on skills-based test by gender. It shows a considerable performance variation between male and female trainees on pre-test scores. Approximately 7% male trainees and 13% female trainees scored low in the pre-test. After training, this percentage reduced indicating a positive impact of training. Only 2% of the male trainees scores remain unchanged while none of the female teachers scored low. This means that the training apparently improved the performance of female trainees of the low scored group. On the medium scored group, performance variation in male and female trainees on pre-test scores was quite high compared to post-test scores. Around 78% male and 63% female trainees scores medium in pre-test whereas about 56% male and 58% female trainees scored medium in the post-test. Among the high scoring group, 16% male and 25% female trainees score high in the pre-test. The variation of performances was found to have reduced in the post-test. A similar number, both 42% male and female trainees, scored high in the post-test.

Figure 13. Performance Distribution by Gender (Skills)

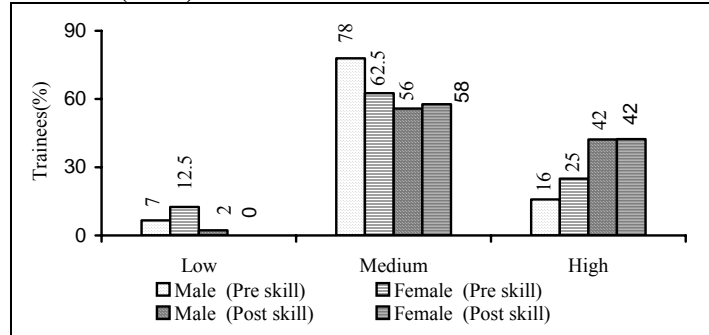
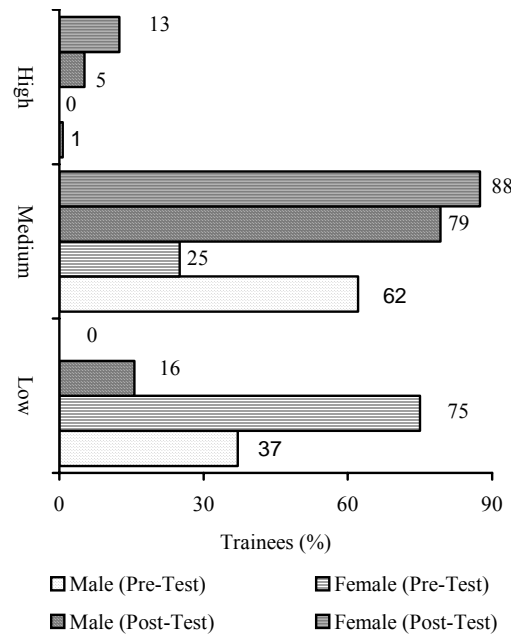


Figure 14 indicates the performance variation on Text and CLT-based test by gender. It shows a significant improvement in the performance of female trainees after receiving training. Approximately 37% male trainees and 75% female trainees scored low in the pre-test. After training this number has been reduced. About 16% of male trainees' scores remain unchanged but none of the female trainees scored low. That means female trainees of 'low' scored group were able to improve their performance. From medium scored group performance, variation on male and female trainees on pre-test scores was quite high compared to post-test scores. Around 62% male and 25% female trainees scored medium in the pre-test whereas about 79% male and 88% female trainees scored medium on the post-test.

Figure 14. Performance distribution by Gender (Text & CLT)



From high-scored group 1% male scored high in the pre-test; none of the women scored high. However, the variation of performances increased in the post-test. Around 5% male and 13% female trainees scored high in post-test, indicating a significant improvement in female performance.

BTARC and District-wise Performance: Table 15 shows the mean score of the participants in Knowledge on CLT and Text and on the different basic language skills in different criteria except knowledge in BTARCs. It shows that BTARC at Uttara performed relatively better than the others in all in CLT and Text. BTARC Uttara was followed by BTARC Barisal. Performance at the other BTARCs was found to be relatively similar.

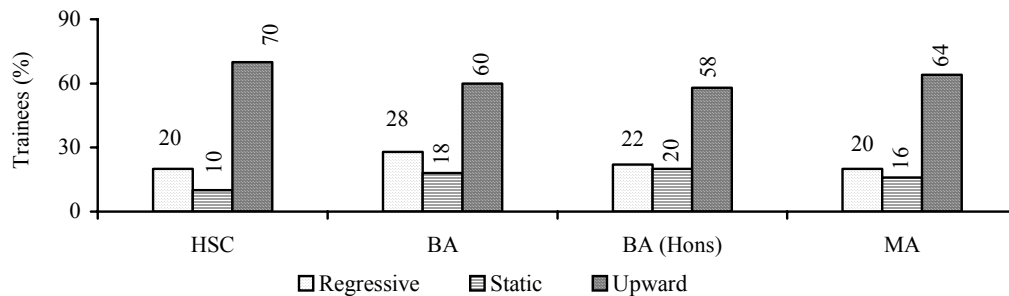
Relation between Education and Performance: Figure 15 shows the performance of trainees with different educational backgrounds. The study found no specific evidence that higher educational degree holders performed better in the tests. On the contrary, we found that progressive and regressive development occurred in all trainees with different educational backgrounds. It was interesting to note that the lower degree holders proportionately did better than their peers with higher degrees.

Table 15. BTARC-wise Change in Performance

TRAC Name	Mean Score of Skills (Pre)	Mean Score of Skills (Post)	Mean Score of T+CLT (Pre)	Mean Score of T+CLT (Post)
Bogra	4.87	5.67	10.06	11.83
Dinajpur	4.77	6.29	9.1	11.06
Barisal	4.41	5.36	10.83	12.75
Rajshahi	4.55	5.99	9.9	11
Rangpur	5.27	5.41	9.04	11
Uttara	5.55	6.54	10.5	13.44

Means are significantly different at 5% significant level

Figure 15. Comparative performance of trainees with different education background



QUALITATIVE DATA: ANALYSIS OF FINDINGS TRAINING ACTIVITIES AND MATERIALS

This section shows the training room activities and the teachers' perception of the usefulness of the training materials.

Room Environment and Seating Arrangement: The seating arrangement was usually U-shaped and participants sat close to the trainer which enabled them to follow instructions easily. During group-work, the participants formed small circles which allowed free interaction among themselves. During the training, the participants appeared happy with the environment. The rooms were comfortable, well-lighted and ventilated with enough windows, fans and lights. Only in one case, the training room environment did not seem very congenial. Smoke from the kitchen spread to the training room. Also because of a poor separating wall from the dining room, crowding in the dining area disrupted the training. The walls of that room were shabby and unclean too. Again, in a few cases, due to insufficient presence of trainees, many

chairs were vacant and these empty chairs were disorganized at the back of the trainees' seats. In some cases, sounds of singing in the adjacent training room broke the concentration of the lesson. Sometimes some old materials of previous trainings were found littered around in the room.

Materials: Generally the trainee-teachers felt positive about the quality of the training materials. Although the participants praised the content, they complained that it was not arranged according to page numbers. Again, they found some fault in the distribution of the training materials. In one TARC, the materials for the training were not ready before the start of the training. The Trainer started with some handouts and he blamed the TARC authority for the delay, saying he had given the materials to the TARC authority two days ago to photocopy, but it was not ready in time. Then he continued the rest of the training with the partially prepared materials. Moreover, there were problems with the binding of materials. Materials were not bound and in many places, participants received materials without files. So they faced some difficulty.

However, the trainees generally thought that the materials were sufficient to address their needs. On the other hand, a part of the trainees felt that the materials were not adequate for addressing the demands of the English second paper in the SSC syllabus. They asked for introducing more grammar tasks.

Discipline: The trainers' attempt at maintaining discipline was friendly and facilitative mode. The trainers usually encouraged participation and often praised the participants. Sometimes it appeared overdone. Only in a few cases, there were a few trainers whose voice was commanding and authoritative and appeared harsh when drawing the attention of the trainees.

Generally, no extremely dominant discussion took place. Sometimes, some participants tried to influence trainers and establish their own views, particularly in support of the traditional method (TM) of English language teaching. There were trainees who tried to dominate discussions by asking too many questions in some cases. However, the trainers tackled these matters carefully and patiently. For example, in one case, the trainer told a trainee to stop asking too many questions as others needed to be heard too. Subsequently, the trainer welcomed him to ask a question when he was seeking a correct answer. Usually trainers spoke more than trainees but did not try to dominate classroom talking.

Trainers' Language and Voice: Generally, trainers spoke in a slow, clear voice. However, in some exceptional cases, trainers spoke in an unclear manner or very fast. That is why sometimes trainees asked the trainers to repeat their instructions. Except for some trainers mostly based in Dhaka, pronunciation was not always up to the standard. In some cases trainers' pronunciation of 's' and 'sh', 'j' and 'z' as well as stress patterns were problematic. Some trainers had some limitation on vocabulary too or used old-fashioned words which are not currently used or appropriate in modern English.

Although generally trainers spoke clearly, trainees sometimes could not understand them due to their lack of listening skills in English. Once a trainee said to the trainer, "Sir, we face problems when you instruct us one time only. So it would be better if you repeat the instruction." Then the trainer had to repeat things in his lesson. Trainers generally used simple and easy English. They used Bangla when necessary e.g. when they were requested by the trainees to make the topic clear to them. It seemed that if trainers did not speak some Bangla, most of the trainees would have been unable to understand the instructions. Trainees also gave the impression that many of them were unfamiliar with listening to spoken English. And in some cases, as some of them were not 'English Teachers' of their school, they felt alienated and showed no interest in the teaching methods and the EFT book. Consequently, these trends were not participating much.

Participation: Generally, the training was participatory, and trainers had more initiative than trainees. Trainers moved around, took individual care of the trainees and rarely sat down. Sometimes, the trainers checked the trainees' work individually. Except in a few cases, trainers talked more than the trainees. Some spoke informally with the trainees to make them feel at ease and participate more. Some trainers made a point of questioning every trainee to ensure participation. When trainers asked a question, some trainees responded well though most provided incorrect or irrelevant answers.

The observation data indicate that the trainers were more or less successful in practicing communicative skills with the trainees. The trainers, in principle, were friendly and sympathetic irrespective of the trainees' performance in general. However, about half of the trainees were quiet most of the time. Overall, the trainers gave the trainees less time to talk and participation generally fluctuated. However, trainees seemed more or less attentive and did their assignments. But in some places, trainees appeared to be just doing their tasks in a listless manner. Though trainers tried to involve the trainees in all the language games and warm-up activities, some remained indifferent. Often, trainers helped hesitant participants to perform the activities. However, there were a number of trainees who tried to participate and seemed enthusiastic in developing their English communication skills as well as teaching competencies. On the contrary, there were almost half of the teachers who were not motivated and a few of them even expressed discontent for the training.

Although all teachers participated in the class work, when it came to the question of presenting group/work, it was found that the few same teachers repeatedly came forward to present their work. Although the trainers encouraged the trainees to ask questions for clarification, except a few, participants seldom asked any questions. They acted like they had understood very well. In Jessore, there were about 10-12 teachers who did not talk unless they were asked to answer any question. That is, it about three-fourths of the trainees were non-participatory. Some older teachers were found to be taking the training very lightly. Trainees were found to do their assignments because of compulsion and therefore were not spontaneous. Only some teachers identified as enthusiastic asked questions repeatedly.

Trainer Behaviour and Attitude: With a few exceptions, trainers' behaviour was friendly and in general it was the same irrespective of trainees' quality and performance in the training. However, at times, a few trainers tried to show themselves as superior. Sometimes trainers (specially the PSTs and RTs) were found dominating the trainees, and trainees were not happy with that. However, it was not that they were unsuccessful in instructing. On the contrary, they helped trainees very much.

In some cases, trainers were college/university teachers. Although they tried to come out of their persona (i.e., they were trying not to apply their higher status tone) and tried to be friendly by smiling at the participants, they failed to conceal their authoritarian figure in facilitation. Trainers corrected trainees' mistakes verbally and/or using board. But it was not possible to correct all mistakes. Sometimes, when some trainers asked trainees some questions, it seemed authoritative as well. Actually, many the trainers' personality and behaviour was not welcoming. On the other hand, some trainees paid attention to trainees individually. They moved around, spoke gently, behaved politely. They even made humorous comments and jokes appropriately and made the lessons interesting.

They tried to give importance to the opinions and suggestions of the trainees, facilitating interest and spontaneity among some trainees. Trainers praised the trainees over and over again, and sometimes more than necessary. Moreover they always encouraged the trainees to participate. They listened patiently to the problems and queries of the trainees and tried to give solutions. Some trainers were also very friendly even outside the training sessions. They welcomed trainees who needed help, even at late hours.

Sometimes when trainees tried to influence the trainer, the trainer reacted in different ways. In one case, a trainee said, "Practice makes a man perfect" the trainer replied, "Proper practice makes a man perfect." It seemed a personality conflict. On one occasion, a trainee was using the dictionary and as soon as the trainer saw it, he shouted, "You can't use this dictionary" and he took it away from him. The trainee was annoyed but expressed no emotion. On another occasion, a trainee could not understand instructions and was asking his neighbour about it. Seeing this, the trainer raged, "Follow my instructions!"

Box 1. Trainees' Reaction

Trainer was discussing the 'Yearly Lesson Plan', which is important to deal with the whole syllabus in advance. Many of the trainees agreed to its benefit. While everyone was listening attentively, one trainee complained, "It is helpful but it is not possible to implement this in the rural school." He then listed many reasons for this. The trainer listened to him patiently and attentively. Then he tried to give some suggestions on how to implement the plan in school. During this time, other trainees wanted the trainer to stop the discussion but the trainer was patient and carried on his explanation in order to convince them.

Trainees' Motivation and Reaction: Although apparently the training appeared smooth, there were underlying tensions. First, the trainees were too weak in English to follow the instructions of the trainers. This was revealed when they failed to perform the activities they were asked to do. Sometimes the trainers instructed a little only; most trainees pretended to understand. However, when new topics or tasks were practiced, the trainees found them difficult because of their lack of understanding. So trainers often had to repeat things, sometimes giving individual attention to some trainees. Though most trainers seemed enthusiastic that constant practice of different exercises would lead to improvement of trainees' speaking skills and consequently better teaching skills, participation was not always there. This is because the trainees were not motivated enough.

A large number of trainees were found not to take this training very seriously. Often they just sat silently in the sessions, but a few trainees were enthusiastic and involved themselves actively. They started speaking in English within and outside the training room. Some of them were found to have improved and had become quicker in oral comprehension over the period of training.

Sometimes trainees were found to be pseudo-attentive. When seated for a long time, they lost concentration and expressed boredom. A few of them drowsed for a while, particularly after lunch sessions. However, on the whole, there was awareness among many trainees that they were learning new teaching techniques for teaching EFT course book. However, in spite of being positive towards the training and the materials, they were generally not hopeful that they would be able to use the teaching techniques they were learning in their own schools. For example, while discussing 'Yearly Lesson Plan', some of the trainees said, 'It is not possible for rural schools to implement this plan.' Many of them admitted to its usefulness but they were too sceptical about its implementation. On another occasion, a trainer was trying to make trainees understand that students would learn grammar better by practice and not by memorizing. But the trainees had different opinions. They still tried to establish that rural students do not have an alternative to learning grammar but by memorizing. On the whole, the trainee did not appear to deal with the issues seriously.

Warm-up Activities and Entertainment: Warm-up activities were common. Part of the 'Language Brigade' component, it is considered good practice for 'spoken English'. These are short fun language activities that the whole class participates in before the actual lesson starts. Trainees were asked to do a variety of participatory activities e.g. sing songs, play verbal games or make up stories following some guidelines. These warm-up activities focused on learning vocabulary, spelling, meaning, and pronunciation. Warm-up activities after lunch were effective in helping to prevent some trainees from falling asleep. It created a positive

atmosphere – teachers enjoyed themselves, were encouraged to speak in English and it enhanced their concentration. In fact, when trainers skipped the warm-up activity and started on the lesson just after the ‘greetings’, trainees were unhappy and requested a warm-up activity but the trainer politely refused saying they were pressed for time and they needed to finish such and such parts, to keep to the schedule.

One point needs to be made here – warm-up activities are supposed to be short (5-10 minutes) but the trainers often spent about 20-30 minutes on them. Also, there was not enough links made to show how this skill could be transferred to the actual classroom. Another point is- although this was the most enjoyable part of the whole training, even here, some trainees failed to respond spontaneously.

Teaching-Learning: Generally trainers tried to present lessons easily to the trainees. They explained first how to do some task and then gave time for trainees to do them in small groups. Later on, the trainees were asked to perform micro-teaching or make some questions. If anyone gave wrong or incorrect answers, trainers did not give any answers themselves but involved everyone by asking whether it was right or wrong. With their help the trainer would formulate the correct answer. Then the right answer was written on the board. Sometimes, when trainees made minor mistakes, trainers corrected them verbally and used the white board. Over time, when the trainees became familiar with the contents of the training, the level of response also increased.

Box 2. Resolving the Controversy over CLT and TM

During training, controversy came over CLT and TM particularly in teaching and learning grammar was evident. Trainers were careful to accept conflicting opinions but emphasised the advantage of CLT. For example, a trainer once said, “No, we will not avoid grammar but will give less importance to it and practice more communicative language.”

- A TT at Barisal

There were trainers who moved around after giving instructions and were very careful about the trainees’ development of English. When some trainees did not understand some lessons, they were given individual attention. Sensing difficulties in comprehension, many trainers simplified lessons by re-formulating their instructions in easy language and by discussing individually and in groups. Most trainers presented the content well and made extensive use of pair work and group work in the lesson activities. During pair, group or individual work, trainers moved around and monitored the work and helped trainees as necessary.

Although trainers always pointed out the aim and goal of a particular lesson, no aim and goal regarding the whole training was shown clearly. The trainers passed through one topic after another but they did not summarize the main points in terms of overall goals of the training. Also, the trainers were not careful in summarizing each day’s sessions except in a few cases when the trainer asked the trainees to summarize each day’s main points orally and then told them to write this in their note books and asked someone to come in front to talk about the summary. Sometimes, trainers gave homework to trainees to write on “today’s learning points”.

Although the whole programme focused on classroom conduct and methodology, when it came to micro-teaching, most trainees failed to perform well. Also, in some cases when micro-teaching was going on, some of the participants lost concentration and started talking to others. They also disturbed the presenter (the mock teacher). Once some of the participants were too bored to fall into sleep.

In one training session, ‘Developing writing skill’ was supposed to be held after lunch. But the trainer told the trainees to conduct micro-teaching. The trainees were not willing and

some performed with minor protests. One trainee drew the attention of the trainer to the schedule, so the trainer shortened the 'writing skill development' session and started micro-teaching again. Then he went fast and started a new topic 'Point giving'. But again within five minutes, he finished it.

Sometimes trainers could not complete the learning topic of the day. Some trainers were not well organized as they were, particularly the part-time trainers, not well prepared and in many cases they were asked to come to take class at short notice. So their quality of training was not up to the mark.

Trainees were not very enthusiastic in responding to the trainer's questions and they asked relevant questions only rarely. A quarter of the trainees tried to answer questions but most of the time they gave incorrect answers. Trainees seemed very weak in English and for that reason they failed to grasp the lessons at one go. Half of the teachers were always found to be confused. However, over time, with limitations, it was found that trainees' speaking and listening developed gradually.

Management (Time, schedule, dispute): Sometimes trainers tried to go fast to cover time. The trainers seemed little concerned about time after lunch. Most of them failed to finish the lesson on time and did not summarize 'Learning of the Day'. In some cases, trainers spent more time on last days' lessons, so they failed to manage time of the current day.

Box 4. Trainer's Cordial Expression

"I am a teacher like you. So I know our problems and we will try to solve them through our cooperation."

- A PST at Barisal

Box 3. Trainees' Differing Impressions

"Good. I have learnt a lot of things like teaching techniques, methodologies, strategies etc. Before this training I did not know how to arrange a large classroom, how to teach using pair work, group work etc. Now I think I am a 'fulfilled' teacher and I am a communicative teacher. So I think BRAC training has enlightened me."

-A Trainee-teacher at Jessore

"Most of the students are weak in English. Their stock of vocabulary is small and our class time is only 40 minutes. I think it is not enough for the English class."

- A Trainee-teacher at Rangpur

At one place, trainees complained about the trainer to the observer (TT) and asked him to solve their problem. The trainees threatened to leave BTARC if the trainer did not behave himself and stop practicing 'micro-teaching' which was unscheduled. The TT tried to appease them but the trainer did not pay heed and continued in the same manner causing great

dissatisfaction. At some places it was found that the same content of training was offered twice or thrice in a module which upset the trainees.

Consistency with Aims of Training: Generally the training was consistent with the aims, objectives and goals – the trainers tried to familiarize trainees with CLT and the EFT book. Trainers tried to reach the message of CLT to the trainees and showed them different teaching techniques of the communicative approach. They also instructed trainees on how to develop their CLT skills. They emphasized the importance of the 4 skills and practiced them. They gave relevant examples with the topics. However, only a part of the trainees were fully involved and truly improved.

Application of Training

In this section we present the findings on the comparative performance of the trained and non-trained teachers (through observation) followed by the students' perception on trained and non-

trained teachers (through FGDs) and challenges that trained teachers face in application of CLT method that they learned in the training (through interviews and observations).

Classroom Practices: The observation data showed a general diversity of performance both among the trained and non-trained teachers. Although trained teachers attempted more uses of the CLT approach, there is little evidence of much difference in the existing classroom practices of trained and non-trained teachers. Table 14 shows the trend of existing classroom practices of trained and non-trained teachers.

While the mean age of the teachers was 46 years, the highest teaching experience was found to be 34 years and the lowest was 3 years. The mean teaching experience was 18 years. The maximum number of student enrolment in class was 102 and the minimum was 21. With regard to student attendance, a maximum of 68 and a minimum of 10 students were present during the survey. On an average, 34 students attended classes regularly, a poor number compared to enrolment. Although planned class time was between 30 to 45 minutes, actual classes lasted for 25 to 40 minutes. The average planned duration of the English class was 42 minutes but in reality an average of only 38 minutes was spent in class.

Table 14 sums up some classroom activities of trained and non-trained teachers (related to criteria like classroom behaviour, teaching style, use of English in class, approach towards CLT, etc). Teachers' performance is shown in percentage. In case of dealing with mistakes, about 70% of trained and 85% of non-trained teachers dealt with mistakes frequently. They dealt with mistakes which occurred in sentence construction, spelling and grammatical activities, etc. About 30% of trained and 15% of non-trained teachers were not conscious or did not bother about mistakes which students made.

Regarding teachers illustrating a topic by using real life objects, pictures and charts (teaching aids), it was found to take place in 45% classes of trained and 39% classes of non-trained teachers. They used appropriate examples in a logical manner by using the blackboard. In 18% classes of trained and 44% classes of non-trained teachers, there was no use of any example to explain a topic. In 20% classes of trained and 13% classes of non-trained teachers the examples were not adequate or relevant to the lesson. In 18% classes of trained and 5% classes of non-trained teachers, no example was required for the lesson.

Table 14. Classroom Performance of Trained and Non-trained teachers

Criteria	% of Trained Teachers	% of Non-Trained Teachers
Dealing with mistakes	70	85
Illustrating topic with examples	45	39
Encouraging questions from students	68	51
Making purpose and guidelines of lesson clear to students	63	54
Responding to students' questions sympathetically	80	74
Students responding to teachers' questions enthusiastically	88	46
Meaningful communication taking place in class	33	21
Doing group/pair appropriately with all students	45	23
Problem faced while doing group/pair work	23	18
Using English most of the time	52	38
Moving around in class	76	67
Using teaching aids productively	95	72

Teachers encouragement of students in asking questions and clarification in classrooms occurred in 68% classes of trained and 51% classes of non-trained teachers. In 32% classes of trained and 49% classes of non-trained teachers, the teacher did not encourage students to ask

questions in the classroom. In contrast to non-trained teachers, trained teachers appeared to play a supportive role towards students.

Around 63% of trained and 54% of non-trained teachers were capable in presenting clearly the purpose and guideline of the lesson. They explained all the details of the content to students. About 10% of trained teachers and 18% of non-trained teachers failed to give a clear idea on the guidelines. Students were confused with teachers' explanation in 27% trained and 21% non-trained teachers' classes. Only 3% of non-trained teacher's guideline was clear to a few students (only the front benches students). And 5% of non-trained teacher did not give any guidelines on the lessons.

Teachers responded sympathetically towards students' questions in 80% classes of trained and 74% classes of non-trained teachers. They acted very friendly and clearly responded to students' queries. In 5% classes of non-trained teachers, they replied in a confusing manner i.e., teachers replies were not helpful to students. Again, 20% trained and 21% non-trained teachers did not respond to students' queries.

In the case of students' response towards teaching in 88% of trained and 46% of non-trained teachers' classes, students (especially front benchers) responded eagerly. About 5% of trained and 8% of non-trained teachers' students were indifferent and did not respond to the teaching in class. In 5% of trained and 33% of non-trained teacher's classes, students responded unwillingly to the teaching in class. In 3% of trained and 13 % of non-trained teacher's classes, students were usually afraid of or hesitant in responding.

Meaningful communication took place in 33% and 21% classes of trained and non-trained teachers respectively. Partially meaningful communication took places in 60% and 46% class of trained and non-trained teachers. And no meaningful communication occurred in 8% and 33% classes of trained and non-trained teachers respectively.

Group/pair work with students was appropriately used in 45% classes of trained and 23% classes of non-trained teachers. All the students participated in pair/group and teacher monitored their activities and time-keeping was done properly. But in large classes the teacher was not able to keep his eyes on student's activities. Students took the opportunity and disturbed the class. Sometimes when a teacher was doing pair/group work, other teachers (in adjacent rooms) complained about the noise.

In 50% classes of trained and 29% classes of non-trained teachers, no problem occurred in group or pair work. Teachers gave clear instructions before activities undertaken in pairs or groups and students were able to complete their activities properly. In 28% and 53% classes of trained and non-trained teachers, pair/group work was not required in the lesson. In 25% of trained and 33% of non-trained teachers' classes, pair/group work was applied involving only a few good students. And in 30% classes of trained and 44% classes of non-trained teachers, pair/group work was not done in the class.

Students faced problems in group or pair work in 23% classes of trained and 18% classes of non-trained teachers. They were not able to complete their activities according to the teacher's instructions. Sometimes they failed to understand what they had to do. They also faced problems with vocabulary, sentence construction while working in pairs or groups. Teachers of both groups were not able to monitor their activities properly. That is why students did not perform satisfactorily. Sometimes teachers felt that the poor quality of students was the cause of their failure to communicate in pair or group tasks.

Usually teachers used English in the classroom for giving instruction, answering/explaining student's questions, presenting new words and asking questions. About

52% trained and 38% non-trained teachers used English in class most of the time. Approximately 22% trained and 17% non-trained teachers used English sometimes in class. About 14% trained and 10% non-trained teachers rarely used English in class. And around 12% trained and 35% non-trained teachers did not use English at all in class. In comparison with non-trained teachers, trained teachers performed better here.

Frequent teachers' movement was found in 76% classes of trained and 67% classes of non-teachers. Teachers moved around the classroom and monitored the whole class as well as helped the students to solve their problems. In 23% classes of trained and 33% classes of non-trained teachers, no movement occurred at all and the teacher sat at his table.

Teaching aids were used in an imaginative way in 95% classes of trained and 72% classes of non-trained teachers. In 5% classes of trained and 28% of non-trained teachers, teaching aids were used in a casual and indifferent manner. From class observation of both groups of teachers, some other findings that emerged were: teacher's pronunciation, behavioural discrimination towards students, time management, level of professional skills, the approach towards poor-ability students, the manner of using the text book and so on.

From non-trained teacher's classes, we found that most non-trained teachers follow the traditional teaching style in class rather than CLT. They did not have sufficient idea about the application of the four skills. Some of them did not give attention to listening or speaking activities. They only followed the instruction of each lesson given in the book and did not explain or elicit any information. Students often failed to understand the teacher's instructions and resorted to memorizing.

Some teachers did not use the textbook for teaching in class. Instead, they generally used a 'Notebook' for students to memorize answers and 'Test papers' for preparing suggestions for exams. The teacher did not have enough knowledge about class management skills especially time management. Some of the teachers did not follow class duration properly - they wasted time on other things like chatting with colleagues, reading newspapers, or on their personal activities. Some of teachers encouraged students to join their private tuition or coaching classes. Non-trained teachers who completed their studies from urban areas or received training from other organizations comparatively performed better in the classroom.

Box 5. Students' Comparative Perceptions of Trained and Non-trained Teachers

Although generally students feel more comfortable in Bangla, some of them tried to use English. For example, some students said, "Although very little, we speak now but before we didn't know anything." But the main problem that still existed for most students was their hesitation in communicating in English. Some said, "What will people say...that's why we do not speak in English."

Students of non-trained teachers, on the contrary, are deprived of the opportunity of developing communicative language skills as most of the non-trained teachers do not try CLT. For example some students said, "We don't know anything about group work, pair work. The teacher does not help us in practicing English speaking but he encourages us to practice English. Teachers use some very difficult English sometimes this is hard to understand."

In the case of trained teachers, we found they failed to apply CLT in class appropriately. Teachers/students are both weak in English and that is why they are unable to use English communicatively. Teachers were not comfortable in teaching through the CLT method. Students were not familiar with the new way of teaching. Teachers who attempted to use CLT did not know how to make class/topic interesting. They tried to use different types of classroom techniques like pair or group work, chain drill but failed to maintain time, monitor performance, accomplish activities, present interestingly. In large classes teachers did not want to use CLT techniques because they did not know how to manage large classes efficiently.

Group work was not usually done due to lack of time. Sometimes teachers paid attention only to good students by making them do pair work, directing questions towards them, monitoring their activities, encouraging and praising them frequently. The performance of some teachers who received training from other training institutions (like ELTIP/BIAM/FSSAP) performed extremely well – much better than the others. They seemed to have had enough scope to enhance their capacity/quality of teaching.

Students' Perceptions: Students perceived that trained teachers used some new techniques in their classrooms that were not previously used, but this is benefiting few. According to students, 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 other changes that were noticed by students were the way the teachers used the board to make students understand easily. Students said that the English teacher encouraged them to read newspapers, and converse in English by sharing what they had learnt in the lesson with each other.

Trained teachers' students said that teachers generally used English more than Bangla whereas non-trained teachers' students perceived that teachers used more Bangla than English, sometimes no English at all. However, except for a very few, students generally used Bangla in speaking in the class.

According to the students, trained teachers generally and non-trained teachers with an exception conducted pair work and group work and trained teachers did it more frequently than the non-trained teachers. However, students of trained teachers asserted that in many cases teachers went very fast in class which made the lesson difficult to understand. Again, students of non-trained teachers complained that there are English teachers who were not friendly. They used a harsh voice and even the stick for punishment. On the contrary, students of trained teachers stated that their teachers were sympathetic while correcting mistakes and in some cases encouraged peer-correction.

Box 6. Students' Lack of Spontaneity

Trained Teachers indicated that students' lack of capacity and cooperation were the biggest challenge they face. A trained teacher from Gaibandha said, "Most of the students are weak in English. So, although we try to do our level best, they don't respond properly. As a consequence, I can't apply the CLT method appropriately. Students don't understand clearly if I teach in English in the class. As a result, I cannot apply the speaking skill in the classroom. They are so weak in question-answering. They are weak in listening as well." Again, a trained teacher from Rajshahi said, "Sometimes, after teaching a lesson, if I give some writing task, students can't do it. Actually there is no response from the students in the development of 4 skills. They do not ask questions in class."

Students of both trained and non-trained teachers admitted that most of them did not understand English and they felt comfortable if the instruction was in Bangla. Although there were some attempts of using English by the students of trained teachers, non-trained teachers' students did not attempt any English.

Challenges Faced by Teachers: Teachers perceived with some exceptions the training programme and the materials as both relevant and useful for their professional development. However, they felt that they found it difficult to apply their training. Following are some of the challenges that teachers were facing: a) The vocabulary stock was not adequate both for teachers and students; b) They were not proficient in English speaking. Sometimes teachers have to act out (mime) to make students understand; c) Lack of realia (real life materials); d) Lack of teaching aids; e) Students do not understand English and they are not regular in attendance; f) Students' hesitation and shyness; f) Lack of English learning environment

(listening, speaking, writing) in the classroom due to shortage of time; and g) Seating arrangement is not conducive to CLT.

Again some teachers were worried about the non-cooperation of students seating on the back benches. A teacher said, "I found problems in dialogue practice. Back-benchers do not participate." It is not only the lack of physical facility or students' lack of interest but the attitude of other teachers was an obstacle too. They said that other teachers criticized this technique of teaching because it made the classroom noisy which disturbed adjacent classes. The Head Teacher was not bothered about CLT. He advised them to prepare more students for passing the exam. Supervision of trained teachers is also not adequate as school supervisors themselves are not technically knowledgeable to give feedback to the teachers in their respective fields.

Teachers' Perceptions: In addition, understandings of teachers' beliefs were attempted through interviews. We tried to discern teachers' perceptions in an in-depth manner by probing teachers' views on various aspects related to CLT and training through these interviews.

In spite of some attitudinal changes towards a positive stance, teachers were generally found to be sceptical about the effective application of CLT in the rural school classroom setting. They believed that the environment was not quite congenial for CLT practice in these schools. They stated that colleagues criticized them when they applied the method. They complained about the students' dependence on 'coaching centres'. They also identified some reasons for their impression: a) Students' incompetence in understanding English properly; b) Students' tendency to follow traditional methods and memorizing the content-texts for the exams; c) Students' lack of willingness to learn more than their syllabus; d) Large class size made it difficult to conduct group/pair work and chain drill; e) Students' fear of learning English; f) Students' lack of class participation; and g) Classroom and seating arrangements were not suitable for the new approach. In short, large class size, time constraints, students' incompetence and non-cooperation were regarded as the main problems in applying CLT in the English class.

Box 7. Teachers' Doubts about Application of CLT

One common phenomenon was that although teachers thought that they had been benefited by the training, they doubted the proper application of CLT in the school. The following quotations reflect that perception:

"As the students do not have enough skill in English, their response in the classroom is not good. If I ask a student some questions in English, they will not answer in English. And for that reason, it would be difficult for us to appropriately apply CLT techniques in the classroom." (*A Trained Teacher at Rajshahi*)

"In my class, there are 135-140 students. So it would be too difficult to conduct pair work or chain drill. You know, there is a time constraint that does not let us take proper care of every student. I can't monitor students in this period. Again, students are too weak to understand English in the classroom. So teaching in English is not possible in class. Everything that I teach has to be said in Bangla." (*A Trained Teacher at Pabna*)

"Although this method and the text book both focus on developing the language skills of English, it wouldn't help students do well in public examinations. More and more students are leaning towards coaching centers. As a result, effective application of CLT is not possible in the class." (*A Trained teacher from Pabna*)

IV. DISCUSSION: IMPLICATIONS FOR TRAINING

This final section attempts to analyze and discuss the implications of the research findings for the PACE Training Programme and its target clients – the English teachers of rural secondary schools in Bangladesh.

A MIXED PICTURE

The main objective of this research has been to find out to what extent the capacity building of the PACE-trained English teachers had taken place in terms of their:

- Understanding of the CLT approach
- Development of pedagogic expertise
- Language skills development
- Attitudinal change towards the new approach

The findings point to a mixed picture. Positive signs are apparent in a general improvement on some particular issues in all the above between pre-training and post-training phases but it did not take place at a regular pace. There were variations at different BTARCs and districts and also across age, gender, experience, time and groups with different levels of education. Moreover, PAS-1 and PAS-2 showed a variance in performance of teachers who had just completed Module 2 and between those for whom a period of time had elapsed since the completion of Module 2.

The effects of the training may be summed up in the following manner

- a) With some exceptions, there has been a general improvement in teachers' knowledge and skills in the application of CLT.
- b) Although trained teachers attempt more uses of the CLT approach, there is little evidence of much difference in the existing classroom practices of trained and non-trained teachers.
- c) Students perceive that some trained teachers use new techniques in their classrooms not previously used, but few students are benefited by this.
- d) Teachers perceive the training programme and the materials both relevant and useful for their professional development, with some exceptions.
- e) In spite of some attitudinal changes, teachers do not believe that CLT can be effectively applied in the rural school classroom settings, thus implying a set of ingrained beliefs which influence teachers' attitudes and behaviour.

In spite of the positive reflections stated above, the Trainee Teacher's overall profile that emerges from the research data is not very inspiring, raising perhaps issues of a different nature, not connected to the training programme as such. At the same time, the trainers too do not always appear adequate to the demands of the course.

The Trainee Teacher's Profile

- The majority are linguistically inadequate (i.e. have poor proficiency in English)
- Some develop their speaking and listening skills to some extent during training
- Some are not always open to the concept of training
- Some lack incentive and therefore are not always motivated
- Trainees usually make superficial connections to the CLT approach (e.g. consider doing group and pair work or chain drills as representing CLT)
- Trainees are not always able to connect the underlying principles of the training programme to their application in classrooms
- Many try to use more English than before after training in their classroom teaching
- Several are more supportive towards their own students after training
- Most agree that CLT is an improved way of teaching but believe it cannot be applied in rural schools
- Most believe students are too poor in English to benefit from any CLT methodology
- Age and performance during training do not go hand in hand – usually when age increases, the performance level during training decreases simultaneously
- Female trainees, though generally scored lower in the tests, responded better to the training than their male counterparts

With regard to Trainers, the programme has some limitations in its dearth of regular trainers and its dependence on part-time trainers particularly PSTs with lesser skills and motivation

The Trainer's Profile

- Some are very qualified but most are average; a few are poor
- English language ability ranges from good to poor
- Generally friendly, facilitating, patient (thus practising the humanistic qualities of the CLT approach)
- Some are authoritative and harsh and treat trainee-teachers like school children
- Most (but not all) are well acquainted with the training materials and can use them reasonably well
- Do not make connections to the overall goals and objectives of the training programme
- Not very efficient in time management

ADOPTING A MACRO PERSPECTIVE: RECOGNIZING SOME CRUCIAL FACTORS

The vital issue to recognize is that there is an ideological conflict at play. There is a clear mismatch between what is being proposed in the communicative approach and the modalities of learning and teaching traditionally nurtured in the system. The CLT agenda has a progressive orientation while the Bangladeshi classroom culture is transmissive i.e. the transmission of knowledge from the authoritative knower to passive learners. The main features of CLT are the practice of the four language skills in a meaningful context, with active learner participation and these appear significantly divergent to established classroom practices.

In a survey of higher secondary level teachers' perceptions and attitudes on an in-service CLT training course, Rahman (2003) investigated the apparent mismatch between the traditional mindset of English language teachers and the demands made by the introduction of the communicative approach to ELT. Like the findings of this study which indirectly point to

the presence of a set of ingrained belief systems that influence teacher behaviour, the 2003 study brought out this conflict in clear focus and also pointed to the fact that this issue of ingrained beliefs and attitudes was difficult to address. In two other studies on ELT projects at the secondary/higher secondary level, Rahman (1999) and Quader (2001) both point to the presence of strong resistance to innovation and change not only from the end-users (the teachers) but also from a variety of stake-holders (head teachers, senior teachers, parents and even students themselves). The examination boards too resisted stoutly by refusing to bring about meaningful changes to the test papers. Whatever changes were implemented was cosmetic, not at all substantial – thus perpetuating the negative backwash effect of examinations on teaching and learning.

If resistance to change is taken as the point of departure or the starting point of our discussion, some fundamental issues need to be considered. In integrating these issues into teacher education, Rahman (2004) argues for the need to incorporate three concepts – *cognition*, *context* and *educational culture* – into the discourse of teacher development. These concepts, drawn from cognitive psychology, sociology and mainstream education respectively, are crucial in providing perceptions about teacher beliefs/attitudes, about logistics and resource availability, and about teaching/learning styles. Therefore, engaging with these factors before proceeding towards ‘received knowledge’ as provided in the training sessions and manuals may enable us to formulate a more principled approach to the training programme.

The Theory of Cognition

In making sense of teacher perceptions, we need to look at *the theory of cognition* as understood in cognitive psychology and which has influenced mainstream education. This theory has established that beliefs, formed early in life through a process of cultural transmission, influence all human perception and the ways in which events are understood and acted upon (Nisbett and Ross 1980). Belief systems thus play a critical role in shaping perception and behaviour and influence all aspects of teachers’ thoughts, judgements and decisions. These beliefs are well formed, complex, and difficult to unpack and are extremely resistant to change.

Within this perspective, teacher beliefs are thought to have a filtering effect on thinking and information processing (Pajares 1992). Teachers make instructional decisions and select certain instructional practices over others through “*the unique filter*” (Johnson 1994: 440). Moreover, through this same filter, trainee-teachers conceptualise their initial teaching experiences and interpret new information about learning and teaching. The current study findings appear to indicate that teachers’ beliefs have a strong filtering effect on their pedagogic behaviour.

Applied to the training programme, the *theory of cognition* highlights the cognitive demands placed on teachers and supports the need for programmes to provide opportunities for trainee-teachers to understand the dynamics of how they think and act *as they learn to teach*, particularly since studies on teacher preparation programmes have often attested that teacher beliefs about their roles and about teaching tend to remain largely unchanged during training (Calderhead and Robson 1991).

If we accept the above statement unconditionally, we may be confronted with the question – why then bother to train teachers? Nevertheless, additional insights from cognitive psychology speak of ‘multiple knowledges’ constructed rather than stored, and learning which involves continuous active *construction*, *connection* and *reconstruction* of experiences within personalised contexts. Guba and Lincoln (1994) claim that these multiple constructions are subject to *continuous revision* with *changes likely to occur* when relatively different constructions are brought into contrast in a *dialectical context*.

“Dialectic” is a dialogue between two opposed or contradictory viewpoints – not with an object to oppose or contradict but to understand each other’s positions from a broader and less partial viewpoint. This does justice to the substance of each point of view and also allows a search for a common ground. In the course of this search, understanding between the two viewpoints may emerge, based on a recognition of differences and an acceptance of a continued dialogue despite these differences. Through this *dialectic perspective*, we suggest processes need to be set in places that engage with teachers’ beliefs and attitudes.

The Reflective Approach

The focus on teacher beliefs and the need to integrate them in teacher education has singled out *reflection* as a prominent activity to be undertaken by trainees. The objective is to enable teachers to *reconstruct* their pedagogical values about teaching and learning in a manner that they can make sense of. This obviously provides a strong justification for the *reflective approach* to teacher education through open discussions, shared opinions and for the use of journals, diaries and portfolios, so strongly attested in current teacher education literature. In addition, the practice of using classroom data (transcripts, videos of lessons, diaries) and integrating them into reflective and analytic modes in a training programme is another attested practice.

Context and Culture

Although we have emphasised the issue of teachers’ perceptions and beliefs above, two other additionally important issues - *contextual* and *cultural* features have repeatedly surfaced in the study findings. Teachers’ knowledge is actively related to the world of practice (Elbaz 1983). They use their practical knowledge to express purposes, give shape and meaning to their experiences, and structure social realities. The common features of the classroom environment shape common patterns of belief and behaviour in teachers. There are centralising tendencies of national syllabuses and examinations and widely used textbooks and notebooks, as well as clear perceptions of a common practice among teachers. Thus, these imbedded institutional systems and the larger social contexts which surround them wield an influence to create a specific culture of teaching. Holliday (1994) among others, advocate that educational developers need to orientate themselves with the macro aspects of the culture and the requirements of the wider educational context in order to enable them to perceive the varied elements in the user culture as *factors* to be taken into account rather than as *constraints* to be overcome.

These three aspects i.e. the psychological, cultural and contextual features taken together provide a rationale for promoting a multi-layered orientation to teacher development. Significantly then, trainers need to recognise these three important issues. They need to aim at a process through which trainee-teachers can understand and engage with what is being proposed. The programme needs to relate to their beliefs, their knowledge and their reasoning and needs to work within the social and contextual realities of their environment. It is crucial that the training needs to “make sense” to the trainees. As Johnson (1996: 770) puts it, trainees have to be “constantly engaged in a process of sense-making”.

There is, therefore, a great need to recognize the following contextual factors as wielding an influence:

- a) Large class size (though the number of absentees will often make a class look more reasonable) can be a deterrent to participatory activities
- b) Lack of logistics and resources often place constraints on teachers’ performance

- c) The backwash effect of examinations has a strong influence on teaching and learning. This consumes all learning/teaching energies in formal education and although assessment is professed to be skills-based, SSC tests still remain related to content and amenable to memorization. Recently, 40 marks for grammar has been introduced in the secondary school state exams, thus opening up the possibility of bringing back traditional grammar-based teaching into the classrooms.
- d) The power structures within institutions and the hierarchical system in administration place the teacher in a reactive role, e.g. noises emanating from an interactive classroom may threaten a teacher's position. Teachers are always under pressure to complete the syllabus. Head teachers are keen on teachers doing examination preparation exercises.
- e) Scheduled/unscheduled interruption of classes through political disruptions, natural disasters, closures for board examinations, and a range of scheduled holidays often disrupt the academic calendar.
- f) Implicit control by stakeholders like the school administration, the curriculum board, the examination board, policy makers, parents and even students wield some sort of influence over teachers and their classroom practices, causing obstacles to the implementation of their newly trained skills in CLT.

PACE's Model of Change

At the same time, PACE's delivery system needs to be analysed critically. Using Chin and Benne's (1976) representations of 'the strategies of change', the model that PACE adheres to is the *rational-empirical strategy* where the assumption is that, being rational human beings, once the benefit is made obvious, the target group will automatically adopt the change. But the literature on the management of educational innovation and change worldwide has recorded countless unsuccessful attempts (Markee 1997) since adoptors, in spite of being rational human beings, are notoriously resistant to change.

A further cautionary note needs to be made here regarding the effects of training on subsequent behaviour of teachers. Teacher education literature (Calderhead and Robson 1991, Markee 1997) often state that there is a significant gap between what teachers think and do together in training workshops, and what individual teachers think and do in the classroom indicating that once trained teachers go back to their familiar settings, they revert to their old practices and tend to deter the adoption of new practices. As a result, there is a risk that only less innovative ideas, if any, find their way into the classroom. In other cases, ideas are adapted in a way teachers think is appropriate for their circumstances, the appropriacy being guided not only by self-interest but also by a variety of contextual factors that pull in different directions.

RECOMMENDATIONS: THE NEED FOR BROADENING PARAMETERS

The curriculum remains an inert specification unless it is transferred into the classroom through an *effective delivery* system, depending crucially on the expertise of *well-trained teachers*. Consequently PACE's objective of improving this delivery system through the English teacher-training programme targeting far-flung rural regions and less privileged groups deserves high appreciation. In addition, the administering by PACE and the logistic support at different BTARCS cannot be undervalued.

Based on the study findings and the discussions above, there is obviously a need to broaden the parameters of the current training programme in order to key in to the framework we have developed. We also emphasise the importance of re-casting ideas within one's own frame of reference, in order to 'appropriate' ideas to suit the local culture. Within this perspective, a number of recommendations are offered.

Recommendations

- Focusing on components that engage with trainees' beliefs/attitudes to enable facilitating changes in attitudes towards CLT applications. This may be done through introducing:
 - a) The element of 'reflection' (group and individual) – the strategies introducing reflective practices are found in abundance in the teacher education literature.
 - b) Observation and analysis of actual classroom practices (real class observation, transcripts of recorded lessons, videos of lessons, teachers' diaries) and relating them to proposed changes within a participatory ethos rather than a top-down approach.
- Avoiding the narrow “dress-rehearsal approach” (Widdowson 1987) of the training programme because conditions and contexts in classrooms differ from place to place. Instead, the training needs to encourage capacity-building in trainees that can enable them to understand the actual on-going purpose of the training and the fundamental principles of the CLT approach. Only then they may be able to make informed decisions within their own classroom contexts and be capable of linking the principles of the approach to their classroom practices in an appropriate manner.
- The issue of supervised teaching in actual classrooms, mentored teaching and a practicum may be considered in the light of the suggested principles of the approach.
- An element of guidance and counselling may be introduced. This will provide some scope for listening to individual problems as well as problems in classroom teaching.
- The need for a well-informed cadre of trainers with their own belief systems compatible with the assumptions of the programme, e.g. clearly understanding and believing in the outcomes of the training. This obviously points to the necessity of increasing the number of professional full-time trainers with less dependence on part-timers.
- More attention needs to be given on the improvement of the trainees' (and trainers) English language skills.
- Introduce some effective incentive package so that the trainees are motivated and can concentrate on developing themselves. The innovation literature advocates that it is important for participants to have *a stake* in the innovation they are expected to adopt. In terms of incentive, teachers should be able to perceive some sort of 'reward' for changing their instructional behaviour.
- Introducing some sort of formative assessment of the trainees individually and in groups.
- Periodic refresher courses need to be seen as a progression to professional development and need to be run by competent trainers in order to link past training, current practices and future developments.
- Similarly, creating a supportive environment for the self-development of the low achieving teachers (on pre-tests) should be an issue that needs to be addressed.
- Ensuring that only English subject teachers attend the programme so as not to waste valuable time, money and resources on non-English teachers.

- Encouraging more female teachers to attend – not only to promote gender equality and support female student participation in rural schools but also to take advantage of the research finding that female teachers respond better to training. (Quader, 2001, too found that female trainees on the ELTIP project were more committed to the CLT process and continued to practice it in spite of resistance from senior colleagues).
- Findings point to quality ELT training going on elsewhere (e.g. ELTIP training) – is there a possibility of coordination or collaboration?

SUMMARY AND CONCLUSION

The main purpose of this study has been, in the words of Hargreaves and Fullan (1992:4), “to generate critical conversations with the wisdom and expertise of current practice.” In the process, we have attempted to apply a macro perspective to a micro reality – the micro reality being the English teacher training programme at PACE.

The macro perspective has led us to adopt psychological and ecological perspectives. We have emphasized the importance of *cognition* (teachers’ beliefs and perceptions), *context* (the local setting with its factors/constraints) and the prevalent *educational culture* in understanding the phenomenon of teachers’ re-construction of pedagogic knowledge and their interpretation of classroom processes. Within the training programme, we have emphasised the centrality of trainee-teachers’ beliefs and an interaction with these beliefs in order to enable them to engage with and make sense of the training process. We have also emphasized the importance of recasting ideas within one’s own frame of reference, in order to ‘appropriate’ ideas to suit the local culture. Some suggestions have also been forwarded in terms of manageable and attainable revisions/inclusions to the programme.

It is hoped that this study has been able to provide a general picture of the training programme as it stands now. More importantly it has attempted to construct a set of perspectives on which to formulate further action. In the process, we hope we have been able to offer some conceptual tools to PACE teacher educators to grapple with the challenge of English language teacher training for rural secondary schools in Bangladesh. Having said this, it has to be admitted that educational change is a complex phenomenon. It is inherently messy and unpredictable and there is always a high likelihood that developers’ proposals will be misunderstood, mishandled or even subverted.

However, that is no reason to lose heart. The PACE programme is on the right track with its agenda of focusing on rural teacher development as an imperative to greater educational productivity. What is needed is to broaden the parameters of the programme to include an engagement with teachers’ beliefs and to adapt and recast ideas to suit the local features in the overall scheme of affairs. In this regard, our study is offered as a small contribution to a much larger sphere of principled enquiry and as such, can have no definite conclusion.

V. REFERENCES

- Baseline Survey of Secondary School English Teaching and Learning*. (1990). ODA English Language Development Project Report. National Curriculum and Textbook Board.
- Calderhead, J. and M. Robson. (1991). Images of teaching: Student teachers' early conceptions of classroom teaching. *Teaching and Teacher Education* Vol 7, pp1-8.
- Chin, R. and K. D. Benne. (1976). General strategies for affecting changes in human systems. In W. G. Bennis, K. D. Benne, R. Chin and K. E. Corey (eds.). *The Planning of Change*. New York: Holt, Rinehart and Winston: pp 22-45.
- Elbaz, F. (1983). *Teacher Thinking: A Study of Practical Knowledge*. London: Croom Helm.
- Guba, E. G. and Y. S. Lincoln. (1994). Competing paradigms in qualitative research. In K. N. Denzin and Y. S. Lincoln (eds.) *Handbook of Qualitative Research*. London: Sage: pp 105-117.
- Holliday, A. (1994). *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press.
- Howatt, A. P. R. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
- Hargreaves, A. and M. G. Fullan. (1992). Introduction. In A. Hargreaves and M. G. Fullan (eds.) *Understanding Teacher Development*. New York: Teachers College Press, Columbia University: pp 1-19.
- Johnson, K. E. (1994). The emerging beliefs and instructional practices of pre-service English as a second language teachers. *Teaching and Teacher Education* Vol 10, No.4, pp 439-52.
- Johnson, K. E. (1996). The role of theory in L2 teacher education. *TESOL Quarterly* Vol 30, No 4, pp 765-771.
- Khan, S. S. (1995). Village schools in Bangladesh: Caught between tradition and change. Dhaka: Centre for Development Research, Bangladesh.
- Markee, N. (1997). *Managing Curricular Innovation*. Cambridge: Cambridge University Press.
- Nisbett, R. and L. Ross (1980). *Human Inferences: Strategies and Shortcomings of Social Judgement*. Englewood Cliffs NJ: Prentice-Hall.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research* Vol 62, pp 307-322.
- PACE (undated). *A Brief Introduction on PACE Initiatives*, Dhaka: Post-primary Basic and Continuing Education (PACE), BRAC.
- Patra, S. (1994). Key concepts for the professional development of English teachers of secondary schools in West Bengal and their implementation. MA (TESOL) Dissertation. Institute of Education University of London.
- Quader, D. A. (2001). Reaction to Innovation in Language Teaching: A Project in Bangladesh. *Journal of the Institute of Modern Languages*. Vol 12, pp 5-20.
- Rahman, A. (1999). Educational Innovation and Cultural Change: A Bangladeshi Perspective. *The Dhaka University Studies* Vol 56, No 1, pp 107-130.
- Rahman, A. (2003) 'College teachers' perceptions of ELT: relevance to teacher training'. Paper. Aga Khan University International Seminar, Karachi, Pakistan. In forthcoming book, *English and Higher Education: Future Directions*. Karachi: Oxford University Press.
- Rahman, A. (2004a). The 3 C's in Teacher Education: Cognition, Context and Culture'. Paper. *Integrating Global Issues into Teacher Education*. 38th Annual IATEFL Conference, Liverpool, UK.
- Rahman, A. (2004b). 'A Culturally-Friendly Approach towards ESL Teacher Development in Bangladesh'. Paper. International Seminar: The Indo-American Centre for International Studies, Hyderabad, India. In forthcoming book: *Building Collaborative Scenarios for Effective (English) Language Management in SAARC Countries*'. Cambridge University Press and Orient Longman, India.

Rahman, A. M. M. H., R. McGinley and K. McGinley. (1981). *Report on research findings into English Language study needs of Dhaka University students*. ESP Curriculum Unit, Institute of Modern Languages, Dhaka University.

Report of the English Teaching Task Force. (1976). Bangladesh Education Extension and Research Institute, Dhaka.

Report of the Committee on the standard of English proficiency at the Honours Degree level (1988). University Grants Commission (UGC) Bangladesh. Dhaka: Bangladesh.

Richards, J. C. and T. S. Rodgers. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Shamim, F. (1996). Towards an understanding of learner resistance to innovation in classroom methodology. In H. Coleman (ed.) *Society and the Language Classroom*. Cambridge: Cambridge University Press: pp105-121.

Shrubsall, R. (1993). English teaching and learning in secondary schools in Bangladesh: The situation, its consequences, and some possible solutions. Unpublished Paper. The British Council, Dhaka.

Widdowson, H. G. (1987). Aspects of syllabus design. In M. Tickoo (ed.) *Syllabus Design: The State of the Art*. Singapore: Regional English Language Centre.

VI. ANNEXTURES

Annex 1. Variation on Performance between Pre-test and Post-test

Type of test	Status												
	Improved					Static			Regressed				
	%	Gender		Mean	Variance	%	Gender		%	Gender		Mean	Variance
M		F	M				F	M		F			
Text & CLT	69	91.8	8.2	3.7	5.2	11	100	0	20	100	00	2.6	3.3
Reading	44	92.1	7.9	1.8	1.2	28.7	97.6	2.4	27.3	94.9	5.1	-1.2	0.2
Listening	60.8	94.3	5.7	2.4	2.2	15.4	95.5	4.5	23.8	94.1	5.9	-1.3	0.3
Writing	80.2	91.9	8	1.9	1.9	15.1	94.7	5.3	4.8	100	0	-0.7	0.1
Speaking	54.5	94.9	5.1	2.4	1.3	20.3	96.6	3.4	25.2	91.7	8.3	-1.2	0.1

Overall capacity/performance of 62 % teachers improved, 18% static and 20% regressive performance

Annex 2. District-wise Performance in Pre-test and Post-test

District	Mean Score of Skills(Pre)	Mean Score of T+CLT(Pre)	Mean Score of Skills(Post)	Mean Score of T+CLT(Post)
Barisal	4.42	10.67	5.08	12.67
C.Nawabgonj	4.88	12.17	6.75	12.50
Dinajpur	5.96	9.20	6.14	11.05
Gaibandha	4.83	9.00	5.17	9.67
Gazipur	6.67	15.33	7.84	16.75
Kishorgonj	5.00	10.00	5.68	12.40
Madaripur	4.14	9.14	5.50	11.57
Munshigonj	5.56	8.50	6.56	13.50
Mymensingh	6.19	9.00	6.50	13.50
Naogaon	5.22	10.00	5.73	11.82
Nator	4.91	8.75	6.29	12.00
Netrokona	4.91	11.00	6.63	11.00
Pabna	4.81	8.00	6.06	12.50
Rajshahi	4.14	9.33	5.83	10.56
Rangpur	5.29	9.31	6.38	10.77
Sherpur	4.75	5.00	5.38	12.00
Tangail	5.17	9.00	6.17	13.33
Nariangonj	6.63	14.00	7.63	18.00
Sirajgong	3.69	10.50	4.44	11.00
Bogra	5.08	11.67	6.42	11.00
Patuakhali	4.80	12.60	5.21	12.50
Gopalganj	4.00	6.00	5.38	9.00
Thakurgaon	4.73	8.00	5.79	11.44
Kurigram	4.88	6.00	5.56	13.50
Panchagarh	4.94	8.00	5.21	10.50
Lalmonirhat	5.44	11.25	5.50	10.75
Nilphamari	5.75	9.00	5.38	12.50

Annex 3. District-wise Performance in PAS-2 at different Districts

District	Mean Score of Skills	Mean Score of T+CLT
Bandarban	3.69	10.00
Barisal	3.75	10.00
Chapi Nawabgonj	2.67	10.17
Dinajpur	3.25	11.60
Faridpur	4.75	13.40
Gaibandha	5.40	12.60
Gazipur	4.72	12.25
Hobigang	3.46	10.00
Khagrachari	3.00	13.00
Khulna	5.17	11.33
Kishorgonj	3.81	9.25
Kustia	5.10	12.60
Madaripur	3.25	11.60
Magura	5.13	11.75
Manikgong	5.30	13.80
Moulvibazar	6.20	13.00
Munshigonj	6.05	13.20
Mymensingh	4.02	9.00
Naogaon	3.04	14.33
Nator	3.70	11.00
Netrokona	3.68	13.00
Pabna	5.15	12.80
Rajshahi	2.95	11.60
Rangamati	2.80	11.00
Rangpur	4.93	14.00
Sariatpur	3.04	13.33
Sherpur	3.63	11.14
Sunamgonj	4.33	13.67
Sylhet	5.05	13.40
Tangail	5.70	11.80

Annex 4. District-wise Performance (PAS-1)

District	Mean Score of Skills	Mean Score of T+CLT
C.Nawabgonj	2.31	10.75
Faridpur	3.74	13.22
Gazipur	2.25	11.00
Kishorgonj	5.00	10.00
Madaripur	3.97	12.94
Manikgonj	3.90	13.20
Munshigonj	4.25	10.00
Naogaon	3.04	12.00
Rajshahi	3.54	10.00
Tangail	3.50	14.75
Norshindi	3.50	11.00
Nariangonj	4.88	15.50
Sirajgong	3.79	12.83
Bogra	3.94	13.50
Patuakhali	1.50	12.00
Gopalgong	3.86	12.44
Nilphamari	3.50	8.00
Chandpur	4.38	15.00
Noakhali	3.65	10.20
Feni	3.00	12.60
B.Barua	5.00	13.67

Annex 5. Distribution of Teachers in Classroom Observation by Education and Gender]

Education		Trained Teacher		Non-trained Teacher	
		Male (%)	Female (%)	Male (%)	Female (%)
Class observation	MA	33(82.5)	-	8(20.5)	6(100)
	BA	7(17.5)	-	25(79.5)	-
Total		40(100)	-	33(100)	6(100)

Annex 6. Distribution of Trained Teachers in Tests by Education and Gender

Type of Test	Education	Male (%)	Female (%)
Pre & Post-test	MA	9(7.5)	-
	BA(Hons)	22(18.3)	2(75)
	BA	87(72.5)	6(25)
	HSC	2(1.7)	-
Total		120(100)	8(100)
PAS-1 test	MA	14(15.6)	2(22.2)
	BA(Hons)	9(10.0)	1(11.1)
	BA	67(74.4)	6(66.7)
Total		90(100)	9(100)
PAS-2 test	MA	14(12.4)	1(8.3)
	BA(Hons)	7(6.2)	2(16.7)
	BA	88(77.9)	7(58.3)
	HSC	4(3.5)	2(16.7)
Total		113(100)	12(100)

Annex 7. Distribution of Teachers by Mean Age and Gender

Criteria	Mean age		No. of Teachers	
	Male	Female	Male (%)	Female (%)
Trained Teachers	47	-	40(100)	-
Non-trained Teachers	44	50	33(84)	6(15)
Pre-Test & Post-Test	39	34	135(94)	8(6)
PAS-1	41	30	94(91)	9(9)
PAS-2	43	35	132(88.6)	17(11.4)

VII. APPENDIXES

Appendix 1. The Structure and Formation of the Test Instruments

In the first part of the test, trainees' knowledge of the new curriculum, texts, and the application of the CLT approach were tested. There were 20 multiple-choice questions arranged randomly. All questions were formulated consistent with the training's intended outcome and its materials. Trainees were asked to tick the correct answer out of 4 choices. Each correct answer scored one point – there was no penalty for wrong or blank answers. However, there was no “I don't know” option .

The same questions were used both in the pre-test and the post-test with the same value. The individual scores were divided into three ascending groups ranging > 8= Low, 9-13= Medium and 16+=High. So, if someone scored 'Low ' in the pre-test and 'Medium' in the post-test, we took it as a positive change/improvement. On the other hand, if someone scored 'High' in the pre-test and scored 'Medium' in the post-test, it was counted as negative change. Again, if someone remained in the same group in the pre and post-test, it was counted as no change i.e., neither positive nor negative.

In the language skills test, the four basic skills of language i.e., Reading, Writing, Speaking and Listening were assessed. The language skills were measured through a variety of test items: multiple choice questions, gap-filling, true/false, open-ended questions, matching and descriptive-type writing tasks. Each language skill was assessed separately and each carried 10 marks. In the Reading test, a passage was followed by comprehension questions. In the Listening test, trainees listened to a text being read aloud twice by the test administrator before they attempted to fill in the gaps. In the Writing section, prompts were provided for the trainees to focus on the writing task. Finally in the Speaking test, the tester asked a few questions relevant to the trainee's surroundings and the environment. All skills were assessed through a standardized marking guideline.

Again, an almost similar set of test questions was administered for PAS-1 and PAS-2. In fact, the questions followed the same structure of the pre and post-test. However, keeping the same content of 'Knowledge on CLT and Text' and 'Speaking' tests, some changes were made in the reading, writing, and listening test materials. Except for the Speaking part which took about five minutes for each trainee, the total time for the pre-test and post-tests and the PAS-1 and the PAS-2 was one hour each.

Appendix 2. Pre-test and Post-test Questionnaire

Pre-test

Post-test

Time: One hour

Please fill in your details	Official use only		
Name: _____	Section A	Familiarity with Text and Principle of CLT	
Age: ___ years Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Section B	Attitude Test	
Name of School: _____	Section C	Reading Test	
Thana: _____	Section D	Listening Test	
District: _____	Section E	Writing Test	
Training Venue: _____	Section F	Speaking Test	
Date: ___/___/___	Total		

Section A. Familiarity with Text and Principles of CLT

Multiple Choice Questions (10 Marks)

Tick the correct answer from the following:

- Before you enter the class what should you prepare?
 - Attendance sheet
 - Lesson plan
 - Sample questions
 - List of homework
- What should not be a part of Communicative Language Teaching (CLT)?
 - A teaching method with a clearly defined set of classroom practices
 - An emphasis on learning to communicate through interaction in the target language
 - Teaching new vocabulary using both verbal and visual techniques
 - Memorizing the rules of reported speech
- For semi-guided writing you have to follow...
 - Answering questions in a paragraph
 - Writing paragraph from own experience
 - Answering questions about themselves
 - Using a different form of writing
- What is the reason for using group work in the class?
 - Teachers should never do anything that the students can do themselves
 - It will draw the students' attention to the particular lesson
 - Students understand better when they sit in groups
 - Students become active participants
- What is not essential for pair work?
 - Eye contact
 - Numbering of students
 - Gesture
 - Syllabus

6. How could you develop your listening skills in English?
- Do grammar exercise
 - Take notes and dictation at an appropriate level
 - Listen to the English news
 - Both (b) and (c)
7. Which one of the following refers to skimming a written text?
- To get a summary of the text
 - To get a quick idea of the text
 - To get particular information from the text
 - To re-arrange the text
8. Which one is not true?
- Put an adverb after a verb
 - Use 'It' in the absence of a subject
 - Use the 'Present continuous' while talking about future events
 - Use 'have to' for an unnecessary purpose
9. Which one is not an activity of Classroom Management?
- Pair work
 - Silent reading
 - Commanding voice
 - Monitor
10. What is the best way to learn grammar?
- Memorizing grammar rules
 - Practice contextual tasks as far as possible
 - Use structural form for practice
 - Avoid practical example
11. What do you mean by unreserved/implicit learning?
- Continuous knowledge of a language
 - Acquisition by picking up a language naturally
 - Knowing the rules of language
 - Using non-technical terms of language
12. What is the purpose of giving pictures in the book, *EFT*?
- For thinking and expressing information in words
 - For enjoyment
 - For using the four skills of language
 - For exchanging personal information
13. Which one is not a component of a lesson plan?
- Objective
 - Procedure
 - Assessment/Development
 - None of them
14. Why do we need a syllabus?
- It helps us to make decisions
 - It sets a target to our teaching
 - It changes the method of teaching
 - Both (a) and (c)

15. Which one is not an objective of silent reading?
- Understanding written instruction
 - Understanding descriptive text
 - Scanning for specific information
 - Demonstrating imagination and creativity
16. Which one is not true?
- CLT is a process of learning by doing
 - It is based on a greater focus on students
 - It gives students plenty of classroom practice
 - It contains lots of theory and grammar rules
17. What is the right way of giving instruction in the class?
- Never use any negative words
 - Use a commanding voice
 - Speak slowly and clearly
 - Never tell students what is the best approach
18. What does a student learn from pair work?
- Asking for directions
 - Filling in the gaps
 - Interacting and cooperating
 - Learning by writing
19. Which one is true?
- English is a content-based language
 - Teachers should be selective about grammatical accuracy.
 - Teachers should concentrate less on students' mistakes and focus more on their participation
 - If a learner memorizes translation it will help him to become fluent in English
20. What does CLT propose that is basically different from the Traditional method?
- It reflects the four skills of communication
 - It emphasizes on memorizing grammar rules
 - It reduce students talking time in class
 - It give students less classroom practice

Section B. Attitude Test in Bangla (10 Marks)

উদ্দেশ্য: এই অংশে বাংলায় শিক্ষণের বিভিন্ন কার্যক্রমের প্রতিবেদন দেওয়া হয়েছে। প্রতিটি কার্যক্রমের ক্ষেত্রে 'সত্য' বা 'মিথ্যা' উত্তর দিন।

	লেখকগণ	লেখক	লেখিকা	লেখকগণ	লেখকগণ
D`ni Y: English ArSRmZK fvl					
1. Speaking activities ikYkKfK LpB tkij unj cYqKi					
2. tkYkKfK Exercise mgjq AcPq gv					
3. KfL v GtK Acti i Kt t_k Bst Rv ej v i tb i tbi KLTZ cv					
4. tkYkKfK Dialogue practice fvj v KfL v i n tq Kiv DvPZ					
5. tkvbr wltqi lci KfL v i written task mslmZ Kivi cte`btrf i gta Avtj vPbv Kiv clqvRb					
6. KfL v English for Today t_k grammar KLTZ cvitQbv					
7. Avg cv`vfb KfL v i Listening Ges speaking `fZv ep Kitz mgq e`q Kiv Kiv Y SSC cixfivq H `fZv v hvPvB Kiv nqbr					

Section C. Reading Test Questions (10 Marks)

Read the passage carefully and answer the questions following it.

Thousands of people of Bangladesh are suffering from arsenic poisoning and more and more people are being affected everyday. Drinking tubewell water containing arsenic causes Arsenicosis. People who drink uncontaminated water are not infected by affected people. The main recommendation for people affected by arsenic is to drink water from a source that contains no arsenic.

The effects of arsenicosis are less severe among people who eat a healthy, balanced diet, ideally containing fish and vegetables. This is an initial treatment for arsenicosis and may be part of the reason why the number of arsenicosis patients in Bangladesh is still relatively low. It is believed that vitamins A, C and E are effective for the treatment of arsenicosis.

Poisoning by arsenic is a slow process. It is due to gradual build-up of the poison in the human body. Eventually people start to show symptoms and become unwell. Deaths due to long-term poisoning make it even more important to address the problem as soon as possible. This is in effect a race against time to provide safe water for everyone. Many people currently drinking arsenic contaminated groundwater may develop problems in the near future. They must attempt to find a safe source of water. The majority of the tube wells of Bangladesh are free from arsenic but they need to be tested to separate the safe from the unsafe and in many areas, this has not yet been done. Tube wells which have been tested for arsenic should be painted green if they are safe or red if they are unsafe.

1. Choose the best answer:

- a. Arsenic kills man _____.
(i) swiftly (ii) rapidly (iii) gradually (iv) immediately
 - b. The symptoms of arsenic poisoning _____.
(i) show all at once (ii) take very little time to show (iii) take time to show
(iv) start showing one by one
 - c. The problem of arsenic poisoning can be addressed by _____.
(i) distributing pills containing vitamins A, C and E among the arsenic affected people,
(ii) finding safe sources of water for drinking
(iii) advising people to avoid drinking groundwater
(iv) giving urgent medical treatment to arsenic patients
 - d. Tubewells free from arsenic can be _____ with a green sign.
(i) experienced (ii) witnessed (iii) evaluated (iv) identified
 - e. A balanced diet is the _____ treatment of arsenicosis .
(i) secondary (ii) tertiary (iii) initial (iv) final
2. Write whether the following statements are true or false (Please put only T/F at the end of the respective sentence).
- a. Many people currently drinking arsenic contaminated groundwater may have fewer problems soon.
 - b. Arsenic is a contagious disease.
 - c. Arsenic poisoning is a sluggish process.
 - d. The number of arsenic patients in Bangladesh is relatively small.
 - e. Tubewells painted red are safe.

Section D. Listening Test Questions (10 Marks)

1. Fill in the following gaps with appropriate words from your listening. You will hear the text twice:
Many job applications require an application, (a) _____ or _____, two color photographs, etc. (b) It is a good step to ensure the _____ of teachers of private schools and colleges. (c) But the costs involved were _____.

2. Tick the correct answer
- Many people can't apply for jobs because
 - they can't fulfill the job requirements
 - they fail to get the advertisement
 - it is difficult to get an application form
 - of the high costs involved.
 - The cost of an application form is:
 - Tk 300
 - Tk 50
 - Tk 100
 - Tk 350
 - Many job applications require
 - Nationality certificate
 - Medical certificate
 - Two colour photographs
 - reference letter

3. Mark the following sentences True or False (Please put only T/F at the end of the respective sentence).

- Conveyance and postage charges are included with the exam fee.
- An unemployed person may need to apply for three or four jobs on an average.
- Nowadays it is becoming easier for jobless people to get employment.

Section E. Writing Test (10 Marks)

Write a composition on your experience of teaching English in your own class. Focus on the classroom, the ability and motivation of your students, the kinds of teaching practices you adopt and the problems you face. You should write four paragraphs under the following headings:

- Introduction
- Your classroom practices
- Problems you face applying the new techniques
- Conclusion

(Please start writing from this page)

Appendix 3. PAS-1 & PAS-2 test Questionnaire

PAS-1

PAS-2

Time: One hour

Please fill in your details	Official use only		
Name: _____	Section A	Familiarity with Curriculum and Text	
Age: _____ years Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Section B	Principle of CLT	
Name of School: _____	Section C	Attitude Test	
Thana: _____	Section D	Reading Test	
District: _____	Section E	Listening Test	
Training Venue 1: _____	Section F	Writing Test	
Training Venue 2: _____	Section G	Speaking Test	
Date: ___/___/___	Total		

Section A. Familiarity with Text and Principles of CLT

Multiple Choice Questions (10 Marks)

Tick the correct answer from the following:

1. Before you enter the class what should you prepare?
 - (a) Attendance sheet
 - (b) Lesson plan
 - (c) Sample questions
 - (d) List of homework

2. What should not be a part of Communicative Language Teaching (CLT)?
 - (a) A teaching method with a clearly defined set of classroom practices
 - (b) An emphasis on learning to communicate through interaction in the target language
 - (c) Teaching new vocabulary using both verbal and visual techniques
 - (d) Memorizing the rules of reported speech

3. For semi-guided writing you have to follow...
 - (a) Answering questions in a paragraph
 - (b) Writing paragraph from own experience
 - (c) Answering questions about themselves
 - (d) Using a different form of writing

4. What is the reason for using group work in the class?
 - (a) Teachers should never do anything that the students can do themselves
 - (b) It will draw the students' attention to the particular lesson
 - (c) Students understand better when they sit in groups
 - (d) Students become active participants

5. What is not essential for pair work?
 - (a) Eye contact
 - (b) Numbering of students
 - (c) Gesture
 - (d) Syllabus

6. How could you develop your listening skills in English?
 - (a) Do grammar exercise
 - (b) Take notes and dictation at an appropriate level
 - (c) Listen to the English news
 - (d) Both (b) and (c)

7. Which one of the following refers to skimming a written text?
 - (a) To get a summary of the text
 - (b) To get a quick idea of the text
 - (c) To get particular information from the text
 - (d) To re-arrange the text

8. Which one is not true?
 - (a) Put an adverb after a verb
 - (b) Use 'It' in the absence of a subject
 - (c) Use the 'Present continuous' while talking about future events
 - (d) Use 'have to' for an unnecessary purpose

9. Which one is not an activity of Classroom Management?
 - (a) Pair work
 - (b) Silent reading
 - (c) Commanding voice
 - (d) Monitor

10. What is the best way to learn grammar?
- (a) Memorizing grammar rules
 - (b) Practice contextual tasks as far as possible
 - (c) Use structural form for practice
 - (d) Avoid practical example
11. What do you mean by unreserved/implicit learning?
- (a) Continuous knowledge of a language
 - (b) Acquisition by picking up a language naturally
 - (c) Knowing the rules of language
 - (d) Using non-technical terms of language
12. What is the purpose of giving pictures in the book, *EFT*?
- (a) For thinking and expressing information in words
 - (b) For enjoyment
 - (c) For using the four skills of language
 - (d) For exchanging personal information
13. Which one is not a component of a lesson plan?
- (a) Objective
 - (b) Procedure
 - (c) Assessment/Development
 - (d) None of them
14. Why do we need a syllabus?
- (a) It helps us to make decisions
 - (b) It sets a target to our teaching
 - (c) It changes the method of teaching
 - (d) Both (a) and (c)
15. Which one is not an objective of silent reading?
- (a) Understanding written instruction
 - (b) Understanding descriptive text
 - (c) Scanning for specific information
 - (d) Demonstrating imagination and creativity
16. Which one is not true?
- (a) CLT is a process of learning by doing
 - (b) It is based on a greater focus on students
 - (c) It gives students plenty of classroom practice
 - (d) It contains lots of theory and grammar rules
17. What is the right way of giving instruction in the class?
- (a) Never use any negative words
 - (b) Use a commanding voice
 - (c) Speak slowly and clearly
 - (d) Never tell students what is the best approach
18. What does a student learn from pair work?
- (a) Asking for directions
 - (b) Filling in the gaps
 - (c) Interacting and cooperating
 - (d) Learning by writing
19. Which one is true?
- (a) English is a content-based language
 - (b) Teachers should be selective about grammatical accuracy.
 - (c) Teachers should concentrate less on students' mistakes and focus more on their participation
 - (d) If a learner memorizes translation it will help him to become fluent in English

20. What does CLT propose that is basically different from the Traditional method?
- It reflects the four skills of communication
 - It emphasizes on memorizing grammar rules
 - It reduce students talking time in class
 - It give students less classroom practice

Section B. Reading Test Questions (10 Marks)

Read the passage carefully and answer the questions following it.

This business of week-end closed days combined with unwise selection of the days of the week, including the declared holidays, on account of various festivities and national events, has gone totally out of proportions. Bangladesh has topped the list in corruption, I am sure it will top the list amongst nations with most holidays. As it is, the overall national productivity is on a continuous downward swing, and these superimposed holidays are only adding to the problem.

Except for the poor, who live hand to mouth, no one else is at work. The scourge of holidays becomes acute particularly during the two Eid festivals. Virtually everything comes to a standstill. It is sad that this has now become a permanent feature of our culture. When I was a child, my father used to tell me: "Son, all work and no play makes Jack a dull boy. Go out and play for a while." I guess all that has changed now, instead the entire nation has decided to be on holiday at all times. I am not against holidays and celebrations, but certainly against excesses be it holidays or anything else. The holiday cycle is indeed turning our nation into a nation of inertia and non-performers.

Added to this, often on their own, people decide to abstain from work over and above the prescribed holidays, and surprisingly enough their supervisors simply ignore this, and the perpetrators continue with such unauthorized absences. Ironically, the media publishes photographs of empty rooms due to absence of staff in various government offices, even beyond the authorized leave of absence over declared holidays. Thereafter, it is business as usual, everything is forgotten and forgiven.

1) Match the sentences of column A with those of column B. The parts of sentences in column B are not exactly the same as the reading text. Think about the meaning of these parts and then match.

Column A	Column B
1. Bangladesh has been judged as the leader in corruption	a. during the two Eid festivals when people extend their leave without permission
2. The overall national productivity is declining	b. become acceptable in our society
3. The adverse effects of holidays become more pronounced	c. including the declared holidays
4. Everything comes	d. and it is be the biggest in holiday marketing
5. It is sad that taking unauthorized leave has now	e. and these holidays are only adding to the problem
	f. to the fact that there are many declared, on-declared and unauthorized holidays
	g. certainly against excesses be it holidays or anything else
	h. to a idle

2. Write the answers of the following questions.

- Give an appropriate title to this text.
- What is the effect of too many holidays?
- What is the role of media in this respect?
- When should people have holidays?
- Is the writer happy in this situation? Write two sentences in your own words giving his opinion about it.

Section C. Listening test (10 Marks)

1. Fill in the following gaps with appropriate words from your listening. You will hear the text twice:

(a) It has not been possible to either a national educational policy or a unitary system ofas yet. (b) Education is now becoming a with financial benefits for some.....

2. Tick the correct answer:

a. The current education situation in Bangladesh...

- (i) is a unitary form of education.
- (ii) is a traditional form of education.
- (iii) English medium schools exclude the mother tongue.
- (iv) Both (ii) and (iii)

b. The Government has been able to ...

- (i) show qualitative progress in education
- (ii) raise the literacy rate
- (iii) establish a communicative ethnic language
- (iv) formulate a national educational policy

c. Communicative English has replaced basic literature ...

- (i) at the secondary and higher secondary levels
- (ii) at the primary level
- (iii) at the secondary level only
- (iv) at the higher secondary level only

3. Mark the following sentences True or False

- (i) The government is taking steps to improve the teaching of English.
- (ii) We find a great deal of success in the SSC and HSC examination results.
- (iii) Although the government has increased the literacy rate, there has not been much progress in education in general.

Section D. Complete the Story (10 Marks)

Read the following story. It is not complete. Use your imagination: What did the workers do hearing the news; what happened to some workers while trying to come out of the factory; what happened there. Now complete the story and give a title to it.

Seema works in a big garment factory. There are more than five hundred workers in the factory. One day, as usual, she was busy at her work. Suddenly, she heard that a fire had broken out due to a short circuit. This news spread very fast among the workers. But no one saw whether there was actually any fire

Section E
Speaking Evaluation Format

9-10	Excellent	Grammatically accurate, appropriate use of vocabulary, pronunciation is good, clear. Easy on the listener.
7-8	Good	A few and grammatical mistakes, and inappropriate vocabulary use but overall communication is effective. Pronunciation is fairly clear for listener.
5-6	Adequate	Some vocabularies and grammatical mistakes, simple sentences are ok but problems with complex ones. There may be pronunciation errors, but this doesn't hamper communication.
3-4	Inadequate	Mistakes in vocabulary, grammar & pronunciation may adversely affect communication and make it difficult for listener.
2-1	Poor	Command of basic sentence structure is poor and therefore cannot get message across.
0	No-communicative	They may be knowledge of only few words that have no clear meaning.

Appendix 4. Training Room Observation Checklist

1. How is the classroom seating arranged? Is it conducive to a participatory approach?
2. Does the trainer stand in front of the class and teach like an authority figure?
3. Does the trainer move around the class and get the students to participate?
4. Does the trainer do any warm-up activities?
5. Does the trainer speak clearly?
6. Do the trainees understand the trainer and his/her instructions?
7. How much participation is there by the trainees?
8. Does the trainer show awareness of the aims and objectives of the training?
9. How well does the trainer present the content and use suitable practice strategies?
10. Does the trainer show classroom management skills (by creating a positive atmosphere, parsing, voice, movement, time management, rapport, attitude, interaction, encouragement, etc.)
11. To what extent is the trainer successful in practicing the communication skills?
12. Is the trainer friendly/sympathetic to trainees irrespective of their ability and performance?
13. How does the trainer deal with trainees who attempt to dominate discussion? (e.g. a trainee who talks, comments, questions excessively, is disruptive by slowing down the class or maintains his/her position constantly)
14. How does the trainer solve problems that arise in the training room?
15. How does the trainer correct mistakes/errors of trainees?
16. Does the trainer summarize the main points of discussion in terms of overall course goals?
17. How do the trainees respond to BRAC materials? (e.g. by asking questions, clarifications, queries, comments or praise, discussion among themselves)
18. Are the trainees made aware of any progress or attitudinal changes that the training might be endorsing?

Is there any open engagement with trainees own belief systems? (Explanation: The trainees come with their previous beliefs – those that they have acquired throughout their life. These beliefs are often ingrained and are not easily open to change. The objective of the PACE training is actually to induce trainees to adopt new and progressive methods and here we find a conflict. How does the programme deal with this? Does it take into account the previous beliefs of the trainees and work with these beliefs? OR are these things not discussed? Do the trainers just proceed with showing and teaching them the new system of the communicative approach?

Appendix 5. Classroom observation checklist

**Effect of Training on English Language Teachers of the Rural Non-government
Secondary Schools
Classroom observation checklist**

Name of school:	Date:
Region:	
Teacher's name:	Gender : Male Female
Designation:.....	Age:..... Education: Ethnicity:.....
Teaching experience :.....	Teaching exp. in this school:.....
Name of the text:	Class:.....
Total students in the class	Today's attendance
Planned Duration of the class: ..h...../.....m. (Actually Duration:.....h.....m)	

1. How does the teacher correct mistakes and to what extent?
a. Deals with mistakes b. Does not correct mistakes at all c. Other.....
Specify (e.g. No mistakes occurred)

2. Are the purpose and guidelines of the lesson clear to the students?
a. Yes b. No c. Somewhat obscure d. Other
(Specify).....

3. How do teachers illustrate a particular topic?
a. With example b. No example c. Example not relevant to study d. Other
(Specify).....

4. Does the teacher encourage students to ask questions?
a. Encouraging b. Not encouraging c. Other.....
(Specify).....

5. How does the teacher respond to student questions?
a. Answers sympathetically b. Responds in a confusing manner c. Does not answer
d. Other.....
(specify).....

6. Is there a meaningful communication-taking place in the classroom?
a. Fully meaningful b. Partially meaningful c. Not meaningful at all
d. Other.....

7. Is there any problems students face while doing pair work and group work?
 Y N N/A(specify).....

8. Are new teaching methods (group/pair work) appropriately used with all students?
a. With all b. with a few good students c. with none d. Other
(specify)..... (i.e. teacher monitors the whole class)

9. Does the teacher move around the classroom during teaching?
 Y N N/A(specify).....

10. Does the teacher use English in the classroom for the following?

	Giving instructions	Explaining/ Answering	Presenting new words	Asking questions
Teacher				

a. Most of the time (Specify)..... *b. Sometimes* *c. Rarely* *d. not at all* *e. other.....*

11. What kinds of teaching aids are available? Blackboard, chart, pictures, realia (real-life objects)
How does the teacher use the aid/s

a. Productively/imaginatively *b. in a boring way*

Further comments:

Appendix 6. Trained Teacher’s interview

**Effect of Training on English Language Teachers of the Rural Non-government Secondary Schools
Trained Teacher’s interview**

Name: _____
 Designation: AT AHT HT
 Age: _____ years Gender: Female Male
 Name of School: _____
 Thana: _____
 District: _____
 Teaching experience: _____ (in year)
 Training:

Module I		Module II	
Training venue	Date	Training venue	Date
	--/--/--		--/--/--

Trainings other than BRAC -PACE: ELTIP FSSAP
 Others _____

1. Do you think BRAC-PACE training has been useful to develop your knowledge and skills in teaching English classroom? If yes/ no then why?
2. Do you use the handout (BRAC-PACE tainting handout) 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?
3. Did you find any part of the handout completely useless to you? Explain.
4. Did you find any contradictory information in the handout? How the handout could be improved for meeting your needs. Please suggest at least three points.
5. Do you use any method /technique you have learned from the training? If yes, which are they and what are the challenges you face in applying them?
6. Do you know about the use of Teachers' Guide (TG)? Why is it used for? Do you have a TG? If you have one then how often do you use it? What are the shortcomings of TG?
7. Mention at least three drawbacks and three positive side of the BRAC-PACE training. How those drawbacks can be overcome?
8. What more did you expect from the training? How do you feel about BRAC-PACE training programme?
 - Good Satisfactory Not Satisfactory Others.....
 - Please explain why do you feel like that?

Appendix 7. Students' Focus Group discussions

Bsti Rx uk¶lv mel qK Avtj vPbv

uk¶lv¶xt` i AwfgZ

`j xq Avtj vPbv (FGD)

- 1) uk¶lv¶K Kw cwi Pj bv Ki tZ tKvb fvlv e`enwi Kti b ? [KZUv mgq]
- 2) uk¶lv¶K uk fjj mstkvab Kti b ? Kti _vKtj uk Dcrtq Kti b ?
- 3) uk¶lv¶ v¶bi t¶¶t¶ uk uk tKSkj Aej =b Kiv nq ? (Group work, pair work, chain drill)
- 4) uk¶lv¶xi v tkYxtZ Bsti Rx ej vi PPv Kti uk fvt¶ ?
- 5) uk¶lv¶K tkYxi KvR mpm=ubakitZ cvi tQb uk ?
- 6) miv=cdZK Kvtj uk¶lv¶Kt cW` v¶bi tKvb mel quUtZ cwi eZb GtmtQ ? [tjj Lv, cov, ej v l tkvbr]
- 7) tZvgvt` i mbtRt` i gta` Bsti Rx fvlv PP¶¶ uk¶lv¶K mnvqZv Kti b uk fvt¶ ?
- 8) uk¶lv¶Kt cW` v¶bi tKvb tKvb w` K_ tjj v tZvgvt` i KvtQ AvKl ¶¶¶¶ gtb nq ?
- 9) uk¶lv¶Kt cW` v¶bi tKvb tKvb w` K_ tjj v tZvgvt` i KvtQ Rtlj gtb nq ?