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A framework for evaluating qualitative changes in learners' experience and engagement: Developing communicative English teaching and learning in Bangladesh.

Adrian Kirkwood & Jan Rae

The Open University, Milton Keynes, UK

Abstract

This article presents the context and framework for evaluation studies of educational transformations associated with the English in Action Project, Bangladesh (EIA) as it progresses over a 9-year period. EIA was launched in May 2008 with the intention of developing *communicative* English language learning and teaching in Bangladesh. Through a range of interventions involving school students, teachers and young adults, EIA aims to achieve measurable changes in the way that English is taught and learned in Bangladesh, such that useful communicative competence results. Before the interventions were launched, baseline research was undertaken to examine the environment and contexts within which the project would operate. The baseline studies not only provide information and data that will enable subsequent comparisons to be made to assess the impact and effects of the project, they also make evidence available to inform the development of project activities. Innovative approaches to language and teacher development are being employed in order to address the challenges and legacy issues identified. Evaluation of the anticipated qualitative changes over the life of EIA requires a broad programme of studies focusing on the various target beneficiaries.

Keywords: Baseline studies, Second language learning, Evaluation, Information & communication technologies, Qualitative change, Teacher development.

Introduction

The UK Government's Department for International Development (DfID) has funded the English in Action Project (EIA) in Bangladesh. The purpose of the project is to 'increase significantly the number of people able to communicate in English, to levels that enable them to participate fully in economic and social activities and opportunities' (EIA, 2008 p. 5). EIA uses supported open learning, media and mobile technologies to supplement and enhance the learning and teaching of communicative English among school students, teachers and adults throughout Bangladesh. The project aims to touch the lives of 25 million individuals over the 9-year period to 2017. The comprehensive programme of research, monitoring and evaluation (RME) activities that accompany the project will demonstrate evidence of success and lessons learned from initiatives over the lifetime of the project.

EIA is a multi-faceted project involving a range of partners operating across a large geographical area. Given the scale and complexity of the project, it was essential to articulate a project-wide framework for the range of RME activities that are necessary. This article focuses on detailing distinctive ways in which the project's impact should be articulated, arguing that both qualitative and quantitative approaches are required across a broad range of RME studies in order to fully understand the project's achievements. It highlights the need for appropriate stakeholders to engage with, examine and fully comprehend the extent to which quality outcomes resulting from the project initiatives have potentially touched and impacted upon individual lives.

A key foundational element of the RME framework was a set of purposive project-wide Baseline Studies (EIA, 2009a-h). These were completed before any major

project initiatives were launched and were designed to serve several functions. The first is to demonstrate the existing situation relating to the teaching and learning of communicative English ‘on the ground’ within Bangladesh and the contexts for communicative use of English at that time. *Communicative English* signifies the linguistic skills necessary for effective interaction with other people, primarily through oral and aural means (i.e. speaking and listening). A second function of the Baseline Studies is to enable post-initiative comparisons to be made to determine what improvements have occurred over time and how, if at all, EIA had contributed to enhanced use of spoken English and in which contexts (for example, EIA, 2011). The process of operationalising and undertaking these Baseline Studies also provided valuable knowledge, experience and insights relating to the conduct of quality RME in this environment. There is further discussion of these studies in a subsequent section of this article.

Background: English education in Bangladesh

Before we describe the RME activities in more detail, it is necessary to appreciate the rationale and specific aims of the EIA initiatives and their relationship with the educational system in Bangladesh. The initiatives have been informed by the Bangladeshi context and, in particular, the manner in which English has been taught in recent years. This section illuminates key educational transitions within Bangladesh and their impacts.

Quantitative transformations in the education system

Considerable changes have occurred in the formal education systems in Bangladesh since the passing of the Compulsory Primary Education Act in 1990. Central to this has been the significant increase in the number of children attending schools. Data

from the Bangladesh Bureau of Educational Information and Statistics (BANBEIS - <http://www.banbeis.gov.bd/>) indicates, for example, that the number of students enrolled in primary schools (up to Grade 5) increased from 12 million in 1990 to over 16 million in 2008, giving Bangladesh one of the world's largest primary education systems. Universal primary education, the second Millennium Development Goal of the United Nations (UN) (<http://www.un.org/millenniumgoals/index.shtml>), has yet to be achieved, but the enrolment rate climbed from 60% to almost 91% by 2008 (UNICEF, 2009). The increased numbers of students has necessitated the construction of more primary schools and the employment of numerous additional teachers. Between 1990 and 2008 the number of primary schools rose from 47,000 to over 82,000; primary teacher numbers increased from 189,500 to almost 366,000 (BANBEIS, 2010).

There was significant growth in the secondary education sector (Grades 6-12) over the period 1990 to 2008, despite the fact that secondary education is neither compulsory nor free. The number of schools rose from almost 10,500 to 18,750 with secondary student enrolments more than doubling - from 3 million to 6.8 million by 2008 (BANBEIS, 2010). Similar to the primary sector, secondary teacher numbers increased significantly, that is from 123,000 to more than 219,500. With such a concentration of new appointees in both primary and secondary sectors, the provision of adequate and appropriate training became an issue.

Inequity of access (part of the third UN Millennium Development Goal) has also been addressed through a concerted campaign to increase the participation of girls and significant progress has been made, not only in terms of enrolment, but also in the number of school years they complete and the literacy levels achieved (Shafiq, 2009).

Qualitative transformations in the education system

There have been a series of initiatives aimed at improving the *quality* of teaching and learning through both curriculum and pedagogic reforms. In the primary sector, the Second Primary Education Development Programme (PEDP II) resulted in the training available to newly appointed teachers being revised and extended. However, with such large numbers involved many weaknesses still existed in the sector:

Poor qualifications and lack of teacher motivation are major challenges.

Approximately 24% of Government Primary Schools and Registered Non-Government Primary Schools teachers are untrained. The traditional and dominant way of teaching in most schools tends to focus on memorizing facts.

(UNICEF, 2009, 2-3).

In the secondary sector there has been a recent shift in emphasis from *quantity* to *quality* and a number of projects and reforms have been aimed at improving educational quality, often in association with international donor agencies. Since 1999 such initiatives have included the Secondary Education Sector Improvement Plan (SESIP), the Secondary Education Sector Development Project (SESDP) and the Teaching Quality Improvement Secondary Education Project (TQI-SEP). Changes have been introduced to both pre-service and in-service training of secondary teachers (UNESCO, 2007).

Teacher development

Developing the knowledge, skills and practices of teachers of English is a key element of improving educational quality and is fundamental to the EIA project initiatives. In this section we discuss some of the contextual and practical issues that EIA initiatives

must address if the quality of communicative English teaching and learning is to improve.

In Bangladesh the in-service training of teachers almost exclusively involves courses that require them to attend training centres on a residential basis. Teachers leave their homes and their schools for a period of time in order to participate in face-to-face development sessions within an institutional setting. Some secondary teachers travel abroad to attend full-time university courses. For developing countries the effectiveness of this model of teacher development is increasingly being questioned in terms of its scalability – the time and cost implications for the high volume required (Perraton *et al*, 2002), and its failure to make a significant impact on classroom practices when teachers return to their schools (MacNeil, 2004). This lack of impact upon local classroom practices can be characterised as a mismatch between *provision* and *needs* in relation to in-service training and teacher development. For example, in-service training offered in India has been criticised for having low ‘ecological validity’, because it pays little attention to the needs and concerns of individual teachers that arise from the particular contexts within which they operate:

Teacher development ... is a vastly more complex enterprise than simply providing teachers with improved knowledge and skills. The nature of teachers’ knowledge and skills, and how they are applied, are embedded in and shaped by teachers’ attitudes and beliefs, and those attitudes and beliefs themselves reflect contexts in which teachers have grown up, taken their professional training, and now practise. (Dyer *et al*, 2004, 40-41).

Many of the in-service teacher development opportunities that do not involve removing individuals from their work environment (Kennedy, 2005) are not available

to teachers in Bangladesh. Further, resources that could be used to promote professional development (such as professional periodicals, journals and videos) are not accessible within most schools (Hoque *et al*, 2010) and there is generally no culture of collaboration, mutual support and sharing of professional experiences among secondary teachers (Thornton, 2006).

Teaching English in Bangladesh

There are particular challenges and issues relating to the teaching of English, which is a compulsory subject in Bangladeshi schools at both primary and secondary levels. Introduced nationally from 2001, the *English for Today* curriculum is based upon the Communicative Language Teaching (CLT) approach. As the name implies, this method gives prominence to the role of language as a tool for communication and accentuates pedagogy that actively engages learners in talking. However, this new curriculum does not appear to have been implemented successfully. In particular, concerns have been expressed about the inability of students and adults to communicate effectively in English (e.g. Chowdhury & Ha, 2008; Hamid & Baldauf, 2008; Hamid, Sussex & Khan, 2009). Prior to the adoption of the new curriculum, English teaching in Bangladesh predominantly followed the Grammar-Translation Method (GTM) that places greater emphasis upon reading and writing than on speaking and listening. Hasan and Akhand (2009) argue that the proper implementation of the *English for Today* curriculum is hindered because almost all teachers (and most teacher trainers) learned English by means of the GTM, but they are now expected to teach English using the CLT approach. They contend that considerable inputs in terms of development activities and support for teachers are necessary for the CLT approach to be effective.

Even when teacher development activities have been successfully completed, it is not uncommon to find that little has changed in terms of classroom practices. So, teachers may have learned in principle how to do something, but integrating this into their classroom practice is not straightforward. Argyris and Schön (1974) have noted that while professionals (such as individual teachers) might think that their practices are informed by certain principles and beliefs (their *espoused theory*), what they actually do in practice is often governed by their implicit *theory in use*. So while teachers of English might be aware of what constitutes effective communicative language teaching, they might not exhibit practices that are matched to that outcome, drawing instead upon pre-existing conceptions in response to contextual constraints in Bangladesh classrooms.

English in Action, Bangladesh: a new approach to language and teacher development

Fundamentally, the EIA project is about developing effective communication in English in Bangladesh, in order to ‘contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy’ (EIA, 2008 p. 5). This is being achieved through initiatives and interventions operating in three sectors (Primary, Secondary and Adult). These use Supported Open Learning (SOL) and a range of media technologies as drivers to increase motivation and to improve access to communicative English resources. Importantly, EIA interventions also have the objective of enhancing and extending the learning and teaching practices in formal and informal contexts throughout Bangladesh, which must necessarily take into account and connect with the realities of relevant current environments within Bangladesh.

Supported Open Learning - contexts for action and interaction

While EIA will employ a range of technologies as tools during the lifetime of the project, it is not a technology project *per se*. Appropriate technologies are considered important tools that will contribute to the implementation of the project interventions. However, in terms of the EIA school-based activities, the most significant factor is that they are underpinned by Supported Open Learning, a successful and well-established teaching and learning strategy (see, for example, Robinson & Latchem, 2003) that has not been widely adopted in Bangladesh. The application of SOL is distinctly different from the typical teacher training strategies that have been applied previously in Bangladesh. Unlike intensive residential courses, SOL methods enable teachers to learn about new communicative approaches to teaching English while remaining in their schools where they can immediately apply what they learn to their classroom practices. Participating teachers receive support and guidance at a local level throughout the interventions. SOL improves the potential for teachers to develop links between new teaching practices, their own subject expertise and the application of the new methods in their own classrooms (Perraton, Creed & Robinson, 2002). The SOL approach is also preferable for reasons of scalability, sustainability and cost, which is lower than with a traditional face-to-face ‘training-centre’ approach (Oliveira & Orivel, 2003).

During the early stage of the project (to 2011) the primary school interventions identified the most effective model of SOL for their teachers and determined which types of technology could support the delivery of materials and resources for use in classrooms. This was achieved through collaboration with teachers and a range of educational and institutional stakeholders working across all six administrative

Divisions of Bangladesh. During this same period the secondary school interventions placed the emphasis on a blended approach to teacher education (Shohel & Power, 2010). Secondary teachers learn from media-based resources and also have contact with other teachers and trainers in workshops and meetings. They can enhance their learning at any time through the use of communicative language teaching materials and resources, including audio and video, which can be accessed on their hand-held media players.

Adult learning is enabled via interactive and digital media. Through the BBC World Service Trust, EIA has produced new television programmes, for example a youth magazine format series (*Buzz*), a drama series (*Bishaash*) and also an educational game show (*Mojay Mojay Shekha*). These can be viewed on cable and satellite channels and they link to lessons for improving spoken English that are available via mobile phones, the Internet or in the form of audio CDs.

Evaluations to demonstrate achievement and success

The Government of Bangladesh believes that its citizens can use communicative English as a tool to gain access to a range of opportunities that will enable them to improve their life chances and economic prospects. In order to be considered a success, EIA will ultimately need to demonstrate both that the communicative use of English in Bangladesh has improved over the life of the project and also that Bangladeshis are better prepared to benefit from economic and social participation in the global environment.

While EIA seeks to touch the lives of millions of people, fundamentally the project is not driven by numbers alone. As English is already taught in Bangladeshi schools, the aim of EIA is not to increase the number of people learning English, but to change the

nature of the teaching and learning experience such that significant numbers of people are better able to communicate in the language. Since the project's prime concern is the *qualitative* differences that can be brought about in learning to use English for communication, it will need to provide evidence of how the teaching and learning of spoken English for the majority of Bangladeshis has been made more effective.

Reliable measures of success will necessarily require the collection of a range of qualitative and quantitative evidence to demonstrate that more effective teaching of English has been achieved. These measures must evidence what qualitative changes have occurred in classrooms (and beyond) in terms of the distinctively new approaches to using resources and techniques for teaching English that are employed.

The four-stage evaluation model developed by Kirkpatrick (1976) is a widely known approach to evaluating the outcomes of training courses or programmes. It proposes that the effectiveness of training is best evaluated at four progressively challenging levels. It emphasises the changes that training can bring about not only in terms of what individuals know and do, but also the subsequent impacts that result from changed knowledge and behaviour being applied in practice. All four levels need to be attended to:

Level 1: *Reaction* – to what degree participants react favourably to training

Level 2: *Learning* – to what degree participants acquire the intended knowledge, skills, attitudes, confidence and commitment from the training

Level 3: *Behaviour* – to what degree participants apply what they learned from training to their situation

Level 4: *Results* – to what degree targeted outcomes are achieved as a result of the training.

Holton's critique of this model (1996) argues that the *reactions* of participants (Level 1) cannot be considered to be equal in importance to the other three levels.

Participants' feelings about the training are only significant to the extent that positive reactions can motivate or inspire them and, consequently, influence the achievement of the other levels of outcome. Further, Holton contends that the model does not recognise the environmental or contextual factors that can influence the extent to which targeted outcomes are achieved (Level 4) – factors that might facilitate or impede the implementation of the training within an organisational context. It is important that evaluations conducted for EIA attend to Levels 2, 3 and 4 of the Kirkpatrick model, while being sensitive to issues associated with relevant contexts and environments.

Quality outputs: framing research, monitoring and evaluation to examine individual experiences

Specifying an appropriate framework for EIA research, monitoring and evaluation not only involved determining the appropriate scope and scale of activities and determining appropriate methods of data collection and analysis, but also required a clear articulation of how the proposed studies relate to stages of the project as it develops over the 9 year period. This was essential to ensure that all the project partners undertook appropriate research, monitoring and evaluation activities in a coherent and co-ordinated manner, while avoiding unnecessary duplication and unintended lacunae. It was a requirement of the funders that a programme of monitoring and evaluation activities be prepared relating to 5 stages of the EIA project's development over its life: these are 'Inputs', 'Processes', 'Outputs', 'Outcomes' and 'Impacts'. Figure 1 provides a representation of what is required for the EIA project, with the core components at each stage being shown within the boxes

across the centre of the figure. Additionally, factors external to EIA itself are likely to influence – positively or negatively – the conduct and effectiveness of the project at any stage; these are represented at the top of the figure. It is essential to maintain an awareness of the potential effects of external factors throughout the life of the project.

Figure 1 About Here

The nature of the *monitoring* activities will vary over time, relating primarily to the ‘Inputs’, ‘Processes’ and ‘Outputs’ stages of the framework. *Evaluation* activities relate to all but the first stage. Although initially the emphasis will be on formative studies, summative studies will become increasingly prominent as the project progresses. *Research* into relevant aspects of the wider context within which project is conducted can take place at any stage, from pre-launch to the completion of EIA. These differing timescales for activities are represented in the lower section of Figure 1.

In order to demonstrate the quality of learner’s experience and engagement with the various EIA interventions it is not sufficient to focus evaluation studies on their experiences of the materials, resources, training and support provided by the project. The ‘Outputs’ for EIA are not those tangible assets developed for the project; they are *the intended effects that those assets have upon all the individuals involved with the interventions*. The materials, resources and support might be excellent and the numbers of people engaging with them might be extremely high, but nonetheless the project can only be considered to be successful if it manages to achieve impacts such as increased knowledge and communicative skills, improved practices and increased motivation for learning (Kirkpatrick, *ibid.*); aspects that appear in the ‘Outputs’ box in Figure 1. Consequently, studies must provide evidence of the qualitative changes

among participating students, teachers and adults. Without such changes in the ways that people think and act in relation to communicative English (i.e. their attitudes and behaviours), the long-term ‘Outcomes’ and ‘Impacts’ of the EIA project cannot be achieved.

The strategy for research, monitoring and evaluation supports efforts to gather appropriate evidence which can demonstrate numerically and through rich narrative descriptions that quality learning achievements are being realised in relation to communicative English. Over time, the strategy will also contribute to an understanding of the extent to which the project’s achievements are both scalable and sustainable. All studies throughout the life of the project must be of the highest possible quality to ensure their usefulness for lesson-learning and decision-making. They must also adhere to ethical principles relating to the manner in which they are conducted and reported. Details of these considerations have been shared among EIA partners through a Framework document.

Representing success: the role of the baseline studies and sector-based research and evaluation activity

Baseline research

Any discussion of how successful EIA has been will require pre- and post-intervention comparisons to be made. Much of the quantitative and qualitative data gathered in relation to project interventions must be compared with relevant features of the situation that existed in Bangladesh at the outset of the project. For that reason a set of pre-intervention Baseline Studies was undertaken to articulate key elements of the communicative environment – the complex of often inter-related factors that impact on EIA’s purpose (EIA, 2008, *ibid.*)

Collectively, the Baseline Studies are useful both in evidencing key features of the communicative environment in Bangladesh, and in establishing the complexities of the circumstances in which learning to communicate in English and the EIA interventions would co-exist (Rae & Kirkwood, 2009). Findings from the Baseline Studies can also inform intervention strategies, as they offer an evidence-based ‘reality check’ regarding salient features of the broader project environment that can have an impact upon language acquisition and use.

The Baseline Studies involved a range of data gathering approaches, and information was collected from about 17,000 people. In addition, more than 350 English lessons were observed in primary and secondary schools located in many parts of Bangladesh. The data gathering techniques included detailed interviews, surveys, observations, audits and desk research. The studies involved collecting information and data related to the following key topics:

- **English language proficiency** – The level of competence in the use of spoken English in schools (teachers and students) and among adults in the community (EIA, 2009a). This core baseline activity was essential because there is no formal assessment of oral or aural English skills in Bangladeshi schools. Experienced assessors for Trinity College, London conducted brief individual interviews in selected Government and NGO Primary and Secondary schools in a wide range of locations (urban, semi-urban and rural) to determine the spoken English competence. In total, the assessors interviewed 4,012 school students, 462 teachers and 268 adults in the local communities. Each interviewee’s spoken English was evaluated against the criteria of the 12-point Trinity College English Language scale (Trinity College, 2007).

- **Socio-linguistic factors** – The first part of this study involved a survey administered by a team of fieldworkers who undertook interviews (in Bangla) with 2,174 school students, 453 teachers and 250 adults in the community (2,877 individuals in total). It looked into the motivation for learning English and the interviewees’ experiences of using communicative English. (EIA, 2009b). The second part involved 200 interviews with managers in companies, organisations and post-school educational institutions in and around Dhaka to assess the nature of the demand for competence in communicative English (EIA, 2009c).
- **Teachers’ pedagogical practices** – This observation study involved researchers watching whole lessons to establish an understanding of the existing methods and practices by which English language is taught in schools. A range of Government and NGO Primary and Secondary schools were included, located in various locations across Bangladesh. A total of 252 observations were completed in more than 100 schools. (EIA, 2009d).
- **Existing teaching materials & English language training** – An audit of existing materials and resources that are available in Bangladesh to support English language teaching and learning was conducted, using both primary and secondary sources (EIA, 2009e). The existing training arrangements for those who teach English in schools and colleges was examined, as was the vocationally-oriented provision for adults in commercial contexts (EIA, 2009f).
- **The technology environment** – Desk research of available sources was undertaken to provide a review of the current media and technology

infrastructure and provision in Bangladesh (EIA, 2009g). A separate survey involved a team of fieldworkers conducting interviews in Bangla with 2,159 school students, 457 teachers and 266 adults in the community (2,882 individuals in total). This study sought to assess the levels of access to technologies and the familiarity with their use among people within Bangladesh (EIA, 2009h).

- **Media consumption** – Conducted by the BBC World Service Trust to establish levels of access to English language media outputs and related issues, including the barriers to learning English and connections with the wider Diaspora community.

Sector-based research and evaluation

Throughout the life of the project, a wide range of studies will provide both formative and summative evaluations of the various interventions. In the Primary sector, interventions focus largely upon the development of materials and resources (e.g. audio recordings and posters) to support teaching and learning of the communicative aspects of the English syllabus. Primary teachers' professional practices will be influenced not only by those supplementary resources, but also by the associated programme of support and development activities. Regular meetings take place within the local Upazila context and enable participating teachers to receive guidance and feedback from EIA trainers and to share experiences and good practice with other teachers involved with the project. Secondary sector interventions involve supported teacher training through media-based self-study resources combined with additional enhancement opportunities to stimulate participants' reflective practice and personal development as English teachers. To promote informal adult learning, the EIA

interventions involve a range of technologies to inspire and support individual adults as they improve their use of communicative English within authentic contexts. The adult interventions also aim to influence the media sector within Bangladesh, so that over time there will be a range of quality mass media outputs that include spoken English.

At the level of these sector-based interventions a range of qualitative and quantitative data will be gathered in order to generate a rich picture of the effects of the project. These will include, for example, accounts of how teachers have enhanced their pedagogic practices or how students' competence in spoken English has developed. In both the primary and secondary sectors three indicators have been selected to illustrate the changes. These are 'Reach', i.e. the numbers of schools, teachers and pupils participating in the interventions; 'Practice', i.e. how teachers evidence communicative language teaching (CLT) approaches in their classroom practices; and 'English Language competence', i.e. the extent of teachers' and students' demonstrable competence in spoken English. Data on these indicators is being collected through a variety of methods including:

- quantitative analysis of the Project Management Information System to identify the numbers involved
- qualitative evaluation of participation to identify trends in teacher's activities through case studies, etc.
- large-scale surveys based on Observation techniques to examine practices
- in-depth case studies using video and audio recordings

- large-scale sample surveys to measure competence using both qualitative and quantitative methods to analyse results and practice.

At the level of the adult interventions different techniques are being employed. These include:

- national quantitative audience surveys to measure access, reach and exposure
- longitudinal qualitative tracking surveys to measure audience engagement
- interviews to assess perception changes
- monitoring of English language media output to assess development
- in-depth interviews with the UK-based Bangladeshi Diaspora
- quantitative analysis of project activity monitoring

The information and data gathered through these sector-based studies will be used not only for *summative* purposes – to assess the performance and impact of the EIA interventions, but also to serve a *formative* role – informing the development of materials, resources, infrastructure and support mechanisms (see Scriven, 1967 for more on the differences between formative and summative evaluations).

Feedback mechanisms: lessons learned and shared

As already mentioned, it is crucial that research, monitoring and evaluation studies undertaken for EIA should perform *formative* as well as *summative* functions. In other words, there needs to be a continuous process of reviewing progress in the light of the project's experiences and the evaluative data collected. Lessons learned from implementing the interventions can be fed forward into subsequent iterations and

further developments of the project to maximise the potential for success. EIA was originally planned to progress through 3 distinct phases, but even within each phase there are opportunities for the approach to be reconsidered and amended as appropriate.

EIA has a wide range of stakeholders and potential beneficiaries. These include the UK Department for International Development (as funders of the project), the education Ministries of the Government of Bangladesh, education officials at Divisional and Upazila levels, non-governmental organisations that provide school education, head teachers, English teachers, students, teacher trainers, parents/guardians, local communities, young adults, employers and media professionals. Each of these parties will have a different view about what constitutes a successful outcome in their own particular context and needs. The various interests of the stakeholders and beneficiaries must be addressed when considering the findings and lessons learned from research and evaluation studies (Taut, 2008). A series of consultative meetings was planned to ensure that all beneficiaries and interested parties have opportunities to articulate their needs and to influence the conduct of studies that aim to demonstrate the impacts of the project.

Conclusions

English in Action aims to achieve measurable qualitative changes in the way that English is taught and learned in Bangladesh such that useful communicative English results. Pre-intervention Baseline Studies were undertaken to articulate key elements of the communicative environment and to offer an evidence-based ‘reality check’ regarding salient features of the broader project environment. Sector-based research and evaluation focuses upon primary schools, secondary schools and informal adult

learning opportunities. It is essential that a range of qualitative and quantitative data is gathered to generate a rich picture of the effects of the project that can serve both *formative* and *summative* roles. The key project ‘outputs’ are the effects that EIA resources and support mechanisms are intended to have upon all the individuals involved with the interventions. Preliminary findings from evaluation studies point to positive ‘outputs’ in terms of changes in teachers’ classroom practices during English lessons (EIA, 2011; Shohel & Power, 2010).

Of particular significance is the fact that EIA has a wide range of stakeholders and potential beneficiaries whose interests must be explored and addressed. By the use of appropriate tools and techniques together with consistent engagement with appropriate stakeholder groups, the EIA project aims to promote active partnerships that will encourage knowledge sharing and dissemination of best practice in the teaching and learning of communicative English in an active and sustainable manner.

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Figure 1: English in Action - Project Evolution and Research, Monitoring & Evaluation Activities

[Adapted from: Bergeron, et al. 2006]

