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Teachers' Professional Development through the English in Action Secondary Teaching and Learning Programme in Bangladesh: Experience from the UCEP Schools

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Abstract

This paper explores the English in Action (EIA) intervention in Bangladesh and explores how the school-based support systems impact on classroom practice in Underprivileged Children's Educational Programs (UCEP) Schools. It presents evidence to demonstrate how in-school training helps teachers' professional development (TDP). This paper explores TPD by analysing interviews with UCEP school administrators and teachers who are participating in the pre-pilot EIA intervention. It draws a conclusion that school-based support systems combined with technology enhanced open and distance learning (ODL) are contributing significantly to TPD as an in-service training.

Keywords: Teachers' Professional Development; EIA Intervention, Secondary Teaching and Learning Programme; UCEP-Bangladesh; Experiential Learning.

1. Introduction

Teachers are at the core of attempts to expand, improve and reform the education systems of any country. There is a sense of crisis around the future of the teaching profession around the world. Teacher education and training is a burning issue in the countries in the Global South, such as Bangladesh, where the State has largely failed to provide basic education for its citizens. In Bangladesh, 1 in 5 teachers have no teaching qualification (UIS, 2006). The quality of education and training of teachers is central to the success of the Education for All (EFA) campaign worldwide and ‘schools and teachers remain central to the achievement of a quality education process’ (Yates, 2007:2). Therefore the English in Action programme in Bangladesh is aimed at significantly improving the teaching of English in all sectors and is offering alternative forms of support including integrating ICT into different aspects of the school-based support systems.

2. EiA in Bangladesh

The English in Action (EiA) programme is a major nine-year (2008-2017) development programme initiated at the request of the Government of Bangladesh and funded by the Department for International Development (DfID) for the Government of United Kingdom. It aims to equip twenty five million Bangladeshis with the skills to communicate in English to levels that enable them to participate fully in national economic and social activities and global opportunities. There are four major strands to the EiA programme in Bangladesh: *a). Primary Education:* engaging students and teachers through innovative classroom resources. *b). Secondary Education:* empowering teachers to change their classroom practice. These interventions are school-based, delivered through supported distance learning and enhanced by mobile technologies. *c). Adult Learning:* enabling lifelong learning via interactive and digital media and *d). Research, monitoring and evaluation (RME):* evaluating on going projects and researching impacts of interventions. As a partner in the EiA programme, the Open University UK is involved in TPD programmes in Bangladesh.

3. UCEP Bangladesh: An Overview

The Underprivileged Children’s Educational Programs (UCEP) is a leading non-government organization (NGO) in Bangladesh which provides general education and vocational training for working children. Currently over 30 thousand poor working children who have generally missed out on their primary education are studying in UCEP schools. Students are accepted into the programme no younger than age 10 for girls and 11 for boys. UCEP schools operate 3 shifts per day, each of 3 hours duration. As the children continue to work and earn while they attend school, this allows a child to choose a shift of his/her convenience, in consultation with their parents, to minimise the economic loss to the family for the children attending school. Each 3 hour shift is focused on general education but where possible examples are drawn from a technical context. For example, the English alphabet is taught through naming of craft tools – D for dividers, H for hammer. Stories in Bangla are linked to the discovery of inventions and the use of agricultural and other devices. After grade 8 UCEP continues Technical Education training on 16 professional trades (see UCEP, 2008 for more detail about these trades).

Students basically follow the National Curriculum and Textbook Board (NCTB) curriculum, both at primary and lower secondary level (grades 1 to 8). However, the curriculum has been abridged in a careful manner so that it remains comparable with that of national mainstream curriculum. The curriculum consists of Bangla (mother tongue), English, mathematics, vocational, social environment and hygiene. The students learn in a highly vocational and practical way using English where necessary as technical vocabulary (EiA, 2009). At the end of their training they are guaranteed a job. In contrast to the formal government system, these poor working children attend school regularly and complete their education. The attendance rate is over 94% and the drop-out rate is very low (UCEP 2008).

3.1. Teacher Training

After recruitment UCEP arrange training for the teachers. Most of the training is led by resource personnel from outside as well as some of the trainers from the organisation (who are from the field, who are normally divisional coordinators and SAs). Table-1 shows the in-service training provided by UCEP and their duration

Table-1: In-service trainings for the UCEP teachers

	<i>Training</i>	<i>Duration</i>
1.	Teachers' Basic Training	7-10 days
2.	Effective Social Work Training	3-5 days
3.	Teaching and Learning Methodology Training	3-5 days
4.	Subject-based Training (Mathematics, English, Bangla and Science)	3-5 days
5.	Teaching Aid Training	1-2 days
6.	Children's Right and Child Psychology Training	3-5 days
7.	Gender and Development	1-2 days
8.	Others: <ul style="list-style-type: none"> • Interactive Teaching Training • Child Participation Training 	1 day 1 day

This training programme is arranged on the basis of availability of the teacher at a convenient time for the head office. Teachers attend the *basic training* after joining the organisation but not necessarily immediately after recruitment. After each training teachers go back to their respective schools to carry on with their job. There is no given time schedule for the next training, however teachers then attend the *effective social work training*, which is mainly concerned with relationships with children and interaction with their families to strengthen social activities. This training includes issues, such as what would be strategy to work with the guardians, how the teacher will behave with the students, how to liaise with the community, how to run the follow-up programme for the students. At some point teachers need to attend *teaching and learning methodology training*, which is mainly focused on pedagogy. *Subject based training on Mathematics, English and Bangla* follows, where a SA or an experienced teacher could be the trainer. Sometimes they arrange subject based training in science too depending on need. Sometimes UCEP arrange training on *teaching aids*- supplementary teaching and learning materials focusing on teaching material development and techniques for their use. Sometimes teachers are called for other training such as *children's right training; gender and development training*.

Sometimes teachers attend training outside their organisational setting. For instance, they were previously sent to the English language training run by the British Council, as well as training abroad in India. In the beginning these kinds of trainings were for the SAs, but now teachers are also sent abroad for training, such as India. Apart from these, the organisation also gives scope to the teacher to continue their further education such as BEd, MEd or BBA, MBA programmes run by different universities in the evening shift. According to our respondents, many teachers are currently enrolled for further education programmes. The organisation does not provide any financial support for teaching qualifications but does not object to teachers achieving one. There is no obligation for the teacher to achieve teaching qualifications as UCEP provide trainings internally. In mainstream government schools there is an obligation for the teacher to achieve their teaching qualification in a certain time. There is no refresher training for UCEP teachers in terms of continuous professional development (CPD).

4. EiA Model of Teachers' Professional Development and UCEP Intervention

The EiA programme in Bangladesh instigates four interventions, namely: 'Communicate', 'Connect', 'Create' and 'Community'. These consider a spectrum of intended information and communication technology (ICT) interventions for Secondary Teachers from the simplest to the technically more demanding. The 'Communicate' intervention is a core for all teachers in the pre-pilot phase and is designed to encourage and support communicative language teaching (CLT). Media players are provided to the English language teachers, preloaded with video and audio language learning resources, along with battery-powered speakers for use in the classroom. The programme structure involves 12 modules, each centred on a particular activity designed to be taught in a secondary classroom.

Each module demonstrates the activity, explores the principles underlying the activity, and encourages teachers to use, adapt and extend this and similar activities. During the pre-pilot phase, (2009-2010), the *communicate* education strand Secondary Teaching and Learning Programme (STLP) intervention is being implemented in UCEP schools. This STLP is based on a range of ‘blended’ support systems (see Figure-1) for teachers such as an orientation workshop, a teacher guide, a multi-media player (iPod), cluster meetings of teachers on the programme, a pair of EiA teachers from each school, school visits from EiA staff giving feedback, and technical assistance. It has been an experiential learning process for the implementing workforce as well as the teachers. UCEP schools have been treated as a ‘test-bed’ for the main stream piloting phase.

5. Methodology

To evaluate the EiA ‘Communicate’ strand of the Secondary Teaching and Learning Programme (STLP), a mixed method research strategy was adopted by using a questionnaire, classroom observation, semi-structured interviews with school administrators (SAs)¹, teachers and students. Fieldwork has been carried out for data collection during August 2009 and November 2009 in Dhaka, the capital city of Bangladesh by the first author and two colleague Teacher Development Coordinators (TDCs)². Six out of fifteen EiA intervention schools were selected randomly. Six SAs were interviewed regarding teacher recruitment and training processes. Twelve teachers were interviewed regarding their professional development and different aspects of school-base training support systems. All research participants gave their verbal consent to record their interview as well as to use them for research purposes.

6. Analysis and Discussion

The analysis that follows focuses on how EiA STLP is impacting on TPD in UCEP schools through technology enhanced support systems. EiA is the longest educational development programme in the country at the present time. However, the understanding of TPD in the pre-pilot phase of the project is very important before starting country-wide piloting phase. In the following section, we are going to pull out some findings regarding teachers understanding of their professional development and categorised them regarding different support systems demonstrated in Figure-1.

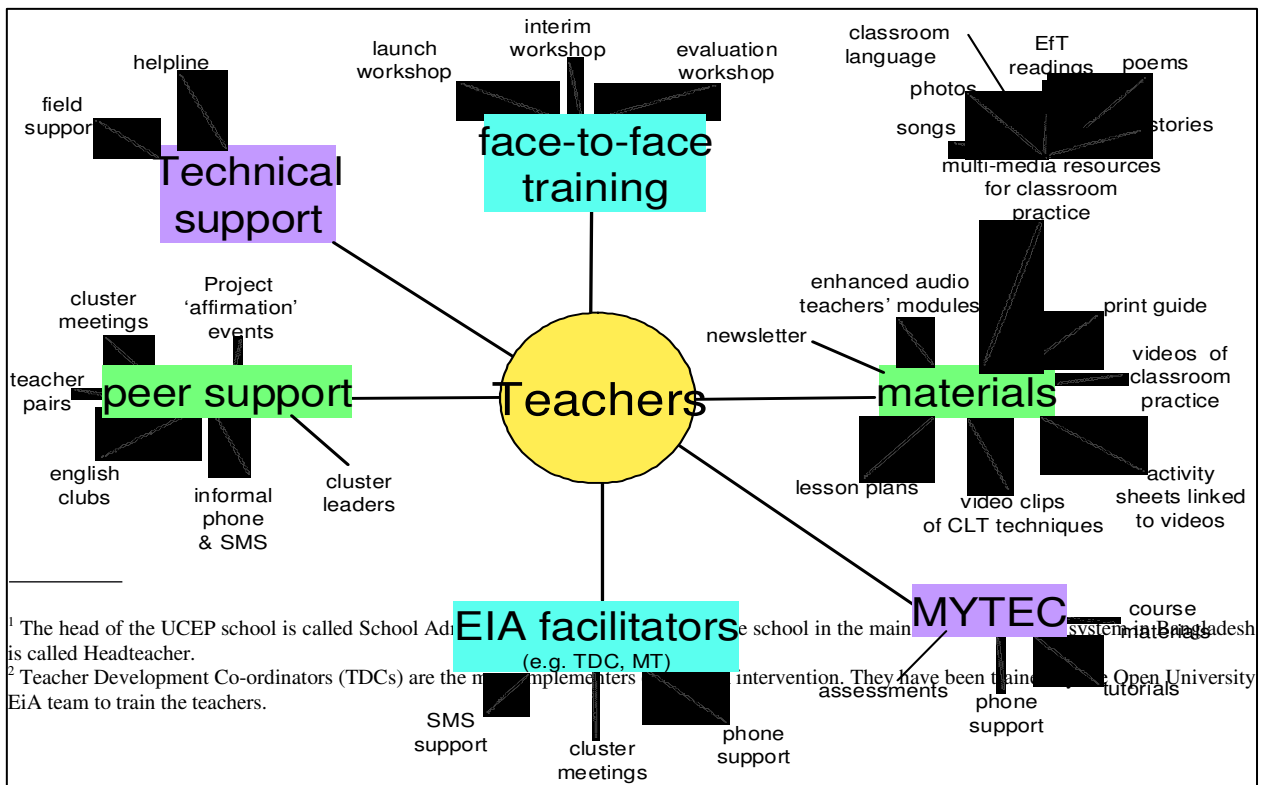


Figure-1: Summary of the EIA School-Based Supported Open Learning Model

6.1. Effectiveness of EiA support systems

The support systems are the main features of the EiA secondary teaching and learning programme. This is also seen and recognised by many teachers. The support systems are the integral parts of effective school-based training, as the participant teachers said that:

In fact these things [support systems] are like different parts of the same body. One is related to another. i.e. the body is not complete without any parts missing. [9.35]

The support systems provided by EiA are definitely helping us, especially in self development, teaching development and classroom teaching development. [1.17]

Training without support is like a paddy field without water. In a paddy field, water is the support. It helps the paddy to grow properly. If it grows properly, it will produce rice. If there is no support, then there will be no result. In EiA, there is a very nice supporting system/mechanism. [9.62] The paddy will die if water is not supplied. You will not get any outcome. [9.63] Similarly, if support is not given with training, if there is no support in his work, the outcome will be same. Without support it will not work even if all other things are OK. [9.64]

All these (support system) are necessary. Among those I felt cluster meeting is more effective. Let me say why that is more effective. We demonstrate in many groups. One group may miss something in the demonstration and the next groups can identify what would have been added to perform better. [6.48]

All these [support systems] are important. Each support event has its own importance. Pair work and cluster meeting have their importance. School visit followed by feedback is very effective. I am getting much input from there. [3.17]

In the following section we are presenting teachers views about different support systems of the EiA secondary teaching and learning programme.

6.2. Building confidence in using English in the classroom

It is essential for the teachers to build their confidence in using English in the classroom. Poor English language proficiency and lack of confidence to speak in English are the main barriers for most of the Bangladeshi secondary school teachers. The EiA STLP has created an environment for developing their English language skills as well as building confidence in using them in the classroom.

When I first started [following EiA methods], I used to speak Bangla along with English. I think, now most of the students understand instructions in English. If I speak Bangla along with English, probably student's enthusiasm and attraction to learn English will reduce. In the beginning, I tried to explain in English as much as we could, sometimes with gesture. When I failed to explain [meaning of words in English], only then we spoke Bangla. But now I feel my students can understand instructions in English. I do not need to use Bangla any more for instructing my students. [4.4]

Now I think, if I tell them meaning of words in Bangla, then the importance of learning the original English word will be reduced. For example, if I tell them 'door' means '*doroza*'. Then they will understand it in Bangla. They will forget that there is a word called door and it has synonyms. Probably their learning of English will not be complete. [4.6]

I try to follow EiA teacher guide for classroom language. Some classroom languages become part of habit by using everyday. There are lots of classroom languages in the Teacher Guide. We try to learn as much as we can from the guide and use them in the classroom. [4.7]

For example, the classroom language we are applying contains some easy words which we are learning and delivering to the students very easily. ... Even the students are easily guessing what we wanted to say or what we are saying. They are learning quite easily. [3.11]

Previously, I used to tell them Bangla meaning very easily. I used to write them on the blackboard and they took note. But after listening and watching those iPod lessons, I am avoiding those practices. EiA methods are helping me to increase the student's response, to increase active participation with the kids in the class. [3.15]

6.3. Orientation workshop

The orientation workshop is a part of the support systems in providing an induction by the EiA workforce to participating teachers. It is designed for introducing EiA and communicative language teaching (CLT).

We may not consider orientation workshop as a training or meeting because that was just a get together with EiA people, to know each other, and it was an introduction to the project. At least I felt like that. [1.18]

Basically the orientation workshop is a stepping stone for teacher to get involved with EiA intervention and to be acquainted with people involved in the project.

6.4. Teacher guide

As a part of EiA STLP, teachers are given a Teacher Guide which includes several modules of different teaching and learning methods. This is also a guide book to the different audio and video materials stored on the multi-media player. This guide is seen as a useful recourse for teachers. One of the teachers said that:

Even though I do not have much time to read the teacher guide at home, I try to read those very often. That always remains with me- when I come to school and when I go back. I try to skim through whenever I get time. [2.26]

6.5. Pair support

Two teachers from each intervention school joined the EiA STLP and they are working together towards their professional development.

Some new points evolve when we discuss in a pair regarding how we can organise our class, how we can engage students in the class or how we can make them more attentive. It is a very effective system indeed. [3.18]

Some times I watch a lesson from the video when I think about using alternative methods for delivering that lesson. I then discuss it with my pair-partner which method will be better. Or sometimes we discuss how I can solve a problem if I face any in the classroom. [4.34]

Some times we two discuss on the way to the classroom if we could use some sort of teaching aid or how we could use the teaching aid, if there is any. We also discussed how to take a class or use methods for a lesson which is not available in the iPod. [4.36]

6.6. Cluster meetings

As a support system the teacher cluster meeting is helping teachers to boost up their confidence, keep up their motivation and reduce shyness etc.

When I present in front of large audience, I get rid of shyness. [6.49] At least for me, I definitely say that it helped me significantly to get rid of shyness. [6.50]

Personally, I try to listen to every module from the iPod before attending to the cluster meeting. I read each module from the Teacher Guide too. If I do these, then cluster meeting becomes more effective for me. I can understand easily. [7.27]

During feedback session in the cluster meeting, we can listen to others and share our experience. It (cluster meeting) is important for experience sharing. [7.52]

6.7. School visits and feedbacks to the teachers

School visit and feedback is keeping the teachers' focus to practice their learning in classrooms. Therefore a sincere acknowledgement of a teacher is like this:

How can I improve my class performance? For example, if this facilitators or someone else comes next time to visit, how can I perform better than this time in front of him. This thinking comes from my mind. [9.45]

In response to our question, one of the teachers was explaining the advantages of school visit and feedback immediately after cluster meeting:

The advantage of school visit is that we get feedback. And by getting feedback I can get rid of my weaknesses. Here cluster meeting is followed by a visit. So they can measure how much we are achieving from the training. [1.44]

We can easily see how important the school visit and feedback is to change classroom practice.

After giving any training, follow up is the process of analysing performance which helps the trained person to achieve his goals. If there is no follow up of a traditional training, there is no accountability of what he has done or not done. Without follow up, no training can be effective. So to make a training effective, follow up is very important. [9.60]

Another positive side of school visit is that it establishes better communication between us and as a result we get solutions to our problems immediately. I can correct my self immediately. If after one class there is a gap of a month then I could do the same mistake again. But now if I find a problem, I can share it in the cluster meeting. I mean I can share my problem with him instantly. He is suggesting me about where I can use the teaching aid. Moreover, he is helping me from time to time on how to prepare and how to do better in the lesson. [9.51]

We would deceive if there were no field visit. Let's say, my other partner does not clearly understand the lesson. What could he do? He could not find interest in it. At one stage, he would probably go back to traditional method of teaching. [9.46] Field visit increases the sense of responsibility in me. [9.47]

Without a field visitor, I can not understand how much I am doing or how good I am performing. I need a judge for that. Environment in the training is different from that of classroom. So when I come to classroom, when I am introducing a new module, I may feel sometimes that I have done very well. One can not always find his own fault. But the visitor can easily show me where I can do better. He is not scolding me or not saying I am bad. Instead, he is saying that you've done pretty well but you could to better here and there. So I also thought how to do better. [9.49]

When the field visitors [TDCs] come, we become more active! [6.60]

6.8. Benefit of using a hand-held mobile device with audio-visual materials

As a hand-held mobile device the iPod touch is playing a great role in this intervention for teachers' professional development. As our respondent said:

We get ideas about the methods used in the lesson from iPod. We also understand the teaching style and get the *classroom languages* from here. [1.11]

Materials on the iPod touch, especially audios and videos, are impacting on teachers' personal and professional development. As one of the teachers said how it is helping him:

A complete lesson on choral dialogue is demonstrated in the iPod touch. Watching that demonstration we've learned many aspects of choral dialogue such as style, rules etc. The demonstration contains both audio and video. [1.12]

One of the respondents said how materials on iPod have advantages over printed materials.

After having a long day at school, we do not have the energy to read book. I mean, we lose interest for reading books that merely contains texts. Also the book would be in English that I might feel is not easy to read. On the other hand, the iPod is a new device that creates interest. Moreover, I like to listen from the iPod. So it is more fruitful for me. [1.13]

The hand-held mobile device has given the teachers freedom to use the resources in different ways suitable for them.

Actually at home I do not use it much. I use the iPod like a CD player. I run a module and listen to it while working at home. [2.24] I listen the iPod while working, just like listening music. [2.25]

When I recite poems in the classroom which is not in the iPod, I try to make the pronunciation as close to that as possible. And if the listening item is available in the iPod, then I use that. [2.32]

The poems are more helpful. These are pronounced more steadily and clearly, so I do not need to look at the text. I read the modules in between the class gaps sitting in a separate room. [9.29]

I watch the video that contains class instructions very often on the iPod. I try to follow the instructions given in the video. I try to follow the pronunciation and try to pronounce accordingly. And if I find any error in my pronunciation, I try to correct it by listening repeatedly the instructions. [2.27]

I listen to the song using iPod in the morning when I come to the school and in the afternoon on the way back to home from school. [9.28]

At home, I use the iPod only when my kids are asleep. I do not use it when they are awake because they want to play with it ! [9.31]

I either listen audio or watch video in the iPod. I listen the pronunciation of each and every words, there are utter accordingly. I practice repeatedly so that my pronunciation becomes accurate. [3.28]

I usually use iPod when I am free during school hours or on the way to and from the school or in the house. I use it as often as I get free time. [3.9]

I can learn by myself. Without an iPod the pace of learning could be much slower. We've been studying English for whole life. But I did not know that English can be understood and learned in the way you (EiA) are teaching. [3.16]

I learned how the teacher is using gesture, how he is making gesture effective. I also learned how the teacher is making the class more effective by involving all the students. Had I not been given the video and audio, I would definitely miss learning of these techniques. [4.23]

As we see, video clips of good practice in classroom impact on teachers' understanding of teaching and learning and communicative and participatory approaches in the classroom.

I like the teachers in the video. In my class, I try to follow the things of the teachers that I like. [2.34]
I try to follow more or less the style of the teacher whom I liked best [in the video]. [9.25]

Without video it would have been very difficult initially to understand activities of students and teachers in the classroom and how teachers are using gesture, which gesture students are picking up rapidly, continuity of lessons and how to use devices and so on. And audio is helping me to understand when to give which instruction, which dialogue or instruction to be used so that students can pick up rapidly etc. [6.38]

Teachers are also influenced by good teaching practice and classroom behaviours demonstrated in audio-visual materials in the iPod touch.

For example, I like their [teachers on the video materials] teaching style, gesture very much and I use those in my class. I also try to follow their 'going to pairs', movement, smartness. I do it because I think a teacher is the idol to be followed for students. So the teacher must represent herself in a way so that they can learn something. Therefore, I try to follow the appearance, behaviour, the speaking style of the teachers from the video. [2.36]

Previously, we just read and the kids weren't listening like they are listening now. When I use iPod, they become very interested and try to listen. And if we make the new words and keywords clear to them, they very much enjoy the listening. They got attracted to it. And if they understand, they become excited and keen to answer. I liked the technique very much. [9.39]

The iPod contains correct pronunciation of the words which I can follow. Now I can teach the students using a new method instead of traditional methods by selecting from a set of methods given in the iPod. It's also helping the students to increase their listening skill significantly. Because when they listen to iPod they are not using their books. Previously, I used to teach them using text books. [4.16]

When I read the book, sometimes I hesitate about the exact pronunciation of some words. Then I correct my pronunciation by using the particular lesson from the iPod. [4.17]

When I watch the videos, in most cases, I specially see how teachers are involving all the students in the class or how he is using gesture. In the cluster meetings we get resources, learn methods and how to conduct classes. I think watching is more effective than listening. For example, watching a movie is more effective than just listening to the story. Similarly, when I am watching a video of the classroom practice instead of listening only, it becomes more effective. [4.19]

If we were given printed books only, first I would miss listening. Because I could only read for a book, not listen. Hence I could not learn the correct pronunciation which in turn could refrain the students from developing their listening ability. [4.21]

Actually, the materials which are in the iPod are more effective indeed. Students' response is lower to the lessons we do without iPod. [7.38]

6.9. Differences between traditional training and the EiA model

The EiA secondary teaching and learning programme is not designed as a traditional training. It has considered the grounded reality of the Bangladeshi education system and also has taken into account world-wide research on teacher education and training in language teaching and learning.

Traditional training is different to EiA training. In traditional training we get training on different aspect of teaching and schooling, and then we come back. We take pre-test and post-test on the spot and no one really follows up the work. [1.23]

In the traditional method, training is given up to certain level and then it completely depends on individual how he will implement the training he received. At best they are asked once to give feedback. There is no way to check how much, in reality, he implemented the training or how much he continued. There is no systematic approach for continuity. But here [in EiA intervention], a systematic approach is maintained. Even if you do not give the effort to learn, just follow the training up to certain level, you will automatically learn quite a good amount of stuff. The system here is modern, communicative and friendly. Training environment is friendly. Advice given is stimulating. Training consists of several levels which are closely related to one another. But in other traditional training courses, they usually provide in house training and that's all. There is no mechanism to following up. I got an in house training but was never followed up by anyone. [9.59]

When we get training in the classroom, the students are involved. So our weaknesses can be easily identified and corrected. However, in traditional training, it is difficult to find out the weaknesses since there is no option for real classroom experience and hence difficult to get solutions to the problem. [3.27]

You are providing us training with technology which is not available in traditional training. [7.76]

6.10. Learning and adaptation strategies

Professional knowledge, understanding and skills of teachers are continuously forced and reinforced by the support model and pattern of the EiA intervention. As a result, TPD is happening along with changes in classroom practice. It is indicative here through teachers' interpretation of the support model:

We are having cluster meeting, getting ideas on different modules from the teacher guide. Then we are coming back to the schools and working on them. TDCs are visiting and following up our work, discussing problems of each teacher. Again, trainers [TDCs] are discussing the problems in the following cluster meeting and we came back to school with some concepts and techniques from them and we are then trying to implement those in our classroom practice. With all these helpful inputs, we are trying to correcting our faults gradually day by day. [1.23]

Referring to the cluster meeting one of the respondent teachers said:

It makes everything crystal clear. It helps me to understand. In the practical classes we are presenting in a group. TDCs are showing us our fault and tell us how to do that properly. Or, sometimes we were split in four groups. One group performs worse than other. Seeing that we can find where they lack. Or, on the other hand one group is doing better and we understand how they are doing better. [9.41]

Referring to the CLT technique introduced by EiA STLP, one of our respondents said that:

I myself enjoying it and so do my students! [6.63]

By attending cluster meeting and watching good practice video clips from the iPod, teachers are also using body language during their lessons to develop understanding of English as well as making sense of their lessons.

Now we are not conducting our class the way we did earlier. We have changed it. [7.54] Now, probably we are more active and our students are too. [7.55]

After going through the training process now teachers are thinking more instead of just giving delivery, how the process of delivery can be made more enjoyable.

6.11. Impact of EiA intervention on teachers

During the pre-pilot phase we have seen a huge impact of the EiA intervention on UCEP teachers. They have been making a significant development in their practices within a short period of time. In response to our question about classroom practice, participant teachers said that:

For example, the way I conducted the class today, I never did it earlier. We never used choral dialogue, at least not following its structure. Now we can use the structure because we learned it from there (cluster meeting). [1.19]

It helps me to learn how I can make students more engaged, how they can speak more or be more active in the class, how I can make all students active in the class by beginning lesson by drawing little pictures or playing small games and so on. [6.51]

I learned these techniques solely from EiA. I learned it from the demonstration class or the representative there. What acts are identified as not so effective.... [6.52]

By making their classroom participatory and engaging, teachers have seen that they are now having an influence on students learning more easily.

7. Lessons Learned from the UCEP Intervention

A key to successful educational change is the provision of appropriate ‘incentives’ in their context for teachers to improve their practice in the classroom. But it is also true that many features of the school system are maintained and supported by the institutional culture and socio-political context of the school (Shohel and Howes, 2008). EiA as a major educational development programme in Bangladesh is creating a space for teachers to raise their voice and to be empowered. Therefore, we need to be clear about what we can offer them as incentives for being an active EiA Teacher apart from training and technological tools.

In the case of UCEP schools, teachers are overloaded by duties including delivering 5 to 6 lessons per day in 3 shift and following up 10 to 15 students per month.

Everyday I have to conduct three English lessons. If there are 30 working days, I have to plan 60 lessons, which is quite a heavy load for me, surely a burden on me. [1.24]

I feel a bit over-loaded. Previously we were taking 6 classes in the traditional way. Now we are taking three of them using the EiA method and after these three I feel like I am finished. But I still like EiA training. [2.47]

Though the teachers enjoy taking part in EiA intervention, it is very demanding for their time. Eventually they are getting used to the training activities and practicing their learning in schools.

8. Policy Recommendations for Bangladesh

If the school achievement levels are to rise up to a certain standard then appropriate teacher education and training must be available for all teachers. Children’s ‘cognitive achievement... increase as school expenditure, teacher education and school facilities are enhanced’ (UNESCO, 2005:228). Therefore, Bangladesh needs to invest more on education including school-based technology enhanced teacher training to provide quality education for its citizens.

The status of teachers in the community as well as the professional world and their involvement in policy development and implementation are as important as their academic qualification and training. Countries which perform well in offering quality education to their citizens have placed a high value on teacher education and CPD as well as social networking (UNESCO, 2005). Teachers also enjoy high status in those countries.

In the context of Bangladeshi educational culture where education is seen as ‘simple memorisation for an examination by both teachers and parents’ (Banks, 2009:7) it is very difficult to bring changes in practice without making changes in policy and curriculum. As an emergent economy, ‘the relevance of education to everyday life is paramount’ (Banks, 2009:7) in Bangladesh. So Bangladesh needs to focus on these mentioned issues to achieve EFA and MDGs target as well as strengthening its economy by developing human resources.

9. Implications for the Global South and North

General concern and trends around teacher education and training relate to ‘the resolution of the balance between theory and practice; the attempts to match the demand for and supply of teachers; the degree of central control of teacher education; the status, recruitment and output of teachers’ (Morris and Williamson, 2000:281). Successful teacher education and training could happen in the context of school, though there is no evidence of this happening in the Global South. Considering the urgency of teacher education and training, TPD should be school-based and it is essential to provide a stable policy basis for development.

‘Training models for teachers should be reconsidered in many countries to strengthen the school-based pre- and in-service training rather than rely on lengthy traditional, institutional pre-service training’ (UNESCO, 2005:3).

For doing so, school-based forms of open and distance learning (ODL) using new communication technologies are the only viable way forward (Banks et al, 2009). ‘Increasingly new modes of open and distance learning, including new information and communication technology application are seen as vital to new approaches to training provision on a large scale’ (UNESCO, 2008:2). School-based modes of supported ODL, exploring ICTs are the only feasible way to make such provision widely available.

10. Conclusion

The crisis of English language teaching and lack of training on communicative language learning in Bangladesh requires urgent responses from the Government as well as the international development partners of the country. Investment in high quality training programme design and implementation is necessary to realise the potential of new models of TPD programmes such as the EiA Secondary Teaching and Learning Programme. Therefore, in response to the Government of Bangladesh, the Government of the United Kingdom came forward to help the country to train and develop the English language teachers as well as to provide opportunities and resources to access English language learning.

The pre-pilot EiA intervention in UCEP schools is a very fruitful initiative ‘to secure a professionally trained, well-supported and highly motivated teacher workforce’ in Bangladesh. The EiA intervention gives cause for optimism that the secondary education sub-sector in Bangladesh could be developed from current low quality teaching by putting resources in place through ‘short term interventions completed by longer term institutionalisation and sustainable societal interaction’ (Yates, 2007:12) that will ensure the continuity of quality education which EiA is aiming for.

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