Impact of in-service training on English teachers' classroom practice at primary level

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Abstract

Teacher is one of the best teaching tools to attain, ensure and sustain the quality of education. For this, teachers have to be trained. The trainings include both pre-service and in-service training for professional development. This study focused on the impact of in-service training (cluster meeting) on English teachers' classroom practice at the English in Action intervention schools. This research was qualitative in nature. For the convenience of the research and conducting this study, the researcher mainly collected open-ended data from the respondents. Two cluster meetings were attended and observed. From those meetings, five teachers were selected purposively and finally three English classes of each of those teachers were observed. After classroom observation those teachers were interviewed individually and Focus group discussions were conducted with the students. The cluster meetings had multifaceted objectives which provided them with ideas for warming up, reviewing and reflecting, micro teaching and extending activities for improving teaching and learning capacities of teachers. The meetings fulfilled approximately 80% of their needs, especially in terms of solving classroom problems through sharing practical experiences and disseminating knowledge. Respondent teachers learnt many new things in the cluster meetings like, giving instruction in English, playing games, using teaching aids and writing paragraph by mind mapping. After being trained, respondents applied and implemented new ideas and methods in their classrooms. Now they use audio and posters, which help students learn quickly and speak English without difficulty. A majority of the respondent teachers faced some problems in the classroom while using audio.

Keywords: In-service Training; Cluster Meeting; English Language Teaching-Learning; Classroom Practice; Challenges

1. Introduction

The use of English and demand for English language and English language education has also exploded with economic globalization and transfer of cultural trends (Sultana & Rahman, 2010; Choudhury, 2006; Nunan, 2005; Chaboot & Raminez, 2004; Nunan, 2003; Bhatt, 2001). English is not just a language but also a technology for surviving within a context of growing trends of globalization and English is the key to national progress (Appleby et al., 2002; Shamim, n.d.). English is said to be the passport to the future of a developing country such as Bangladesh (Coleman, 2010). In most of the

countries in today's world, English holds a special position as the international language for communication (Rahman, Begum & Zinnah, 2009). The number of English learners around the world has increased in the past several decades because of the recognition for world Englishes (Rao, 2010; Bhatt, 2001). Therefore, now no nation can think of changing its fate without having a command over this developing technology (Banu, 2007; Rahman, 2009). For example, countries such as Hong Kong, China and Japan have already given up their conservative attitudes and are now shifting emphasis on learning English. English has been introduced as an official language alongside other national languages in these countries (Forey & Nunan, 2002; Nesa, 2004; Kachru, 1992; Kachru, 1992a). For all these reasons, it is now an agreed upon fact by all concerned that English is needed to keep pace with the world, and this is the right time to learn English in the proper way (Banu, 2007). Thus , there is no alternative to learning English in the development process of Bangladesh (Sultana & Rahman, 2010).

English is taught in our country as a foreign language (Begum, Rashid and Banu, 2005; Banu, 2002; Ahmed, 2007). The language has always been a compulsory subject in the primary curriculum and the schools put in the most strenuous efforts to its teaching and learning (Choudhury, 2006; Ahmed, 2007). But, in case of English language teaching-learning the scenario is poor (Yasmin, 2009; Yasmin, 2007; Rahman, Begum & Zinnah, 2009; Rahman, 2009). To improve the quality of teachers in teaching English has become imperative to improve the quality of English learning of the students.

Quality education represents the cornerstone in the development process of any society (Afroze, Kabir & Rahman, 2008; Chalard, 2009). Teachers' quality, their education and training which actually help to improve the quality of education (Author et al., 2012; Author et al., 2011; National Education Policy, 2010; Husen, Torsten & Postlethwaite, 2003; Hargreaves & Fullan 1992). In Bangladesh one in five teachers has no specialized qualification for teaching. Moreover, there is a shortage of well-educated, trained and skilled teachers in the schools (Sultana & Rahman, 2010). Teachers need to be given training not only before entering service but most importantly when in service as well because teachers' professional development is seen as a continuous facilitative process that updates and upgrades teachers' knowledge to persist with educational changes (Khan, 2010).

From this background, the Department for International Development (DFID)-funded English in Action (EIA) has already playing a leading role in changing the poor situation of English language teaching and learning in Bangladesh. English in Action is a nine-year (2008-2017) development program aimed at helping 25 million people in Bangladesh to improve their ability to use English through communicative language teaching and learning techniques and use of ICT, textbooks and supplementary materials in an innovative way for social and economic purposes in the national and global arena (EIA Baseline Study 5, 2009). This program has been training up teachers through cluster meeting and providing various teaching materials to ensure professional development (Woodword, 2010).

The EIA program aims at significantly improving the teaching of English by offering alternative forms of support including integrating ICT. This project creates resources for the classroom and for teachers' professional development using mobile technologies, which are then deployed by primary and secondary school teachers. For this reason, EIA has adopted a blended approach, mitigating ubiquitous mobile technology in the teachers' pockets with monthly cluster meetings (CMs) where 20 teachers in a district meet to discuss their progress. Teacher facilitators (TFs), who also have contact with each other, facilitate these meetings through the use of mobile phones and netbooks (Shohel & Banks, 2012; Woodword, 2010). There is no specific item to be discussed in a CM. But warm up, review and reflection, extension activities (micro-teaching/demo teaching), taking preparation for future and cluster meeting evaluation are to be included in the discussion. CMs are conducted considering the interest, demands and problems of the teachers. It should be ensured that a session is not monotonous. Different techniques and methods are adopted to avoid monotony. For having variation in the CMs, different types of game and micro-teaching are arranged. EIA cluster meeting emphasizes on participation and

interaction. This study focuses on the impact of EIA cluster meeting on primary teachers' classroom practice at the EIA intervention schools.

1.1. Problem to be considered in this study

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

Many studies have tried to explore teachers' performances and changes in classroom practices after getting in-service training (Shah, Kiani, Mahmood & Hussain, 2011; EIA Large-scale quantitative study 2a, 2010; Khan 2002; Eswaran & Singh, 2008; Patel, 2007; Hussain, 2004). On the other hand, some researchers focused on the weaknesses of cluster meeting and the challenges in implementing the activities promoted in in-service training in the classroom practice (Bayrakc, 2009; Gravani, 2007; OECD, 1998). Some studies have tried to identify the importance of in-service training on teachers' professional development (K othari, Patel & Shelat, 2012; Cohen & Hill, 1997; Falk, 2001). Some other studies explored teachers' perception about in-service training (Yigit, 2008; Topkaya, 2010; Hismanoglu & Hismanoglu, 2010; Komba & Nkumbi, 2008; Ha, Lee, Chan & Sum, 2004; Kwok-wai, 2004). There have also been researches that tried to identify the further needs of the English teachers, who have attended training programs (Wati, 2011). Researchers have also examined how school-based technology enhanced support systems' impact on classroom practice and helped teachers' professional development (Shohel, Banks, 2010; Tang, Zhou & Li, 2009).

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

1.2. Rationale of the study

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

EIA is also trying to improve the quality of communicative English language, especially listening and speaking skills. EIA focuses on cluster meeting for the English teacher. This research explores the importance and possibilities of the quality of these in-service initiatives. New techniques and materials, limited pre-service training, and the social changes affecting learners make in-service training a necessity (Pillai & Moulovi, cited in Karim 2010). Beyond traditional training, the cluster meetings are introducing more scientific and modern teaching methods and are also bringing newer technologies (Shohel & Banks, 2012; Shohel & Banks, 2010; Shohel & Power, 2010; Woodword, 2010). These are all new concepts in our primary education sector. Therefore, it is important for us to investigate in-depth about how effectively these are being used in our classroom practices in general schools (Government & RNGPS schools). The finding of the study will help us to know about these aspects. Finally, this study will help teachers, head teachers, education administrators, SMC members and policymakers to make proper decisions about arranging in-service training for teachers and help the stakeholders and the government and non-government organizations, who intend to improve the education system in Bangladesh.

1.3. Theoretical background

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

Many researchers have conducted study on teachers' professional development. Very recent studies identify five core features of professional development- content focus, active learning, coherence, duration and collective participation (Desimone, 2009). Regarding students' achievement through teachers' professional development, Desimone (2009) conducted a study on improving impacts studies of Teachers' professional development: toward better conceptualizations and measures. According to Desimone (2009), there are at least two central components to a conceptual framework to study teachers' professional development. First one is recognizing a set of critical features that defines effective professional development. The second one is establishing an operational theory of how professional development works to influence teacher and students outcomes. It would also identify the variables that explain and moderate effects of professional development.

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

the researcher developed the following conceptual framework (p. 185) and sought out these features in this study.
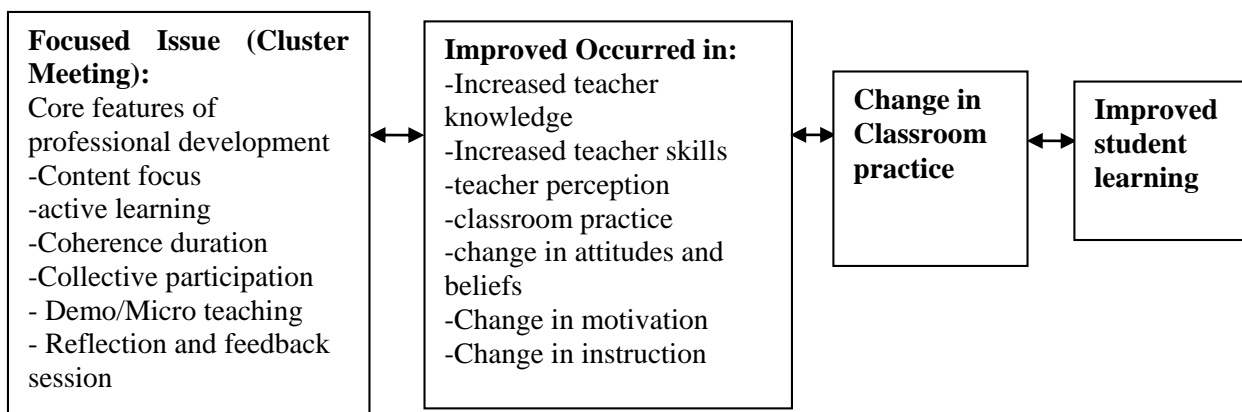
Focused Issue (Cluster Meeting):	Improved Occurred in:	Change in Classroom practice	Improved student learning
Core features of professional development -Content focus -active learning -Coherence duration -Collective participation - Demo/Micro teaching - Reflection and feedback session	-Increased teacher knowledge -Increased teacher skills -teacher perception -classroom practice -change in attitudes and beliefs -Change in motivation -Change in instruction		

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

The model represents interactive, non-recursive relationships between the critical features of professional development, teacher knowledge and beliefs, classroom practice, and student outcomes. In this study, the researcher wants to explore the common features of CM and its impact on classroom practices and students' learning.

1.4. Research questions

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

2. Method

This research is qualitative in nature and conducted according to the grounded theory approach (Creswell, 2008). The area of the study was Paba upazila of Rajshahi district. Two cluster meetings (CMs) were attended and observed. From those meetings, five English teachers were selected purposively, and finally, three English classes of each of those teachers (5x3=15classes) were observed for the study. After classroom observation, those teachers were interviewed individually. Focus group discussions were conducted with the students of those observed classes. Eight students were present in each group who were selected purposively.

For the convenience of the research and conducting this study, the researcher mainly collected open-ended items data from the respondents through observation schedule for cluster meeting and classroom observation, a semi-structured interview schedule for teachers and a focus group discussion guideline for students. The collected primary data were transcribed and developed into categories and sub-categories or themes of information and composed into narratively that portrays the general explanation (Creswell, 2008). During data collection and analysis, the researcher used member checks by asking for clarification during conversations with the respondents. The researcher ensured that the data had been

analyzed and coded accurately. This was done through relentless coding and re-coding in order to highlight patterns that emerged from the research. Triangulation was carried out by comparing the participants' responses and observations, to identify what was common and to recognize the gaps that might there be in the collected data. Efforts were also put in to make sure that the researcher prevented the premature closure of data by continuing to collect data and analyze until theoretical saturation was reached. The study was carried out in the schools of pilot phase of English in action program.

3. Results

3.1. Teachers academic qualification and professional degree

The result of this study shows that a majority of the respondent teachers are graduates. Most of them have professional degrees such as C-in-Ed., BEd and MEd. The relatively less qualified or undergraduate respondents have at least C-in-Ed. Degree. All of the respondent teachers attended the workshop and took the EIA cluster meetings training that had sessions on teaching modules, communicative English language practices, lesson planning, lesson demonstration, sharing and reflecting on practices, co-curricular activities, using technology such as iPod, and using supporting materials. Most respondents also got subject-based training form URC and some got the IPT training.

3.2. Cluster meeting

Most of the respondent teachers said that the cluster meetings had multifaceted objectives which provided them with ideas for warming up, reviewing and reflecting, micro teaching and extending activities for improving teaching and learning capacities of teachers. The cluster meetings were held in different venue or conference centres. The meetings were very much functional and useful for the respondent teachers because they could easily get the solutions of their problems discussion. Though one respondent did not find cluster meetings useful and pointed out that there were some limitations of the teaching materials that the cluster meetings suggested.

3.2.1. Objectives and activities of cluster meeting

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

-Warm up

-Review and reflection

-Extension activities (Demonstration Class/Micro-teaching)

- Preparing for future/next CM

-Cluster meeting evaluation

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

Table 1. Cluster Meeting Objectives, Activities and Time Schedule

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

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

3.2.2. Teacher's opinion about EIA cluster meeting

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

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

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

But the matter of fact was that the scheduled time of the demo classes was not enough for them to understand all things properly. Respondents stated:

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

Respondent teachers wanted full demo classes using audio and other supplementary materials in the cluster meeting.

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

According to him,

It seemed to be good. But it was not so good. I faced many problems and did not get proper solutions. We proposed them to show us a full demo class but they did not. A teacher showed a class but did not get anything because of time constraint.

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

thought that it would have been more helpful if the duration of demo class were 30 minutes instead of five or ten minutes.

3.2.3. Usefulness of cluster meeting

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

The meeting was mostly useful. It fulfilled my 80% of my needs. The meeting was congenial for me. My colleagues and trainer fully cooperated with me. I learnt how to take classes in easy ways and discussed my problems such as: how do I use audio in class? How do I use posters? My language developed and fluency improved.

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

Respondent teachers said the cluster meeting fulfilled their needs and it was very useful because they had the chance to shared and discussed their classroom problems in the cluster meeting. But they though it would have been more helpful if it were a two-day training instead of one.

3.2.4. New learning in cluster meeting

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

The respondent teachers stated:

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

I had certain weaknesses in my teaching, language and instructions. I learnt about teaching methods after participating in the EIA cluster meeting. Now I can use songs and rhymes in the classes of other subjects as well. My students enjoy this. I listen to iPod when I walk and I listen to BBC Janala when I ride my cycle.

They listen to iPod and BBC Janala to enhance their efficiency in English and eventually can effortlessly communicate with their students in English in class. Most significantly, now they know how to apply various teaching methods and make students attentive in class by using various supplementary materials.

3.2.5. Change in motivation

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

Yes, my motivation has changed. I *did not speak in English before. Now I speak in English. I had to talk in English in training every month which I can apply in class. I tried to learn more. I learnt from iPod, made lesson plans and took classes.* I reflect on how I am teaching. I thought I could not do what I had to. We needed more time to get ready for English classes.

However, one respondent teacher said:

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

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

3.2.6. Necessity and continuation of cluster meeting

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

I need more cluster meetings. It is not a continuous program. Sometimes I face problems and forget many things. I need solution to this problem. In cluster meeting, we got tips and learnt different techniques of the teaching-learning process. We enjoyed it very much. It was helpful because we were able to discuss our problems directly. We got some solutions from our facilitators as well. If we had any problem with iPod, our problem was solved. But now new students are not getting to listen to audio clips on the iPod because it has got damaged. We need more cluster meetings. At least, if cluster meeting held once in six months- then we will share and overcome the challenges.

Cluster meeting is not a continuous program, as a result, teachers are facing some difficulties with using technology in the classroom. But they do not have any chance to share their problems anymore. So, they think regular cluster meetings are essential for keeping up their regular practices and strengthening their English speaking and teaching skills.

3.2.7. Suggestions about cluster meeting

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

Trainees are allowed only 5-10 minutes for taking demo classes. They suggest the duration should be at least 30 minutes.

One or two full demo classes from EIA have to be shown on school.

Teachers need to see model classes. The video of an ideal lesson can be shown.

Cluster meetings should be held every month. It would be better if the cluster meetings are helds two-days long instead of only one day.

3.3. Classroom practice

3.3.1. Classroom practices before EIA training

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

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

Previously, I used to take class following Input-Process-Task (IPT). I gave instructions in Bengali. That time I used to talk much and didn't involve students much in board work. And, I didn't also take posters from wall after finishing the lessons. Students were attracted to that. But now I know the techniques to attract the students in lessons.

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

3.3.2. Change in classroom practices after EIA training

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

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

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

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

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

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

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

Respondents stated that in English classes, most teachers play songs for students. In some cases, they use posters also. Teachers also give group work, role play, individual work, pair works. Teachers play games in the classes as well. Teachers also conduct question-answer sessions from lesson. Most respondents said the medium of instruction in class is English. In some classes, Bangla is also used.

3.3.3. Important things about classroom practices

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

-Using audio in the classroom

-Showing pictures from EIA posters and textbook

-Asking questions by showing flash cards

-Group work: where one group asks question and another group answers

-Learning English in pairs and sharing information between students

-Using W/H questions to help students learn English

-In case of classroom instructions, teachers apply examples from personal life, which helps students to learn English easily

-By playing games, students learn English.

-Clear instructions make students understand the question well and ensure sound participation

-Writing on board help students learn English.

-Students like group works and that helps them learn English.

-Students participate eagerly when they are asked to work on the board.

3.3.4. Most liked activities

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

Table 2. Most Liked Activities in English Class

Teachers	Students
speaking in English (language of instruction)	listening to audio (songs, rhymes and poems)
group work and pair work	group work and pair work
showing pictures and posters	playing games
giving students something to write and appreciating	reading textbooks
playing games	speaking in English
using audio/ rhymes and songs	writing task on notebook and blackboard
making sentence using new words	asking questions from EIA posters
asking students to write questions	
doing board work	

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

I like making sentences using new words, discussing W/H questions, making students write unseen paragraphs, doing mind mapping, group work or pair work. Because of all these, my students can do any work easily.

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

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

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

In the beginning, teacher played audio in class and we liked it. Now teacher does not play audio in class.

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

Yes, teacher beats us with sticks when we do not get our lessons ready. We do not like it.

Overall, teachers and students liked most of the activities like listening to audio, group work, pair work, speaking in English, writing tasks.

3.3.5. Change in the Use of English

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

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

There are many changes in class. I never took class in English because of feeling shy. Now I use English while taking class.

Before attending the training, they felt shy about using English is class. But now, they can easily converse in English with their students.

3.3.6. Students' response to changes

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

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

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

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

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

3.3.7. Institutional support from school and peers

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

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

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

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

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

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

3.3.8. Challenges for teachers

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

No, I don't have experience any challenges or problems introducing EIA practices in my classroom. I can do easily and manage my classroom.

Teachers have experienced some problems in introducing EIA practices in their classrooms. According to one respondent:

There can't be found all types of posters related with the lessons. And I face problems when I don't get the right poster. And I face problems in the case of technology, too. I face problems with Block Rocker and instead of that I got Logitech. But students are high in number and Logitech doesn't cover"

Respondent teachers said they faced problems in using audio materials because students did not understand most of their functions.

-Students do not understand most of the audio. That time I feel embarrassed in class.

- iPod has been damaged, I can't do the servicing. It has been damaged for 2 months and it's problem in charging.

- There are no posters with all lessons.

- I faced problems with Block Rocker and instead of this I got Logitech speaker. But students are high in number, Logitech doesn't cover.

3.3.9. Supervision and monitoring

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

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

3.3.10. English in students' lives

All of the respondent teachers and students agreed that English would be needed at every point in the students' lives. Without knowing English well, they would not get good jobs and would not be able to communicate with foreigners. Moreover, nowadays one has to know English for higher education.

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

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

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

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

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

4. Discussion

4.1. Introduction

The entire process of education is shaped and molded by teachers, who play a pivotal role in any system of education (Hussain, S. 2004). Fullan (2007) stated that "Classroom and schools become effective when (1) quality people are recruited to teaching, and (2) the workplace is organized to energize teachers and reward accomplishments. The two are intimately related (p. 129)." If the teachers are well trained, skilled and highly motivated, learning will be enhanced (Cohen & Hill, 1997 & Falk, 2001). Li Xu argues that "Teachers' beliefs influence teacher consciousness, teaching attitude, teaching methods and teaching policy. Teacher beliefs also strongly influence teaching behavior and, finally, learner development (2012, p. 1401)." So, Education system needs well-trained and professionally sound teachers and a lot of responsibility rests on the teacher-training process. From this point of view, teacher-training processes should make efforts to equip the teachers not only with teaching skills but also try to promote professional attitudes in them. Teachers need to be provided training not only at pre-service stages but most importantly in their in-services stages, too. Concept of Teacher Education remarked that, "teacher education is a continuous process, and it's pre-service and in-service component are inseparable (Undated, p. 337)." In-service teacher education and training enhance professional skills, teaching methodology and approaches, and develop teachers' attitudes (Hussain, 2004).

4.2. Teacher training

A majority of the respondent teachers are highly qualified while one respondent is only HSC passed. But these highly qualified respondents have many professional degrees while the less qualified respondents have only C-in-Ed degree. But as we know, these less qualified respondents need more professional degrees and trainings to be more capable as teachers than those highly qualified respondents. In-service training programmes along with the pre-service training programmes are needed for the teachers (Kothari, Patel & Shelat, 2012). It was found that most of the teachers have no regular in-service training on English teaching except cluster meeting training. In teaching, training participants for professional skill development helps to enrich knowledge, skill and attitude about teaching methodology and techniques, using teaching aids or materials, evaluation system and classroom management (Salahuddin, Khan & Rahman, 2013).

4.3. Cluster meeting

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

Teachers planned and demonstrated lessons in different groups in the cluster meeting. One group might miss something in the demonstration and the next group can identify what could have been added (Shohel and Banks, 2010). Crandall (2000) emphasises that reflective activities such as observation of teachers or peers and self-observation through video recording, journal writing, and feedback or discussion sessions are particularly important for continuing the process of development. It was observed that most of the sessions used technology in cluster meeting training programs and gave importance to new methods and techniques, classroom practices and other emerging contexts. Teachers said they used technologies in classroom. Technology bolstered the teaching-learning process and

enhanced classroom environments. Ray (2001) also reported that teachers felt change in teaching when they used technology. The future cluster meeting programmes need revision in terms of duration and content. The in-service teachers' training should be relevant to the demands of their work especially in case of moral development and the aspect of classroom management beside the aspect of performance.

4.4. Lack of congruence: contextual difference

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

However, the atmosphere of school land is totally different. This notion is applied in this study in order to explain the incongruence between cluster meeting and real classrooms, one of the limiting factors that emerged. The difference between the two cultures of teachers' learning and practice plays a key role as a hindering factor in implementing new knowledge. This is because teachers' previously developed routines and existing school culture may appear to be resistant to the application of what they have learnt from the cluster meeting. According to Sim (2011), two constraints were identified in relation to contextual factors: (i) differences in class size; and (ii) differences in levels among pupils.

4.5. Activities practiced in English classroom & challenges

Respondent teachers practice various activities after being trained in cluster meeting. The activities include exchanging greetings, using audiovisual materials, warming up, pair work, group work and role play, dealing with errors, explaining grammar in context and using English most of the time while giving lessons. The results support the findings of Author, 2016; Author et al., 2013; Author et al., 2013; Author et al., 2010; Author et al., 2011; EIA 2a1, 2011; EIA 2a2, 2012; EIA study 2b Practice, 2011. This shows a relatively wide range of activities that allow interaction between teachers and students. These kinds of activities increase students' participation in the lesson and make the teaching-learning more joyful and interactive (Harmer, 2001; Rixon, 2000; Watcyn-jones, 2002). Students participated in these activities spontaneously and enthusiastically and these activities motivated them to attend classes regularly. Thompson (1996) cited in Coskun (2011), supported these finding stating that with pair and group work, students could produce a greater amount of language output then they would produce in teacher-centered activities. This study found that both teachers and students used English most of the times, when they talked. This result supports the findings of EIA 2a study (2011) and differs with the findings of EIA baseline study 3, 2009. In baseline study 3 (EIA 2009a & b), teachers were observed to be primarily reading from the textbook, rarely involving students in activities and speaking in English less than in Bangla. Moreover, this study indicates significant change in classroom practices. After getting EIA training, teachers used more interactive teaching strategies, evidenced by organizing activities in pairs and groups, asking questions, role play and providing feedback.

Besides, respondent teachers also face some problems in implementing these practices in the classroom. Teachers in this study also noted that their willingness and ability to try out new ideas in the classroom were hindered on return to the schools because of unavailability of resources or because the school authorities did not allow the use of materials out of fear that frequent use might damage the materials or hamper timely completion of syllabus. Foxon (1993) reported that failure to provide sufficient resources also hindered the transfer of training into the classroom. Teachers also mentioned that they could not take preparation for conducting classes using technology because of huge burden of duty and not getting gap between classes. Teachers reported that, if they continued to take classes using

audios, they could not cover the exam syllabus (Author et al., 2010). Teachers also reported that the head teachers were not cooperative in some cases such as distributing English classes or making routines.

4.6. Audio visual materials

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

Both teachers and students agreed that students liked audio, especially hello, good morning and good bye songs and rhymes. Teachers noted that audio materials facilitated classroom teaching-learning. Students also liked posters and flashcards. This study also found that the use of audiovisual aids in the class shows the effectiveness of cluster meeting or in-service teachers' training. Author et al. in 2013 supported this finding by saying "the use of audio-visual material in language teaching and learning has made the lesson more attractive, interactive and effective".

Rahman (2003), Author et al., (2010) also identified that liberating rural students from the fear of using English and teaching aids are indispensable and at the same time it increases their attendance. From classroom observation, it was learnt that audio-visual materials helps to teach and learn listening and speaking skills easily. The teacher thought that using audio lesson was an important part of classroom activities. Audio helps interactive classes and teaching and learning correct pronunciation in the language classroom (Author et al., 2013). The results related to the teaching methodology, use of audio-visual aids and application of evaluation techniques in the class show the effectiveness of in-service teachers' training.

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

4.7. Teachers' perception and motivation

Teachers acknowledged that their motivation has changed after taking part in EIA training. Now they are more qualified and can behave like professionals while taking English classes. Teachers have become more motivated to teach and learn English in an innovative way. Now teachers are more comfortable in using English in the classroom. Author et al., (2010) stated that "teachers became motivated to learn how to teach communicative English through participatory method" (p. 75). These results support the findings of Landseer (1987) cited in Mehmood (2008) as in-service training program act as capsule of energy which prevent teachers from different diseases and alive them for training. Fullan (2007) stated that

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

4.8. Lack of support from authorities

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

4.9. Lack of supervision and monitoring

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

4.10. Continuation of cluster meeting

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

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

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

"Implementation is the big hurdle at the level of practice, but the question of the continuation of initiated reforms should be considered in its own right. Lack of interest or inability to fund 'special projects' out of district fund and lack of money for professional development and staff support for both continuing and new teachers signaled the end of many implemented programs. Lack of interest and support at the central district office was another reason for noncontinuation (2007, p. 101)."

4.11. English in students' lives

All of the respondent teachers and students agreed that learning English is necessary in every sphere of the students' lives. Knowing English would make significant difference to the lives of students, especially considering the fact that today's world is global village where Engish language is the medium of communication.. They will never fall back in education, either if they can learn English well. Moreover, without knowing English well, they would not get good jobs and would not be able to communicate with foreigners because English is used to communicate in most places around the world, to get admission in a good institution, get a good job and live a prosperous life. The results support the findings of EIA Baseline Study 2a (2009) 2b (2011) and EIA medium-scale mixed method study 2b3b (2011 Most of the students also recognised that they could more easily communicate with foreigners.

5. Conclusions

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

6. Policy implications

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

1. Cluster meetings should be held in selected schools instead of venues or conference centres. It would be better if CMs are held in the schools within the respective clusters.

2. Demonstration or micro teaching being an essential component of cluster meeting program, its duration should be extended as much as possible. In CM, the duration of demo classes should

be 30 minutes instead of only 5 minutes. During the practice, a teacher should be given every possible opportunity so that they can get rid of the obstacles that create problems in smooth acquisition of learning. Here, a teacher could use audio and poster for the class. If necessary, there should be at least 20 students to create a lifelike situation. After the demo class, students will leave the class, and then TF and other participant teachers will give feedback.

3. After every 2-3 CM, Core Trainer or teacher development coordinator will take a 30-minute demo class using EIA technology and materials.

4. Module of cluster meeting program should be evaluated and necessary changes should be brought according to the needs of teachers and present day.

5. Teachers in classrooms should be constantly monitored and supervised in order to ensure improvement in various competencies of classroom teaching. It should take place under the strict supervision of a teacher development coordinator or teacher facilitator or the head teacher. Supervision and monitoring must be accentuated on the previous pilot phase schools and current schools of English in Action. In that case, a team could be formed involving 15 researchers of Institute of Education and Research, University of Dhaka under the supervision of 2 research fellows along with TF and TDC. Every month, this team will supervise and monitor CMs and observe classes. Clinical supervision should be introduced for teachers' professional development or improving individual skills.

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

7. After every five-six months of service, a two-day cluster meeting should be made compulsory for English teachers, especially those who are part of school pilot projects. These mandatory attendances would allow them to share the challenges that they face in implementing EIA methods, techniques and materials in the classroom and for consolidating their knowledge and performance.

8. One-day workshops could be arranged by these trained teachers in their own schools to inform people about EIA materials, especially other teachers, SMC members and community members.

9. Three to five day workshops on the methods and techniques of EIA teaching-learning for the English instructors of PTI, TTC and URC could be arranged so that they could use those methods and techniques while giving training. EIA materials could be given to English instructors of PTI, TTC and URC to increase the application of these materials.

10. Regular seminars, workshops and online conferences should be arranged. It can keep the teachers updated and motivated.

11. In the EIA intervention school, there should be a classroom, which can be declared as the EIA classroom. All EIA materials should be kept there, cutting down the time and hassle that teachers need for bringing the materials to their respective classrooms. All classes of EIA intervention will be held there and therefore the classroom should be well equipped.

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Hizmet içi eğitimin İngilizce öğretmenlerinin sınıf içi uygulamalarına birincil düzeyde etkisi

Öz

Öğretmen, eğitim kalitesini elde etmek, sağlamak ve sürdürmek için en iyi öğretim araçlarından biridir. Bunun için öğretmenler eğitilmelidir. Eğitimler, mesleki gelişim için hem hizmet öncesi hem de hizmet içi eğitimi içermektedir. Bu çalışma, hizmet içi eğitimin (küme toplantısı) İngilizce öğretmenlerinin sınıf içi uygulamalarına yönelik İngilizce eylem müdahale okullarındaki etkisine odaklanmıştır. Bu araştırma nitel niteliktedir. Araştırmanın rahatlığı ve bu çalışmanın yürütülmesi için, araştırmacı temel olarak katılımcılardan açık uçlu veri topladı. İki küme toplantısı yapıldı ve gözlemlendi. Bu toplantılardan beş öğretmen seçilmiştir ve sonunda bu öğretmenlerin her birinin üç İngilizce dersi gözlenmiştir. Sınıf gözleminden sonra bu öğretmenlerle bireysel olarak görüşülmüştür ve öğrencilerle odak grup görüşmeleri yapılmıştır. Kümelenme toplantıları, öğretmenlerin öğretme ve öğrenme kapasitelerini geliştirmek için mikro öğretim ve etkinliklerin genişletilmesi, gözden geçirilmesi ve yansıtılması için fikirler sunan çok yönlü hedeflere sahipti. Toplantılar, ihtiyaçlarının yaklaşık% 80'ini, özellikle pratik deneyimleri paylaşarak ve bilgiyi yaymak suretiyle sınıf problemlerini çözme konusunda gerçekleştirmiştir. Ankete katılan öğretmenler, küme toplantılarında İngilizce eğitimi vermek, oyun oynamak, öğretmen yardımlarını kullanmak ve zihin haritalaması ile paragraf yazmak gibi birçok yeni şey öğrendiler. Eğitildikten sonra, katılımcılar sınıflarında yeni fikirler ve yöntemler uyguladılar. Şimdi, öğrencilerin hızla öğrenmelerine ve zorluk çekmeden İngilizce konuşmasına yardımcı olan ses dosyaları ve posterler kullanıyorlar. Yanıt veren öğretmenlerin çoğunluğu, ses dosyası kullanırken sınıfta bazı sorunlarla karşı karşıya kalmıştır.

Anahtar sözcükler: Hizmet içi eğitim; kümelenme toplantısı; İngiliz dili öğretimi-öğrenme; sınıf uygulaması; zorluklar

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