Perceptions

Research Report

**Large-scale
Quantitative Study**

**Perceptions of English
Language Learning and
Teaching among Primary
and Secondary Teachers
and Students Participating
in English in Action:
Second Cohort (2013)**

ENGLISH in ACTION

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Acknowledgements

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Perceptions of English Language Learning and Teaching among Primary and Secondary Teachers and Students Participating in English in Action: Second Cohort (2013)

Executive summary

a) Background

The purpose of the Perceptions Study 2013 was to explore the perceptions of English language (EL) practices within schools participating in English in Action (EIA) from the point of view of both the teachers and the students.

The first part of the study focused on primary and secondary teachers':
- Perceptions of their practices in teaching English;
- Attitudes to the communicative language teaching (CLT) approaches being promoted through EIA;
- Perceptions of their students' responses to these approaches;
- Opinions of the general usefulness of the EIA programme.

The second part of the study explored primary and secondary students:
- Current experience in English lessons in EIA intervention schools;
- Perceptions and attitudes to EL and learning English.

The Perceptions Study 2013 is a repeat of the study of the pilot EIA programme (Cohort 1), carried out in 2010. In addition to understanding the views of the current cohort (Cohort 2), one aim was to see the extent to which there are any changes from Cohort 1 to 2.

This 2013 study is part of a set of three studies – including one on teachers' classroom practice (EIA 2014a), and another on the EL competence of students and teachers (EIA 2014b).

b) Research methodology

The design of this study was a repeat of that of the previous study (2010) and looked to reveal the perceptions of students and teachers in EIA Cohort 2, enabling a comparison with the study carried out on Cohort 1 in 2010. The research question for the study was thus:

- To what extent has the programme been successful in repeating the mid-intervention changes in perceptions of students and teachers seen in Cohort 1, at the much larger scale of Cohort 2?

Fieldwork was carried out by researchers from the Institute of Education and Research (IER) at the University of Dhaka in September and October 2013, some 12 months after Cohort 2 teachers began participating in the EIA programme. It took place in a sample of EIA schools across six divisions in Bangladesh and used a multi-layer stratified sampling strategy.

Teacher data were collected by a self-completion questionnaire: 269 primary teachers, 123 primary head teachers (HTs) and 143 secondary teachers participated in the study. Primary student data were collected by interview survey, while secondary student data were collected by self-completion questionnaire; a total of 376 primary students and 457 secondary students participated.

As this study was carried out using questionnaires only, either self-completed and through interview, the comparison is with the quantitative element of the 2010 study only.

c) Key findings: Teachers

i) Primary teachers[1]

99% of the primary teachers reported that taking part in EIA helped improve their own English (53% strongly agreed).[2] 89% also felt that EIA has had an impact on their confidence to use more English, and 92% agreed it has had an impact on the way they teach.

Primary teachers seemed to be fairly confident about their competence in English, with 87% agreeing that they felt comfortable modelling English for students to repeat. This is reflected in their classroom practice, where they used English three-quarters of the time they talked (EIA 2014a: 17).

This links also with the fact that 70% of primary teachers agreed that they use mostly English in the class-room, i.e. their perceptions matched their practice; 80% agreed that it is essential that English teachers speak in English in the classroom for their students to learn English.

Primary teachers had mixed opinions about the use of Bangla to support student learning: when asked whether Bangla should be used frequently in English classes for students' better understanding, 43% felt that students preferred it when their teachers spoke Bangla most of the time; a slightly smaller proportion (38%) felt their students did not prefer it.

Most primary teachers (87%) agreed that the focus in their English classes is communication, but that they explain grammar when necessary. 47% of primary teachers thought that grammar rules should be explicitly explained in class, and over half of the teachers (73%) agreed that students' English improves most quickly if they study and practise grammar.

89% of primary teachers reported they often use activities where the students interact with each other in English. 81% agreed that students like these activities. 98% reported using more pair and group work as a result of EIA and 91% agreed that students play games or sing songs more often now.

99% of primary teachers reported that changes in teaching have improved student motivation, with 57% strongly agreeing. 82% reported that changes in teaching have had a positive impact on student learning.

Primary teachers still retained some more traditional notions as being important to their practice, with 95% agreeing that drilling and repetition is common practice, while EIA approaches promote fluency and creativity in language use. 81% felt that error correction was important, while EIA approaches suggest that teachers pay less attention to errors, as this can inhibit students experimenting with language.

81% of primary teachers agreed that students like to interact in English with classmates. (This positive attitude was confirmed by data from the primary students.)

In terms of a comparison with the Cohort 1 study in 2010 and the baseline (2009), this study of Cohort 2 confirmed that primary teachers supported the view that English is seen as an important language and that it is necessary to learn it for both jobs and study. For primary teachers, there was a slight increase in the perceived difficulty of English compared with the baseline study (2009). In terms of their reported practice and views in relation to a communicative approach, primary teachers supported it but were somewhat less supportive in 2013 than those in 2010 were. In addition, there was some increase in reported practice and views of traditional elements of English language teaching (ELT), including the role of grammar, error correction and drill and repetition.

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[1]These data include those for primary HTs, who as part of EIA have undertaken the same professional development as assistant teachers because they also teach English.

[2]Throughout this report, when a statement is made that teachers (or students) 'agree' with something, it implies that they have rated a relevant item as 'strongly agree' or 'agree', unless specifically indicated otherwise. (Similarly for the use of 'disagree'.) In addition, all percentages are rounded to the nearest integer.

ii) Secondary teachers

96% of secondary teachers agreed that taking part in EIA helped them to improve their own English. 88% also felt that it has had an impact on their confidence to use more English, and 94% agreed that it has had an impact on the way they teach.

Secondary teachers seemed to be fairly confident about their competence in English, with 87% agreeing that they feel comfortable modelling English for students to repeat.

80% of secondary teachers agreed that they use mostly English in the classroom (this finding is corroborated by direct observation [EIA 2014a]); 88% agreed that it is essential that English teachers speak in English in the classroom for their students to learn English.

Secondary teachers had mixed opinions about the use of Bangla to support student learning: when asked whether Bangla should be used frequently in English classes for students' better understanding, 57% disagreed while 27% agreed. About two fifths of secondary teachers felt that their students liked it when the teacher spoke Bangla most of the time (40%), but a similar proportion (38%) felt that their students do not prefer it.

A large proportion of secondary teachers (89%) agreed that the focus in their English classes is on communication, but that they explain grammar when necessary. However, over half (58%) thought that grammar rules should be explicitly explained in class and 70% agreed that students' English improves most quickly if they study and practise grammar.

88% of secondary teachers reported that they often use activities to have the students interact with each other in English. 74% agreed that students like these activities. 92% reported using more pair and group work, whilst 71% agreed that students now play games or sing songs more often than before EIA.

97% of secondary teachers reported that changes in teaching have improved student motivation, with 60% 'strongly agreeing'. 79% reported that changes in teaching have had a positive impact on student learning.

Secondary teachers still perceived some more traditional notions as being important to their practice, with 85% agreeing that drilling and repetition is common practice, in contrast to EIA approaches, which promote fluency and creativity in language use. 88% felt that error correction was important, while EIA approaches suggest teachers pay less attention to errors, as this can inhibit students experimenting with language use.

74% of secondary teachers agreed that students like to interact in English with classmates.

In terms of a comparison with the Cohort 1 study in 2010 and the baseline (2009), this study of Cohort 2 confirmed that secondary teachers supported the view that English is seen as an important language and that it is necessary to learn it for both jobs and study. For secondary teachers, there was a slight decrease in the perceived difficulty of English compared with the baseline study (2009). In terms of their reported practice and views in relation to a communicative approach, secondary teachers supported it in 2013 much as they did in 2010. Although their reported practice and views of traditional elements of ELT (including the role of grammar, error correction and drill and repetition) still exist, they are much as they were in 2010.

iii) Comparison of teacher perceptions: Primary and secondary

* Almost all teachers (99% primary; 96% secondary) reported that taking part in EIA is helping improve their own English.
* Most teachers (87% primary; 87% secondary) were comfortable in their competence to model English in the classroom.
* Most teachers (70% primary; 80% secondary) reported mostly using English in the classroom.
* Most teachers (87% primary; 89% secondary) said the focus of their lessons is on communication, with grammar being explained as required.
* Most teachers (89% primary; 88% secondary) reported often using activities to have students interact in English, though singing and playing games are more popular classroom activities for primary teachers than for secondary.
* Most teachers (99% primary; 97% secondary) reported improved student motivation as a result of changes to classroom practice.
* Over half of secondary teachers (58%) thought grammar rules should be explained explicitly and over two-thirds (70%) thought that students' English improves most quickly through grammar practice. Less than half of primary teachers (47%) thought that grammar rules should be explained explicitly, and similarly over two-thirds (70%) thought that students' English improves most quickly through grammar practice.
* Most teachers (95% primary; 85% secondary) reported they still commonly practise traditional techniques, such as drilling and repetition.

d) Key findings: Students

i) Primary students

Over half of primary students (64%) reported that their English teachers used English most of the time in their lessons. 69% reported they liked it when their teacher spoke Bangla most of the time.

The majority of the primary students reported regularly participating in classroom activities that are promoted in the EIA materials, such as talking in English with classmates, playing games and singing songs.

Most primary students reported that these kinds of activities, promoted by EIA, are enjoyable (interacting in English: 79%; games: 95%; songs: 93%).

Most also reported that more traditional activities were enjoyable, such as learning grammar rules (95%) and being corrected by the teacher (98%).

Most primary students liked learning English (99%). Almost all said that they liked learning English because it is important for them (96%), even if just under a third felt it was difficult to learn (32%).

There are no direct comparisons with Cohort 1 in terms of primary students' views of their teachers' practice and of their own learning of English, or with the 2009 baseline in terms of difficulty of learning English or its importance to them and to their future.

ii) Secondary students

About a third of secondary students reported that their English teachers used English most of the time in their lessons (36%). Also, 37% reported that they prefer their teacher speaking Bangla to speaking English, which is a lot lower than in the previous study (61%). Most (69%) said that they liked to speak English in their English lessons.

Secondary students also reported participating in classroom activities that are promoted in the EIA materials, including speaking English with classmates (80%), but also playing and singing (though a lot less: 33%).

Secondary students reported speaking English with classmates to be an enjoyable aspect of their English lessons (82%); a minority reported playing and singing as enjoyable (35%).

Secondary students reported that some EIA teachers still carry out more traditional language learning activities in their English lessons, such as drilling, memorising grammar rules and correcting errors.

Secondary students also reported they enjoyed these traditional practices: the large majority (89%) believed that repeating teachers' sentences helps them learn English. 86% agreed that they liked learning grammar rules in English classes and two-thirds (69%) believed that learning English means learning grammar rules. The majority (95%) said that their English teachers should correct all errors and most liked it (93%).

Most secondary students reported having a strong motivation to learn English. 94% agreed that learning English is important in their life; 92% felt that English will help them find a good job and improve their income (74%). Students had mixed feelings about whether English was difficult to learn – a third (33%) felt it was, while 44% felt it wasn't.

In terms of a comparison with the Cohort 1 study in 2010 and the baseline (2009), this study of Cohort 2 confirmed that secondary students supported the view that English is seen as an important language and that it is necessary to learn it for both jobs and study. For secondary students, there is no difference in the perceived difficulty of English compared with the baseline study (2009). In terms of their reporting of their teachers' practice and their own views in relation to a communicative approach, secondary students show more support for some elements in .2013 - much as they did in 2010 - and less support for other elements. Although their reports of their teachers' practice and their own views of traditional elements of ELT (including the role of grammar, error correction and drill and repetition) still exist, they are generally less strong than in 2010.

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Acronyms

AT	assistant teacher
CDI	composite deprivation index
CLT	communicative language teaching
CM	cluster meeting
EIA	English in Action
EL	English language
ELT	English language teaching
HT	head teacher
IER	Institute of Education and Research, University of Dhaka

1. Introduction

The purpose of the 2013 Perceptions Study was to explore teachers' and students' perceptions of English language (EL) learning and English in Action (EIA) for those teachers and students taking part in EIA's second intervention (Cohort 2). The perceptions studied are different for teachers and students:

1. For primary and secondary teachers:
    *   Perceptions of their practices in teaching English;
    *   Attitudes to the communicative language teaching (CLT) approaches being promoted through EIA;
    *   Perceptions of their students' responses to these approaches;
    *   Their opinions of the general usefulness of the EIA programme.

2. For primary and secondary students:
    *   Current experience in English lessons in EIA intervention schools;
    *   Their perceptions and attitudes to the English language and regarding its learning.

The first such study of teachers' and students' perceptions took place in February–March 2010 (EIA 2011), 4–6 months after the launch of the EIA pilot intervention (Cohort 1) in primary and secondary schools. Following the pilot intervention, in 2012 the EIA programme scaled up its implementation with a cohort of 4,368 teachers and an estimated 887,000 students (Cohort 2: 2012–13). Thus it is important to know if EIA has been able to repeat the positive perceptions from the less demanding pilot conditions. While students and teachers in Cohort 2 underwent essentially the same programme as those of 2010-11 (Cohort 1), they were greater in number. To enable this increase in scale for Cohort 2, the EIA programme was delivered through a more decentralised model, with much less direct contact with national or international English language teaching (ELT) experts, a greater embedding of expertise within teacher development materials (especially video), and a greater dependence upon localised peer support (i.e. locally recruited teachers trained to facilitate cluster meetings [CMs]).

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

It is important to see this particular study as part of a set which includes two other studies where samples of teachers and students of Cohort 2 are investigated to determine teachers classroom practice and the EL competence of teachers and students (EAI 2014a & b). In addition to these separate reports, there are additional elements:

*   An overview of the three reports will be undertaken to see whether there are apparent connections among the findings based on what is known from the implementation;

- Within the samples of the three studies are overlapping subjects that will enable data on teachers perceptions, classroom behaviour and EL competence to be related to students perceptions and EL competence.

These two elements will be the subject of a further report (EIA 2014c). The aim of these elements is to provide evidence on the relationships among the important variables that are likely to lead to improvements in student EL competence.

In addition to being a repeat of the 2010 Perceptions Study, this Cohort 2 study sheds further light on issues examined in Baseline Study 2 (EIA 2009c), carried out in 2009 on representative samples of teachers and students in Bangladesh, prior to the EIA intervention. Although this is not used as a general baseline for the views of teachers and students (because it had a more general purpose to enable planning for EIA), there are two elements related to motivation to study English and its perceived difficulty to learn that were compared to see whether the EIA intervention has changed views on these two issues.

Study of teachers

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

Study of students

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

2. Methodology

2.1 Study design

As indicated in the *Introduction*, the intention was to compare the perceptions of students and teachers in the pilot (Cohort 1) with those in Cohort 2, to determine if these perceptions are similar. Both studies were undertaken after the intervention had started; in the case of Cohort 1, this was 4–6 months after the start, whereas for Cohort 2 it was 12 months. Putting this difference aside for the moment, the design of this study is effectively to compare two treatments on the various elements of perceptions that are important to EL teaching and learning. For teachers, the study explored their:

- Perceptions of their practices in teaching English;
- Attitudes to the communicative language teaching (CLT) approaches being promoted through EIA;
- Perceptions of their students' responses to these approaches;
- Their opinions of the general usefulness of the EIA programme.

For students, the study explored their:
- current experience in English lessons in EIA intervention schools;
- perceptions and attitudes to the EL and regarding its learning.

The basic research question being answered is thus:
- To what extent has the programme been successful in repeating the mid-intervention perceptions of students and teachers seen in Cohort 1, at the much larger scale of Cohort 2?

The first study (2010) combined quantitative and qualitative approaches, as it was the first time any such study had been undertaken of those who had been involved in EIA. Like the first study, this second study used a large-scale quantitative approach, so that comparisons could be made between the perceptions of the two cohorts. The concern of this current study was less with 'measuring' any changes in perceptions from the first study, than with ascertaining whether there were any statistically significant differences, and how student and teacher views might relate differently.

The fact that teachers and students have been involved in the two studies for different lengths of time (4–6 as opposed to 12 months), may have an effect on the comparison, and thus suitable cautions are noted as appropriate in considering reported differences.

2.2 Instruments

Data on teacher and secondary student perceptions were collected via a structured self-completion questionnaire. Data on primary student perceptions were collected via a structured survey interview, administered one-to-one by a trained local researcher. Self-completion questionnaires were not administered to primary students, as it was deemed inappropriate given their age.

Questionnaires are commonly used in language learning research to investigate beliefs and motivation in relation to classroom instruction from a large number of participants (Mackey and Gass 2005). The questionnaires used in this study were modified versions of a questionnaire designed by Savignon and Wang (2003), which investigated teacher and student perceptions of CLT practices. The EIA team adapted this for use with EIA teachers and students for the pilot cohort in 2010, and the teacher and secondary student questionnaires used for this study were essentially the same in content as those used previously, to enable direct comparison between the 2010 and 2013 studies. Small changes were made to the questionnaires; for example, to the wording and order of items, to aid clarity and comprehension for the reader. The primary student interview survey was newly designed for the study (Self-completion questionnaires were not used in the 2010 perception study for primary students), as these were not deemed appropriate for students to complete given their age.

Note, many questions asked of secondary students, and some of those asked of the primary students, were similar to those asked of teachers. This was in order to compare teachers' and students' views on the same topics.

The teacher questionnaire, secondary student questionnaire and primary student interview survey were designed and developed in English, and translated into Bangla by the EIA Materials Development Team. Translation of the instruments was reviewed by the EIA Research, Monitoring and Evaluation Team before use to check meaning and clarity. The instruments were also piloted before use to check understanding.

2.2.1 Teacher questionnaire

The teacher questionnaire (see *Appendix 1*) comprised 46 items. Most were formulated as statements about English language teaching and learning. Respondents were asked to respond to these statements using a Likert scale from 1 to 5:

> 1 (strongly disagree) – 2 (disagree) – 3 (neutral) – 4 (agree) – 5 (strongly agree)

The questionnaire was organised into six sections:

1. Identifying information: Personal/demographic information – name, gender, age, class, highest qualification, school name, name of local administrative area (i.e. thana/upazila), division.

2. My English language teaching practice: 12 statements addressing teachers' beliefs about: grammar-focused and meaning-focused instruction; error correction; common English language teaching (ELT) practices; teachers' and students' language preferences, use in the classroom and pronunciation. Statements also addressed levels of confidence in implementing CLT practices.

3. English language teaching and my students: Eight statements addressing teachers' beliefs about their students' perceptions of grammar-focused and meaning-focused instruction, and error correction and common ELT practices. Teachers' beliefs about their students' preference for language choice in the classroom were also addressed.

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

5. My beliefs about the effectiveness of EIA: Seven statements addressing teachers' beliefs about the usefulness of the EIA programme for changing their classroom practice, improving their own competence and confidence in using English, and the impact of the programme on their students' learning. Here respondents were also asked to respond to an item comprising a series of sub-statements on different obstacles faced in the classroom, using a five-point Likert scale from 'not an obstacle' (1) to 'major obstacle' (5).

6. Importance of English/difficulty of learning English: A single item comprising two questions asking about the extent to which English: a) is important in Bangladesh, and b) is difficult to learn. Respondents showed their preference using a five-point Likert scale by choosing from 'not at all', 'not very much', 'moderately', 'quite a lot' or 'very much'.

Note, the same questionnaire was administered to both primary and secondary teachers.

2.2.2 Secondary student questionnaire

The secondary student questionnaire (see *Appendix 3*) comprised 30 items. Like the teacher questionnaire, the items were formulated as statements about English language teaching and learning and respondents were asked to respond to the statements using a Likert scale from 1 to 5:

1 (strongly disagree) – 2 (disagree) – 3 (neutral) – 4 (agree) – 5 (strongly agree)

The questionnaire was organised into five sections:

1. Identifying information: Personal demographic/information – student name, gender, age, class number, school name, teacher's name.
2. English in my class: Seven statements addressing students' perceptions of their teacher's practice – for example, whether this is grammar focused, whether the teacher employs pair and group work, whether the teacher uses songs and games in class, and so on.
3. Learning English and me: What I like/what I don't like: Seven statements addressing students' attitudes to their teacher's practices – for example, whether they enjoyed lessons on grammar, participating in pair or group work, or singing or playing games in class.
4. What learning English means to me: 15 statements addressing students' beliefs about ELT in general, the role of the teacher, and the importance of various practices. Statements also addressed beliefs about the importance of English as a language to students.
5. Importance of English/difficulty of learning English: An item comprising two questions asking about the extent to which English: a) is important in Bangladesh and, b) is difficult to learn. Respondents showed their preference by choosing from 'not at all', 'not very much', 'moderately', 'quite a lot' or 'very much'.

2.2.3 Primary student survey interview

Primary students' views were collected via survey interview administered by a trained local researcher, as self-completion questionnaires were deemed not appropriate given the age of the respondents. Indeed, self-completion questionnaires are not recommended for children under 12 years old unless a high level of support is provided (Shaw et al. 2011). Survey interviews were regarded as a more effective method for eliciting the views of young children, as the researcher can explain questions if required, or rephrase them to clarify meaning and record the responses accurately. Furthermore, it is unlikely that the self-completion format of a questionnaire would be fully comprehensible to young students.

The primary student survey interview (see *Appendix 2*) comprised just nine items. The questions asked of the students were simple and required the researcher to record a response of 'yes' or 'no'.

The interview survey was organised into two sections:

1. Identifying information: Personal demographic information – name of student, gender, age, class number, school name, teacher name, class number.
2. Questions about learning English: preferences regarding: learning English; importance of English; difficulty of learning English; spoken English in class; correcting errors; grammar rules; playing games; singing songs.

The primary student survey interview responses were recorded on the interview schedule by the researcher when administering the interview.

2.3 Sample

4,368 teachers and approximately 887,000 students participated in the EIA's 2012 cohort (Cohort 2). Of these, there were 1,802 primary teachers, 900 primary head teachers (HTs), 1,666 secondary teachers, and approximately 195,000 primary students and 692,000 secondary students. This study was designed to reach 8% of the EIA teacher population of Cohort 2.

A minimum sample size was determined through power analysis, conducted to ensure the sample was sufficiently large to enable statistically valid comparisons between the 2010 and 2013 studies (see *Appendix 4*). The analysis suggested a sample size of 561 teachers[3], 309 secondary students and 362 primary students.

A sample was designed to cover six divisions (14 upazilas within these) in which EIA worked in Government schools in Cohort 2. The sample plan was to administer: the teacher questionnaire to 549 teachers (399 primary teachers and HTs, 150 secondary teachers); the secondary student questionnaire to 390 students (13 classes of 30 students); the primary student survey interview to 364 students (14 students from 26 classes).

A multi-layer stratified sampling strategy was used, randomly sampling where possible. The process began by selecting upazilas, then clusters, then schools[4] (see *Appendix 5* for details).

Owing to difficulties in the field (see below), a few small changes were made to the fieldwork plan, resulting in a slightly smaller teacher sample. The final sample achieved was: 535 teachers of which 269 primary teachers[5], 123 primary HTs and 143 secondary teachers; 457 secondary students and 374 primary students.

In terms of the teacher sample, three-fifths (59%) of primary teachers and primary HTs were female, while the majority of secondary teachers (77%) were male. The spread of participating teachers across the divisions was about equal, except Dhaka, where more data was collected: Chittagong 14%; Dhaka 23%; Khulna: 16%; Rajshahi 16%; Rangpur 15% and Sylhet 16%. Most teachers (53%) were from rural areas, broadly in keeping with the proportion of Cohort 2 teachers from rural areas (62%).

Like the teacher sample, three-fifths (59%) of both the primary student and secondary student sample were female. Most (65%) participating secondary students were from rural areas, while half (49%) of primary students were. Both student samples were made up of students from across the six divisions. (See *Appendix 6* for more details).

Table 1 compares these sample sizes with those of the 2010 study (in terms of quantitative elements only).

Table 1: Comparative sample sizes of Cohort 1 and 2 studies of perceptions (2010 & 2013 respectively)[6]

Study	Primary teachers	Secondary teachers	Secondary students	Primary students
2010	103	49	1,693	N/A
2013	269 (+ 123 HTs)	143	457	374

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[3] No split available between primary and secondary.

[4] Note that the same schools were selected for both this EIA perceptions study and the classroom practice study (EIA 2014a); and there was also sample crossover with the EIA ELcompetence study (EIA 2014b).

[5] Usually referred to as assistant teachers, but in the findings of this study, primary teachers include head teachers.

[6] In the first study (Cohort 1), primary and secondary students took part in focus discussion groups so there are no comparative data.

2.4 Training and data collection

A total of 13 researchers from the Institute of Education and Research (IER), University of Dhaka, undertook the data collection. Three separate sessions were held with them to train, orient and debrief them – a five-day training workshop and a one-day pre-fieldwork briefing; and a post-fieldwork workshop.

The five-day workshop introduced the researchers to the study (and the study of classroom practice, which they would carry out at the same time), and oriented them to the instruments and what was required by the research (see the guidance material, *Appendices 7–9*). This included familiarising them with the previous study of perceptions (2010), briefing them on the current study in terms of the instrument, sample size, and so on; and trialling the survey interview with primary students in a school. The workshop also involved reflecting on practising the survey interviews with primary students to identify the issues experienced and discussing how to overcome them. During the pre-fieldwork briefing, researchers were allocated to upazilas and provided with a list of schools and teachers for that upazila. A fieldwork timetable was also agreed and queries answered.

The post-fieldwork workshop involved a debriefing/reflection to discuss experiences and identify issues (and also to input the data from the classroom practice study; EIA 2014a).

As noted earlier, the research was carried out during September and October 2013 by the researchers in a sample of schools across six divisions of Bangladesh.

2.4.1 Ethical issues

As part of the normal ethical procedures adhered to by EIA, prior permission was obtained from the HT, the teacher and the students. The IER researchers negotiated access to schools directly. Before conducting research in a particular school, the researchers had a brief meeting with the school's HT to outline the study (and the classroom practice study), indicate what the data collection would entail, gain permissions and answer questions in order to gain consent (this was in keeping with standard guidelines: BERA 2011). Local education managers were also informed about the research taking place in their area.

For the teachers and secondary students taking part in the study, their written consent was gained through the questionnaire itself.[7] For primary students, each was asked for their verbal consent to be involved in the study, and their teacher's consent for them to take part was also gained.

All information is held under strict confidentiality within the EIA project and respondents are anonymous in this report.

2.5 Data management and analysis

The questionnaire and interview data were inputted by data entry operators into a Microsoft Excel spreadhseet from paper instruments after the fieldwork. Three different datasets – one for teachers, one for secondary students and one for primary students – were then compiled. Random checks were carried out on the data to identify miscoding and other errors.

The data collected were analysed descriptively using SPSS. In particular, frequency counts were used to consider trends of perceptions. As most of the questions required an answer on a Likert scale, the percentage of respondents who gave each response was calculated. In most cases the categories 'strongly agree' and 'agree', and 'strongly disagree' and 'disagree' were collapsed. Chi-square tests were conducted to indicate statistical differences for each question. In addition, a factor analysis (omitting the last two questions) was undertaken for the teacher and secondary student questionnaires (using principal axis factor analysis).

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[7] Both the teacher and secondary student questionnaires included the sentence: 'Note, by completing this questionnaire you are giving your consent to take part in the study.'

2.6 Validity and reliability

The questionnaire validity stems from being based on Savignon and Wong (2003), a validated instrument, and this was used in 2010, giving it some external validity.

There are two elements to establishing the internal validity of the instrument. First, there is the use of questions that essentially ask the same question in a different way, and the consistency of results can be examined.

For example, in the teacher questionnaire, Q7 gives the following statement to be rated:

> 'The focus in my English classes is communication, but I explain grammar when necessary.'

While Q27 gives the following statement to be rated:

> 'English language should be learned mainly through communication, with grammar rules explained when necessary.'

Although the first is asking about what the teacher says he/she does and what he/she believes, it would be surprising if the results of these were really inconsistent (though not impossible, given the point made earlier about the difference between perceptions and practice). It turns out that for these two questions the ratings are consistent. The fact that the questionnaires have been used before has also enabled a degree of consistency to be examined between the two occasions, and it will be evident in the account of the findings later that, despite differences there are no inexplicable or inconsistent items.

Messick (1989) argues the most important aspect of validity is construct validity, and to examine this, a factor analysis was produced for the teacher and student data (but combining primary and secondary teacher data to create a robust enough sample) showing the inter-relationships of questions across the questionnaire. For example:
- Factor 1 grammar questions (e.g. Qs 1 & 8);
- Factor 2 questions about participatory activities (e.g. Qs 6 & 12);
- Factor 3 views on the use of Bangla and English (e.g. Qs 3 & 4);
- Factor 4 views on error correction (e.g. Qs 10 & 20);
- Factor 5 views on student-student interactions (e.g. Qs 22 & 25).[8]

This is not a full construct validation of the questionnaire, but it does indicate that it has internal validity related to the issues of concern to EL teaching and learning.

The new primary student survey interview was thoroughly piloted in primary schools to ensure the questions asked elicited the responses expected, and the type of interviewing (one-to-one) was the most appropriate style to use with young children.

Further to this, validity and reliability were achieved through measures such as the five-day training workshop and pre-workshop briefing given to the IER researchers and the guidance documents. Both provided instruction and clarified the study and the instruments, which would have helped to ensure correct administration of the questionnaire and conduct of the interview, therefore increasing reliability and validity.

2.7 Limitations

Fieldwork plans were disrupted by an uncertain political context in the months leading to the general election which included a series of nationwide hartels and blockades.

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[8] These five factors account for almost 40% of the variance.

Further to this, a strike was held by primary teachers which meant primary schools were closed in some areas. These events had the effect of changing almost daily which schools were available for field visits. Flexible and responsive field management and coordination largely overcame these challenges. While the actual teacher sample achieved was marginally smaller than planned, cluster, school and student selection remained both random and representative, with regard to the wider cohort under study.

Cohort 1 EIA schools, teachers and students were selected in order to be representative of Government schools across Bangladesh, in terms of national divisions and rural and urban locations. But to further strengthen the programme's social inclusion perspective, selection for the Cohort 2 upazilas (within the division) additionally took account of the UNICEF composite deprivation index (CDI), to ensure that EIA specifically targeted areas of greater social deprivation. The sample design for this study sought to obtain a representative sample of Cohort 2 teachers, but the selection of the cohort was inevitably biased towards high CDI areas, compared with the previous cohort and studies. Therefore, it is likely that the sample reported in this study, intended to be representative of Cohort 2, is associated with a higher than average CDI than the previous cohort and hence samples.

While the use of CDI in the selection for Cohort 2 might lead to an expectation that the sample of Cohort 2 has a higher than average CDI than previous studies, it has not yet been possible to quantify this difference. Similarly, while we suspect it is possible, perhaps probable, that there may be a negative correlation between the CDI and perceptions, we have not yet established this quantitatively. Therefore, further investigation is required in order to establish:

1. The relationship between composite deprivation index and perceptions;
2. The comparability of the sample in this study and previous study (EIA 2011), when CDI is taken into account.

3. Findings: Primary and secondary teachers

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

1. Teachers' perceptions of their own teaching practices – whether they use more traditional or CLT features.
2. Teachers' attitudes to traditional and CLT practices – whether they and their students preferred more traditional or CLT practices.
3. Teachers' beliefs about traditional and CLT practices – whether they thought traditional or CLT practices were useful for students or good teaching practice in general.

This section reports EIA primary and secondary teachers' perceptions, attitudes and beliefs on these areas. In Section 3.1, the views of both primary assistant teachers (ATs) and HTs are examined together; in Section 3.2, secondary teachers' perceptions are reported.[9] Where appropriate, comparisons with the study of the pilot cohort (Cohort 1), conducted in 2010, will be made.

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

3.1 Primary teachers[10]
3.1.1 Traditional approaches
3.1.1.1 Perceptions of traditional approaches

Traditional approaches to ELT in primary schools in Bangladesh are described in Baseline Studies 2 and 3 (EIA 2009b & c) as involving a focus on grammar explanations, the use of repetition, teacher and students mainly using Bangla in the lesson, and a focus on error correction. The 2010 study of Cohort 1 presented these views of primary school (assistant) teachers after four months of intervention, and here primary teachers' and head teachers' (HTs) perceptions are presented after up to 12 months of using EIA approaches in 2012–13.

Teaching grammar

The evidence shows that primary teachers' views of their practice on grammar and rote learning (at the heart of ELT) is somewhat equivocal: just less than half of the teachers (45%) felt they mainly explained grammar and the students learned it by rote (Q1), whereas in 2010 this was a much smaller group (19%).

Using repetition

As was the case in 2010, primary teachers agreed that their lessons still involve a lot of drilling and repetition – practices that might, in some circumstances, be categorised as more 'traditional'. When asked whether they often ask students to do sentence drilling and repeat sentences after them (Q2), 95%

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[9] Specific statements are numbered to correspond to the 'Questions' in the questionnaire; e.g. '(Q1)' to refer to 'I mainly explain grammar rules, and students learn them by heart.'

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

of primary teachers agreed, indicating a persistence[11] and, perhaps in their eyes, utility of such an approach, particularly with the implementation (2013) of the new curriculum, where speaking (10%) and listening (10%) have become part of the assessment (formative assessments) added to the summative assessment results (reading, writing) at secondary level (Government of Bangladesh 2010).

Teachers' use of Bangla

Baseline Study 3 (EIA 2009b & d) found that Bangla was the language primarily used by primary teachers in their English lessons. The 2010 perception study showed that only 8% of teachers agreed that the language they mostly use in the classroom is Bangla. However, this study showed that 17% of teachers thought they mostly used Bangla. Although there seems to be an increase in the perceived use of Bangla since 2010, most teachers (70%) disagreed with this statement (see Figure 1; there is no statistical significance in the two distributions), which could imply that most use English in the classroom. This self-assessment of teachers' language matches the findings of the classroom practice studies of both Cohort 1 and 2 (EIA 2010a, 2012a, 2014a), where primary teachers were found to be speaking in English for 71%, 72% and 75% of the lesson respectively.

Figure 1: Teachers' perceptions of their use of Bangla in the classroom (Cohorts 1 & 2)

	1 Strongly disagtee	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
	Q_3 Teacher usually speaks Bangla in classroom				
0 2010	30.10%	52.40%	9.70%	5.80%	1.90%
3 2013	21.20%	48.50%	13.30%	13.00%	4.10%
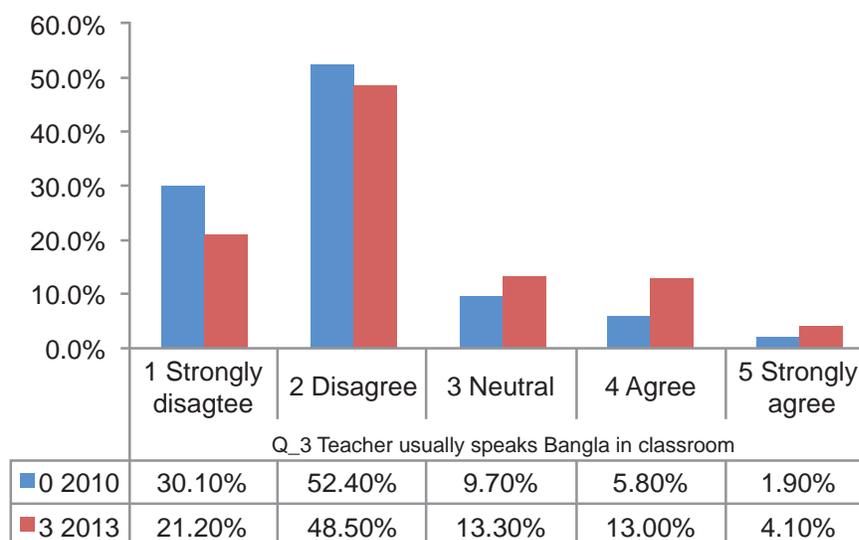
Students' use of Bangla

This study showed a change in teachers' perceptions of their students' use of Bangla in the classroom from that of Cohort 1 teachers (statistically significant). A much lower proportion (26% instead of 40%) of primary teachers agreed that students seldom spoke English in the classroom (Q4), and 57% (compared with 49%) of Primary teachers disagreed students mostly used Bangla in the classroom. This indicates an even more pronounced move away from the view of a traditional approach of only using Bangla in class, which is reflected in the classroom practice studies of Cohorts 1 & 2 (EIA 2010a, 2012a, 2014a), where students were found to be talking in English during 88%, 81% and 90% of the lesson respectively.

Error correction

In general, CLT approaches do not focus on error correction unless errors interfere with communication, as the approach favours fluency over accuracy. When error correction occurs, it generally happens through modelling, or unobtrusively in a non-threatening manner. Traditional teacher-centred approaches, however, commonly feature error correction and this too might be what students expect of their language teachers. In the questionnaire, 87% of the primary teachers agreed that they often corrected their students' errors in class (Q9). This result indicates the persistence of an element of the repertoire of a traditional approach, though it is lower than for Cohort 1 (92%; statistically significant).

[11] In 2010, the figure was 91%, statistically significantly different for 2013.

3.1.1.2 Attitudes to traditional English language learning

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

Teaching grammar

Regarding the teaching of grammar, primary teachers seemed to be confident about teaching grammar rules (Q8: 74%). Previously (Cohort 1), 36% of primary teachers felt that students like learning grammar rules in English class (Q13), in this study 59% thought so. This could be because students like to learn grammar rules (95%; see Section 4.1.1). [12] It would appear that both teachers and students maintain a more traditional attitude towards the learning of grammar explicitly.

Using repetition

Just as the majority of primary teachers report doing sentence drilling in their classes (96%), both perceptions studies (2010 and 2013) show that just over 92% feel that their students like it (Q14), the same as in Cohort1.

Error correction

Just as error correction is a common feature of teachers' classroom practices, 82% of primary teachers agreed that students like to be corrected (Q20). This may indicate that this is what students expect of their language classes. These findings could show that primary teachers may be responding to what their students like in terms of holding on to traditional repetition and error correction practices. This is consistent with research in the field of teachers' and students' perceptions of grammar where students may be more traditional in this regard and, as we observe in this study, teachers may be responding to what they believe their students want (Schulz 1996).

3.1.1.3 Beliefs about traditional English language learning

Teaching grammar

The data indicate primary teachers' acceptance to some extent of one of the key principles of CLT: that teaching English is more than grammar teaching, 69% of the Primary teachers disagreed with the statement that 'learning English means to learn grammar rules' (Q21). However, there is a sizable group (18%) that supports this view and it is larger than it was in Cohort 1 (10%). Nearly half of primary teachers (47%) thought that grammar rules should be explicitly explained in class (Q31), with 18% unsure about it, and the distribution of responses being more negative than for Cohort 1. (See Figure 2; the distribution of responses of the two cohorts are statistically different.) In addition, 73% agreed that students' English improves most quickly if they study and practise grammar (Q30), more than twice as many compared with the previous study (33%). On the one hand, teachers appear to be inclined towards a more communicative way of teaching grammar (Qs 7 & 27; see Subsection 3.1.2), and this is reflected in most of their and their students' attitudes and perceptions towards grammar and its role. On the other, they retain traditional stances to grammar, and teachers in Cohort 2 are more negative than for Cohort 1 – perhaps reflecting more of a grammar focus in the school assessment.

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[12] Note that there are no comparable data for primary students in the 2010 study of Cohort 1.

Figure 2: Primary teachers' views of the explicit teaching of grammar rules (Cohorts 1 & 2)

Q_31 Grammar rules should be explicitly explained in class	1 Strongly disagtee	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
0 2010	22.30%	31.10%	20.40%	10.70%	15.50%
3 2013	11.30%	23.60%	18.50%	32.30%	14.40%
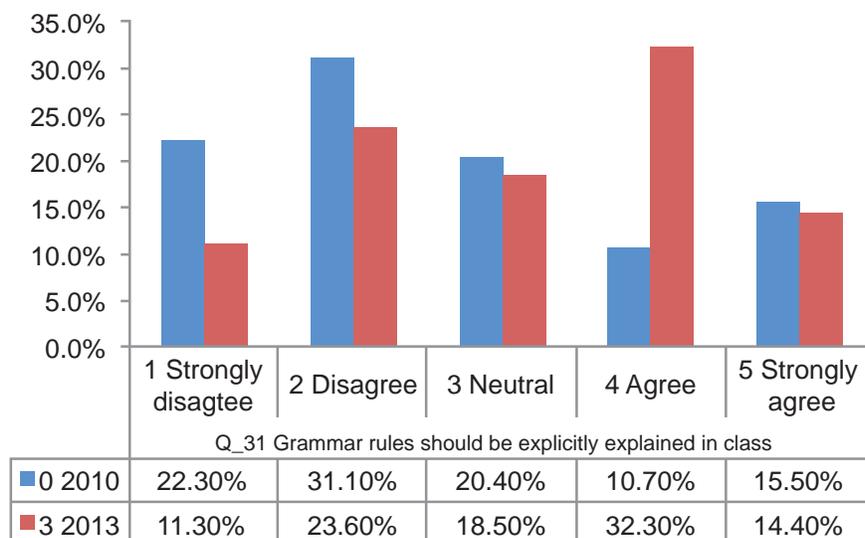
Using repetition

Since there appears to be a growing interest among teachers in regularly doing sentence drilling activities in their classes, it is unsurprising that 86% of teachers agreed that English learning through sentence drilling is effective (Q22), an increase on the views of teachers in Cohort 1 in 2010.

Teachers' use of Bangla

Teachers have mixed opinions about the use of Bangla to support student learning, but with a tendency to use less Bangla in this study. When asked whether Bangla should be used frequently in English classes for students' better understanding (Q23), 51% of the teachers disagreed (31% agreed), higher than in Cohort 1 (39%; statistically significant). This means that half of the teachers would be inclined to use more English in the classroom, despite a perception that students' may prefer Bangla (43% of teachers think students prefer Bangla to English; Q15) may be a possible barrier. It seems unlikely that teachers feel they lack confidence, as will be show later when their use of English is considered (Section 3.1.2.2). This seems a complex area, as later it will be evident that teachers: think EIA has improved their confidence to use more English (Q39); use it more in the class (as indicated earlier); have improved EL competence (EIA 2014b). It may reflect a more judicious use of Bangla, and varying interpretations of the intention of the statement.

Error correction

Unsurprisingly, given that many primary teachers report often correcting their students' errors, teachers place great importance on error correction (Q29); 81% agreed that it is important for English teachers to correct students' errors in class, possibly responding to their students' preferences (around 97% of students like it). When asked whether English teachers should correct students' pronunciation errors in class (Q33), 93% agreed.

Furthermore, when asked whether it is important to avoid making errors in the process of learning English (Q32), 63% agreed with this statement. This is in contrast to more communicative approaches, which suggest that experimenting with language and making errors is an important part of language learning, and stands in stark contrast to the situation in 2010, for Cohort 1, as Figure 3 shows.

Figure 3: Primary teachers' views about the importance of avoiding making errors (Cohorts 1 & 2)

	1 Strongly disagtee	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
Q_32 it is important to avoid making errors in the process of learning Eng					
■ 0 2010	47.60%	22.30%	6.80%	14.60%	8.70%
■ 3 2013	6.40%	17.40%	12.80%	32.70%	30.70%
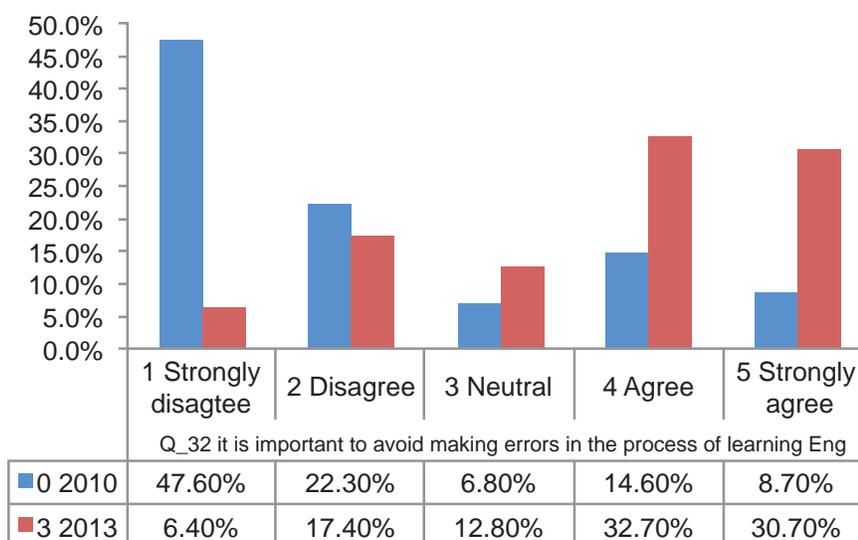
3.1.1.4 Summary

In summary, with regards to primary teachers' perceptions of their own ELT practices, they seem to recognise the place of grammar in a communicative approach (learning English has more to it than just learning grammar). But they hold on to a traditional view of grammar and, for almost a half, their reported practice does not reflect a communicative view of grammar (and they are generally more inclined to value grammar than Cohort 1). With that, they still support the use of repetition and emphasise a traditional view of error correction. The results also indicate that the continuation of the traditional practices of repetition and error correction are not only based on student reactions, but reflect the teachers' beliefs about good teaching practice. Interestingly, their beliefs on the use of English rather than Bangla are more equivocal.

3.1.2 Communicative language learning practices

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

3.1.2.1 CLT practices

Focus on communication

The majority of primary teachers (87%) agreed that the focus in their English classes is communication, but that they explain grammar when necessary (Q7). The teaching of grammar to support the making of meaning is consistent with CLT practices but, as indicated above, an increasing number of teachers (over Cohort 1) exhibit more traditional practices and views.

Teachers' use of English

The majority of primary teachers reported using mostly English in their lessons (70%; by inference from Q3 on use of Bangla). Most of the teachers also believe that it is essential for them to speak English in class (Q24; 80%) and, as noted earlier this is reflected in their own use of English in the classroom (EIA 2014a).

Teachers' use of communicative activities

Most primary teachers (89%) agreed that they often use activities to have the students interact with each other in English (Q5). Nearly all primary teachers (98%) agreed they have students do more pair and group work in their classes now than they used to (Q41). When asked whether students play games or sing songs more often (Q43), 91% agreed, and 95% claim they have students sometimes play games and sing in the classroom (Q6). It is not unsurprising, therefore, that 96% of primary teachers believe that English can be learned by singing and playing (Q26) and that students liked these activities (Q18; 97%). However, students had mixed feelings about how often they did sing and play in their English class (see Section 4.1).

3.1.2.2 Attitudes to CLT practices

Research conducted in Bangladesh (Ansarey 2012, Hossen 2008) in primary and secondary schools showed that government teachers' felt their students lacked motivation and this made it difficult to implement CLT in the classroom, particularly given the exam system and the class sizes. Despite the similar conditions faced by EIA teachers and the potential barriers, teachers and students seem to welcome CLT practices. Primary teachers generally felt that their students enjoy the new practices that they are introducing in the classroom, and that the students respond favourably. Here we examine each of these practices in terms of how teachers report students' reactions.

Focus on communication

The majority of primary teachers (83%) agreed that students like their English class to focus on communication with grammar explained only when necessary (Q19), a significant improvement on Cohort 1 views.

Teachers' use of English

As noted earlier, teachers seemed to be confident about their competence in English, the vast majority displayed positive attitudes to using it in class: 87% agreed that they feel comfortable modelling English for students to repeat (Q11), while 91% agreed that they feel confident correcting students' mistakes when they speak English (Q10). These data seem to show that, despite the initial low skills in spoken English, the improvements through involvement in EIA (EIA 2014b), mean that primary teachers seem to feel confident they have sufficient English competence to respond to students' needs in the classroom.

As indicated earlier, there are mixed views about the use of Bangla in the English classroom. Figure 4 shows that there are polarised views on whether teachers think students like it to be used most of the time (Q15). Students have mixed preferences (see Section 4.1). Research shows that students' anxiety in using second language (L2) shows a marked different between teachers' and students' use of the target language (Levine 2003). This may be helpful to understand teachers' perceptions of students' need for Bangla in this study.

Figure 4: Primary teachers' views on whether students like Bangla to be used in the English class (Cohorts 1 & 2)

	1 Strongly disagtee	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
Q_15 Students like it when teachers mostly use Bangla in English lessons					
■ 0 2010	17.50%	42.70%	16.50%	13.60%	9.70%
■ 3 2013	12.60%	25.40%	19.00%	31.50%	11.50%
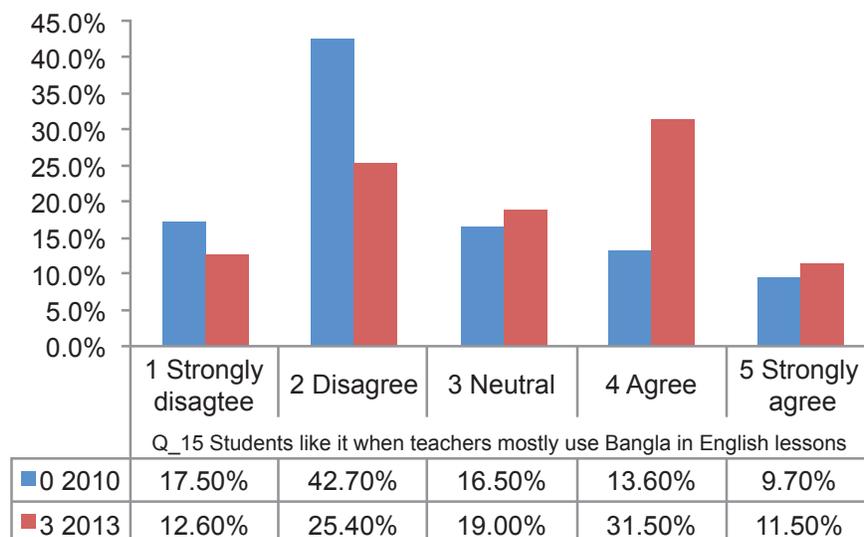
Students' use of English

The primary teachers felt that their students like to practise English: 74% agreed that their students like it when they need to speak English in class (Q16). Furthermore, 81% agreed that their students like activities in which they interact in English with classmates (Q17).

Communicative activities

Given the earlier discussion of communicative activities (Section 3.1.2.1), it is unsurprising to observe that 94% of primary teachers reported feeling comfortable doing classroom activities in which students sing or play (Q12). Primary students were also generally positive about interactive activities, singing songs and playing games in English, although they had mixed feelings about whether these were practices they experienced (see Section 4.1).

Whatever the equivocation about traditional practices, it seems from the above that teachers' attitudes are all positive towards these types of CLT practices that have been introduced through EIA.

3.1.2.3 Beliefs about CLT practices

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

Focus on communication

73% of primary teachers agreed that English should be learned mainly through communication with grammar rules only taught when necessary (Q27), linking with their view that they think students like it (Q19; 83% agreed).

Teachers' use of English

Primary teachers seem to be convinced that using English in the classroom is important for student learning, even though they seem to have mixed perceptions about students' preference regarding teachers' classroom language. Only 43% believed students preferred the teacher to speak Bangla in the classroom (Q15). However, most teachers (80%) agreed that it is essential that English teachers speak English in the classroom for their students to learn (Q24). Because of the mixed perceptions regarding what students like and what teachers believe, it may be unsurprising to say that teachers had mixed

feelings about whether Bangla should be frequently used in the English class (Q23), as Figure 5 indicates.

Figure 5: Primary teachers' views on the use of Bangla in an English class (Cohorts 1 & 2)

	1 Strongly disagtee	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
Q_23 Bangla should be ffequently used in English class for better understanding					
■ 0 2010	18.40%	20.40%	16.50%	27.20%	17.50%
■ 3 2013	16.50%	35.00%	17.70%	24.40%	6.40%
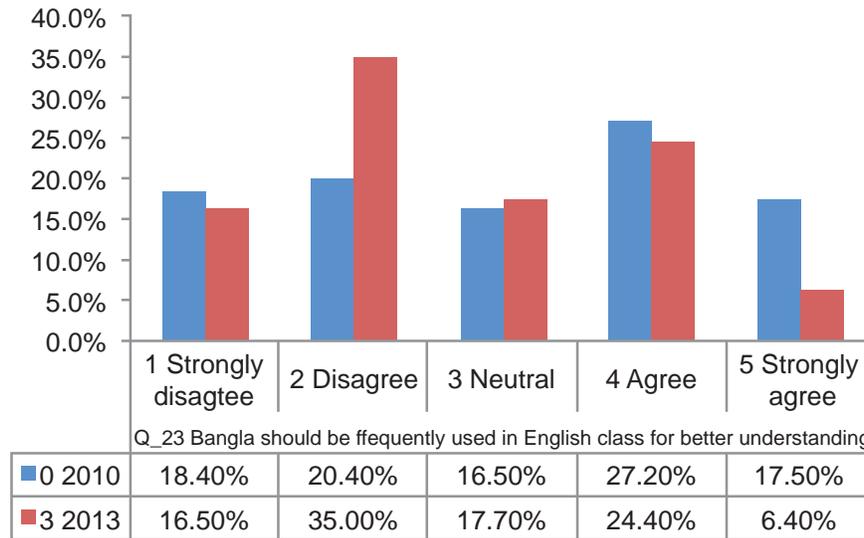
Communicative activities

Primary teachers also seemed convinced about the effectiveness of communicative activities. Most primary teachers (95%) agreed that it is important that students practise using English by communicating with classmates in the lesson (Q25). When asked whether teachers should encourage interaction in pairs or groups (Q28), 98% agreed. 96% believed that English can be learned by singing songs and playing games in English lessons (Q26).

Pronunciation

In traditional language teaching, reading and writing take precedence, while speaking and listening skills are rarely practised. The questionnaire attempted to uncover whether teachers perceived spoken abilities such as pronunciation to be important in their language teaching. 83% of primary teachers agreed that a person's good pronunciation indicates good English (Q34), while 11% disagreed; this shows a growing interest in the perception of pronunciation compared with the study of Cohort 1, where 52% agreed and 39% disagreed.

3.1.2.4 Summary

The overall view from the questionnaire data is that primary teachers reported practices that are largely in line with CLT practices, have positive attitudes to these practices and believe that they aid the learning of English. While studies have shown that the ultimate failure of CLT innovation in ELT is often due to teachers' perceptions about the usefulness and feasibility of CLT practices (Li 1998, Barcelos 2003, Brown 2009), this study seems to indicate positive attitudes towards and acceptance of the value of CLT practices – teachers also believe their students enjoy them too. However, it is important to also recognise that while teachers' perceptions may impact on their performance, believing in CLT practices does not necessarily prove that teachers implement CLT techniques in their classroom; that is why the classroom practice study (EIA 2014a) is relevant to support the claims in this study.

There are, however, residual elements of traditional practices in relation to repetition and error correction, and, to a lesser extent, the teaching of grammar and views on pronunciation, and these elements are stronger than for the Cohort 1 teachers. These are not necessarily indicative of a failure of EIA to change attitudes and beliefs, as each of these can have a place in CLT. Teachers' perceptions of their practices

or of students' views on their practices might not reflect what is actually happening in the classroom (Brown 2009). Indeed, in the case of the use of Bangla by teachers, this is the case, as the study of the classroom practice of Cohort 2 shows (EIA 2014a).

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

3.1.3 Perceived effectiveness of EIA

Several of the questionnaire questions explored primary teachers' perceptions of the effectiveness of the EIA programme in improving their and their students' skills in English, changing their teaching practices and the impact on their students' learning and motivation. Research in CLT in Bangladesh showed teachers' difficulties in changing their practices, particularly in government schools (Ansarey 2012). However, the data in this study show that teachers' perceptions seem to be changing, as EIA appears to have had a positive impact on teachers' beliefs about communicative classroom practices.

3.1.3.1 Impact on English ability

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

Teachers
Almost all of the primary teachers (99%) agreed that taking part in EIA helps them to improve their own English (Q38; with 53% strongly agreeing). A very large majority (89%) also felt that it has had an impact on their confidence to use more English (Q39).

3.1.3.2 Impact on teaching

When asked in the questionnaire whether EIA has had an impact on the way that they teach (Q40), 92% of primary teachers agreed with this statement, with 63% strongly agreeing. Only 6% disagreed.[13]

3.1.3.3 Impact on students' learning and motivation

When asked whether changes in their teaching have had a positive impact on student learning (Q42), 82% of primary teachers agreed.[14] When asked whether changes in their teaching have had a positive impact on student motivation (Q44), 99% agreed, with 57% strongly agreeing.

3.1.4 Obstacles to implementing EIA practices

The questionnaire data show that primary teachers perceived the main obstacles in implementing the techniques promoted by the EIA programme to be: large classes; students' low proficiency in English; the grammar-based examination; time management. The use of mobile phones and students' motivation were not perceived as major obstacles.

However, most of the challenges were not perceived as such by the primary teachers and over half of the teachers agreed that these were not an obstacle to implementing EIA practices most of the time. The following were not deemed to be major obstacles: lack of ability to use English with students (38%);

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[13] In fact the statement was worded negatively: 'Taking part in EIA has no impact on the way I teach.'
[14] Again this statement was worded negatively.

problems with mobile phones (43%); students' lack of motivation(43%); lack of confidence to use English with students (68%); ability to use technology (76%); complaints from other teachers (78%); confidence using technology (80%); and lack of school support (83%).

Of the main obstacles, two are worthy of note: students' low English proficiency (50% say 'obstacle' or 'major obstacle'); and large classes (53%).[15] The first came up in interviews of Cohort 1 teachers, where there was evidence that they were trying strategies to overcome this obstacle, particularly where it related to the difficulty of the level of the audio material. On the second obstacle, research on changes required of teachers to develop the ideas of 'assessment for learning' in the classroom indicated that teachers who held themselves responsible for their students' learning were able to implement these new techniques in a way that changed their classrooms profoundly (Marshall, Carmichael and Drummond 2007). Large classes are an enduring issue in Bangladesh, and in other Low Income Countries, and though the EIA materials specifically address ways of dealing with them, only 26% of respondents felt that large classes were not an obstacle.

3.1.5 Beliefs about English language learning

The belief that English language learning is an important resource for students is likely to positively affect teachers' attitudes towards their profession. Regarding primary teachers' perceptions of learning English, 96% agreed that learning English is important for people in Bangladesh (Q35, with 60% strongly agreeing). Figure 6 compares the responses of teachers to the same question (Q46a), but rated as in the original baseline (EIA 2009c). When asked whether English is useful for getting a good job (Q36), 93% agreed. This suggests a strong motivation for learning and teaching English, something that was also found in EIA baseline studies undertaken by the schools component (EIA 2009d) and BBC Janala for adults (EIA 2009e).

Figure 6: Primary teachers' views of the importance of English in Bangladesh (Q46a), Cohort 1 and baseline (%)
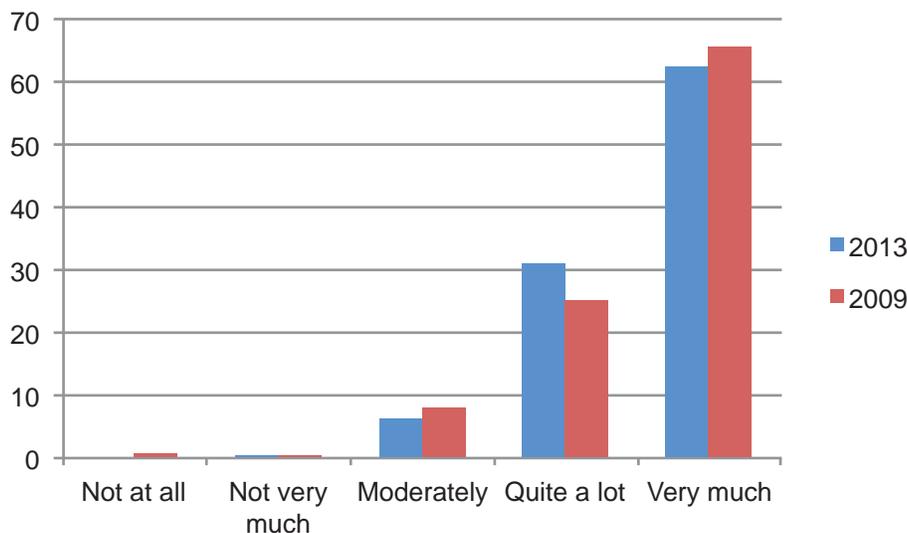
When teachers were asked about how difficult it was to learn English (Q46b), the majority felt it was not very difficult (44%) and 37% felt it was moderately difficult to learn, as indicated in Figure 7. This figure also gives the distribution for the baseline (EIA 2009d), although this did not distinguish between primary and secondary teachers.

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[15] In 2010, the study of Cohort 1 used interviews to report the obstacles, thus there is no direct comparison in terms of the strength of feeling (in the way Q45 from the questionnaire gives through the comparative ratings).

Figure 7: Primary teachers' perceptions of the difficulty of learning English (Q46b), Cohort 2 v 2009 baseline)
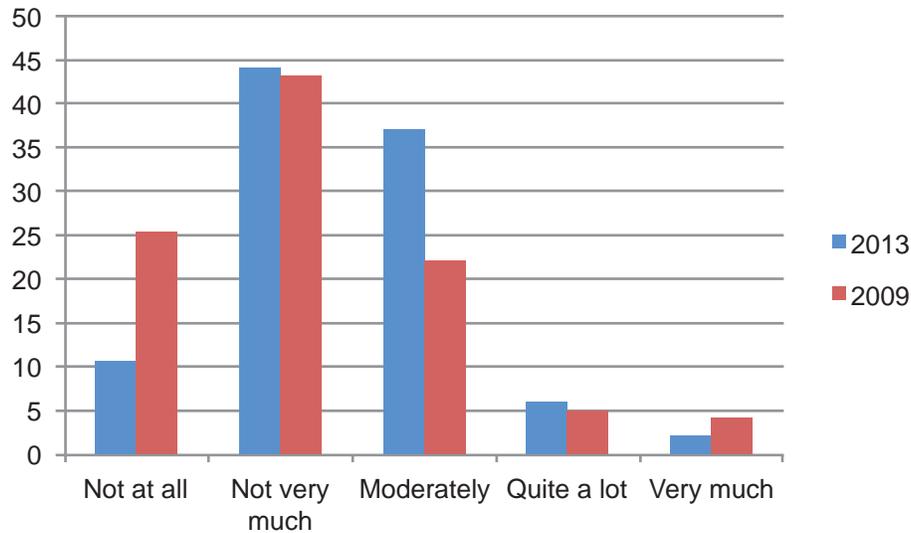
Motivation to learn English echoes research among the Bangladesh academic arena (Rahman et al. 2009). Bangladesh history is that of colonial ruling under British India (1747–1947) and Pakistan (1947–1971). Independence in 1971 was marked by a war for independence and to regain national identity, declaring 21 February National Mother Language Day (1971). Bangla is a symbol of national pride, but also a symbol of having regained an identity long lost (Rahman et al. 2009). Despite a powerful perception of the mother language, English is perceived as crucial for personal, academic and professional development (Braden 2013). All the primary teachers believed EIA has helped them improve their English (100%). 96% felt it was important to learn English in Bangladesh (Q35; 60% strongly agreed).

3.1.6 Primary teachers' views: Cohort 1 v 2

It will have been evident from the presentation of the 2013 cohort data on primary teachers' perceptions that there are differences from those of Cohort 1 in 2010. Many of the elements of a communicative approach (e.g. a focus on communication, explaining grammar as necessary; teachers and their students' use of English; the use of songs and games; the use of pair and group work) are reported less strongly in 2013, whilst elements of traditional approaches are reported more strongly, e.g.

> Grammar: explaining grammar for students to learn by heart; seeing learning English as learning grammar; thinking that the study of grammar improves English quickly; explicitly teaching grammar rules.

> Error correction: thinking it important to correct mistakes; avoiding errors in learning; correcting mistakes in pronunciation.

> Drilling: thinking sentence drilling is effective.

> Use of Bangla: more use of Bangla; less student use of English; reporting students liking teacher's use of Bangla.

Thus the picture is a more negative one, yet this is not reflected in those elements of classroom behaviour that have been observed in Cohort 2 in 2013: students talk the same amount; teachers and students use more English; there are the same or improved levels of interactive student talk.

This poses an issue of explanation that is not immediately obvious from the data collected, except that many of the elements of both traditional and communicative activities are not measured in the observation schedule and therefore cannot be compared.

3.2 Secondary teachers[16]

3.2.1 Traditional approaches

3.2.1.1 Perceptions of traditional approaches

As was the case with primary teachers, in this subsection we examine secondary teachers' perceptions of grammar explanations, the use of repetition, teachers and students mainly using Bangla in the lesson, and a focus on error correction. Their perceptions, after 12 months of using EIA approaches, are compared with the first cohort (EIA, 2010), where appropriate.

Teaching grammar

The evidence shows that over half of secondary teachers, while not supporting the idea that grammar and rote learning is at the heart of CLT, they had mixed feelings about the need to explain grammar rules: while 38% felt they mainly explained grammar rules (Q1), half felt they didn't (51%) – see Figure 8. Although teachers perceive CLT as a better approach to learning English, research shows that the traditional examination format and a demand for grammar rules from the students, particularly at secondary levels (Brown 2009), makes it more difficult for teachers to change their teaching practices (Ansarey 2012), something this study illustrates. Moreover, there has been a statistically significant increase in reported practice of the traditional teaching of grammar from that in Cohort 1.

Figure 8: Secondary teachers' perceptions of their use of grammar in the classroom (Cohorts 1 & 2)

	1 Strongly disagtee	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
	Q_1 Teacher explains grammar and students learn by heart				
■ 0 2010	24.50%	46.90%	4.10%	18.40%	6.10%
■ 3 2013	23.20%	27.50%	11.30%	26.80%	11.30%
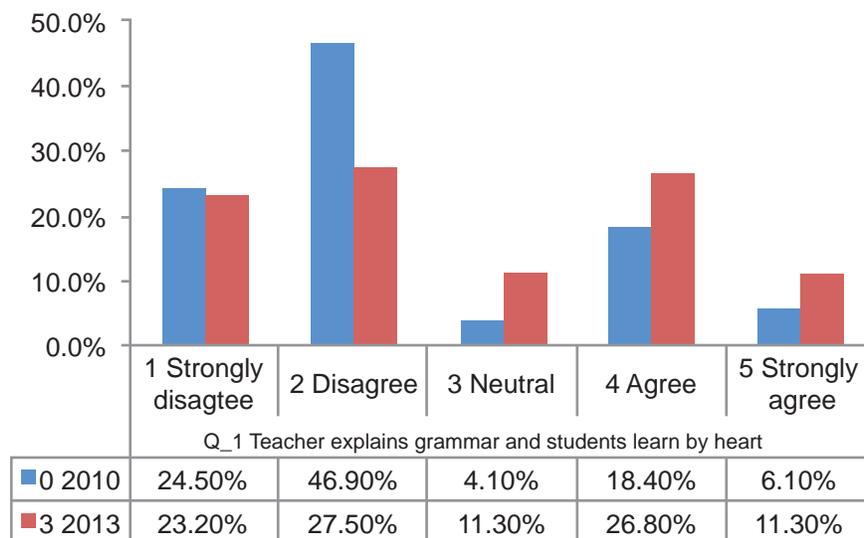
Using repetition

Compared with their belief of the teaching of grammar, in both Cohort 1 and 2 studies, secondary teachers agreed that their lessons consist of a lot of drilling and repetition, practices that might be categorised as more 'traditional'. When asked whether they often ask students to do sentence drilling and repeat sentences after them (Q2), 85% of teachers agreed (not statistically different from Cohort 1), indicating the persistence and – perhaps in their eyes – utility of such an approach.

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[16] The secondary teacher questionnaire findings, in tabular form, are presented in full in *Appendix 11*.

Teachers' use of Bangla

Baseline Study 3 (EIA 2009b & d) found that Bangla was the language primarily used by secondary teachers in their English lessons. However, this current study shows that teachers feel that classroom language is mostly in English (69%) with only 15% mostly using Bangla (Q3). The findings are very similar to primary teachers' perceptions of their use of English (69%) and Bangla (17%). This self-assessment of teachers' language use supports the findings of the observation of classroom practice (EIA 2014a), where secondary teachers were found to be speaking in English for 87% of the lesson.

Students' use of Bangla

Baseline Study 3 (EIA 2009b & d) found that only a small proportion of students spoke in English during lessons and that in two-thirds of the classes observed (68%), 'none or hardly any' spoke in English. Teachers in this perception study were asked whether they thought that their students were using more English in the classroom (Q4). Less than half of secondary teachers (34%) agreed that students seldom speak English in the classroom, while 46% disagreed. This appears to indicate a move away from the traditional approach of only using Bangla in class, which was also found in the study of Cohort 2 teachers' classroom practice, where students were found to be talking in English during 88% of the lesson. It has to be borne in mind that teachers' perceptions of their own and their students' behaviour may not actually reflect what happens (Brown 2009). Moreover, the questionnaire data from secondary students seem to indicate similarly mixed feelings about the language they prefer, as only 37% prefer it when their teacher speaks mainly in Bangla and 44% prefer it when their teacher speaks mainly in English (see Subsection 4.2.1.2).

Error correction

As noted for primary teachers, CLT approaches do not focus on error correction, unless errors interfere with communication, as the approach favours fluency over accuracy. Traditional, teacher-centred approaches, however, commonly feature error correction, and this too might be what students expect of their language teachers. In the questionnaire, 94% of the secondary teachers in Cohort 2 agreed that they often correct their students' errors in class (Q9; statistically higher than for Cohort 1), again indicating persistence in implementing an element of the repertoire of a traditional approach, even greater than the result for primary teachers (87%), perhaps due to the high secondary grammar-based examination.

3.2.1.2 Attitudes to traditional English language learning

While the first group of questions focused on how teachers perceive their own practices, other questions attempted to uncover their attitudes towards more traditional and CLT practices and whether teachers and students were motivated to use them. With a very traditional examination system focusing on explicit understanding of grammar (Ansarey 2012), both teachers and students seem to believe that the focus on accuracy is important.

Teaching grammar

Regarding the teaching of grammar, like primary teachers (74%), the majority of the secondary teachers (76%) felt confident about teaching grammar rules in English classes (Q8). Furthermore, a large proportion (71%) felt that students like learning grammar rules in English classes (Q13).

Using repetition

Just as the majority (85%) of secondary teachers reported doing sentence drilling in their classes, 94% felt that their students like sentence drilling (Q14), a proportion much higher than for Cohort 1, in 2010.

Error correction

Error correction is a common feature of teachers' classroom practices, possibly informed by their belief of students' needs. 95% of secondary teachers agreed that students like to be corrected (Q20).

3.2.1.3 Beliefs about traditional English language learning

Teaching grammar

The data show secondary teachers have mixed feelings about one of the key principles of CLT: on the one hand, they think that teaching English is more than grammar teaching (with 63% of the secondary teachers disagreeing that 'learning English means to learn grammar rules'; Q21), and on the other, more than half of the secondary teachers (58%) thinking that grammar rules should be explicitly explained in class (Q31). It is interesting to note, however, that only 17% of secondary students disagreed with this statement ('learning English means to learn grammar rules'; Q15, student questionnaire),[17] while 21% of secondary teachers agreed. This may explain why these teachers still saw an important role for grammar in the learning of English. However, a new dimension emerged for this cohort: a higher proportion of teachers also believed that students' English improves most quickly if they study and practise grammar (Q30; 70%). Figure 9 indicates the statistically significant shift in Cohort 2 compared with Cohort 1 in 2010 for secondary teachers (a similar situation to that of primary teachers, see Subsection 3.1.1.3).

While it is difficult to draw firm conclusions regarding participants' beliefs and perceptions, research shows that what teachers believe about their students' preference can influence their classroom practice. It is also possible that teachers' classroom practices impact on students' perceptions of what learning English is and how it is done. Because students witness such practices, these practices can influence their beliefs about learning. In other words, students' beliefs about the nature of learning English may come from their experience of learning English as well as their own independent ideas. Based on this premise, communicating directly with students about CLT methods may help them perceive their effectiveness differently (Brown 2009, Shrestha 2013).

Figure 9: Secondary teachers' perceptions of the role of grammar in learning English (Cohorts 1 & 2)

	1 Strongly disagtee	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
	Q_30 Students' English improves most quickly if they study and practice grammar				
0 2010	26.50%	28.60%	6.10%	26.50%	12.20%
3 2013	6.30%	16.90%	6.30%	33.10%	37.30%
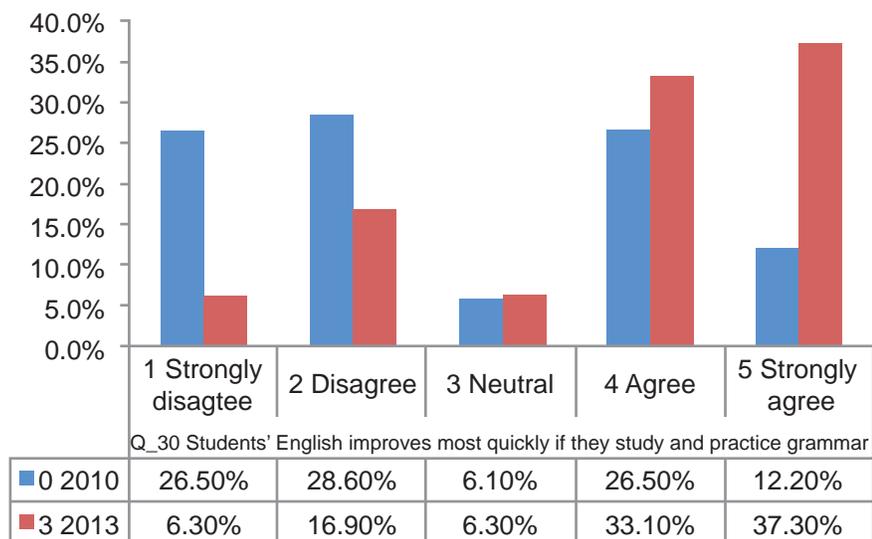
Using repetition

Since the majority of teachers reported regularly doing sentence drilling activities in their classes, it may be unsurprising that 81% of teachers agreed that English learning through sentence drilling is effective (Q22).

This is similar to the corresponding figure for primary teachers (86%), who had an equally strong belief about the tradition of using this approach.

Teachers' use of Bangla

Secondary teachers had mixed opinions about the use of Bangla to support students' learning: when asked whether Bangla should be used frequently in English classes for students' better understanding (Q23), only 27% agreed, while 57% disagreed with this statement (see Figure 10). A relatively large proportion felt neutral about it (15%), and this could be related to their belief of what students prefer in class: 40% of secondary teachers felt students liked it when Bangla is used in the classroom (Q15) and 38% disagreed, while a relatively large proportion (22%) were neutral.

Figure 10: Secondary teachers' perceptions of the use of Bangla in English classes (Cohorts 1 & 2)

	1 Strongly disagtee	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
	Q_23 Bangla should be frequently used in English class for better understanding				
■ 0 2010	12.20%	42.90%	4.10%	28.60%	12.20%
■ 3 2013	23.80%	33.60%	15.40%	17.50%	9.80%
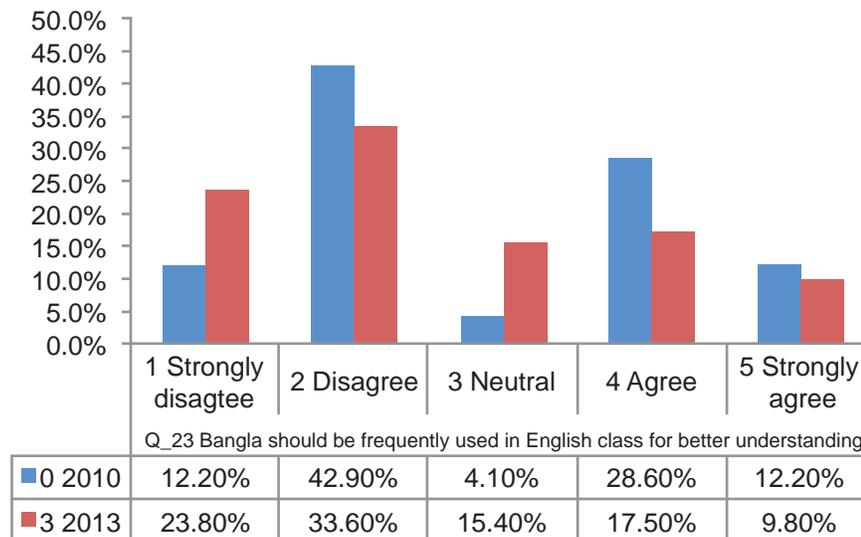
Error correction

Unsurprisingly, given that so many secondary teachers (94%) reported often correcting their students' errors, teachers placed a great importance on error correction: 88% agreed that it is important for English teachers to correct students' errors in class (Q29). When asked whether English teachers should correct students' pronunciation errors in class (Q33), 92% agreed.

Although teachers' beliefs seem to be focused on fairly traditional approaches to learning with a focus on accuracy, when asked whether it is important to avoid making errors in the process of learning English (Q32), only 58% of the secondary teachers agreed. Despite it being more than half of the sample, it is a lot less than for ratings of the importance of error correction. It is evident that a relatively substantial number of teachers also disagreed (see Figure 11), although that number has reduced since 2010. As more fluency activities (CLT) are implemented in the classroom, accuracy is no longer the only focus.

Figure 11: Secondary teachers' perceptions on the importance of avoiding making errors in learning English (Cohorts 1 & 2)

	1 Strongly disagtee	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
Q_32 it is important to avoid making errors in the process of learning English					
■ 0 2010	22.40%	14.30%	8.20%	32.70%	22.40%
■ 3 2013	14.90%	14.90%	12.10%	29.80%	28.40%
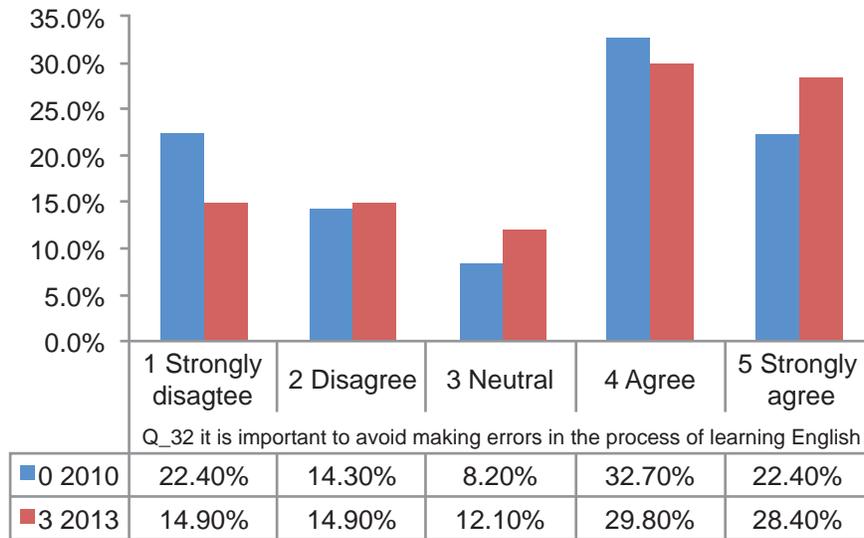
3.2.1.4 Summary

In summary, Cohort 2 secondary teachers' perceptions of their own ELT practices indicate that the majority are moving away from traditional practices in terms of placing less emphasis on grammar, a belief in practising grammar, in allowing errors in order to learn, and the teachers themselves and their students are using more English. However, these teachers still saw an important role for grammar in the teaching of English (but unlike primary teachers this has not increased since Cohort 1 in 2010), and they still support the use of repetition and emphasise a traditional view of error correction to some extent. The continuation of the traditional practices of repetition and error correction seems not only to be based on student reactions, but also to reflect teachers' beliefs about good teaching practice as well as their understanding of students' expectations. Interestingly, their beliefs about the use of English rather than Bangla are more equivocal. It may well be that the continued emphasis on grammar by secondary teachers (and their students) reflects the requirements of examinations.

3.2.2 Communicative language learning practices

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

3.2.2.1 CLT practices

Focus on communication

Just as a large number of teachers reported moving away from the traditional view of the teaching and memorisation of grammar rules, the majority of secondary teachers (89%) agreed that the focus in their English classes is communication (Q7). The teaching of grammar to support the making of meaning is consistent with CLT practices.

Teachers' use of English

Secondary teachers reported using mostly English in their lessons: 69% of teachers agreed that the language they use in the classroom is mostly English (Q3). This perception is substantiated by the classroom practice study for Cohort 2 (EIA 2014a), where secondary teachers were found to be using English in the classroom 87% of the time.

Teachers' use of communicative activities

A clear majority of secondary teachers (88%) agreed that they often use activities to have the students interact with each other in English (Q5). When asked whether they now have students do more pair and group work in their classes than they used to (Q41), 92% agreed. When asked whether students play games or sing songs more often (Q43), 71% agreed. 86% agreed that they sometimes get the students to play and sing in their lessons (Q6). Unsurprisingly, 95% believed that English can be learned by singing and playing games (Q26).

Teachers' use of English

Teachers seemed to be fairly confident about their competence in English and displayed positive attitudes to using it in class: 69% agreed that the language they use in the classroom is mostly English (Q3), and this is reflected in their classroom behaviour, as noted earlier.

3.2.2.2 Attitudes to CLT practices

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

Focus on communication

The majority of secondary teachers (74%) believed that 'English should mainly be learned through communication with grammar rules when necessary' (Q27) and 87% agreed that students like their English class to focus on communication, with grammar explained only when necessary (Q19). Similarly 97% of secondary teachers believed that students should practise English by communicating with classmates (Q25). It would appear that teachers have a positive outlook on communication in the classroom as a tool for learning.

Teachers' use of English

Teachers seemed to be fairly confident about their competence in English and displayed positive attitudes to using it in class: 86% agreed that they feel comfortable modelling English for students to repeat (Q11) and 96% agreed that they feel confident correcting students' mistakes when they speak English (Q10). Although initially many secondary teachers had very low skills in spoken English (EIA 2012b), this has improved and may be reflected in this confidence.

40% of teachers agreed that their students liked it when their teacher speaks Bangla most of the time in their English class (Q15), while 37% of students agreed that they preferred it when their teacher spoke in Bangla (Q10 student questionnaire). This suggests that the majority (44%) may prefer their teacher to use more English in class, a belief their teachers may not have realised yet. (As Subsection 4.2.1.2 indicates, students have very mixed views on the teacher's use of Bangla.)

Students' use of English

The teachers felt that the students like to practise English: 71% of teachers agreed that their students like it when they need to speak English in class (Q16 [the question is posed in the opposite terms]). Furthermore, 74% agreed that their students like activities in which they interact with classmates in English (Q17). This positive attitude is confirmed by the secondary students, the majority of whom (69%) liked to speak English in their English classes (Q11; see Subsection 4.2.1.2).

Communicative activities

83% of secondary teachers reported feeling comfortable doing classroom activities in which students sing or play (Q12). 86% agreed that their students like to sing songs and play games in their English

lessons (Q18), although interestingly a large number of students, 49%, reported that they did not like to sing and play games in an English lesson (Q13; see Subsection 4.2.2.1) and another 15% felt neutral about it. This shows to what extent teachers' practices, teachers' beliefs about their students, and students' beliefs do not necessarily inform one another.

3.2.2.3 Beliefs about CLT practices

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

Focus on communication

74% of secondary teachers agreed that English should be learned mainly through communication, with grammar rules taught when necessary (Q27).

Teachers' use of English

Secondary teachers seemed to believe that using English in the classroom is important for student learning: 88% agreed that it is essential that English teachers speak in English in the classroom for their students to learn English (Q24). This is a higher response than that of primary teachers (80%).

Communicative activities

Most secondary teachers also seemed convinced of the effectiveness of communicative activities: 97% agreed that it is important for students to practise using English by communicating with classmates in the lesson (Q25). In addition, when asked whether teachers should encourage interaction in pairs or groups (Q28), 98% agreed. 95% believed that English can be learned by singing songs and playing games in English lessons (Q26). This seems to show how secondary teachers believe in CLT activities and, from the EIA programme, that engaging in these activities can benefit students' learning.

Pronunciation

In traditional language teaching, reading and writing take precedence, while speaking and listening skills are rarely practised. However, there is a distinction to be made between practising pronunciation through communicative activities, to focus on fluency (CLT), as opposed to practising pronunciation for the purpose of accuracy and native speaker-like performance only (more traditional methods). The questionnaire attempted to uncover whether teachers perceive spoken abilities, such as pronunciation, as being important to their language teaching and, if so, how they would be implemented. 85% of secondary teachers agreed that good pronunciation indicates good English (Q34); this has doubled (41%) since the last study (2010), as Figure 12 indicates (the distributions are statistically significantly different). This suggests that the majority of secondary teachers recognise the importance of pronunciation.

Regarding the model of pronunciation aimed for, secondary teachers seem to focus on accuracy, as they seem to feel they need to correct students' pronunciation in class (Q33: 92% agree). This may be due to their belief that good pronunciation indicates good English (Q34: 85% agree), which seems to also be the students' opinion (Q26: 70% agree). This could explain why teachers believe in putting an emphasis on drilling (Q2: 85% agree). Drilling can be perceived as a way to practise pronunciation through controlled speaking practice exercises.

Figure 12: Secondary teachers' beliefs about the role of pronunciation in learning English (Cohorts 1 & 2)

	1 Strongly disagtee	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
Q_34 A person's good pronunciation indicates good English					
■ 0 2010	6.10%	40.80%	12.20%	26.50%	14.30%
■ 3 2013	1.40%	5.60%	8.40%	34.30%	50.30%
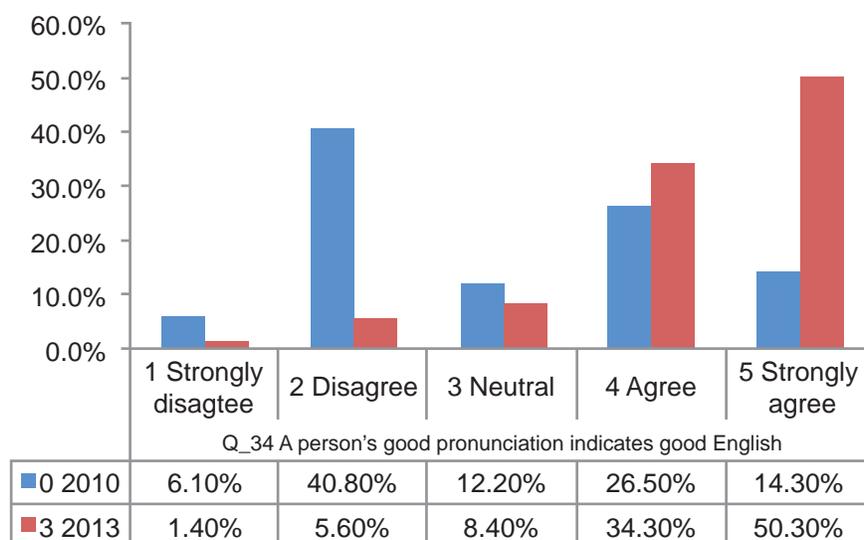
3.2.2.4 Summary

Overall, the questionnaire data show that secondary teachers reported practices that are largely in line with CLT practices, have positive attitudes to these, and believe that the practices do aid their students' learning of English. While studies have shown that the ultimate failure of CLT innovation in ELT is often because of teachers' perceptions about the usefulness and feasibility of CLT practices (Li 1998, Ansarey 2012), the data seem to indicate positive attitudes and acceptance of the value of CLT practices and hence an important beginning of change to teachers' practice. There are, however, residual elements of traditional practices in relation to repetition and error correction and particularly towards pronunciation, and to a lesser extent the teaching of grammar.

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

3.2.3 Perceived effectiveness of EIA

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

3.2.3.1 Impact on English language competence

The results from this part of the study indicate that secondary teachers were overwhelmingly positive about the impact that taking part in the EIA programme has had on their English competence (Q38: 36% 'agreeing' and 60% 'strongly agreeing'), and that of their students (Q42; 79% agreeing). The results are very similar to the primary teachers' perceptions of EIA effectiveness, although the latter are more positive in relation to the impact on student learning (91%).

Teachers

In addition to agreeing that taking part in EIA helps them to improve their own English (with 60% 'strongly agreeing'), a large majority (87%) also felt that it has had an impact on their confidence to use more English (Q39), with 71% strongly agreeing.

3.2.3.2 Impact on teaching

When asked in the questionnaire whether EIA has had an impact on the way that they teach (Q40), 93% of secondary teachers agreed with this statement, with 66% strongly agreeing. Only 6% disagreed.

3.2.3.3 Impact on students' learning and motivation

In addition to the fact that changes in their teaching have had a positive impact on student learning, they also thought it had a positive impact on students' motivation (Q44), 97% of the teachers agreed, with 60% 'strongly agreeing', a significant increase over Cohort 1 results.

3.2.4 Obstacles to implementing EIA practices

The questionnaire data show that secondary teachers perceived the main obstacles in implementing the techniques promoted by the EIA programme to be: large classes; students' low proficiency in English; time management and the grammar-based examination; and, to a lesser extent, students' lack of motivation.

However, most of the challenges were not perceived as such by the secondary teachers and over half of the teachers agreed that these were not an obstacle to implementing EIA practices. The following were not deemed to be major obstacles: lack of confidence to use English with students (68%); lack of school support 66%; lack of confidence in using technology (63%); complaints from other teachers about noise (62%); lack of ability to use technology in the classroom (56%); problems with mobile phones (53%) and lack of ability to use English with students (44%). In general, the ratings of those that are seen as an obstacle (or major obstacle), are lower than for primary teachers (where two were above 50% as obstacle or major obstacle), as Figure 13 indicates.

The comments on primary teachers' views about student EL competence as an obstacle (see Subsection 3.1.4), equally applies to secondary teachers, and the fact that the ratings are lower may reflect the more minor role of audio in secondary than in primary schools. Similarly with large classes being an enduring problem in Bangladesh. On the preparation time, it will be useful to see what the involvement of the HT has been in supporting teachers, and the qualitative studies on Cohort 2 (yet to be reported) should provide insight into this issue. Although secondary teachers feel that students need to prepare for the examination and classroom practices can change as students move closer to the examination, this is evidently not a majority view, and again more research may be needed on this.

Figure 13: Secondary teachers' perceptions of the obstacles to implementing EIA (Cohort 2, 2013)
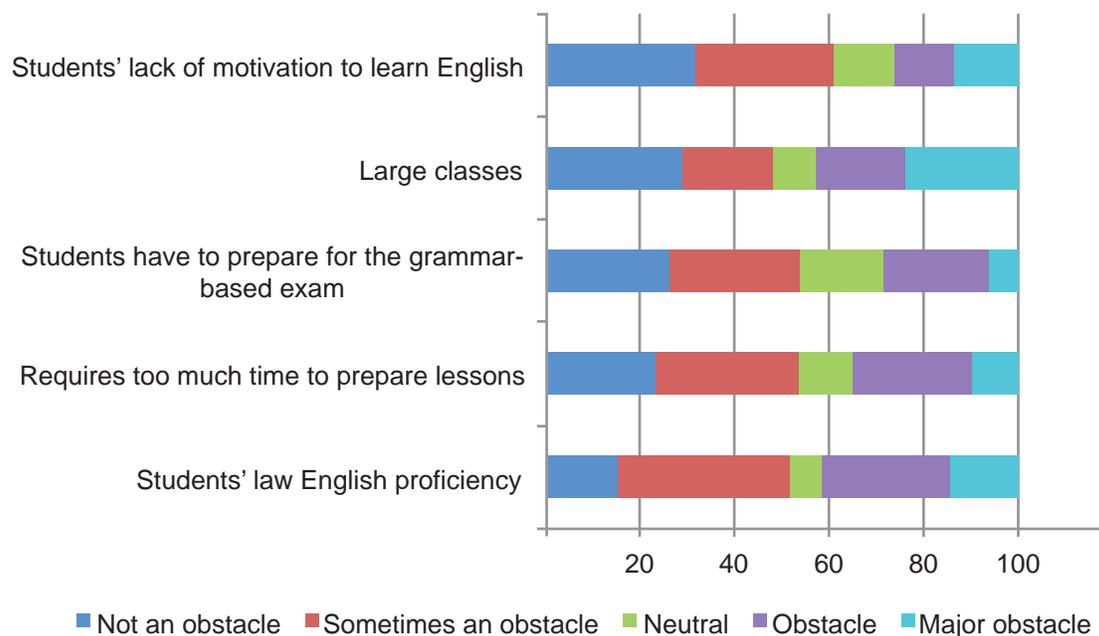
3.2.4.1. Summary

In the same way as was observed among primary teachers, traditional classroom settings can affect the implementation of CLT when active learning – for example with large classes – is much more difficult. It is true that about half the teachers felt that large classes and, related to this, students' proficiency because of mixed-ability groups and, to a lesser extent, the grammar-based exam were seen as obstacles to some extent, yet half of the teachers felt they were not necessarily an obstacle.

Secondary teachers' positive attitude towards EIA because of the impact it has had on their learning and teachers as well as students' progress, may have given them the motivation to apply CLT techniques. In addition to the changes in the national curriculum, where listening and speaking are being assessed in the final examination, more communicative skills are finding a place in the English classroom at secondary levels too.

3.2.5. Beliefs about English language learning

The belief that English language learning is an important resource for students is likely to positively affect teachers' attitudes towards their profession. Secondary teachers' perceptions about learning English were asked in two different ways. First, using the rating of statements in terms of agreement, almost all of the teachers agreed that learning English is important for people in Bangladesh (Q35): 92% agreed (55% 'strongly agreed'). When asked to what extent they thought English was important (Q46b), 73% responded that it was very important and another 21% felt it was 'quite a lot'; only just under 1% felt it was not important at all (Figure 14). This suggests a strong motivation for learning and teaching English.

Figure 14: Secondary teachers' views of the importance of English (Q46b) for Cohort 2, 2013, and baseline, 2009 (%)
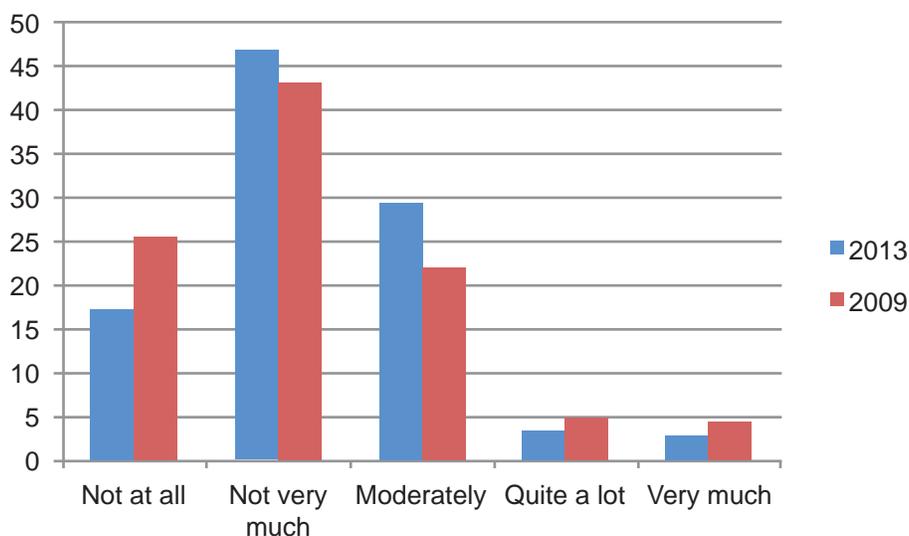
However, when asked to what extent they felt English was difficult to learn, there seemed to be mixed feelings about it as Figure 15 indicates, and apparently more negative feelings than was the case with primary teachers (see Subsection 3.1.5).

Figure 15: Secondary teachers' views of the extent of difficulty in learning English (Q36b) for Cohort 2, 2013 and 2009 baseline (%)
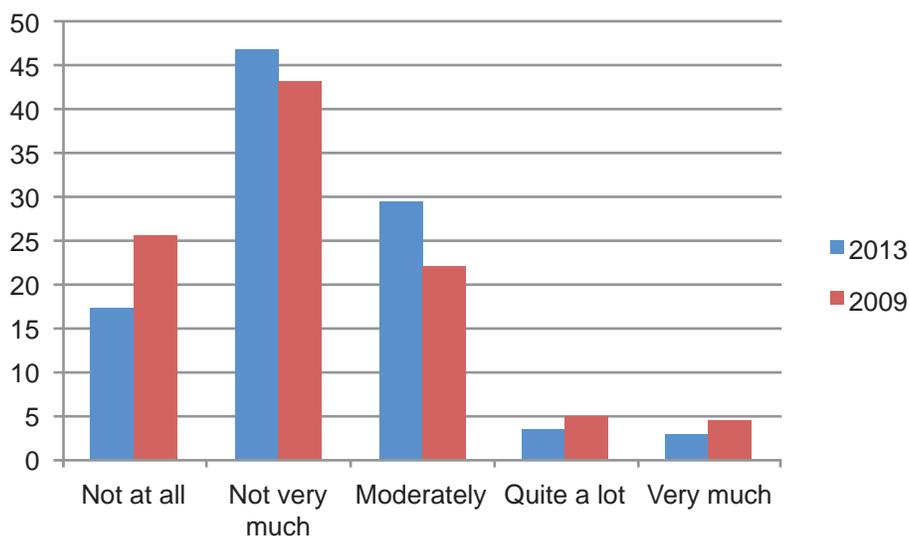
3.2.6 Secondary teachers' views: Cohort 1 v 2

Unlike the findings from the primary teachers' data, the secondary teachers reported practices and views are very similar between cohort 1 and 2, and regarding elements of a communicative approach. Cohort 2 secondary teachers more strongly support students speaking English and the use of songs and games. Similarly their reported practices and views of traditional elements are much the same apart from the following, which have become stronger: explaining grammar for students to learn by heart; seeing learning English as learning grammar; thinking that the study of grammar improves English quickly; reporting that students like it when they are drilled. The observation of Cohort 2's classroom practice in 2013 confirms this similarity in attitudes is borne out in practice,, with similar amounts of student and teacher talk, proportion of talk in English, and the amount of student time spent on communicative activities, compared to cohort 1.

4. Findings: Primary and secondary students

The findings of the analyses of the student questionnaire data are reported in this section. The results from the primary student interview survey are presented first, followed by the secondary students' questionnaire. Where possible, particularly with the secondary students, the same two themes of traditional EL learning practices and communicative language learning practices are used to organise the presentation of the findings.[19]

4.1 Primary students

As noted previously, the primary students participated in individual student interviews, and hence the results are drawn solely from the data generated from these interviews. The results of the analyses of these data are presented below. The two categories of traditional and communicative language learning practices are exemplified in Subsections 4.1.1 and 4.1.2, respectively, together with further subcategories. Subsection 4.1.3 then discusses the students' views of English language. A summary is provided in Subsection 4.1.4. Unlike the teacher and secondary student questionnaires, primary students responded with a simple 'yes' or 'no'.

4.1.1 Traditional English language learning practices

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

Teachers' use of Bangla

There is a good correspondence between the views about the teachers' use of English in the classroom: 70% of primary teachers say they mostly use English, and 64% of primary students reported that their teacher mostly used English. However, their views about preferences are different: 44% of teachers felt their students preferred it when they spoke Bangla, whereas 69% of students preferred it when teachers used Bangla in their lessons. This seems to show that, although teachers tend to speak more English in their classrooms, their students still prefer the use of Bangla and there may some balance being struck between their own views and desired practice and the views and reactions of students.

Grammar rules

A traditional classroom is more likely to have students learn grammar rules explicitly, while communicative language teaching will concentrate on contextualising language, focusing on communication and fluency and addressing accuracy at the controlled stage of the lesson only. Most primary students reported learning grammar rules in class (80%), and almost all (95%) liked learning them. Again there is a difference in their teachers' perceptions, as 47% of teachers reported mainly explaining grammar rules and just under 60% reported that their students liked learning grammar rules (Q13).

Error correction

Traditional methodologies have a tendency to focus on accuracy, where one of the main teacher roles is to correct students. However, while CLT also values accuracy, it also focuses on fluency, to encourage students to communicate and build confidence to do so. It also has a more formative role in more communicative approaches to language learning (e.g. Ferris 2010, Hall 2007). Errors are mainly addressed at a different stage of the lesson, or even in another lesson altogether.

When primary students were asked whether their teacher corrected their errors when they spoke in

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[19] The primary student questionnaire findings, in tabular form, are presented in full in *Appendix 12*.

English in class, 98% said 'yes'. Similarly, teachers reported that they often corrected students' errors (87%), showing persistence in using a more traditional approach. This reflected the underlying views of students in favour of the traditional approach: 97% of students reported they liked it when their teacher corrected their English. With 81% of primary teachers saying they felt their students liked to be corrected, this indicates an awareness of these traditional views. This is also reflected in the teachers' views of this aspect of the traditional approach through their perceptions of their own practice and views of learning English (see Subsections 3.1.1.1 & 3.1.1.2).

4.1.2 Communicative English language learning practices

In this section, the results on communicative language learning are presented, again in order of frequency of occurrence. As in the previous subsection, the results are reported in terms of the existing practices and student attitudes and beliefs regarding language learning.

4.1.2.1 Existing communicative practices

The practices outlined here reflect those suggested in the EIA materials, namely songs, games and activities where students talk to each other.

Songs

The experience of songs is directly linked with the supplementary materials provided in the programme, which include songs such as 'Good morning', 'Hello' and 'Goodbye' among others and they are popular with students. Subsection 3.1.2.1 indicated that most teachers use songs in their lessons, and indeed 73% of primary students reported that their teacher asks them to sing songs in the English class and 93% of students enjoy singing them. This popularity of songs and rhymes demonstrates the fruitfulness of these materials.

Playing games

Playing games featured as another common activity relating to communicative language learning. Just over half of the students (58%) reported they played games in their English class, while 95% of the teachers stated they had their students play and sing in their lessons, so there is a difference in this perception. Many students expressed a positive attitude towards playing games: 95% reported they enjoyed their English class when they played games.

Using English in the classroom

The use of more English in the classroom is associated with communicative English language learning, and this has two aspects: the use by the teacher and the use by students. Subsection 4.1.1 has already indicated that the teacher predominately uses English, though students have different preferences. In contrast, views about their own use of English are more in line with a communicative approach: 79% of primary students reported they liked talking in English with their classmates in lessons. In the same way, it would appear that primary teachers have observed this too, when 81% reported their students also liked it. It would appear that IEA materials encourage creativity and enhance communicative fluency, and that there is an alignment of practice and views of both students and teachers.

4.1.2 Attitudes to, and beliefs about, the English language

The focus of this subsection is student attitudes to, and beliefs about, the English language. The attitudes and beliefs of learners may impact on their learning. Motivation to learn the language can be categorised as extrinsic motivation (as opposed to intrinsic motivation, where something is done for its own sake),[20] because the students want to use English as a tool for achieving something else (e.g. job). The questions

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[20] See Ryan and Deci (2000) for the basic types of motivation for learning.

asked focus on liking learning English, the importance of English and whether English is difficult to learn. Some of these provide extrinsic motivation to students to learn English, but others provide intrinsic motivation (e.g. enjoyment in the lesson). Each of these is dealt with below, and the results are summarised in Figure 16.

4.1.2.1 Learning English

Almost all primary students (99%) said that they liked learning English. It is possible that their positive attitude towards songs and games, promoted through the EIA materials and experienced in class, contribute to this positive attitude, also reported in the Cohort 1 study (EIA 2011); it is also evident that they are positive about some of the more traditional aspects (e.g. error correction and grammar; see Subsection 4.1.1). These newer activities could be intrinsically motivating, suggesting the positive impact of the EIA materials. grammar; see Subsection 4.1.1). These newer activities could be intrinsically motivating, suggesting the positive impact of the EIA materials.

4.1.2.2 The importance of English

96% of primary students reported that they believed English was important for them, which is higher than the baseline figure of 51% (EIA 2009c).[21] This correlates with the equally high value of English among their teachers and how important they felt English was for people in Bangladesh (Q35: 97% agreed; see Subsection 3.2.5).

4.1.2.3 English is difficult to learn

More than half the students felt that English was not difficult to learn (68%), but it is not easy to compare this to the baseline in 2009 (EIA 2009c) for primary students as the question was posed as a rating. Figure 17 shows the distribution, which indicates that 54% think it is 'Moderately difficult' to 'Very much difficult'.

Figure 16: Primary students' views about learning English and its importance (Cohort 2, 2013)

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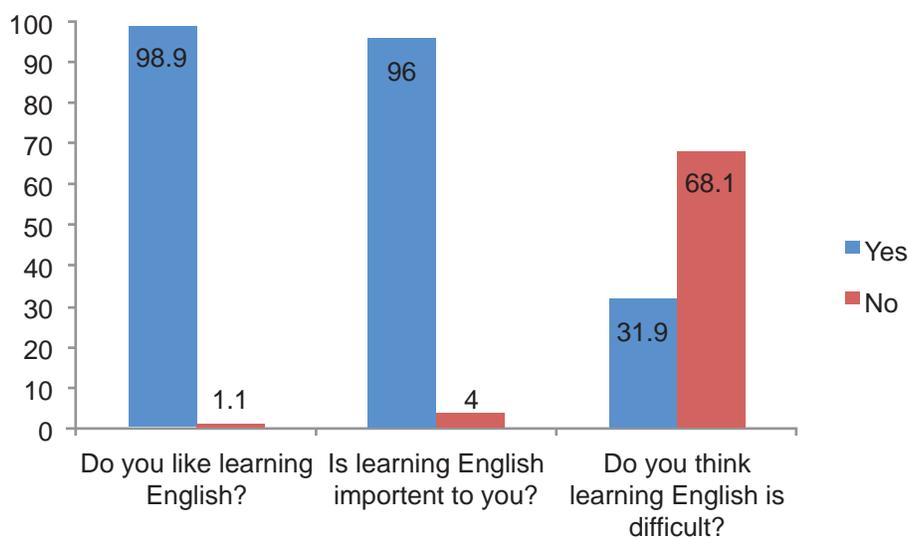
[21] In fact, if those who think English is 'moderately important' are included, the number rises to 90%, though still below that found in 2013.

Figure 17: Primary students' percentage ratings of the difficulty of learning English in the baseline study (EIA 2009c: 48)
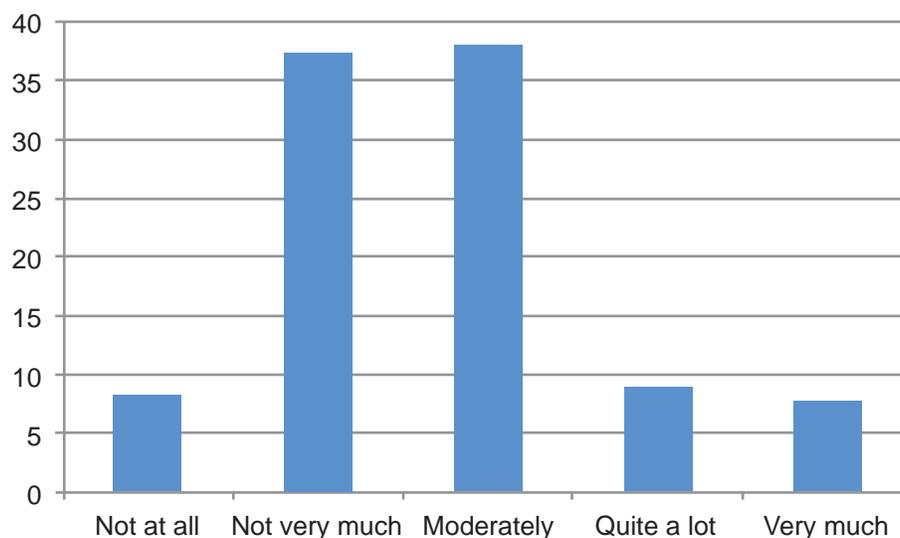
4.1.3 Summary of primary student findings

In summary, the primary student data show that the current English language classroom practices follow to some extent the communicative approach to English language learning promoted by EIA, as (according to them) students sing songs, play games and have a chance to speak in English with their classmates. The students also reported that their teachers used English most of the time.

Similarly, the primary student attitudes towards communicative language learning seem to be positive, though they also enjoy more traditional techniques, such as the use of Bangla, learning grammar rules and being corrected by the teacher when they spoke in English in class, all of which almost all students reported experiencing. A similar view was expressed regarding their beliefs about language learning. Additionally, almost all the students like learning and perceive the English language to have importance in their life.

As there was no equivalent survey for primary students in 2010, it is not possible to directly compare their views with those of students in Cohort 2 in 2013.

4.2 Secondary students[22]

The data for the secondary students were collected via questionnaire. The results of the analyses of these data are presented in this section. As with the primary student results, those for the secondary students are organised into two main categories: (1) traditional English language learning practices, and (2) communicative language learning practices. These categories are exemplified in Subsections 4.2.1 and 4.2.2 respectively, together with further subcategories, as revealed by the questionnaires. Subsection 4.2.3 then discusses the students' views of English language, followed by Subsection 4.2.4, which covers other issues relating to classroom practice. A summary is provided in Subsection 4.2.5.

4.2.1 Traditional English language learning practices

This section reports on the data relating to traditional English language learning practices as experienced by the secondary students surveyed. The results are reported in terms of existing practices, students' attitudes and their beliefs regarding English language learning.

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[22] The secondary student questionnaire findings, in tabular form, are presented in full in Appendix 13.

4.2.1.1 Existing traditional practices

Grammar

As noted at the beginning of Section 3, grammar is often considered central to learning a foreign language, although how it is described may vary (e.g. De Carrico and Larsen-Freeman 2002). In particular, knowledge of grammatical rules is the focus of language learning in traditional approaches to English language learning such as grammar-translation methods, which are still practised in many parts of the world (Purpura 2004: 2). Therefore, it was worth investigating the students' views on grammar.

The questionnaire asked secondary students to rate the statement 'My English teacher mainly explains grammar rules and we learn them by heart' (Q1);[23] responses to this statement showed that the majority of students (65%) either 'strongly agreed' or 'agreed', while only 25% either 'disagreed' or 'strongly disagreed'. This suggests that learning grammar rules by heart is still a major activity in most students' English lessons, and there is a statistically significant more positive difference from Cohort 1 in 2010 (fewer in 2013 say they experience this approach).

The focus of grammar practice activities appears to be on rules (as shown by the questionnaire results) and memorisation, rather than learning how to use certain aspects of grammar (e.g. past tense) for a communicative purpose (e.g. tell a story; what the student did last weekend; etc.).

Repetition

Repetition is a common technique employed in learning a second language (e.g. repeating the pronunciation of words/sentences), especially in traditional language learning approaches. Such repetitions tend to take the form of copying the teacher in the language classroom. To explore if it is used in secondary schools participating in EIA, the students were asked in the questionnaire to rate the statement 'My English teacher often asks us to repeat sentences after him/her' (Q2). The majority of the students (83%) agreed with the statement; only 7% disagreed, and again there is a more positive view in 2013 than in 2010 from the point of view of encouraging CLT approaches.

Teachers' use of Bangla

Traditionally, students' mother tongue is heavily used to translate the target language. Therefore, the questionnaire explored the secondary students' experience of how much Bangla was used in their English lessons. In response to the statement 'My teacher usually speaks Bangla in our English lessons' (Q3), only 36% of the students agreed, which is a higher rating than their teachers give (15%). Still, this seems to show that, according to students, teachers tend to use more English in the classroom compared with the Cohort 1 study in 2010 (EIA 2011), when 62% reported that their teacher mainly used Bangla in the classroom, as illustrated in Figure 18. (This is confirmed by the observation of classroom practice; EIA 2014a: Table 12.)

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[23] All references to statement numbers (e.g. Q1) are to those in the Secondary Student Questionnaire (Appendix 3).

Figure 18: Secondary students' views about whether the teacher usually speaks Bangla in the English class (Cohorts 1 & 2)

	1 Strongly disagtee	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
0 2010	17.40%	15.50%	5.30%	28.00%	33.90%
3 2013	24.80%	17.40%	21.50%	18.20%	18.00%

Students' use of English

In traditional English language learning approaches, students are not encouraged to use English communicatively in the lesson and, to explore this, secondary students rated the statement 'My English teacher doesn't often encourage us to speak English in the classroom' (Q4). In response to it, 79% of the students disagreed with the statement, while only 12% agreed, compared with 2011, when nearly a third (31%) had agreed. This shows that students seem to speak English in the majority of the English lessons, mirroring the use of English by the teacher.

Error correction

Error correction generally refers to steps taken by the teacher to improve students' language skills. As noted with regard to primary students, that though traditionally it often means the teacher correcting students' grammatical or structural errors, there is a more formative role in communicative approaches to language learning. In this study, error correction is associated with a more traditional approach to language learning.

In the questionnaire, the students were presented with the statement: 'My English teacher often corrects our errors in class' (Q7). An overwhelming majority of the students (89%) agreed that their teacher often corrects their errors in class. Only 7% of students did not think their teacher did. This result may not be surprising, as error correction by teachers is a normal practice in any subject; however, it may be more commonly used in foreign language learning as reflected in secondary teachers' questionnaire results: 94% reported they often correct students' errors.

4.2.1.2 Attitudes to traditional language learning

The questionnaire investigated secondary students' attitudes to traditional ways of learning English. The responses to the questionnaire statements relating to this are presented below.

Grammar

In the questionnaire, the first statement in this category was: 'I like learning grammar rules in my English class' (Q8). The majority of the secondary students surveyed (86%) responded that they agreed with the statement (while only 8% disagreed), statistically significantly less agreement than in Cohort 1 in 2010.

Repetition

The questionnaire asked the secondary students to express their attitude to repeating after their teacher by rating the statement 'I like repeating sentences after my teacher in my English class' (Q9). An overwhelming majority of the students (83%) either strongly agreed or agreed with the statement, while only about 9% disagreed.

Teachers' use of Bangla

Likewise, the secondary students were asked to respond to the statement 'I like my teacher to speak mainly in Bangla, in my English lessons' in the questionnaire (Q10). In response, 37% agreed. 44%, however, disagreed with the statement. Students seem to have mixed feelings about the use of Bangla in the class, with a tendency to perhaps prefer the teacher to speak English, as Figure 19 shows. Teachers reported that students seem to prefer using English in the lesson (40%), and 70% reported that they used English. The changes in practices seem to have encouraged students to start to appreciate the use of the target language more, as Cohort 2 show a significantly more positive response to the use of English than Cohort 1.

Figure 19: Secondary students' views on liking the teacher speaking Bangla in English classes (Cohorts 1 & 2)

	1 Strongly disagtee	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
0 2010	17.20%	13.80%	8.40%	27.70%	32.80%
3 2013	24.70%	19.20%	19.60%	20.50%	16.10%
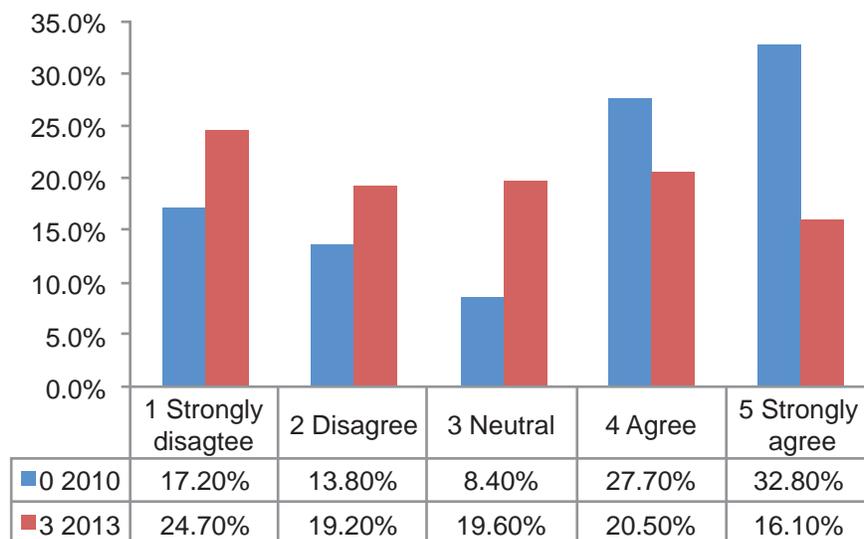
Students' use of English

Secondary students' attitudes to speaking English themselves in their English lessons were also explored. The questionnaire asked them to rate the statement: 'I like an English class in which I do not need to speak in English' (Q11). The majority of the students (69%) either 'strongly disagreed' (48%) or 'disagreed' (21%) with the statement, although 19% agreed. The students being in favour of having a chance to speak in English in their English classes may reveal their positive attitudes towards CLT rather than learning language through translation, something that has improved since Cohort 1.

Error correction

The secondary students were asked to indicate their attitude towards error correction by their English teacher in the classroom by rating the following statement: 'I like my English teacher to correct my errors in speaking English in class' (Q14). It was interesting that 93% of the students either strongly agreed (66%) or agreed (27%) with this statement. Only 4% disagreed.

This shows a positive response to an element of the traditional approach to ELT, observed among primary students too, and indeed this is in line with the other elements examined in this subsection, though less positive than in Cohort 1. It is possible that students' views could be a 'brake' on changes in teachers' practices.

4.2.1.3 Beliefs about traditional language learning

In addition to attitudes to traditional practices for learning English, secondary students' beliefs about traditional English language learning were also explored.

Grammar

The questionnaire asked secondary students to rate two statements regarding their beliefs about grammar. The first statement was: 'Learning English means to learn grammar rules' (Q15). It is notable that approximately three-quarters (69%) of the students surveyed agreed with this statement (34% 'strongly agreed' and35% 'agreed'), a statistically lower proportion than agreed in Cohort 1. Only 17% disagreed with this statement. This may show that the students believe that learning a language is about learning rules and hence maybe see little value in being able to communicate in it. It is possible that one of their motivations is to pass an exam which is grammar-based and therefore grammar rules would be highly valuable.

The second statement in this category was: 'My English improves most quickly if I study and practise the grammar' (Q23). An overwhelmingly high percentage of the students (91%) believed that their English improves most quickly if they study and practise grammar (again lower than in 2010). Only 5% believed otherwise.

As commented earlier, grammar is considered central to the English language assessment system in Bangladesh, so this result may not be surprising. Grammar teaching is not excluded from communicative language teaching (both inductive and deductive grammar teaching can be used in CLT), so whilst practising grammar could be interpreted to mean traditional methods such as drilling (spoken or written), it could also be interpreted to mean more communicative exercises where students use the target language in a context (e.g. Describe your ideal school, using 'would'). Thus, two-thirds of students report they are subject to grammar teaching, and express positive views about learning grammar, and, not surprisingly, believe it is effective for learning English. The requirements of the examinations emphasise grammar, and it is at least helpful to see that, although secondary teachers have not changed their views from Cohort 1 to 2, their students have, as on both of the above statements (Q15 & 23) they are more positive now than in 2010.

Repetition

Another statement in this category was: 'Repeating the teacher's sentences helps me learn English' (Q16). Again, an overwhelming majority of the students (89%) believed that repeating their teacher's sentences helps them learn English. The proportion of students who did not believe this was remarkably low (6%).

As for grammar teaching, this aspect of a traditional teaching approach is used by most teachers, and students seem to like it and think it is effective for learning English, though less so than in 2010.

Teachers' use of Bangla

The secondary students were also asked for their beliefs about the use of Bangla in English lessons via the statement: 'Using a lot of Bangla in English lessons helps me understand' (Q17). The responses to this statement were more in favour of Bangla: 58% of the students believed that using lots of Bangla in English lessons helps them understand English. Figure 20 indicates mixed views on this, views which have become statistically significantly more in favour of using Bangla since 2010.

Figure 20: Secondary students' views on the role of Bangla in helping them understand (Cohorts 1 & 2)

	1 Strongly disagtee	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
■ 0 2010	28.90%	17.40%	8.40%	20.20%	24.90%
■ 3 2013	9.20%	11.20%	21.50%	35.40%	22.60%
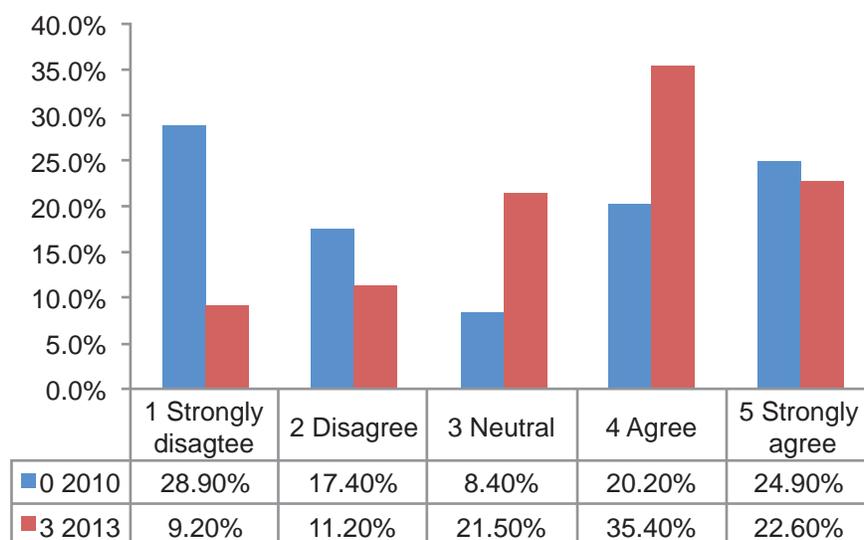
Students' use of English

In response to the statement: 'Speaking in English is not essential for learning English' (Q18), 67% of the secondary students did not agree, whereas 24% did. This shows that the majority of the students believe in learning English through speaking in the target language, one of the central tenets of communicative language learning. Although they value Bangla for better understanding, they seem to also value the use of English in a communicative manner (speaking), and more so than in 2010.

Error correction

Two statements in the questionnaire were used to explore the students' beliefs about error correction by their English teachers. The first statement was: 'It is important for the English teacher to correct students' errors' (Q22). To this statement, except for a small percentage (3%) of the students, a large majority (96%) responded that they agreed with this. As with other traditional practices (e.g. grammar, repetition and, to some extent, use of Bangla to better understand), students show consistent views across their reports of their experience, attitudes and beliefs.

The second statement in this category was: 'English teachers should correct students' pronunciation' (Q24). 95% of secondary students said that they believed this, which is not surprising given that they strongly believed and liked their teacher to correct errors (93%).

By and large, students believe in the effectiveness of many of the traditional practices (less so than in 2010)[24], though as we shall see, this does not preclude a positive response to communicative practices.

4.2.2 Communicative English language learning practices

This subsection reports on the data relating to communicative English language learning practices as experienced by the secondary students surveyed. As in the previous subsection, the results are reported in terms of existing practices, students' attitudes and their beliefs regarding English language learning.

4.2.2.1 Existing communicative practices

Students speaking in English

The questionnaire explored whether secondary students were speaking English in their lessons by

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[24] However, in many cases the total agreeing (including 'strongly agree' and 'agree') is the same for both cohorts, but Cohort 2 has lower numbers for 'strongly agree' than Cohort 1.

asking them to rate the statement: 'My teacher often gets us to talk with each other in English during English lessons' (Q5). In response, the majority of students (80%) either 'agreed' or 'strongly agreed' with the statement. Only 12% thought otherwise. This result demonstrates that a large majority of English lessons seem to have more interactive activities, reported by teachers (92%), such as speaking in pairs. This reflects the evidence from classroom observation of teachers taking part in EIA, where pair and group work take up 28% of student talk (EIA 2014a: Figure 10).

It seems that both group and pair work activities are frequently organised in English lessons by EIA teachers. It would appear that EIA teachers are implementing the communicative language techniques promoted in the EIA materials and the support system, where students are encouraged to talk with each other in English, although it is difficult to know the exact nature of the activities from this study or indeed the classroom practice observational study.

Communicative activities

EIA has attempted to introduce activities that would encourage a communicative approach and here we examine the reported evidence from students on their experience of this approach. The questionnaire asked the students to rate the statement: 'My English teacher sometimes gets me to play and sing in the English lesson' (Q6). 50% of the students surveyed disagreed with the statement and about a third (33%) agreed, though their views are statistically significantly less negative than they were in Cohort 1. Since these are secondary students, the result may not be surprising as singing and playing usually tend to happen more in primary English lessons. As noted in Subsection 3.2.2.1, the result seems to be different from teachers' perceptions, as teachers reported having higher levels of students sing and play in their lesson (Q6; 83%) and believed their students liked it too (Q12; 86%); the latter a much higher level than their students thought (see Subsection 4.2.2.2).

Teachers' use of English

Most secondary teachers (80%) report mostly speaking English in lessons, although a). Although most students (69%) like to speak English in their lessons, a sizeable minority (37%) said they prefer their teachers to speak in Bangla. This leaves scope for the use of Bangla to enable student understanding as part of a communicative approach to ELT and puts the observational and teacher evidence for its use in context.

The data on communicative practices reported on in this section is positive in that students are reporting the use of them, with less emphasis on 'play and singing'. In the next subsection we explore their attitudes to such practices.

4.2.2.2 Attitudes to communicative language learning

This subsection reports on the questionnaire, which demonstrates student attitudes to English language learning using a more communicative approach. We examine students speaking English, communicative activities and teachers' use of English.

Students speaking in English

The data suggest that many secondary students expressed positive attitudes towards speaking English in English lessons. For example, when the students were asked to rate the statement 'I like talking English with my classmates in my English lessons' in the questionnaire (Q12), an overwhelming majority (82%) agreed, while only 8% said the opposite.

The students' preference for speaking in English with their classmates in their English lessons shows that they like communicative activities in their English lessons, one of the key aspects supported by the EIA programme.

Communicative activities

The students' attitudes to various communicative activities are now explored, through responses to the statement 'I like to sing and play in an English lesson' (Q13). Interestingly, half the students (49%) disagreed, while 15% made 'no comments' and 35% agreed, as Figure 21 indicates. Yet 2013 responses show a more positive student view of singing and playing than in Cohort 1, 2010, where many more students seemed to dislike singing and playing in their English class.

Figure 21: Secondary students' views on liking singing and playing in English classes (Cohorts 1 & 2)

	1 Strongly disagtee	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
■ 0 2010	61.00%	13.50%	8.00%	7.80%	9.70%
■ 3 2013	34.50%	14.90%	15.20%	20.00%	15.40%
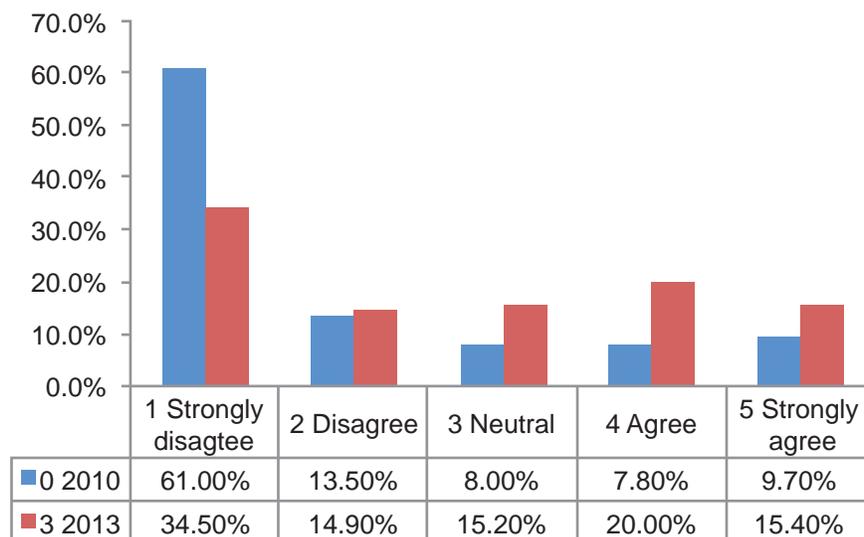
4.2.2.3 Beliefs about communicative language learning

This subsection reports the findings relating to secondary students' beliefs about communicative English language learning.

Students using English to communicate in class

The questionnaire asked secondary students to express their beliefs about using English for communication in the English lesson by rating the statement: 'It's important to use English to communicate with classmates in the English lesson' (Q19). In response to this, 77% of the students surveyed agreed, whereas 11% did not. The proportion of students believing in this statement is similar to that for students liking to talk to classmates in English lessons (Q12: 83% agreed).

Communicative activities

The questionnaire explored student beliefs about communicative activities by asking the secondary students to rate two statements. First, they were asked if they believed that 'English can be learned by singing and playing games' (Q20). 62% of the students surveyed believed that they could learn English by singing and playing games. However, 22% disagreed with this. This result contradicts somehow the results for the students' attitudes to the same statement, as 49% did not like these activities (see Figure 21), and about the same number thought they sometimes happened in their English classroom. It may well be that, despite their beliefs, they don't like it because it does not match either with practices in the secondary classroom, or the requirements of the secondary curriculum and examinations.

The second statement in this category was: 'We should sometimes work in pairs or groups' (Q21), and an overwhelming majority (88%) of the secondary students agreed, whereas a small minority (7%) did not. This result shows that most students believe that working in groups or pairs is beneficial for learning.

4.2.3 Attitudes to, and beliefs about, the English language

The questionnaire investigated secondary student attitudes to, and beliefs about, the English language. The rationale for this was on the premise that learners' attitudes and beliefs may have an impact on their learning. The themes identified from the data are: importance of English; improving their income; attitudes to spoken English; and difficulty in learning English. The data show that most of their attitudes represent extrinsic motivation for learning English. There are some attitudes (reported at the end of this subsection) that relate to what it means to be a good speaker of English.

4.2.3.1 Importance of English

The questionnaire explored the secondary students' beliefs about the importance of learning English in two ways, first through the statement: 'Learning English is important for me' (Q27). In response to this, except for a few students (3%; a similar number were neutral), almost all (94%) believed that learning English is important for them. The second way was to repeat the statement in the 2009 baseline (EIA 2009c); Figure 22 shows there is little difference between Cohort 2 in 2013 and the 2009 baseline.

One of the central aims of the EIA programme is enabling people to communicate in English so that they can participate fully in the global economy. That students recognise the value of English and learning English, may be anticipated to have a positive impact on learning it.

Figure 22: Secondary students' views on the importance of English in Bangladesh (Cohort 2, 2013, and baseline, 2009)
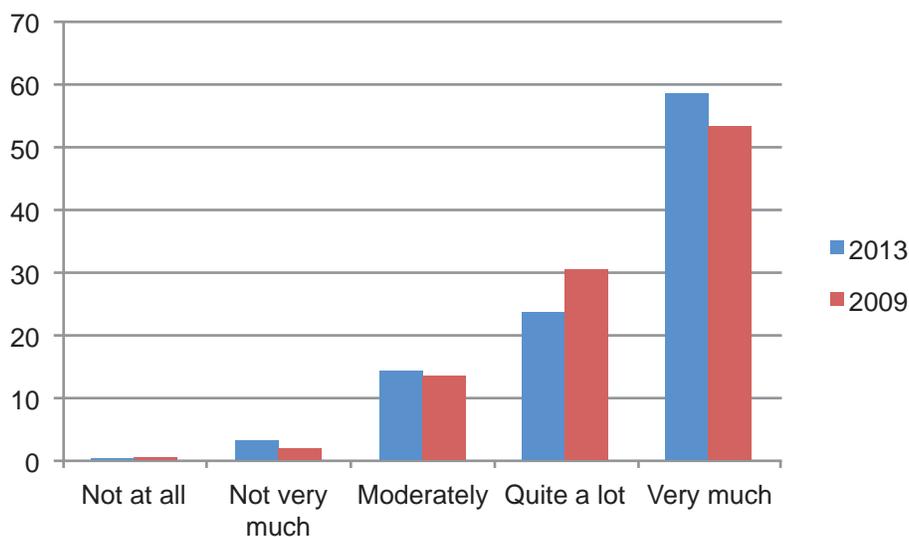
4.2.3.2 Better future

The questionnaire asked secondary students if they thought English would assist them in finding a job: 'Being able to communication in English will help me get a good job' (Q28): a large majority (92%) agreed, while only 4% thought not.

The questionnaire also asked them to rate: 'Learning English will improve my income' (Q29). Of the students surveyed, a large majority (74%) believed that English language would, while 10% disagreed, with a relatively large group (16%) being neutral.

It would appear that students don't perceive a good job as necessarily meaning a good income, as the data are different. However, students seem to be motivated to learn English for their better future. Although this is extrinsic motivation, it still plays a positive role in learning English, especially in secondary schools.

4.2.3.3 Attitudes to spoken English

Secondary students' attitudes to the pronunciation of English were investigated. The students were asked their opinion about this statement: 'Good pronunciation shows good English' (Q26). While a relatively large percentage (70%) of the students surveyed either strongly believed (32%) or believed (38%) in this statement, 15% did not and 17% did not comment. This indicates that good pronunciation in English is not as highly valued among these students as in the previous study (2011; 89%; difference statistically significant), it is however a similar result to the teachers' perception (85% believed).

To some extent, the EIA school materials do not promote a particular pronunciation standard, encouraging different non-native speakers' accents, all intelligible but not following a particular native-speaker-type ideal.

4.2.3.4. English is difficult

The questionnaire asked the secondary students if they thought English was difficult to learn (Q25). The students seem to have mixed feelings about it as Figure 23 indicates, with most students not thinking it is difficult and a relatively large proportion feeling neutral about it (23%). A second question paralleled that in the 2009 baseline and the comparison of students' views with those in 2013 are given in Figure 24. There is a slight reduction in the perceived difficulty.

Figure 23: Secondary students' views on the statement 'English is difficult to learn' (Q25)
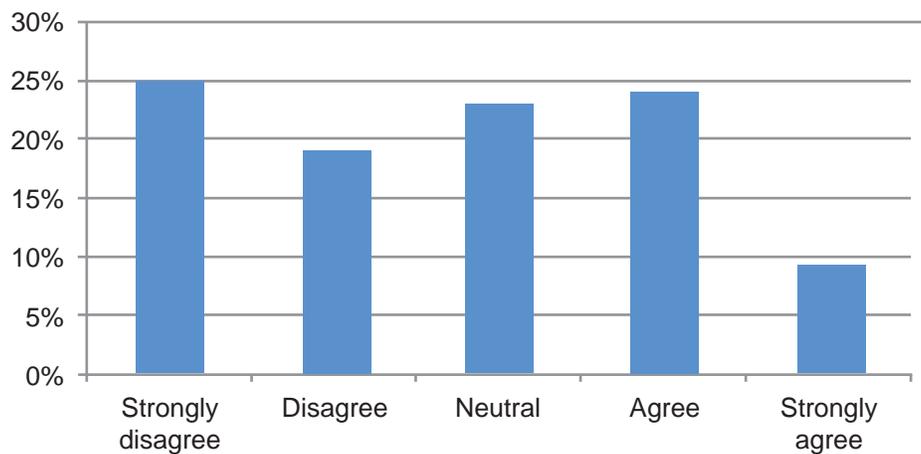
Figure 24: Secondary students' views of the extent to which they think English is difficult to learn (%) (Cohort 2, 2013 and baseline, 2009)
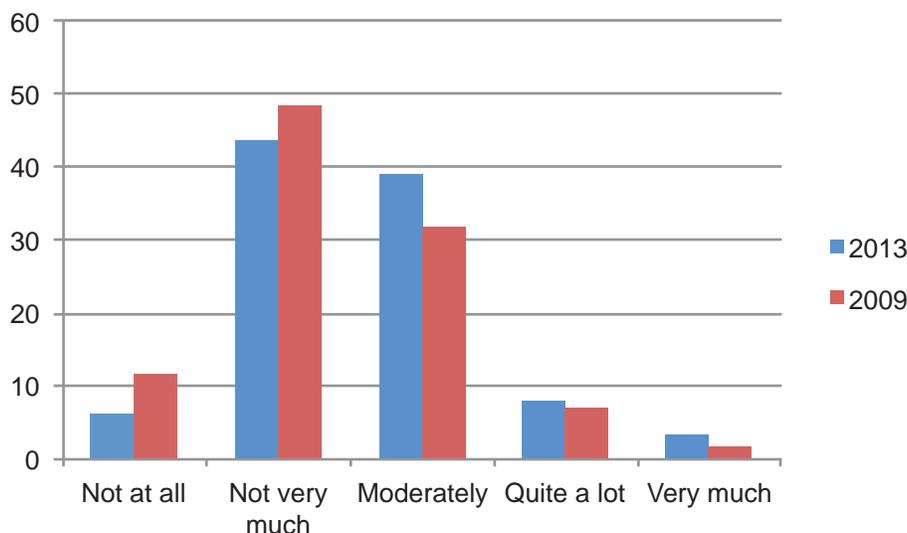
Perceptions about the level of difficulty of learning a language are strongly related to the way one is learning it. The secondary curriculum in Bangladesh is loaded with references to complex grammatical structures, long readings with difficult vocabulary and challenging written tasks. It is not surprising that a large proportion of students finds it difficult, even if the majority do not think so. It is possible that EIA practices have enabled more students to feel included in the process of learning (social inclusion) and given them more chances to communicate in and practise the language.

4.2.4 Summary of secondary student findings

In summary, the data show that current English language classroom practices seem to follow a communicative approach to English language learning promoted by EIA as, according to students, most teachers have activities for students to interact with each other. The students also perceived that most of the time their teachers used English, though Bangla was used and students welcomed its use. Grammar teaching is still prevalent, and students are corrected in ways not compatible with a communicative approach. While they appreciate more traditional approaches to learning, they also have a positive attitude towards learning through interactive activities. A similar view was expressed regarding their beliefs about language learning. Additionally, almost all the students perceived English to be a useful tool for purposes such as finding a good job and improving their income.

4.2.5 Secondary students' views: Cohort 1 v 2

In terms of students' views of their teachers' communicative practices, there are increases in reports of: teachers speaking in English; liking the teacher to speak in English; their own need to speak in English; the essentiality of speaking in English to learn; liking singing, playing and using English with classmates, in Cohort 2. But other views and practices of the communicative approach (use of Bangla to help understanding; reported practice of teachers getting students to play and sing; the view that English can be learned by singing and dancing; the importance of working in pairs or groups; liking to speak English with classmates) are not reported as strongly by cohort 2, as they were by cohort 1.

In general, these differences are small, though in all cases statistically significant, but there is no evident pattern in them[25], leaving the overall impression of no overall change in views and reported practices.

In terms of the elements of the traditional approach to ELT, then for the role of grammar, language, error

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[25] In many cases it is evident that the statistical significance may be derived from an increase in the 'neutral' category, which seems in general to be higher in 2013 than it was in 2010.

correction and sentence drills, there has been a reduction in support or reported practice. In no case has support for these elements increased in Cohort 2 over that found in Cohort 1.

4.3 Conclusions from the study on students

4.3.1 Programme impact on classroom practices

The findings from this part of the study support other findings and show that the current English language classroom practices in primary and secondary schools in the EIA programme are becoming more communicative in their approach to language learning. The evidence from students shows that teachers seem to use interactive activities in their English lessons. All of these are promoted in schools through the EIA programme, indicating the impact of the programme.

It should also be noted that students report that there is more use of English by the teacher in the classroom than has traditionally been the case. Nonetheless, the students also report that some teachers still use Bangla most of the time, though this is not supported by the observation study (EIA 2014a); students also feel this use of Bangla helps them understand better.

This may be because of their English language ability or the persistence of old routines. Furthermore, drilling and grammar rules, which are practised in traditional English language learning, appear to be quite common in secondary schools. The common use of these two practices in secondary schools may reflect the current examination system in Bangladesh, which emphasises grammar and places less emphasis on listening and speaking skills (Hamid and Baldauf 2008, Government of Bangladesh 2010).

Attitudes to communicative language learning appeared to be favourable among both primary and secondary students, as in other studies (e.g. Savignon and Wang 2003). On the other hand, the aspects associated with a more traditional approach to language learning, such as grammar rules, translation and drills were perceived positively by the students, as in a South African study by Barkhuizen (1998). There are two possible responses to these perceptions: that classroom practices need to embrace both traditional and communicative approaches to take into account students' perceptions, and/or that student attitudes need to be discussed in the classroom to enable them to appreciate communicative practices as reported in some research in this domain (Brown 2009, Shrestha 2013).

4.3.2 Comparison between primary and secondary

An analysis of both primary and secondary students' experience and perceptions of their English language classroom practices showed that they are not drastically different. The data revealed that both primary and secondary students enjoyed the EIA materials and the English language techniques promoted within them, although Bangla in English lessons appears to be more popular with students in primary schools than secondary schools. Additionally, grammar was prominent among both primary and secondary students' perceptions, perhaps reflecting the latter's need to prepare for the grammar paper in the Secondary School Certificate Examination, but also highly valued in the primary curriculum.

Regarding attitudes to language learning, both primary and secondary students favoured a communicative approach. Primary students seemed to like activities such as singing and playing in the English lesson much more than the secondary students, reflecting different traditions in each phase, the different amounts used in the primary and secondary EIA materials, and possibly related to age and the association of playing and games for younger learners.

Both primary and secondary students were also positive about some of the traditional language learning practices. For example, both liked reciting and drilling, but more primary students liked teachers to correct their English and to learn grammar rules.

5. Comparison with baseline studies (2009) and Cohort 1 study (2010)

This comparison can only be done using the data from the primary and secondary teachers and the secondary students, as the primary student data was collected in a different way in 2010 to the way it was in 2013. When compared with the results of the Cohort 1 study (EIA 2011), the current study supports the view that English is still seen as an important language and that it is necessary to learn it for both jobs and study. However, compared with the baseline study, there were variations in the views of the various respondents with regard to the difficulty of learning English. It is evident that for primary teachers there was a slight increase in the perceived difficulty of English, whereas for secondary teachers there was a reduction, whereas for secondary students there was no difference.

Teachers and students seemed to feel particularly attached to traditional approaches to teaching and learning English; this is particularly evident with the use of drills and repetition and an emphasis on accuracy (particularly among primary teachers) and the value of error correction in the context of grammar and pronunciation.

Compared with the last study, there seemed to be a greater emphasis on most of these traditional practices. Twice as many primary teachers and students have shown how they value the teaching of grammar explicitly and learning rules, and how they believed it improves learning. Primary teachers supported all these traditional practices more in 2013 than in 2010, but secondary teachers feel much the same about them.

Despite this clinging to some aspects of traditional practice, both teachers and students also valued a communicative approach to learning and teaching. There was greater emphasis on communication, with a strong appreciation of interaction in English through pair and group work and games and songs. Primary teachers were somewhat less supportive in 2013 than they were in 2010; secondary teachers were much the same. Secondary students, however, had more positive views on some aspects of a communicative approach (e.g. teachers' use of English and singing and playing), and more negative views on other aspects (e.g. the importance of working in pairs or groups, and liking to speak in English to classmates), though few of these differences are large.

There seemed to be mixed feelings about the use of Bangla and English among teachers and students. While students enjoyed speaking English in class and would expect their teachers to do too, students and teachers valued Bangla to support learning as well.

Compared with the last study, EIA seemed to have given more teachers a lot of confidence with the new teaching methods but also with their language proficiency. This may have had a positive impact on students' learning and motivation too. Compared with the last study, more teachers seemed to feel that EIA has had an impact on the way they teach.

Therefore, it can be argued that there may have been some positive changes in English lessons through the EIA interventions in primary and secondary schools, as is evident in the perceptions of students and teachers. This is confirmed by study of the classrooms of this cohort of teachers (EIA 2014a).

6. Discussion

This section brings together the results from the primary and secondary teachers with those for the students.

6.1 Traditional and communicative practices

In general, both primary and secondary teachers were positive about the EIA approach and follow the thinking and practice advocated as communicative. Both cohorts of teachers reported using mostly English in their lessons and they primarily displayed positive attitudes towards the implementation of CLT practices.

Both primary and secondary teachers reported that they are using more English than Bangla in the classroom, although compared with the last study teachers seemed to be using a little less English and a little more Bangla. This seems to correspond to the teachers' belief about what language students prefer in class, apart from secondary students who seemed to prefer more English (44%) compared with the last study (32%)

While EIA encourages the use of English in the classroom, it also encourages teachers to use Bangla judiciously to support student learning. These results suggest a need for further support for teachers in understanding how and when to use the target language and mother tongue in classroom lessons. In particular, teachers may need further training in using a level of English that is appropriate to their students, something addressed in the recommendations (Section 6).

Regarding teachers' levels of English and their confidence in using the language, correcting students and modelling English, both primary and secondary teachers seemed to report being very comfortable. The most positive change was among secondary teachers, while this was more pronounced among primary teachers in the last study. Unlike the last study (EIA 2011), none of the teachers reported their language proficiency as an obstacle to implementing the practices promoted through EIA. This could show that EIA has been able to address this issue over the past three years.

In both primary and secondary, teachers felt that students like it when they speak English in class (73% primary; 71% secondary). Data from the students confirmed that they enjoy activities in which they speak English in class, particularly interactions with classmates and pair and group work activities.

There seemed to be a general acceptance of many of the principles of CLT promoted through EIA among both teachers and students at both the primary and secondary levels. Teachers were able to list several communicative activities that they had undertaken in recent classes and students also reported a change in their teachers' practices. Most teachers and students believed that one learns by communicating. There seemed to be a majority of teachers doing interactive activities in their classes; group work and pair work activities seemed popular and most felt comfortable doing them, particularly more secondary teachers (84%) than in the previous study (76%).

However, classroom activities that involve students singing and playing seemed to be more popular among primary teachers and students than secondary teachers and students. This could perhaps be because secondary teachers deem such activities to be inappropriate for older students, or because they feel that it is more important to focus on written activities that prepare students for their examinations. It could also be because of the students' attitudes, as secondary students had the least favourable attitudes towards singing or playing games in their English classes. This may be because the materials provided through the EIA programme are not appropriate for this age group, or because students deem such activities as not being helpful for their learning. Again, it would be useful to further explore the reasons behind these perceptions in follow-up studies.

The study suggests that both primary and secondary teachers continued to embrace some of the more traditional approaches to language teaching: sentence drilling and repetition and error correction. This is in contrast to the more communicative approaches promoted through EIA, which stress fluency, creativity and paying less attention to errors in order to encourage students' use of the target language.

These findings suggest that teachers need further support in moving away from traditional practices that promote rote learning. They also suggest the need to specifically address the issue of error correction – how and when to do it to best support language learning. The EIA materials and support model should engage teachers further with the practices of drilling and error correction, practices that can be harnessed and adapted to be used more communicatively within the language classroom. Also, while students seemed to expect a high amount of error correction from their teachers, very negative feedback and rebuking from their teachers may impede their learning, specifically among learners who are less able.

With regard to grammar, both primary and secondary teachers seemed to accept the idea that it should be explained in context of use and practised rather than just learning the rules by heart. Although a minority, it is surprising to observe that in the later research twice as many primary and secondary teachers attached a greater importance to learning grammar rules (Cohort 2 20% for primary and 22% for secondary, compared to Cohort 1 11% and 10% respectively) and that it should be taught explicitly (51% primary and 58% secondary, Cohort 2; compared to 27% and 34% Cohort 1). The fact that both teachers and students (particularly at the secondary level) placed more importance on learning grammar rules can also be seen as a side effect of the written examination system in placed in Bangladesh. Despite the best attempts of EIA, unless the examination system is changed to account for more communicative uses of language, it will be difficult to address such traditional practices.

Both Cohorts of teachers recognised the importance of spoken abilities, such as pronunciation. A larger proportion of primary (84%) and secondary (85%) teachers in Cohort 2, value pronunciation than in Cohort 1 (52% and 41% respectively). Regarding the model of pronunciation that teachers aim for, correcting pronunciation can fall within a traditional approach if the aim is only accuracy. However, this study does not provide enough information to interpret the work teachers do with pronunciation.

In relation to the use of Bangla and English in the classroom, it is important not to assume that the use of English exclusively reflects a more communicative approach. Students and teachers seemed to believe that using Bangla enhances understanding. Research in the area of multilingual pedagogies or classroom language ecologies observes the values of this flexible pedagogy for both the teachers' and students' construction of knowledge and as an inclusive avenue for better participation in the process of teaching and learning (Creese and Blackledge, 2010).

It is interesting to observe that teachers' perceptions of their teaching strategies do not necessarily correlate with the students' perceptions of their teachers' methodology. At the same time, this study also shows that students share their teachers' perceptions particularly with regards to more traditional teaching and learning methods. This is a trend observed in research on teachers and students' perceptions too (Bernaus and Gardner, 2008).

6.2 Perceived effectiveness of EIA

Regarding the perceived effectiveness of EIA, both primary and secondary teachers were even more positive in this study about the programme's impact on their own use of English and way of teaching, as well as its impact on student learning and motivation. The increase in student motivation may have in turn inspired teachers to continue to develop their teaching. It is important that the programme is able to sustain this motivation, through EIA support materials and events, as teachers develop.

This study also reported on some of the major obstacles to implementing EIA practices. Some of these are beyond the direct control of EIA (e.g. the size of classes, time management and examination), but nevertheless EIA must seek solutions to minimise their impact. Other problems are more directly 'under its control' (e.g. students' language proficiency, motivation). In some cases, the HT could be further engaged to ensure the successful implementation of EIA. Still other problems require EIA to take action outside the immediate classroom, school or district context to deal with the likes of the examination requirements, which may over-emphasise grammar and translation in learning English.

6.3 Beliefs about English language learning

This study also shows a strong belief, among both teachers and students, that learning English will be an important resource for students and teachers personally and professionally. There is also a strong motivation for learning and teaching English, which is likely to positively affect teachers' attitudes towards their profession as well as students' attitudes towards their learning.

There seems to be mixed feelings about how difficult it is to learn English. For secondary teachers, there is a slight decrease in the perceived difficulty of English compared with the baseline study (2009), whilst amongst primary teachers, there is a slight increase in the perceived difficulty of English compared with the baseline study (2009). Almost all primary students said that they liked learning English because it is important for them (96%), even if just under a third felt it was difficult to learn (32%). Secondary students also had mixed feelings about whether English was difficult to learn – again about a third (33%) felt it was, while almost half (44%) felt it wasn't.

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Appendices

Appendix 1: Teacher questionnaire (primary and secondary)

Date:	

| EIA teacher ID: _____ |
| EIA School ID: _____ |
| (internal use) |

Identifying information

Teacher information

Name of teacher:		
Gender (circle one):	Male / Female	Age:	
Class:		
Highest qualification:		

School information

Name of school:	
Upazila/Thana:		Division:	

Note, by completing this questionnaire you are giving your consent to take part in the study.

Introduction

In this questionnaire, we would like to find out what you think of learning English. Think carefully about each statement given below and circle the number that best represents your view:

1 (strongly disagree) - 2 (disagree) - 3 (neutral) - 4 (agree) - 5 (strongly agree)

Questions

My English language teaching practice

1. I mainly explain grammar rules, and students learn them by heart.

Strongly disagree   1   2   3   4   5   Strongly agree

2. I often ask students to do sentence drilling and to repeat sentences after me.

Strongly disagree   1   2   3   4   5   Strongly agree

3. The language I mostly use in the classroom is Bangla.

Strongly disagree   1   2   3   4   5   Strongly agree

4. My students seldom speak in English in the classroom.

Strongly disagree   1   2   3   4   5   Strongly agree

5. I often use activities that require students to interact with each other in English.

Strongly disagree   1   2   3   4   5   Strongly agree

6. I sometimes have students play and sing in the English lesson.

Strongly disagree   1   2   3   4   5   Strongly agree

7. The focus in my English classes is communication, but I explain grammar when necessary.

Strongly disagree   1   2   3   4   5   Strongly agree

8. I feel confident teaching grammar rules in my English class.

Strongly disagree   1   2   3   4   5   Strongly agree

9. I often correct my students' errors in class.

Strongly disagree   1   2   3   4   5   Strongly agree

10. I feel confident correcting my students' mistakes when they speak English.

Strongly disagree   1   2   3   4   5   Strongly agree

11. I feel comfortable modelling English for my students to repeat.

Strongly disagree   1   2   3   4   5   Strongly agree

12. I feel comfortable doing activities in which students sing or play in my classroom.

Strongly disagree   1   2   3   4   5   Strongly agree

English language teaching and my students

13. My students like learning grammar rules in English class.

Strongly disagree   1   2   3   4   5   Strongly agree

14. My students like sentence drilling and repeating sentences in my English class.

Strongly disagree   1   2   3   4   5   Strongly agree

15. My students like it when I mostly use Bangla in my English lessons.

Strongly disagree   1   2   3   4   5   Strongly agree

16. My students do not like it when they need to speak in English in class.

Strongly disagree   1   2   3   4   5   Strongly agree

17. My students like activities in which they interact in English with classmates.

Strongly disagree   1   2   3   4   5   Strongly agree

18. My students like to sing and play in an English lesson.

Strongly disagree   1   2   3   4   5   Strongly agree

19. My students like English class to be focused on communication, with grammar explained

when necessary.

Strongly disagree   1   2   3   4   5   Strongly agree

20. My students like me to correct their errors in speaking English in class.

Strongly disagree   1   2   3   4   5   Strongly agree

My beliefs about learning English

21. Learning English means to learn grammar rules.

Strongly disagree   1   2   3   4   5   Strongly agree

22. English learning through sentence drilling is effective.

Strongly disagree   1   2   3   4   5   Strongly agree

23. Bangla should be frequently used in English class so that students' understand the lessons better.

Strongly disagree   1   2   3   4   5   Strongly agree

24. It is not essential for English teachers speak in English in the classroom for their students to

learn English.

Strongly disagree   1   2   3   4   5   Strongly agree

25. It is important that students practise using English by communicating with classmates in the lesson.

Strongly disagree   1   2   3   4   5   Strongly agree

26. English language can be learned by singing and playing in the English lesson.

Strongly disagree   1   2   3   4   5   Strongly agree

27. English language should be learned mainly through communication, with grammar rules explained

when necessary.

Strongly disagree   1   2   3   4   5   Strongly agree

28. English teachers should encourage interaction in pairs or groups.

Strongly disagree   1   2   3   4   5   Strongly agree

29. It is important for English teachers to correct students' errors in class.

Strongly disagree   1   2   3   4   5   Strongly agree

30. Students' English improves most quickly if they study and practise grammar.

Strongly disagree   1   2   3   4   5   Strongly agree

31. Grammar rules should be explicitly explained in class.

Strongly disagree   1   2   3   4   5   Strongly agree

32. It is important to avoid making errors in the process of learning English.

Strongly disagree   1   2   3   4   5   Strongly agree

33. English teachers should correct students' pronunciation errors in class.

Strongly disagree   1   2   3   4   5   Strongly agree

34. A person's good pronunciation usually indicates good English.

Strongly disagree   1   2   3   4   5   Strongly agree

35. Learning English is important for people in Bangladesh.

Strongly disagree   1   2   3   4   5   Strongly agree

36. English is useful in getting a good job.

Strongly disagree   1   2   3   4   5   Strongly agree

37. Learning English will improve a person's income.

Strongly disagree   1   2   3   4   5   Strongly agree

My beliefs about the effectiveness of EIA

38. Taking part in the EIA programme has helped me improve my English.

Strongly disagree   1   2   3   4   5   Strongly agree

39. Taking part in the EIA programme has had no impact on my confidence to use more

English in my classes.

Strongly disagree   1   2   3   4   5   Strongly agree

40. Taking part in the EIA programme has not changed the way I teach.

Strongly disagree   1   2   3   4   5   Strongly agree

41. I now have students do more pair and group work in my classes than I used to.

Strongly disagree   1   2   3   4   5   Strongly agree

42. The changes in my teaching have not had a positive impact on student learning.

Strongly disagree   1   2   3   4   5   Strongly agree

43. I now have students play games or sing songs more often than I used to.

Strongly disagree   1   2   3   4   5   Strongly agree

44. The changes in my teaching have had a positive impact on student motivation.

Strongly disagree   1   2   3   4   5   Strongly agree

45. Some teachers have identified the following as obstacles when implementing the techniques promoted by the EIA programme. Think carefully about each statement given below and circle the number that best represents your view:

1 = Not an obstacle, 2 = Sometimes an obstacle, 3 = Neutral, 4 = Obstacle, 5 = Major obstacle

		Not an obstacle				Major obstacle
a.	My lack of ability to use English with my students	1	2	3	4	5
b.	My lack of confidence to use English with my students	1	2	3	4	5
c.	My lack of ability to use technology in the classroom	1	2	3	4	5
d.	My lack of confidence in using technology in the classroom	1	2	3	4	5
e.	Lack of support from my school	1	2	3	4	5
f.	Problems with the mobile phone and/or speaker	1	2	3	4	5
g.	Complaints from other teachers about too much noise	1	2	3	4	5
h.	No time to try EIA lessons because of busy curriculum	1	2	3	4	5
i.	Students' low English proficiency	1	2	3	4	5
j.	Students' lack of motivation to learn English	1	2	3	4	5
k.	Students have to prepare for the grammar-based exam	1	2	3	4	5
l.	Large classes	1	2	3	4	5
m.	Requires too much time to prepare lessons	1	2	3	4	5

46. Please respond to the following questions by ticking the box which best represents your opinion

	Not at all	*Not very much*	*Moderately*	*Quite a lot*	*Very much*
a. To what extent do you think English is important in Bangladesh? (tick one box)					
b. To what extent do you think English is difficult to learn? (tick one box)					

THANK YOU FOR YOUR TIME AND SUPPORT!

Appendix 2: Student interview survey (primary)

Identifying information

Name of school:	
Name of teacher:	
Class:	

Student information

Name of student:	
Gender (circle one):	Male / Female
Age (circle one):	6-7 8-9 10-11 11+

Questions

	(circle one)	
1. Do you like learning English?	Yes	No
2. Is learning English important to you?	Yes	No
3. Do you think learning English is difficult?	Yes	No
4a. Does your teacher mostly speak in Bangla during your English lesson? 4b. If yes, do you like it when your teacher speaks mostly in Bangla?	Yes Yes	No No
5. Do you like talking in English with your classmates in English lessons?	Yes	No
6a. Does your teacher correct your errors when you speak in English in class? 6b. Do you like it when your teacher corrects your errors when you speak English?	Yes Yes	No No
7a. Do you learn grammar rules in English class? 7b. If yes, do you like learning grammar rules in English class?	Yes Yes	No No
8a. Does your teacher get you to play games in English class? 8b. If yes, do you enjoy English class when games are played?	Yes Yes	No No
9a. Does your teacher get you to sing songs in English class? 9b. If yes, do you enjoy English class when songs are sung?	Yes Yes	No No

Appendix 3: Student questionnaire (secondary)

Identifying information

Name of school:	
Name of teacher:	

Student information

Name of student:			
Gender (circle one):	Male / Female	Age (circle one):	10-11 12-13 14-15 16-17 18-19
Class:			

Note, by completing this questionnaire you are giving your consent to take part in the study.

Introduction

In this questionnaire, we would like to find out what you think about learning English. Think carefully about each statement below and circle the number that best represents your view:

   1 (strongly disagree) - 2 (disagree) - 3 (neutral) - 4 (agree) - 5 (strongly agree)

Questions

English in my class

1. My English teacher mainly explains grammar rules and we learn them by heart.

Strongly disagree   1   2   3   4   5   Strongly agree

2. My English teacher often asks us to repeat sentences after him/her.

Strongly disagree   1   2   3   4   5   Strongly agree

3. My teacher usually speaks Bangla in our English lessons.

Strongly disagree   1   2   3   4   5   Strongly agree

4. My English teacher doesn't often encourage us to speak English in the classroom.

Strongly disagree   1   2   3   4   5   Strongly agree

5. My teacher often gets us to talk with each other in English during English lesson.

Strongly disagree   1   2   3   4   5   Strongly agree

6. My English teacher sometimes gets us to play and sing in the English lesson.

Strongly disagree   1   2   3   4   5   Strongly agree

7. My English teacher often corrects our errors in class.

Strongly disagree   1   2   3   4   5   strongly agree

Learning English and me: what I like, what I don't like

8. I like learning grammar rules in my English class.

Strongly disagree   1   2   3   4   5   Strongly agree

9. I like repeating sentences after my teacher in my English class.

Strongly disagree   1   2   3   4   5   Strongly agree

10. I like my teacher to speak mainly in Bangla in my English lessons.

Strongly disagree   1   2   3   4   5   Strongly agree

11. I like an English class in which I do not need to speak in English.

Strongly disagree   1   2   3   4   5   Strongly agree

12. I like talking English with my classmates in my English lessons.

Strongly disagree   1   2   3   4   5   Strongly agree

13. I like to sing and play in an English lesson.

Strongly disagree   1   2   3   4   5   Strongly agree

14. I like my English teacher to correct my errors when speaking English in class.

Strongly disagree   1   2   3   4   5   Strongly agree

What learning English means to me

15. Learning English means to learn grammar rules.

Strongly disagree   1   2   3   4   5   Strongly agree

16. Repeating the sentences after the teacher's helps me to learn English.

Strongly disagree   1   2   3   4   5   Strongly agree

17. Using a lot of Bangla in English lessons helps me to understand.

Strongly disagree   1   2   3   4   5   Strongly agree

18. Speaking in English is not essential for learning English.

Strongly disagree   1   2   3   4   5   Strongly agree

19. It is important to use English to communicate with classmates in the English lesson.

Strongly disagree   1   2   3   4   5   Strongly agree

20. English can be learned by singing and playing games.

Strongly disagree   1   2   3   4   5   Strongly agree

21. We should sometimes work in pairs or groups.

Strongly disagree   1   2   3   4   5   Strongly agree

22. It is important for the English teacher to correct students' errors.

Strongly disagree 1 2 3 4 5   Strongly agree

23. My English improves most quickly if I study and practise the grammar.

Strongly disagree 1 2 3 4 5   Strongly agree

24. English teachers should correct students' pronunciation.

Strongly disagree 1 2 3 4 5   Strongly agree

25. I think English is difficult to learn.

Strongly disagree 1 2 3 4 5   Strongly agree

26. Good pronunciation shows good English.

Strongly disagree 1 2 3 4 5   Strongly agree

27. Learning English is important for me.

Strongly disagree 1 2 3 4 5   Strongly agree

28. Being able to communicate in English will help me get a good job.

Strongly disagree 1 2 3 4 5   Strongly agree

29. Learning English will improve my income.

Strongly disagree 1 2 3 4 5   Strongly agree

30. Please respond to the following questions by ticking the box which best represents your opinion.

	Not at all	Not very much	Moderately	Quite a lot	Very much
a. To what extent do you think English is important in Bangladesh? (tick one box)					
b. To what extent do you think English is difficult to learn? (tick one box)					

Appendix 4: EIA sample size design

The samples sizes were determined using R statistical program with 'pwr' package developed for power analysis. Power analysis provides probability of correctly rejecting the null hypothesis when it is false. In the R package 'pwr' sample sizes (n2) can be determined providing the known parameters (effect size (d), sample size (n1) to which the next study will be compared, significant level and the power). The effect sizes (d) used here are taken from Cohen (1988) as parameters (means and standard deviation) for determining actual effect sizes from the existing studies could not be retrieved. Cohen's suggested effect sizes ranged from small to large (0.2 to 0.8). Smaller effect size needs higher sample size to prove statistically significant difference. R 'pwr' package was set for two group independent sample (N1 and N2) t-test.

Teachers (primary-secondary breakdown unavailable)	N1 (2009)	Effect size	Power 1	Suggested N2 (2013) for Power 1	Power 2	Suggested N2 (2013) for Power 2	Power 3	Suggested N2 (2013) for Power 3	Significant level	SAMPLE SIZE
	453	0.2	70%	371	75%	450	80%	561	0.01	549 teachers 399 P (2Ts + 1 HT per school); 150 S (2 Ts per school) (133 P schools; 75 S schools

Students	N1 (2009)	Effect size	Power 1	Suggested N2 (2013) for Power 1	Power 2	Suggested N2 (2013) for Power 2	Power 3	Suggested N2 (2013) for Power 3	Significant level	SAMPLE SIZE
Primary	824	0.2	70%	271	75%	311	80%	362	0.01	364 P (14 children in 26 schools.)
Secondary	1345	0.2	70%	240	75%	271	80%	309	0.01	390 S (30+ children (1 class) in 13 schools.)

Appendix 5: Detailed sample strategy

Upazila selection and cluster selection: 14 upazila (Table 2) were selected from 35 in which EIA is active in Government schools. To start, all upazilas were categorised as predominately rural or urban, established by reviewing demographic information about teachers participating in the programme, specifically, locational information about where the teachers' live – i.e. rural, urban or municipal area . This information was then reviewed for all of the Cohort 2 to establish the proportion of participating teachers from rural and urban locations . This established that overall 62% were from rural areas and 39% were from urban areas.

An online random number generator was used to select two upazilas/areas per division, except Dhaka division where three upazilas were selected. After this, the upazilas selected were reviewed to check they reflected the rural/urban balance of the EIA teacher population. EIA clusters within the upazilas were also randomly selected using the online number generator.

Table 2 : Upazilas in which fieldwork was conducted

Division	District	Upazila	Rural/ urban
Rangpur	Lalmonihat	Patgram	Rural
	Nilphamari	Domar	Rural
Chittagong	Anwara	Anwara	Rural
	Bandarban	Ruma/Roangchhari	Rural
Rajshahi	Rajshahi	Puthia	Rural
	Natore	Shingra	Rural
Dhaka	Kishorgonj	Sadar	Urban
	Dhaka	Mohammadpur	Urban
		Sutrapur	Urban
Sylhet	Sunamganj	Sadar	Urban
		Jagannathpur	Rural
Khulna	Kushtia	Sadar	Urban
	Meherpur	Gangni	Rural

School, teacher and student selection: Schools within clusters were assigned a number and, using the online random number generator, 10/11 primary and 5/6 secondary were selected per cluster. Within each cluster, two primary teachers were then randomly selected whose students would be surveyed, and one secondary teacher whose students would complete the self-completion questionnaire.

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[23] The 'municipal' and 'urban' categories were merged and classed as 'urban'.
[24] Again, municipal and urban categories were merged.

Appendix 6: Sample and population descriptions – teachers and students

SAMPLE DESCRIPTION: TEACHERS

Pri	269	50%
Pri HT	123	23%
Sec	143	27%
Total	**535**	

GENDER	Pri & Pri HT		Sec		Total	
Male	162	41%	110	77%	272	51%
Female	230	59%	33	23%	263	49%
TOTAL	**392**		**143**		**535**	

DIVISION	Pri & Pri HT		Sec		Total	
Chittagong	55	14.1%	21	14.7%	76	14.2%
Dhaka	90	23.0%	33	23.1%	123	23.0%
Khulna	64	16.4%	21	14.7%	85	15.9%
Rajshahi	59	15.1%	24	16.8%	83	15.5%
Rangpur	58	14.8%	24	16.8%	82	15.4%
Syhlet	65	16.6%	20	14.0%	85	15.9%
TOTAL	**391**		**143**		**534**	
Blanks	1		0		1	
Total	**392**		**143**		**535**	

LOCATION	Pri & Pri HT		Sec		Total	
Rural	186	48.8%	79	67.5%	265	53.2%
Semi-urban	129	33.9%	36	30.8%	165	33.1%
Urban	66	17.3%	2	1.7%	68	13.7%
Total	**381**		**117**		**498**	
Blanks	11		26		37	
Total	**392**		**143**		**535**	

EIA TEACHER POPULATION (COHORT 2)*

Pri	1802	41%
Sec	1666	38%
Pri HT	900	21%
TOTAL	4368	

GENDER	Pri	Sec	Overall
Male	45%	79%	62%
Female	55%	21%	38%
TOTAL	100%	100%	

DIVISION	Pri	Sec	Overall
Chittagong	15%	16%	15%
Dhaka	28%	24%	26%
Khulna	10%	14%	12%
Rajshahi	16%	19%	17%
Rangpur	15%	18%	16%
Sylhet	17%	10%	13%
TOTAL	100%	100%	

LOCATION	Pri	Sec	Overall
Rural	56%	67%	62%
Non-rural	44%	33%	39%
TOTAL	100%	100%	

* Data regarding EIA's Cohort 2 teacher population demgraphic make-up is derived from returned teacher 'entry' (i.e. registration) questionnaires completed by teachers at EIA orientation workshops. 79% of questionnaires were returned.

SAMPLE DESCRIPTION: SECONDARY STUDENTS

TOTAL	457

GENDER	Sec	
Male	186	40.8%
Female	270	59.2%
TOTAL	456	
Blanks	1	
ALL	457	

DIVISION	Sec	
Chittagong	75	16.4%
Dhaka	103	22.5%
Khulna	84	18.4%
Rajshahi	82	17.9%
Rangpur	65	14.2%
Sylhet	48	10.5%
TOTAL	457	

LOCATION	Sec	
Rural	274	65.1%
Semi-urban	120	28.5%
Urban	27	
Total	421	
Blanks	36	
ALL	457	

EIA SECONDARY STUDENT POPULATION (COHORT 2)*

TOTAL	692000

GENDER**	Sec	
Male		49%
Female		51%
TOTAL		100%

*Overall student population figures are derived from those estimated in the EIA logical framework.

** Data derived from returned teacher 'entry' (i.e. registration) questionnaires completed by teachers at EIA orientation workshops. 79% of questionnaires were returned.

SAMPLE DESCRIPTION: PRIMARY STUDENTS

Total	374

GENDER	Pri
Male	155	41.4%
Female	219	58.6%
TOTAL	374	

DIVISION	Pri
Chittagong	60	16.0%
Dhaka	84	22.5%
Khulna	57	15.2%
Rajshahi	56	15.0%
Rangpur	56	15.0%
Syhlet	61	16.3%
TOTAL	374	

LOCATION	Pri
Rural	182	48.7%
Semi-urban	122	32.6%
Urban	70	18.7%
TOTAL	374	

EIA PRIMARY STUDENT POPULATION (COHORT 2)*

Total	195000

GENDER**	Pri
Male	52%
Female	48%

LOCATION	Pri
Rural	81%
Urban	19%
TOTAL	100%

*Overall student population figures are derived from those estimated in the EIA logical framework.

** Data derived from returned teacher 'entry' (i.e. registration) questionnaires completed by teachers at EIA orientation workshops. 79% of questionnaires were returned.

Appendix 7: Guidance notes for administering the teacher questionnaire

The teacher questionnaire is a self-completion questionnaire – the teachers will complete it on their own; you do not need to go through it with them, but you should explain the rating scales to them and answer any questions they have.

Please carefully note the following when administering the questionnaire:
- You will administer the same questionnaire to all teachers (i.e. primary and secondary teachers and primary head teachers will complete the same questionnaire).
- You will only need to administer two or three teacher questionnaires per school visit – give the questionnaire out to the teacher, get them to complete and the collect it back from them.
- In secondary schools:
  - ❑ Two teacher questionnaires will be completed – one by each EIA Assistant Teacher (both of whom you will observe for the classroom practice study).
  - ❑ In one secondary school you visit you will also get a whole class of students to complete a student questionnaire. We suggest you do not get the teachers and students to complete the questionnaire at the same time. (Also, make sure the teacher does not get involved in the student questionnaire, as this could make the students uncomfortable.)
- In primary schools:
  - ❑ Three teacher questionnaires will be completed – one by each EIA Assistant Teacher and one by the Head Teacher (you observe two of these for the classroom practice study).
  - ❑ In two primary schools you visit you will also get a 14 primary students to take part in a student interview. As above, we suggest you do not get the teachers to complete the questionnaire and students take part in the interview at the same time. (As above, make sure the teacher does not get involved in the student interviews, as this could make the students uncomfortable.)
- Make it clear to the teacher that you will answer any questions they have about the questionnaire.
- The questionnaire will be in Bangla.

Before distributing the questionnaires
- Explain the purpose of the questionnaire; reassure the teacher the questionnaire will evaluate the EIA programme, not them.
- Explain and trial (demo) the rating scale.
- Ensure you have enough copies of the questionnaire.
- Tell the teacher that by completing a survey they give informed consent to be part of the study (this is stated on the questionnaire) (research ethics)
- Explain there is no risk or danger linked to the study as their names will not be identified (research ethics).
- Remember to try to build a good rapport with the teacher.

While the teacher is completing the questionnaire
- Be available to explain any questions.

After the questionnaire
- Thank the teacher for their time and input.
- Thank the head teacher for their support.

- Store the completed questionnaires in an appropriate safe place; keep the teacher questionnaires from the same school together (along with the student questionnaires (secondary) or student interview surveys (primary).
- Keep a research diary in which you write what went well and what went not so well. Make a note of any particular questions the participants found difficult to respond to. Think about (and note down) what you would do differently next time if you were to conduct this questionnaire. Do this as soon as possible after you leave the school (otherwise you may forget the details) - find a suitable place to reflect and note your thoughts.

Appendix 8 Guidance notes for administering primary student survey

The primary student interview survey is a structured interview which will be administered by you, the IER researcher. You will need to interview the student to complete the interview survey.

Please carefully consider the following and conduct the interview survey accordingly:
- You will conduct the interview surveys with primary students only (not secondary students).
- You will conduct 14 student interviews from one class of 1 teacher in 2 primary schools (28 interviews in total). These will be the students of two primary teachers (from different schools) you observe for the classroom practice study – the teachers will also complete a teacher questionnaire).
- Conduct the interviews with students individually (i.e. one-to-one), not in pairs or as a group.
- You need to record the student's answers on the interview schedule itself, along with some personal information (see top of interview survey). You will see the answers need to be coded as 'yes' or 'no'.
- We suggest you do not interview the students at the same time as getting the teachers to complete the teacher questionnaire.
- The interview schedule you take into the school will be in Bangla, and you should conduct the interviews with the students in Bangla.
- You will conduct the interviews with students from Class 5 (if not, Class 4).

Before conducting the interview
- Clearly explain the purpose of the survey to the teacher and gain verbal informed consent (i.e. permission) for it to take place. Explain that it is not a test and there are no right or wrong answers.
- You will also need to find a way to explain what the interview is about to the students in a way which they will understand – 'we want to know what you think about EIA and learning English' and again, gain verbal informed consent from the students. Explain that it is not a test and there are no right or wrong answers.
- Ensure you have sufficient copies of the student interview survey (14 per school).
- Check you have 14 students (from one class) available to conduct the interviews with.
- Try to build good rapport with the students, observing the local cultural practices as appropriate. In particular, think about how you will present yourself – be friendly and make the students as comfortable as possible so they feel happy to talk to you (you can practice this when visiting a school during this training).
- Tell students that if they have a question about the interview, to ask you (rather than their friend).
- When carrying out the interviews, if possible, sit the students in an appropriate place, somewhere with less noise where you will not be disturbed by, for example, the office assistant, students from other classes or teachers.

While students are completing the interview
- Make sure that students understand what they are doing.
- Explain any questions if students ask you.
- If any student does not understand a question, ask the question again rephrased, using different language/words.
- Students might answer some of the questions as 'sometimes' or 'rarely' rather than 'yes' or 'no'. If the student says 'sometimes' note this as 'Yes'; if they say 'rarely', note this as 'No'.

- Make sure, if possible, the teacher (or other school staff) does not get involved in the interviews, as this could make the students uncomfortable.

After the interview
- Thank all the students for their time.
- Thank the head teacher and the teacher(s) for their support.
- Store the completed interview surveys in an appropriate safe place; keep the interview surveys from the same school together (along with the teacher questionnaires).
- Keep a research diary in which you write what went well and what went not so well. In your diary, jot down some field notes which capture the local context and anything else you think is important. Note also if there was any questions that did not work, and consider what you would do differently next time if you were to conduct these interviews again. Do this as soon as possible after you leave the school (otherwise you may forget the details) - find a suitable place to reflect and note your thoughts.

Appendix 9: Guidance notes for administering secondary student questionnaire

The secondary student questionnaire is a self-completion questionnaire – the students will complete it on their own; you do not need to go through it with them, but you should explain the rating scales to them and answer any questions they have.

Please carefully consider the following and administer the questionnaire accordingly:
- You will administer the questionnaire with secondary students only (not primary students).
- You will administer the questionnaires to all students from one class of one teacher in one secondary school (therefore 30+ questionnaires should be completed). These will be students of one of secondary teacher you observe for the classroom practice study – the teacher will also complete a teacher questionnaire).
- Administer the questionnaires to students as a group – hand out the questionnaires, get them to complete them, and then collect them afterwards,
- We suggest you do not administer the questionnaire on the students at the same time as getting the teachers to complete the teacher questionnaire.
- The questionnaire will be in Bangla.

Before distributing the questionnaire
- Clearly explain the purpose of the questionnaire to the teacher and gain verbal informed consent (i.e. permission) for it to take place. Explain that it is not a test and there are no right or wrong answers.
- Explain to the students what the interview is about in a way which they will understand – 'we want to know what you think about EIA and learning English' and again, gain verbal informed consent. Explain that it is not a test and there are no right or wrong answers.
- Ensure you have sufficient copies of the questionnaire (about 40 in total).
- Try to build good rapport with the students whilst explaining the questionnaire to them, observing the local cultural practices as appropriate.
- Tell students that if they have a question about the questionnaire, to ask you (rather than their friend).
- If possible, try to ensure the environment in which the questionnaires are completed is relatively quiet.
- Explain (demo) the rating scale with the students before asking them to complete the questionnaire. Talk them through a few questions and try it out with them. Ensure that students understand how to use the rating scale.

While students are completing the questionnaire
- Move around the room to ensure all students understand what they are doing.
- Explain any questions if the students ask you.
- Allow students to leave the room if they finish early.
- Make sure, if possible, the teacher (or other school staff) does not get involved in administering the questionnaires.

After the questionnaire
- Thank all the students for their time.
- Thank the head teacher and the teacher(s) for their support.

- Store the completed questionnaires in an appropriate safe place; keep the interview schedules from the same school together (along with the teacher questionnaires).

- Keep a research diary in which you write what went well and what went not so well. In your diary, jot down some field notes which capture the local context and anything else you think is important. Note also if there was any questions that did not work and consider what you would do differently next time if you were to conduct this interview survey again. Do this as soon as possible after you leave the school (otherwise you may forget the details) - find a suitable place to reflect and note your thoughts.

Appendix 10: Questionnaire findings: primary teachers and primary head teachers

	My English language teaching practice	Strongly disagree (%)	Disagree	Neutral	Agree	Strongly agree
			% age			
3	mostly use in the classroom is Bangla	21.2	48.5	13.3	13	4.1
4	students seldom speak in English in the classroom	12	44.6	17.9	21.2	4.3
1	mainly explain grammar rules	15.3	26.3	13.6	34.5	10.2
8	feel confident teaching grammar rules	2.3	10	13.6	45.5	28.5
11	feel comfortable modelling English for student	0.8	2.6	9.8	56.1	30.7
7	The focus is communication & explain grammar when necessary	0.5	3.6	8.5	54.9	32.6
5	use activities that require students to interact in English	0.5	3.3	6.7	54.4	35.1
2	ask students to do sentence drilling	0.8	1.8	2.6	46.4	48.5
10	feel confident correcting students' mistakes when they speak English	1	3.3	4.6	42.1	49
12	feel comfortable doing activities	0.8	1.5	3.8	44.8	49.1
6	have students play and sing in the English lesson	0.3	1.8	2.8	45.2	49.9
9	often correct students' errors in class	2	5.1	5.9	36.1	50.6

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
often correct students' errors in class	2	5.1	5.9	36.1	50.6
have students play and sing in the English lesson	0.3	1.8	2.8	45.2	49.9
feel comfortable doing activities	0.8	1.5	3.8	44.8	49.1
feel confident correcting students' mistakes when they speak English		13.3	4.6	42.1	49
ask students to do sentence drilling	0.8	1.8	2.6	46.4	48.5
use activities that require students to interact in English	0.5	3.3	6.7	54.4	35.1
The focus is communication & explain grammar when necessary	0.5	3.6	8.5	54.9	32.6
feel comfortable modelling English for student	0.8	2.6	9.8	56.1	30.7
feel confident teaching grammar rules	2.3	10	13.6	45.5	28.5
mainly explain grammar rules	15.3	26.3	13.6	34.5	10.2
students seldom speak in English in the classroom	12	44.6	17.9	21.2	4.3
mostly use in the classroom is Bangla	21.2	48.5	13.3	13	4.1

	English language teaching and my students	Strongly disagree	% age			
			Disagree	Neutral	Agree	Strongly agree
16	students do not like when they need to speak in English	38.9	35	15.6	8.2	2.3
15	students like it when mostly use Bangla in English lessons	12.6	25.4	19	31.5	11.5
13	students like learning grammar rules	3.3	14.1	23.3	43.5	15.9
17	students like activities for interacting in English	1	4.1	13.5	58	23.3
19	students like focused on communication & grammar explained when necessary	0.8	5.2	11.1	53.6	29.4
20	students like me to correct their errors in speaking English in class	2.8	7.2	8.5	45.4	36.2
14	students like sentence drilling	0.5	2.1	5.1	52.1	40.3
18	students like to sing and play in an English lesson	0.7	2	44.7	52.5	

	students like to sing and play in an English lesson	students like sentence drilling	students like me to correct their errors in speaking English in class	students like focused on communication & grammar explained when..	students like activities for interacting in English	students like learning grammar rules	students like it when mostly use Bangla in English lessons	students do not like when they need to speak in English
Strongly disagree	0.7	0.5		0.8	1		12.6	38.9
Disagree	2	2.1	7.2	5.2	4.1	3.3	25.4	35
Neutral	44.7	5.1	8.5	11.1	13.5	23.3	19	15.6
Agree	52.5	52.1	45.4	53.6	58	43.5	31.5	8.2
Strongly agree		40.3	36.2	29.4	23.3	15.9	11.5	2.3

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

	My beliefs about learning English	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
				% age		
24	It is not essential for English teachers speak in English	54.5	25.8	7	8	4.7
23	Bangla should be frequently used in English class	16.5	35	17.7	24.4	6.4
21	Learning English means to learn grammar rules	34.9	33.8	13.1	10.8	7.4
31	Grammar rules should be explicitly explained in class	11.3	23.6	18.5	32.3	14.4
27	English language should be learned mainly through communication	2.6	9.7	14.6	49.2	23.8
30	Students' English improves most quickly if they study and practise grammar	2	9.4	15.6	44.6	28.3
32	It is important to avoid making errors in the process of learning English	6.4	17.4	12.8	32.7	30.7
22	English learning through sentence drilling is effective	1.5	3.3	9	52.6	33.6
37	Learning English will improve a person's income	1.3	7.2	7.4	42.8	41.3
29	It is important for English teachers to correct students' errors in class	3.8	7.2	8.2	36.2	44.6
26	English language can be learned by singing and playing	0.3	1.5	2.3	49.2	46.7
34	A person's good pronunciation usually indicates good English	2.6	8.7	5.9	34.3	48.6
33	English teachers should correct students' pronunciation errors in class	0.3	2	4.8	39.3	53.6
25	It is important that students practise using English by communicating	0.8	1.5	2.3	37.1	58.3
35	Learning English is important for people in Bangladesh		0.5	3.1	36	60.5
36	English is useful in getting a good job	1	2.8	3.6	30.2	62.4
28	English teachers should encourage interaction in pairs or groups	0.5	0.3	0.8	35.4	63.1

	My beliefs about the effectiveness of EIA	% age				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
40	EIA programme has not changed the way I teach	62.8	29.5	1.5	4.6	1.5
39	EIA programme has had no impact on my confidence in English	63.5	25.1	1.6	5.4	4.4
42	The changes in teaching have not had a positive impact on student learning	45.7	36.4	2.3	10.6	4.9
43	have students play games or sing songs more often than I used to	1.5	1.5	5.6	53.8	37.4
41	have students do more pair and group work than I used to	1	0.5	0.8	52.1	45.6
38	EIA programme has helped me improve my English		0.5	0.5	46.4	52.6
44	The changes in teaching have had a positive impact on student motivation		0.3	0.5	42.1	57.2
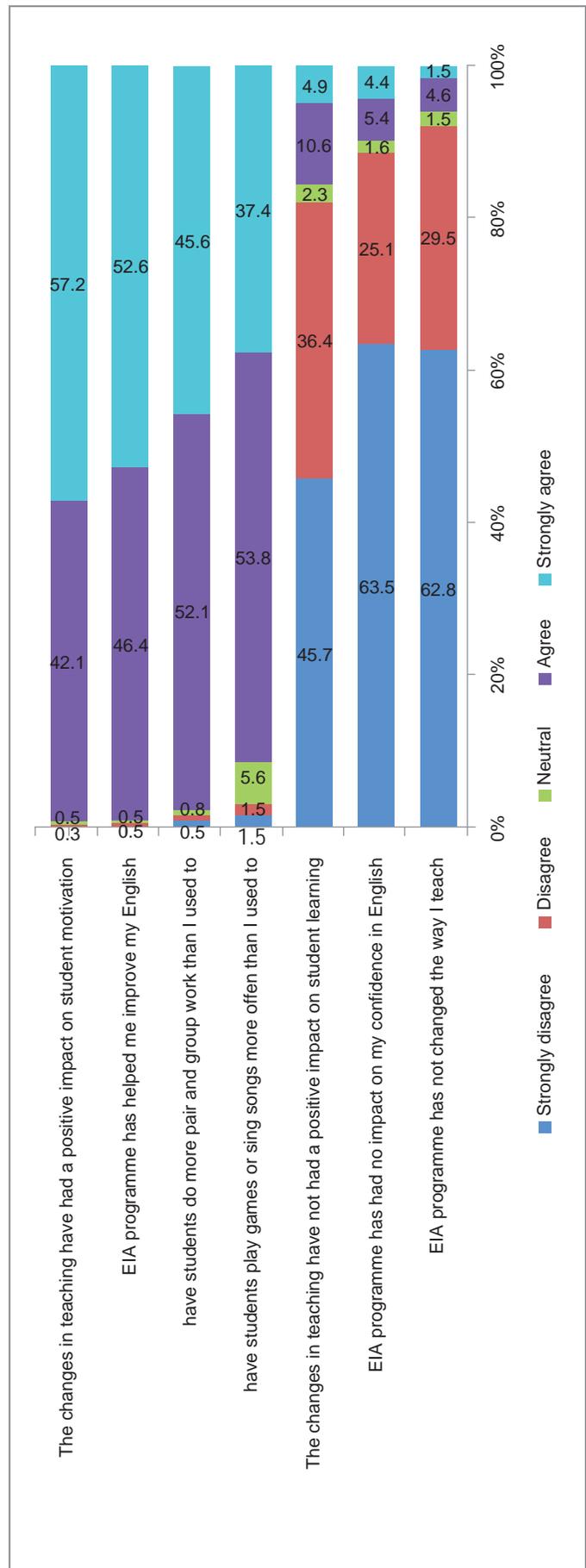
	Obstacles to implementing EIA techniques	% age				
		Not an obstacle	Sometimes an obstacle	Neutral	Obstacle	Major obstacle
i	Students' low English proficiency	10.1	37	2.8	39.3	10.9
k	Students have to prepare for the grammar-based exam	23.4	36.8	12.6	21.8	5.3
l	Large classes	26.3	14.9	5.9	24	28.9
m	Requires too much time to prepare lessons	28	41.5	5.4	15	10.1
h	No time to try EIA lessons because of busy curriculum	36.1	42.1	6.5	12.2	2.9
a	lack of ability to use English with students	38.4	54.6	2.6	4.1	0.3
f	Problems with the mobile phone and/or speaker	42.6	33.1	2.8	12.1	9.3
j	Students' lack of motivation to learn English	43.5	32.1	7.5	14	2.8
b	lack of confidence to use English with students	68.1	20.2	7.3	3.1	1.3
c	lack of ability to use technology in the classroom	75.6	18.3	2.8	2.6	0.8
g	Complaints from other teachers about too much noise	78	15	2.8	3.9	0.3
d	lack of confidence in using technology in the classroom	80.5	13.9	3.3	2	0.3
e	Lack of support from school	82.6	8.8	5.2	2.1	1.3

Chart: Perceptions of obstacles (stacked bar, % of respondents)

Legend: Not an obstacle | Sometimes an Not an obstacle | Neutral | Obstacle | Major Obstacle

Obstacle	Not an obstacle	Sometimes an Not an obstacle	Neutral	Obstacle	Major Obstacle
Lack of support from school	82.6	8.8	2.1		1.3
lack of confidence in using technology in the classroom	80.5	13.9	3.3	2	0.3
Complaints from other teachers about too much noise	78	15	2.8	3.9	0.3
lack of ability to use technology in the classroom	75.6	18.3	2.8	2.0	6.8
lack of confidence to use English with students	68.1	20.2	7.3	3.1	1.3
Students' lack of motivation to learn English	43.5	32.1	7.5	14	2.8
Problems with the mobile phone and/or speaker	42.6	33.1	2.8	12.1	9.3
lack of ability to use English with students	38.4	54.6	2.6	4.1	0.3
No time to try EIA lessons because of busy curriculum	36.1	42.1	6.5	12.2	2.9
Requires too much time to prepare lessons	28	41.5	5.4	15	10.1
Large classes	26.3	14.9	5.9	24	28.9
Students have to prepare for the grammar-based exam	23.4	36.8	12.6	21.8	5.3
Students' low English proficiency	10.1	37	2.8	39.3	10.9

	Not at all	Not very much	Moderately	Quite a lot	Very much
			% age		
To what extent do you think English is difficult to learn?	10.6	44	37	6	2.3
To what extent do you think English is important in Bangladesh?		0.3	6.2	31	62.5

Chart: Perceptions of English language learning (horizontal stacked bars)

To what extent do you think English is important in Bangladesh?
- 0.3 | 6.2 | 31 | 62.5

To what extent do you think English is difficult to learn?
- 10.6 | 44 | 37 | 6 | 2.3

Legend:
- Not at all
- Not very much
- Moderately
- Quite a lot
- Very much

	My English language teaching practice	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
			% age			
3	mostly use in the classroom is Bangla	36.4	32.9	16.1	10.5	4.2
4	students seldom speak in English in the classroom	13.3	32.2	21	26.6	7
1	mainly explain grammar rules	23.2	27.5	11.3	26.8	11.3
11	feel comfortable modelling English for student		4.2	9.8	52.4	33.6
7	The focus is communication & explain grammar when necessary		2.8	7.8	52.5	36.9
8	feel confident teaching grammar rules	5.6	7	11.9	35.7	39.9
6	have students play and sing in the English lesson		4.2	9.8	44.1	42
5	use activities that require students to interact in English	0.7	2.8	9.1	44.8	42.7
2	ask students to do sentence drilling	4.2	6.3	4.2	39.2	46.2
12	feel comfortable doing activities		2.8	14	36.4	46.9
9	often correct students' errors in class	1.4		4.2	42	52.4
10	feel confident correcting students' mistakes when they speak English		2.8	1.4	41.3	54.5

Chart legend (bottom to top):
- Strongly disagree (blue)
- Disagree (red)
- Neutral (green)
- Agree (purple)
- Neutral — Strongly agree (cyan)

Legend: Strongly disagree | Disagree | Neutral | Agree | Strongly agree

Categories and values:

feel confident correcting students' mistakes when they speak English: 2.1, 8.4, 41.3, 54.5

often correct students' errors in class: 1.4, 4.2, 42, 52.4

feel comfortable doing activities: 2.8, 14, 36.4, 46.9

ask students to do sentence drilling: 4.2, 6.3, 4.2, 39.2, 46.2

use activities that require students to interact in English: 0.7, 2.8, 9.1, 44.8, 42.7

have students play and sing in the English lesson: 4.2, 9.8, 44.1, 42

feel confident teaching grammar rules: 5.6, 7, 11.9, 35.7, 39.9

The focus is communication & explain grammar when necessary: 2.8, 7.8, 52.5, 36.9

feel comfortable modelling English for student: 4.2, 9.8, 52.4, 33.6

mainly explain grammar rules: 23.2, 27.5, 11.3, 26.8, 11.3

students seldom speak in English in the classroom: 13.3, 32.2, 21, 26.6, 7

mostly use in the classroom is Bangla: 36.4, 32.9, 16.1, 10.5, 4.2

	English language teaching and my students	% age				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
16	students do not like when they need to speak in English	32.9	37.8	16.8	7.7	4.9
15	students like it when mostly use Bangla in English lessons	14	23.8	22.4	25.9	14
13	students like learning grammar rules	2.8	13.3	13.3	43.4	27.3
17	students like activities for interacting in English	1.4	8.6	16.4	42.9	30.7
19	students like focused on communication & grammar explained when necessary		2.8	10.6	51.1	35.5
14	students like sentence drilling	1.4	2.1	2.8	57.7	35.9
18	students like to sing and play in an English lesson	0.9	2.8	10.1	45	41.3
20	students like me to correct their errors in speaking English in class	0.7	1.4	2.8	37.8	57.3

Legend (left to right): Strongly disagree, Disagree, Neutral, Agree, Strongly agree

Categories (top to bottom):
- students like me to correct their errors in speaking English in class: 0.7, 1.2, 4.8, 37.8, 57.3
- students like to sing and play in an English lesson: 0.2, 9.8, 10.1, 45, 41.3
- students like sentence drilling: 1.4, 2.1, 2.8, 57.7, 35.9
- students like focused on communication & grammar explained when...: 2.8, 10.6, 51.1, 35.5
- students like activities for interacting in English: 1.4, 8.6, 16.4, 42.9, 30.7
- students like learning grammar rules: 2.8, 13.3, 13.3, 43.4, 27.3
- students like it when mostly use Bangla in English lessons: 14, 23.8, 22.4, 25.9, 14
- students do not like when they need to speak in English: 32.9, 37.8, 16.8, 7.7, 4.9

	My beliefs about learning English	% age				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
24	It is not essential for English teachers speak in English	58.5	29.6	3.5	3.5	4.9
23	Bangla should be frequently used in English class	23.8	33.6	15.4	17.5	9.8
21	Learning English means to learn grammar rules	31	31.7	16.2	10.6	10.6
31	Grammar rules should be explicitly explained in class	8.4	15.4	18.2	36.4	21.7
27	English language should be learned mainly through communication	4.2	6.3	15.5	47.9	26.1
32	It is important to avoid making errors in the process of learning English	14.9	14.9	12.1	29.8	28.4
22	English learning through sentence drilling is effective	1.4	6.3	11.9	45.5	35
30	Students' English improves most quickly if they study and practise grammar	6.3	16.9	6.3	33.1	37.3
37	Learning English will improve a person's income	2.8	1.4	7	41.5	47.2
26	English language can be learned by singing and playing	1.4	2.1	2.1	46.9	47.6
34	A person's good pronunciation usually indicates good English	1.4	5.6	8.4	34.3	50.3
35	Learning English is important for people in Bangladesh	0.7	0.7	7	36.4	55.2
29	It is important for English teachers to correct students' errors in class	4.2	2.8	4.9	31.5	56.6
33	English teachers should correct students' pronunciation errors in class	0.7	3.5	4.2	30.8	60.8
28	English teachers should encourage interaction in pairs or groups	0.7		1.4	32.2	65.7
25	It is important that students practise using English by communicating	1.4	0.7	0.7	29.4	67.8
36	English is useful in getting a good job	2.8	0.7	1.4	25.2	69.9

Chart legend (left to right): Strongly disagree, Disagree, Neutral, Agree, Strongly agree

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
English is useful in getting a good job	2.8	0.7	1.4	25.2	69.9
It is important that students practise using English by communicating	1.4	0.7	0.7	29.4	67.8
English teachers should encourage interaction in pairs or groups	0.7	1.4		32.2	65.7
English teachers should correct students' pronunciation errors in class	0.7	3.5	4.2	30.8	60.8
It is important for English teachers to correct students' errors in class		4.2	4.9	31.5	56.6
Learning English is important for people in Bangladesh	0.7	0.7	2.8	36.4	55.2
A person's good pronunciation usually indicates good English	1.4	5.6	8.4	34.3	50.3
English language can be learned by singing and playing	1.4	2.1		46.9	47.6
Learning English will improve a person's income	2.8	1.4	7	41.5	47.2
Students' English improves most quickly if they study and practise grammar		6.3	16.9	33.1	37.3
English learning through sentence drilling is effective	1.4	6.3	11.9	45.5	35
It is important to avoid making errors in the process of learning English	14.9	14.9	12.1	29.8	28.4
English language should be learned mainly through communication	4.2	6.3	15.5	47.9	26.1
Grammar rules should be explicitly explained in class	8.4	15.4	18.2	36.4	21.7
Learning English means to learn grammar rules	31	31.7	16.2	10.6	10.6
Bangla should be frequently used in English class	23.8	33.6	15.4	17.5	9.8
It is not essential for English teachers speak in English	58.5	29.6	3.5	3.5	4.9

	My beliefs about the effectiveness of EIA	% age				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
40	EIA programme has not changed the way I teach	66.4	26.6	1.4	2.8	2.8
39	EIA programme has had no impact on my confidence in English	70.6	16.8	2.1	5.6	4.9
42	The changes in teaching have not had a positive impact on student learning	49.6	29.1	7.1	7.8	6.4
43	have students play games or sing songs more often than I used to	2.1	9.2	17.6	49.3	21.8
41	have students do more pair and group work than I used to	2.8	1.4	4.2	42	49.7
44	The changes in teaching have had a positive impact on student motivation	0.7		2.1	37.3	59.9
38	EIA programme has helped me improve my English		0.7	3.5	35.7	60.1

Strongly disagree / Disagree / Neutral / Agree / Strongly agree

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
EIA programme has helped me improve my English	0.7		3.5	35.7	60.1
The changes in teaching have had a positive impact on student motivation	0.7		2.1	37.3	59.9
have students do more pair and group work than I used to	2.1	2.1	8.4 4.2	42	49.7
have students play games or sing songs more often than I used to	2.1	9.2	17.6	49.3	21.8
The changes in teaching have not had a positive impact on student learning	49.6	29.1	7.1	7.8	6.4
EIA programme has had no impact on my confidence in English	70.6	16.8	2.1	5.6	4.9
EIA programme has not changed the way I teach	66.4	26.6	1.4	2.8	2.8

Perceptions of English Language Learning and Teaching among Primary and Secondary Teachers and Students Participating in English in Action: Second Cohort (2013)

	Obstacles to implementing EIA techniques	Not an obstacle	Sometimes an obstacle	Neutral	Obstacle	Major obstacle
				% age		
i	Students' low English proficiency	14.8	36.6	7	26.8	14.8
m	Requires too much time to prepare lessons	23.2	30.3	11.3	25.4	9.9
k	Students have to prepare for the grammar-based exam	26.2	27.7	17.7	22	6.4
l	Large classes	28.9	19	9.2	19	23.9
j	Students' lack of motivation to learn English	31.2	29.8	12.8	22.7	3.5
h	No time to try EIA lessons because of busy curriculum	32.9	35	10	16.4	5.7
a	lack of ability to use English with students	44.4	43.7	4.9	6.3	0.7
f	Problems with the mobile phone and/or speaker	52.5	22	7.1	8.5	9.9
c	lack of ability to use technology in the classroom	56.1	26.6	5	7.9	4.3
g	Complaints from other teachers about too much noise	61.7	18.4	9.9	7.8	2.1
d	lack of confidence in using technology in the classroom	62.5	21.2	5.8	6.7	3.8
e	Lack of support from school	66.4	17.9	8.6	3.6	3.6
b	lack of confidence to use English with students	67.6	18.7	6.5	4.3	2.9

Chart: Perceptions of obstacles (stacked bar, %)

Legend: Not an obstacle | Sometimes an Not an obstacle | Neutral | Obstacle | Major Obstacle

Category	Not an obstacle	Sometimes an Not an obstacle	Neutral	Obstacle	Major Obstacle
lack of confidence to use English with students	67.6	18.7	6.5	4.3	2.9
Lack of support from school	66.4	17.9	8.6	3.6	3.6
lack of confidence in using technology in the classroom	62.5	21.2	5.8	6.7	3.8
Complaints from other teachers about too much noise	61.7	18.4	9.9	7.8	2.1
lack of ability to use technology in the classroom	56.1	26.6	5	7.9	4.3
Problems with the mobile phone and/of speaker	52.5	22	7.1	8.5	9.9
lack of ability to use English with students	44.4	43.7	4.9	6.3	0.7
No time to try EIA lessons because of busy curriculum	32.9	35	10	16.4	5.7
Students' lack of motivation to learn English	31.2	29.8	12.8	22.7	3.5
Large classes	28.9	19	9.2	19	23.9
Students have to prepare for the grammar-based exam	26.2	27.7	17.7	22	6.4
Requires too much time to prepare lessons	23.2	30.3	11.3	25.4	9.9
Students' low English proficiency	14.8	36.6	7	26.8	14.8

	% age				
	Not at all	Not very much	Moderately	Quite a lot	Very much
To what extent do you think English is difficult to learn?	17.3	46.8	29.5	3.6	2.9
To what extent do you think English is important in Bangladesh?	0.7	0.7	4.3	20.9	73.4

To what extent do you think English is important in Bangladesh?

To what extent do you think English is difficult to learn? (tick one box)

Not at all | Not very much | Moderately | Quite a lot | Very much
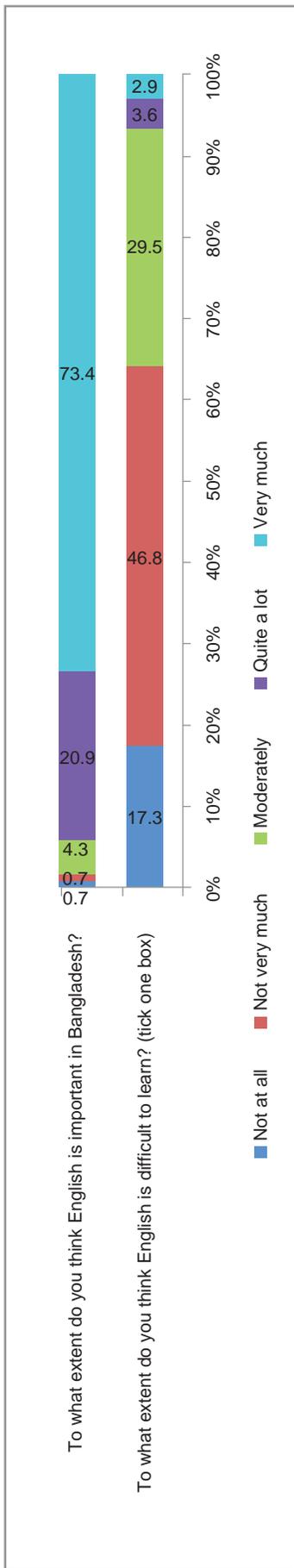
Appendix 12 Survey findings: primary students

		Yes	No
1	Do you like learning English?	98.9	1.1
2	Is learning English important to you?	96	4
3	Do you think learning English is difficult?	31.9	68.1
4a	Does your teacher mostly speak in Bangla during your English lesson?	35.6	64.4
4b	If yes, do you like it when your teacher speaks mostly in Bangla?	69.2	30.8
5	Do you like talking in English with your classmates in English lessons?	78.6	21.4
6a	Does your teacher correct your errors when you speak in English in class?	97.6	2.4
6b	Do you like it when your teacher corrects your errors when you speak English?	96.7	3.3
7a	Do you learn grammar rules in English class?	79.9	20.1
7b	If yes, do you like learning grammar rules in English class?	95	5
8a	Does your teacher get you to play games in English class?	58	42
8b	do you enjoy English class when games are played?	95.3	4.7
9a	Does your teacher get you to sing songs in English class?	72.7	27.3
9b	do you enjoy English class when songs are sung?	93	7

Appendix 13: Questionnaire findings: secondary students

English in my class	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4	Eneacher doesn't often encourage to speak English	58.2	20.6	9.6	5.9	5.7
6	English teacher sometimes gets us to play and sing	38.6	11.4	16.7	20	13.4
3	teacher usually speaks Bangla in English lessons	24.8	17.4	21.5	18.2	18
1	teacher mainly explains grammar rules and we learn them by heart	16.5	8.8	9.7	33	32.1
2	teacher often asks us to repeat sentences after him/her	2.9	4.4	8.1	39.7	45
5	teacher often gets us to talk with each other in English	5.3	6.4	8.8	32.2	47.4
7	English teacher often corrects our errors in class	4.2	3.1	3.3	30.1	59.3

Note: the "% age" label spans the response columns.

Teacher behaviour	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
English teacher often corrects our errors in class	4.2	3.1	3.3	30.1	59.3
teacher often gets us to talk with each other in English	5.3	6.4	8.8	32.2	47.4
teacher often asks us to repeat sentences after him/her	2.9	4.4	8.1	39.7	45
teacher mainly explains grammar rules and we learn them by heart	16.5	8.8	9.7	33	32.1
teacher usually speaks Bangla in English lessons	24.8	17.4	21.5	18.2	18
English teacher sometimes gets us to play and sing	38.6	11.4	16.7	20	13.4
English teacher doesn't often encourage to speak English	58.2	20.6	9.6	5.9	5.7

	Learning English and me: what I like, what I don't like	% age				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
11	like an English class in which do not need to speak in English	48.1	20.9	12.1	9.7	9.2
13	like to sing and play in an English lesson	34.5	14.9	15.2	20	15.4
10	like teacher to speak mainly in Bangla in English lessons	24.7	19.2	19.6	20.5	16.1
9	like repeating sentences after teacher	4.7	4.7	7.5	39.5	43.7
12	like talking English with classmates in English lessons	4.6	3.3	10.1	37.8	44.2
8	like learning grammar rules	3.7	4.4	5.9	35.4	50.5
14	like English teacher to correct errors when speaking English in class	2	2	2.9	26.8	66.4

	like English teacher to correct errors when speaking English in class	like learning grammar rules	like talking English with classmates in English lessons	like repeating sentences after teacher	like teacher to speak mainly in Bangla in English lessons	like to sing and play in an English lesson	like an English class in which do not need to speak in English
Strongly disagree	2.2	3.7	4.6	4.7	24.7	34.5	48.1
Disagree		4.4	3.3	4.7	19.2	14.9	20.9
Neutral	2.9	5.9	10.1	7.5	19.6	15.2	12.1
Agree	26.8	35.4	37.8	43.7	20.5	20	9.7
Strongly agree	66.4	50.5	44.2		16.1	15.4	9.2

	What learning English means to me	% age				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
25	I think English is difficult to learn	25	19.1	22.8	23.9	9.2
18	Speaking in English is not essential for learning English	46	20.5	9.9	12.6	11
17	Using a lot of Bangla in English lessons helps me to understand	9.2	11.2	21.5	35.4	22.6
20	English can be learned by singing and playing games	11.4	10.1	16.7	36	25.7
26	Good pronunciation shows good English	6.6	8.1	15.6	38.2	31.6
15	Learning English means to learn grammar rules	7.7	8.8	14.5	35.3	33.8
29	Learning English will improve my income	5.3	5.1	16	36.9	36.7
19	It is important to use English to communicate with classmates in the English lesson	5.3	5.9	11.6	32.9	44.3
21	We should sometimes work in pairs or groups	2.4	4.6	5.5	35.7	51.8
16	Repeating the sentences after the teacher's helps me to learn English	2.2	3.5	5	34.9	54.4
23	My English improves most quickly if I study and practise the grammar	2.2	2.4	4.4	36.6	54.4
28	Being able to communicate in English will help me get a good job	1.5	2.2	4.6	30.3	61.4
27	Learning English is important for me	0.9	1.8	3.5	30.7	63.2
24	English teachers should correct students' pronunciation	1.8	1.8	1.8	28.9	65.9
22	It is important for the English teacher to correct students' errors	1.5	1.3	1.1	28.1	68

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Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
It is important for the English teacher to correct students' errors	1.1	1.1	1.3	28.1	68
English teachers should correct students' pronunciation	1.8	1.3	1.8	28.9	65.9
Learning English is important for me	0.9	1.8	3.5	30.7	63.2
Being able to communicate in English will help me get a good job	1.5	2.2	4.6	30.3	61.4
My English improves most quickly if I study and practise the grammar	2.2	2.4	4.4	36.6	54.4
Repeating the sentences after the teacher's helps me to learn English	2.2	3.5	5	34.9	54.4
We should sometimes work in pairs or groups	2.4	4.6	5.5	35.7	51.8
It is important to use English to communicate with classmates in the English...	5.3	5.9	11.6	32.9	44.3
Learning English will improve my income	5.3	5.1	16	36.9	36.7
Learning English means to learn grammar rules	7.7	8.8	14.5	35.3	33.8
Good pronunciation shows good English	6.6	8.1	15.6	38.2	31.6
English can be learned by singing and playing games	11.4	10.1	16.7	36	25.7
Using a lot of Bangla in English lessons helps me to understand	9.2	11.2	21.5	35.4	22.6
Speaking in English is not essential for learning English	46	20.5	9.9	12.6	11
I think English is difficult to learn	25	19.1	22.8	23.9	9.2

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