

Appendix
Table Themes and Codes of the Data Analysis

Research Questions	Themes from interview data	Themes from document analysis	Codes from interview data	Codes from document analysis	Inconsistencies subject to donor's mandates
How did the EIA training program continue to develop teachers professionally?	Venues and arrangement		Staying in a hotel; training on three consecutive days from 9 am to 5 pm	SBTD was committed to operating for enabling teachers to acquaint new ways of teaching through interaction between teachers and students; 51000 teachers were aimed to reach, however, only 30000 teachers were provided with the training.	☑
	Activities encompassed in the EIA training program		Focused on group and pair works; group discussion; games and puzzles; presentation	No classroom setting which is mandated through SBTD; No involvement of the students; encourage to participate in pair work to share and/or reflect on their classroom practices, challenges, and success with their partners; learning by doing but in absence of the students	☑
	The perceived important element for learning English		Pair and group works; audiovisual aids; presentations; textbook-based teaching by well-trained and expert teachers	Aids in the form of audio clips, e.g., action and greeting songs for warm-up	×
What are the inconsistencies (if any) associated with the EIA training program?	Reshaping teachers' view of English language teaching		Shift focus from teaching grammar, reading, and writing to equal emphasis on four language skills; developing identity as a facilitator	Adequate focus on students' active participation in the speaking practice in the target language; emphasis on communication and frequent use of interactive strategies	×
	Teachers' opinion regarding the ability to reflect on the inputs		New ideas, knowledge, and skills infused by EIA enabled them to reflect on the inputs in their classroom practices.	Change in classroom practices; easier, simple, and effective means to help students	×
	Use of teacher guide and its instrumentality		Occasional use of teacher guide due to their focus being placed on completing syllabus, yet they admitted its effectiveness for time management	Core professional development document for the teachers	×
	Teachers' opinion regarding the support received		Sufficient support provided by EIA, yet in-school support and cluster meetings have not been continued	EIA committed to assigning TFs to mentor teachers in their locality to assure adequate support; TFs were claimed to assign for visiting the classes to observe teachers' actions and provide further support	☑

Karim, A., Kabilan, M. K., Rahman, S., Shahed, F. H., & Rahman, M. M. (2021) Revisiting the High Profile English in Action Teacher Professional Development Program in Bangladesh: Promises, Prospects, and Eventualities, *MEXTESOL Journal*, 45(2).