TEACHERS EFFICIENCY IN USING MATERIALS IN ENGLISH CLASSROOMS: CASES FROM ELEMENTARY GRADES OF BANGLADESH

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Abstract: Teachers, educators and researchers have been trying to find out some innovative tactics to implement Communicative Language Teaching (CLT) successfully in Bangladeshi context. In this regard, using supplementary teaching materials with English lessons in classroom came to light. This study investigates the supplementary materials used by the English teachers in primary classrooms and explores English teachers' efficiencies in using these materials. The data were collected, using interview schedules for teacher and head teachers and classroom observation schedule, from schools in Kapasia upazila and Paba upazila of Bangladesh where teachers were provided with materials and Teachers' Guides (TG) from a programme named English in Action. Findings of the study reveal that the teachers have been using a number of innovative technology based materials in the rural classrooms of Bangladesh. Furthermore, teachers conduct several interactive activities accompanied by teaching materials according to the activity guidelines written in the teachers' guides. On the contrary, sometimes teachers fail to get the activities done by students for different reasons. Teachers' psychological anxiety related to using technology in classrooms and loads of work at schools are major barriers in reveling efficiency in using materials in classrooms. In addition to that, students' level of understanding and unfamiliarity of technological materials make it difficult for teachers to implement innovative materials successfully in English classrooms.
Key words: Language Teaching, Innovative Materials, Teachers' Efficiencies, Teachers' Guides, Primary Education

1. Introduction

Now-a-days English, one of the UN languages, is the most powerful language in the world. It is used as an international link language and its role is solely functional in Bangladesh. English is not a *lingua franca* in Bangladesh. But because of its gradual dominance over the years it has taken a part in our socio-cultural system. English was introduced as a compulsory subject from grade I to grade XII on 19 January, 1989 (Rahman, 2005). Again, English is taught in our country as a foreign language (Begum, Rashid & Banu, 2005; Banu, 2002; Ahmed, 2007). In 1995 Communicative Language Teaching (CLT) was prescribed by National Curriculum and textbook Board (NCTB) as the method of teaching and learning English in classrooms (Roshid, 2008-2009, p. 178). Since then teachers, educators and researchers have been trying to find out some innovative tactics to implement CLT successfully in Bangladeshi context. Consequently, using supplementary teaching materials with English lessons in classroom came to light. Even this practice became crucial for young learners as elementary level serves basic education to all. One of the largest primary education sectors in the world is held by Bangladesh with an estimated 19.55 million students (BANBEIS, 2014). This country has made significant improvement towards reaching universal primary education (UNICEF, 2009). Accordingly, it took various initiatives, like providing training for primary teachers to ensure quality education. "Yet teachers are not attaining the desired proficiency and most of them are incompetent for dealing with a communicative classroom" (Harun & Al-Amin, 2013). Other problems that affect the quality primary education include traditional teaching methods, lack of teaching aids and materials, shortage of skilled teachers, fear and poor community involvement (Yasmin, 2009; Rahman, Begum & Zinnah, 2009). This situation suggests that ensuring a high quality of primary education is still a big challenge. Government of Bangladesh and various organizations are empowering English teachers through in-service and pre-service training which started to focus on using authentic materials in classroom with lessons to some extent. This study explores primary English teachers' efficiency in using teaching materials in English classrooms.

2.   Statement of the Problem

Monzoor and Kabir (2008) argue, "Primary education is the foundation on which the nation's edifice of education has to be built in and the ground laid for the individual's pursuit of further learning and fulfillment of life's potentials".In Bangladesh, article 17 of the constitution specifies that primary education will be the obligation of the state. At primary level there is a competency based curriculum. Though the status of English is a foreign language in Bangladesh, curriculum defines it as a compulsory subject at this level. The required qualification for primary teachers is Higher Secondary School Certificate (HSC) (National Education Policy, 2010). So, teachers' quality, their education and training is fundamental for quality education (Ehsan, Biswas & Ashrafuzzaman, 2012; Hargreaves and Fullan 1992). In general, most of the teachers do not facilitate the practice of four language skills in classroom according to the curriculum. In English classrooms, majority of the teachers use traditional lecturing methods and techniques. There is hardly any student activity, although the new textbooks provide scopes for group and pair works (Yasmin, 2009).

There are different programmes and projects to improve teachers' knowledge, understanding and skills throughout the world. If teacher education is confined with educational theory only, the quality of education cannot be ensured. Like other countries, Bangladesh also has taken measures to improve the condition of primary education. Training in English for primary teachers is one of the concerns. Since English teachers get training about implementation of CLT, they learn techniques about using materials in English classroom. However, conducting classes according to lessons learnt from a training session in classrooms is another vital challenge for teachers. Ainy (2001) argues, "The ones who have received training also face transfer problem". Reminding the fact this study aims to look closely English teachers' efficiency in classrooms regarding material use with the lessons.

3.   Importance and Rationale of the Study

Bangladesh signed the World Declaration on Education for All (EFA) in Thailand back in 1990.Afterward, in 2000, it also took part in the World Education Forum held in Dakar, Senegal. The goal-6 of Dakar Framework quests improving every aspects of quality of education (World Education Forum, 2000).Though the number of population who got primary education has been increased, "progress in the quality of primary education in Bangladesh has been far from impressive" (Islam, 2010). It is high time we thought about improving the quality of primary education. Moreover, various studies prove quality of primary education poor (Khan, 2005; Ahmed, 2005; Alam & Jahan, 2007; Mullick & Sheesh, 2008; Islam, 2010). Global Competitiveness Report (2009-10) studies on 133 countries in the world. It reveals that out of 133 countries, in case of enrolment in primary education Bangladesh ranks 103, 122 regarding expenditure on primary education and 128 about the quality of primary education. Nonetheless, school culture, curriculum, teaching-learning methods, assessment procedures, teaching materials, students' socio-economic background etc. play major roles in improving the teaching-learning process (Alam & Jahan, 2007). However, teachers facilitate students' learning using various methods and techniques. Sometimes they have to use different types of supplementary teaching materials with the lessons to assist students' learning. This study justifies English teachers' attempts in classroom regarding additional materials use. The findings of the study will help the educators, administrators and trainers to revise their training programme focusing teachers' needs, prior experiences and capabilities. The material developers and providers will also be knowledgeable to prepare their materials with keeping the issues of teachers' efficiency and cultural conflicts in mind. Furthermore, for the ELT researchers, this study could be considered as a platform for thinking about the researches on gap between teacher training and teachers' classroom performances.

4.   Objectives of the Study

The objectives of the study are to-
a.   investigate the supplementary materials used by the English teachers in the classroom;
b.   explore English teachers' efficiencies in using materials in the classroom.

5.   Review of Literature

While English is studied in Bangladesh in a full swing from primary to tertiary level, its output is very poor (Haque, 2014). Harun and Al- Amin (2013) argue that "in Bangladesh English language teaching practice has got momentum over the years". Unfortunately teachers use traditional methods and they do not use any supplementary teaching aids in the classroom. But many studies reveal that students like interactive activities in classes with teaching materials (Sadek, Ahmed, & Begum, 2006; Yasmin, 2007; Yasmin, 2009; Ashrafuzzaman, Babu & Begum, 2010). As many rural schools don't get sufficient and effective learning materials, these can be produced from local materials (Islam, 2010). Using authentic materials into the classroom adds a real-life component to the student's learning experience and can be stimulating and motivating for the students. Authentic

materials bear a more creative approach to teaching. The same material can be used under various contexts if the task is different (Tamo, 2009).

Communicative Language Teaching (CLT) has been used for teaching English in Bangladesh since 90s.Ansarey (2012) explores the definition, principles and brief history of CLT. She studies on English language teaching in Bangladesh. Thirty English teachers from primary and secondary levels were informally interviewed about the various issues related to CLT and the use of CLT in Bangladesh. They also were given a questionnaire on challenges and difficulties in implementing CLT. One of the key findings is that formulating communicative teaching materials and activities is difficult for teachers due to heavy workload. Apart from that, shortage of training in CLT is another challenge for teachers.

The worldwide need has created an enormous requirement for quality language teaching and teaching materials and resources (Ansarey, 2012). However, School resources and effectiveness of teachers affect students' performances. But the growth of school enrolment has headed to recruitment of teachers who have little training. Effectiveness of teachers successively, depends on teacher education and training (Islam, 2010). Accordingly, teachers' competencies in classroom management, their pedagogical skills and less significantly their technical skills of technological material-using influence their skills of using ICT based materials in classrooms. Using technology in an increasing manner brings out a new but complex challenge to the skills of teachers (Smeets, Mooij, Bamps, Bartolomé, Lowyck, Redmond & Steffens, 1999). In Bangladesh, there are deficiencies in primary teachers' training. Consequently, there is a little opportunity to increase teachers' skills in using technology based materials. However, there may be a reverse effect if they are imposed to use technological materials without training. Allan (2009) describes teachers' technological overload today and argues,

> *"This circumstance is exacerbated by the absence of a comprehensive training scheme, lack of practice time, and deficiencies in educational technology support, staffing and planning. Instructors are often left to their own devices, and are expected to identify technology skill deficiencies, as well as troubleshoot hardware and software problems*." (Allan, 2009, p. 26)

The Directorate of Primary Education in Bangladesh conducted Primary School Survey in 2007. The study provides information for various indicators which were divided into two groups, named Key Performance Indicators (KPIs) and Primary School Quality Levels (PSQLs). Four PSQL indicators were teaching aids, initial teacher training, in-service training of teachers and provided teacher guides, aids and equipment. Therefore, these are core factors for quality education. In this respect, this study will be an attempt to identify the aids teachers use in English classroom with the lessons and the alignment between their attempted activities and prescribed activities written in their guides got from their training programme. Darling-Hammond and Ball (1999) argue,

> *"Teacher expertise—what teachers know and can do—affects all the core tasks of teaching. What teachers understand about content and students, for example, shapes how judiciously they select from texts and other materials and how effectively they present material in class."* (Cited in Fullan, 2007)

6. Methodology

The mixed method interpretative study focuses on teachers' efficiency in using materials in English classrooms where both qualitative and quantitative approaches were employed to have a better understanding and triangulation of the generated data. Though it was a mixed study, the main effort was given to the qualitative part and quantitative part was used to support the qualitative findings.

6.1 Sample and Sampling Technique

The population of the study was all the primary schools of Kapasia upazila of Gazipur district and Paba upazila of Rajshahi district where English teachers of primary grades got training as well as were provided with Teachers' Guides (TGs) and technology based teaching materials from English in Action (EIA) programme. The schools were selected purposively because of the easy access to the schools (Creswell, 2008 & Gay, 1996). From those schools, six were taken as the desired sample size of the study. From each school, four English classes (class one and three) of two different English teachers were the data collecting sources for the researchers. The following Table-1 summarizes the number of the samples and sampling procedure.

Number of Schools	Number of Teachers	Number of Classroom Observation	Number of Head Teachers	Sampling Procedure
6	6x2= 12	12x2=24	6	Purposive

Table- 1: Sample and Sampling Technique

6.2 Source of Data and Methods of Data Collection

Data were collected using a classroom observation schedule, a semi structure interview schedule for teachers and a semi structure interview schedule for head teachers. The researchers observed the English classes with the permission of head teacher and those respective English teachers. During class observation narrative notes on class activities were taken by the researchers. Researchers also made notes on comparison between activities written in the TGs and the activities done by English teachers in classes. The tasks, which were almost similar to TG activities, were called 'Completed' and the tasks, which teachers tried to accomplish according to TG, were called 'Attempted' activities. For supplementing the narrative record digital video cameras were set in the back side of the classes where the researchers took their position. After the ending of classes some photographs were taken focusing the holistic picture of the classroom. The interviews with teachers were conducted after the finishing of classes. Finally, the interviews with head teachers were conducted. Audio recording devices were used for recording the voice of the interviewee. The following Table-2 summarizes the research tools, data collection source and total respondents.

Number of School	Research Tools	Data Collection Source/ Sample	Sampling Technique	Respondents	Total Number
6	Classroom Observation schedule	English Class	Purposive	12x2	24
	Semi-structured Interview schedule (1)	Teacher		12x1	12
	Semi-structured Interview schedule (2)	Head Teacher		6x1	6

Table-2 Research tools, data collection source and total respondents

7.   Findings and Analysis

7.1 Materials used in classroom practices

In classrooms, teachers are using different audio and visual instructional materials, such as audio, textbook, poster, flashcard, figurine and real object, for making lesson more interesting.

About the use of materials a teacher said,

The most important thing about my classroom practice that my students learn English through audio, poster, flash card especially through the audio conversation. I think that audio lesson is the best material to teach and learn in my class. It also helps me to take the class in an interactive way (Teacher Interview, Kapasia Upazila).

According to another teacher,

I am using different audio and visual instructional materials like poster, flash card, audio, figure and textbook for making lesson more interesting. Audio helps students to listen and practice the correct pronunciation. Students can also identify an object easily by using poster and flashcard (Teacher Interview, Paba Upazila).

One Head teacher opined,

Teachers are using audio recordings along with textbooks (Head teacher interview, Paba Upazila).

In classroom observations, the materials found to be used in English language teaching are given below:
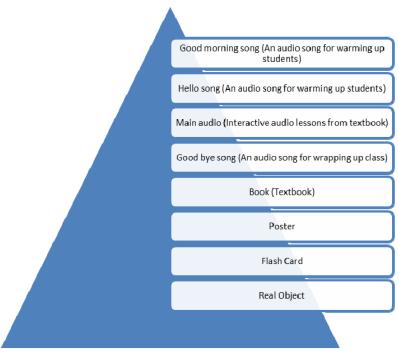
Figure-1 The materials used in classes

The use of materials especially audio, poster, flash card and real object in language teaching and learning has made the lesson more interactive, attractive and effective.

7.2 Availability of materials and their uses

There were some available materials those could be used in lessons according to the teacher's guide. But the teachers omitted use of all those materials. Examples (classroom observations in Paba Upazila)-

Available materials	Used materials
Good morning song	Good morning song
Hello song	Hello song
Posters	Poster
Real Object	Real object
Figurines	*Omitted*
Main audio materials	Main audio materials
Goodbye song	Good bye song
Flash card	*Omitted*

Table-3 Availability of materials and their uses

From the table-3 it is revealed that the available materials were good morning song, hello song, posters, flashcards, figurines, main audio materials and goodbye song. But the teachers omitted the use of Figurines and Flash Card.

7.3 Following Teachers' Guides (TG)

There were a number of interactive audio-visual materials which teachers used completely according to the provided teacher's guide. Again, they attempted using some materials according to the provided teacher's guide but could not fully succeed. Examples (Classroom Observations from Kapasia Upazila)-

Using supplementary Materials	Following Teacher's Guide
Completed	Good morning song
	Poster
	Main audio
	Good bye song
	Real Object
Attempted	Hello song
	Main audio
	Book
	Good bye song
	Flash card

Table-4 Following Teachers' Guides (TG)

From the above table-4 it is seen that good morning song, poster, main audio and good bye song and real object were used completely in classes. On the other hand, hello song, main audio, book and good bye song were attempted to be used with the lessons.

Extract: Completed

Teacher hung the poster in front of the class. Teacher pointed many things like father, mother, brother, sister, banana, apple, cat, flag, tree etc. from the poster and asked students to mention their name and at the same time teacher also asked about their color. Activity was done according to the activity guide.

Extract: Attempted

Teacher played the main audio (a rhyme "red red the rose is red....) and instructed the students to listen to the audio. But Teacher didn't follow the pause and play signal. Teacher didn't inspire the students to work with the audio.

7.4 Time of practices and use of materials

For Class One (An example from Kapasia Upazila)

Teacher continued the class for 24 minutes but the normal class time was thirty five minutes. From total 24 minutes teacher spent 21 minutes in practices which was 87.5% of total class time. Teacher spent total 12 minutes and 37 seconds in using resources which was 51.5% of total class time.

The following table represents the scenario.

Duration of the lesson	Time spent on practices	Time spent on resources
24 min	21 min (87.5%)	12 min 37 sec (51.5%)

Table 5: Total time spent on practices and resources for class one

For Class Three (An example from Paba Upazila)

Teacher continued the class for thirty three minutes. From total thirty three minutes teacher spent 30 minutes in practices which was 90.9% of total class time. Teacher spent total 6 minutes 31 seconds in using resources which was only 16.7% of total class time. The following table represents the scenario.

Duration of the lesson	Time spent on practices	Time spent on EIA resources
33 min	30 min (90.9%)	6 min 31 sec (16.7%)

Table 6: Total time spent on practices and resources for class three

7.5 Percentages of activities according to the guide

From classroom observations it was found that good morning song, poster, main audio and good bye song was the completed activities and hello song, main audio, book and good bye song were the attempted activities in those classes. The following table is an example from class one and three (integrated duration)-

Primary Activities	Following Activity Guide	Percentage of the use	Duration of the lessons
Completed	Good morning song	39 sec (.87%)	75min
	Poster	6min (8%)	
	Main audio	8min 33 sec (11.4%)	
	Good bye song	27sec (.6%)	
	Total= 20.87%		
Attempted	Hello song	34 sec (.75%)	75min
	Main audio	4min 33sec (6.06%)	
	Book	19 min 30sec (26%)	
	Good bye song	27sec (.6%)	
	Total= 33.41%		

Table-7 Percentages of activities according to the guide

There were some activities done in some lessons which were like the teacher's guide. These are called the completed tasks whereas some partially done activities are called attempted activities. According to the table-7, 20.87% time of the total class duration was spent on complete implementation of the activities suggested in activity Guide. This 20.87% includes Good morning song - 39 sec (.87%), Poster - 6min (8%), Main audio - 8min 33 sec (11.4%) and Good bye song - 27sec (.6%). It is seen from the data of attempted activities that Hello song - 34 sec (.75%), Main audio - 4min 33sec (6.06%), Book - 19 min 30sec (26%) and Good bye song - 27sec (.6%) were attempted for 33.41% of the total duration of the both lessons.

7.6 English teachers' efficiencies in using materials

Complete use of resources with activities according to Teachers' Guide-
The teacher played good morning song and the students sang and clapped their hands.

Activities	Resources	Narrative with examples
Warm up	Good morning song	Teacher played good morning song to warm up the students

Table-8 Complete use of resources according to Teachers' Guide (Example-1)

The teacher showed many pictures form the poster and materials from the class and talked about colour. The students were answering in chorus.

Activities	Resources	Narrative with examples
Eliciting	Poster	Teacher used poster to elicit about colors

Table-9 Complete use of resources according to Teachers' Guide (Example-2)

The students were listening to the audio. It was a song and they were singing and clapping their hand. During listening to the song, there were questions in the recording. Teacher was asking and the students were answering in chorus. The teacher was also asking questions about the leaf colour. The Students answered it.

Activities	Resources	Narrative with examples
Active listening	Main audio	Teacher used the main audio to practice active listening

Table-10 Complete use of resources according to Teachers' Guide (Example-3)

One teacher played good bye song and the students were standing and sang with 'bye sign' by hand.

Activities	Resources	Narrative with examples
Playing good bye song	Good bye song	Teacher used good bye song to finish the class

Table-11 Complete use of resources according to Teachers' Guide (Example-4)

7.7 Partial use of resources with activities according to Teachers' Guides-
Drawing Dictation: One teacher attempted 'Drawing dictation'. But she did it in another way. It was not totally like the activity guide.
Reading/Song: A teacher attempted to do the 'Reading/ Song' activity of the activity guide. But it was not fully like the guide. Students were not raising their hands. They sang with the audio song but it took time to find out the recording from the iPod.
Play and sing a song: A teacher played Hello song and a few students sang with the song.
Question-answering: A teacher asked questions to some specific students only who could answer spontaneously. She taught how to answer those questions. She taught the students what to say about this question and wrote it on the board. She asked students individually by calling to stand up and to say, where full stop is, where comma is etc. All students didn't participate as they didn't understand the instruction.
Use of textbook: A teacher told to open page no. 65 in the text book. She read from the textbook Activity A. She was explaining as well as questioning where to give full stop and where to give comma. Students were answering in chorus instead of answering individually.

Using Audio: A teacher told her students about audio recording before playing it. She gave some idea about the recording. She played the audio. Students were listening attentively. After listening to the audio, the teacher asked the students where capital letter was used in the audio. She asked questions from the audio. She herself answered those questions and some students repeated with her. She tried to play the audio again. But she faced a problem in finding out the recording she was searching for. She told to write Activity A1 in their exercise book and gave instructions of completing it. The teacher was walking and observing their writing. She was giving feedback and asking if she can help them. She said to make a pair, exchange and check their exercise book. After finishing lesson she played good bye song and attempted that students sing with the song.
Regarding the partial use of resources and activities, teachers gave explanations. Teacher and head teacher said that learners' level of understanding is not high enough to understand the instruction of activities in the classroom. Teachers try a lot but cannot be succeed in implementing tasks at classes because of learners' performances.

> *Learners come from poor and illiterate families. They do not understand the instruction. So, teachers fail to conduct tasks sometimes (Head teacher interview, Kapasia Upazila).*
> *All of them do not understand the recordings. So they remain silent in classes and do not participate (Teacher Interview, Paba Upazila).*
> *The major problem is that the students do not know English. They come from illiterate and poor families. So there is no environment to practice English at home. When I try to make them understood the lesson in the classroom, I cannot improve their English in a large scale. The weak students remain silent in the groups. Again, I do not get enough time to conduct group work or pair work. Sometimes, I try to involve good students but there is not enough time. I do not get enough time because the lesson must be completed in time which is fixed by Upazila Education Officer (Teaher Interiew, Kapasia Upazila).*

7.8 Omission of resources with activities according to Teachers' Guides-
Students did not raise their hands with teacher's utterance of color. She did not say anything about the work "For tomorrow" as written in the activity guide.

> *Tasks for Tomorrow:*
> *Teacher omitted to assign task for next day to the students. Didn't instruct students to collect any materials of the respective color.*

After finishing the class one teacher said that she couldn't prepare for the class. As a result she couldn't follow the activity guide successfully. Two of them said,

> *I was not well prepared for the class (Teacher interview, Kapasia Upazila).*
> *I do not get enough time for preparing activities. So I escape some stages (Teacher interview, Pabaupazila).*

Other two teachers' opinions are following-

> *I can't use iPod properly.......... (Teacher interview, Paba Upazila).*
> *I have to say one thing again and again and the students cannot understand my speech and they start to make a noise in the classroom (Teacher interview, Kapasia Upazila).*

8.   Discussion

8.1 Innovative materials focusing four skills used by teachers

There were some innovative secondary teaching materials in the observed classes. They are Good morning song, Hello song, Poster, Main audio and Good bye song. This finding is similar with the findings from studies done by Ashrafuzzaman (2014), Sultana and Rahman (2014), Siddique and Rahman (2014), Hena and Uddin (2014), Babu, Ashrafuzzaman and Khanum (2013), Ehsan, Ashrafuzzaman and Das (2012), Rahman, Babu and Shahrear (2012), Rahman, Babu and Ashrafuzzaman (2011) and Ashrafuzzaman, Babu and Begum (2010).These audio and visual materials focus on four skills of language. In Bangladesh, though the curriculum and the English textbooks are intended to enrich students' four skills of language, the traditional classroom practices highlight mostly on reading and writing skills (Kabir, 2014). From this perspective, the audio and visual materials used by the teachers in the English classrooms helped in developing listening and speaking skills of students as well. Similarly, Sultana & Rahman (2014) state that all these materials and activities develop the four skills (listening, speaking, reading and writing) of English Language. It is a radical change in the classroom practices in Bangladesh.

8.2 Innovative activities conducted by English teachers

In traditional English classes, teachers just convey lectures in the classes and students are merely silent listeners (Sinha & Idris, 2013). But in observed classes there were some innovative interactive activities like, warming up students, playing songs etc. Likewise, Ashrafuzzaman (2014) and Rahman and Rahman (2012) find that after getting training from the EIA, the classroom practices of most teachers changed. Now they apply many useful and participatory techniques and methods to make the students learn better. Students and teachers sang together at the beginning and ending of classes. It is very inspiring and joyful for students to pay attention in the classroom and receive teachers' notes carefully. The teachers used materials to elicit students' thinking about lessons. This technique develops learners' analytical thinking ability and equips them to speak and motivate them to be active in the classroom. The most significant activity of the class was active listening. The teachers played audios of English lessons to increase students' listening skill. They asked question to check students' comprehension. All these activities are interactive and very stimulating for the primary level students in Bangladesh. It can also be said that learning English is a matter of pleasure to them now. Ashrafuzzaman, Babu and Begum report as well that teachers and students are using more English and their shyness is removed.

8.3 Time spent on interactive materials

It was seen from the observed classes that most of the class time was used for classroom activities and materials were applied for almost half of the total class time. It is a notable a time teachers used innovative supplementary materials in the English class. It is a wide change which makes transformation in the traditional classes.

8.4 A great emphasis on motivating students

Since primary students enjoy lots of fun in English classes with having rhymes and songs (York, 2011), there were some songs for starting and ending of English classes. These songs like, hello song, Good bye song etc. are fascinating for holding primary students' motivation in the English classrooms. Both teachers and students are now more confident and motivated in using English as a medium of classroom language (Ehsan, Ashrafuzzaman & Das, 2012).

8.5 Teachers' efficiency

The interactive supplementary materials are being used in the rural schools of Bangladesh. The teachers are getting training to implement those materials. But rural teachers' workload in Bangladesh is a common challenge. They are burdened with teaching-learning activities, administrative activities, co-curricular activities etc. (Ashrafuzzaman, 2014). So, it is very difficult for the rural primary teachers to be prepared for the classes with technology based tools. From the observed classes, it is very clear that teachers completed some tasks according to the teachers' guides and most of the time they attempted to complete the tasks according to the guides. It indicates that it can be expected from teachers that if proper time and support is given to teachers, they can use ICT based materials in the English classroom fruitfully. The teachers omitted a little task in classes which were directed in teacher' activity guide. Everyone has some limitations depending on situations. The teachers tried hard to implement every task written in the guide. But failing partly in conducting classes alike all the guidelines and excluding a little tasks are not tremendous limitations.

8.6 Teachers' challenges in operating technological resources

The observed classes were in rural area of Bangladesh. The observed teachers were neo-users of technological equipment in classroom. For this reason, some of them faced problems in operating mobile technology. Similarly, Ehsan, Ashrafuzzaman and Das (2012) and Ashrafuzzaman, Babu and Begum (2010) opine that as the teachers are new in using the technologies, sometimes teachers were found to be facing difficulty in findings

lesson from the audio and to forward and backward the lessons. Nonetheless, the presence of researchers might have affected their efficiency in classrooms. Also, Al-Faki and Khamis (2014) find that Jeddah Schools' English language teachers face challenges using Interactive Whiteboard (IWB) in English language classes due to teachers' lack of computer competency and it hinders IWB integration in teaching and learning English language.

8.7 Activities modified from teachers' guides
Sometimes teachers conducted the activities after a bit modification from the actual guidelines. According to the need of the situation, learners' competence levels and allotted times, teachers cannot strictly follow the instruction written in the teachers' and activity guides. Moreover, Teachers cannot maintain the exact sequence of activities. Thus they omit some tasks. It might be because of the situation or their competence levels.

8.8 Time limitation for getting prepared
There has been an insufficiency of English teacher in rural schools of Bangladesh. Hence, they are burdened with a lot of classes in a day (Ashrafuzzaman, 2014). Therefore, they do not get enough time to be well prepared for a class. Since they are unable to take classes quite efficiently, lack of preparation time can be blamed. Moreover, large class size and lack of in-service training are some other key issues which have been unfavourable condition for communicative language teaching in the classroom (Yasmin, 2009, Rahman, Begum & Zinnah, 2009).

8.9 Traditional psychological factors
According to Robertson et al (1996), personal and psychological factors are related to teachers' resistance to computer use (in Mumtaz, 2000).Generally rural English teachers in Bangladesh have not been well equipped with technological intervention in taking classes. Thus their psychological factors, like anxiety, unease etc. in using technology, cause inefficiency in taking classes.

8.10 Slow learners consume more time in tasks
Regarding inclusion Lamport, Graves and Ward (2012) opine,

> Inclusion of all children within the classroom has brought about a new challenge for teachers. A typical class may consists of gifted children, slow learners, English-language learners, mentally retarded children, hyperactive children, emotionally challenged children, and low socio-economically status children. With such a diverse combination, classroom management, along with focusing on delivering a differentiated instruction that targets each student individually in the classroom has made a regular education teacher's job beyond difficult.

The learners of observed English classes were inhabitants of rural areas of Bangladesh. They come from such a social environment where using technology for teaching-learning is not a regular practice. As a result, some of them remain slow learner in classes while teachers are using mobile technology for teaching-learning. Also, Ehsan, Ashrafuzzaman and Das (2012) state that major challenges in introducing the practices are students' lack of basic knowledge in English and lack of English speaking environment. Maximum students of rural areas are from illiterate and poor families. Besides, teachers have to allot them more time in exercises. Consequently, teachers cannot be successful in utilizing full class time in assigned tasks.

9. Conclusion
This study investigated primary grade teachers' efficiencies in using materials in English classrooms. Findings of the study revealed that the teachers had been using a number of technology based innovative materials in the rural classrooms of Bangladesh. Teachers conducted several interactive activities accompanied by teaching materials according to the activity guidelines written in the teachers' guides. On the contrary, sometimes teachers failed to get the activities done by students for different reasons. Teachers' psychological anxiety related to using technology in classrooms and loads of work at schools are major barriers in reveling efficiency in using described materials in classroom. In addition to that, students' level of understanding and unfamiliarity of such technological materials make it difficult for teachers to implement innovative materials successfully in English classrooms.

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