Appendix 2

Semi-Structured Interview Checklist

Section A: Pedagogical Skills Based on Class Observations

No.	Items for Interview
i.	Teacher-centred class
ii.	Less involvement of learners in classes
iii.	Allowing learners to speak the L1 in English classes
iv.	Limited target language (TL) practice/production by learners (exam question pattern)
v.	Motivating learners to speak, use, and learn English
vi.	Involving learners in real use/practice of the TL in classes
vii.	Less interaction among students; limited learner participation in classes (no role play/debate/dialogue; rare pair or group work)
viii.	Very few learners' questions
ix.	Students being silent in classes
x.	Less attention of learners in classes
xi.	Too much explanation of contents and grammar items by teachers
xii.	Using very few teaching aids
xiii.	Rare warm up activities
xiv.	Teaching grammar in isolation (no contextualization); teaching grammar at discourse level; using only the deductive approach
xv.	Not using the NCTB English Grammar and Composition books in classes (using guidebooks)
xvi.	Not asking learners to practice & produce more examples of grammar items in classes
xvii.	No communicative function of grammar
xviii.	No integration of grammar with other skills
xix.	No grammar activity /task
xx.	Lecturing about grammar items/contents (learners lose motivation)
xxi.	Not that much teacher questioning
xxii.	Teachers asking questions but no wait time
xxiii.	Teachers giving answer to questions
xxiv.	Using teaching aids more effectively (posters)
xxv.	Using textbooks effectively
xxvi.	Teaching fast in the classes (skipping activities)
xxvii.	Vocabulary teaching in isolation
xxviii.	Giving vocabulary meaning both in Bengali and English
xxix.	Learners not using digital technologies (DTs) in classes
xxx.	Creative use of ICT for language teaching
xxxi.	Using DTs for exposure to native/standard English
xxxii.	Picture show in multimedia classes (MCs) (students look at)
xxxiii.	Making classes more interesting for the learners (using language game)
xxxiv.	Not using white/black board
xxxv.	Too much Teacher-Talking-Time
xxxvi.	Not using peer tutoring
xxxvii.	Seating arrangement
xxxviii.	Arranging different/creative language tasks
xxxix.	No peer feedback
xl.	Limited teacher feedback
xli.	Teacher-centred use of boards
xlii.	Using a lesson plan
xliii.	Teaching more classes with digital technology

Rouf, M. A., & Mohamed, A. R. (2022). Secondary Level English Language Teachers' Pedagogical Skills: A Case Study in Bangladesh. *MEXTESOL Journal, 46*(4).

xliv.	Inadequate output from learners
xlv.	More focus on contents than language use
xlvi.	Talking when using the boards
xlvii.	Classroom instruction encouraging learners' content memorization
xlviii.	Poor classroom management and lack of discipline
xlix.	Less evaluation (students do nothing to show their understanding)
l.	Class duration (30-40 minutes)
li.	Effectiveness of instruction
lii.	Not checking homework
liii.	Making MCs skills-based not knowledge or topic-based
liv.	Not ensuring whether individual learners are really learning or having difficulty
lv.	Too much engagement of certain students in classes
lvi.	Applying teachers' pedagogical knowledge in classes