Teaching and learning: Bangladeshi teachers and students perceptions

How to cite:

For guidance on citations see FAQs.

© 2014 The Authors
Version: Version of Record

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online’s data policy on reuse of materials please consult the policies page.
Teaching and learning: Bangladeshi Teachers and students perceptions

Sonia Burton: sonia.burton@open.ac.uk
Dr Isabelle Perez-Gore: isabelle.perez-gore@open.ac.uk
Overview

• English in Action (EIA)
• Perception study research method
• Findings and discussions
**Supporting English language teaching & learning**

2008 => 2017

**Implementer:**

**Funded by:**

- UKaid

- **BMB Mott MacDonald**

- **Mott MacDonald**

- **FIVDB**

- **The Open University**

- UCIEP

- **BBC Media Action**

  **Transforming lives through media around the world**
Across Bangladesh: 112 upazilas so far

2012: 35/512

2013/14: 70/512

2015 onwards...
Scale

- PILOT
  - 750 teachers
- I&S
  - 64,000 teachers
- 10.5 million students
- 76,000 teachers
- UPSCALE 1
  - 4,500 teachers
- UPSCALE 2
  - 8,000 teachers

ENGLISH IN ACTION
Audio visual

- Listening activities
- Video with narrator
- Speaker

Print based

- Activity Guide, Posters, Flashcards
- Teacher Guide
- EL4T workbook

English language for teachers audio

Speaker
Using resources in the classroom

Primary M6V4 buckle my show audio/song
Evaluation

- Assessing impact
- English language competence
- Perceptions
- Classroom practice
Perceptions study

- Self-completion questionnaire
  - Teachers
  - Secondary students
  - 5-point Likert-style scale (ranking)
    - Strongly agree => strongly disagree

- Survey questionnaire
  - Primary students
    - Yes/no questions
## Teachers’ Perceptions 2011-2013

<table>
<thead>
<tr>
<th>Categories</th>
<th>PRIMARY</th>
<th></th>
<th>SECONDARY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
<td>2013</td>
<td>2011</td>
<td>2013</td>
</tr>
<tr>
<td><strong>Students like communicative activities</strong> (grammar explained if necessary)</td>
<td>65%</td>
<td>82%</td>
<td>79%</td>
<td>86%</td>
</tr>
<tr>
<td>Study and practice grammar = learn quicker</td>
<td>33%</td>
<td>73%</td>
<td>39%</td>
<td>60%</td>
</tr>
<tr>
<td>Drilling is effective</td>
<td>75%</td>
<td>87%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Students like drilling</td>
<td>-</td>
<td>-</td>
<td>77%</td>
<td>93%</td>
</tr>
<tr>
<td>Ts are more confident correcting students’ English</td>
<td>-</td>
<td>-</td>
<td>61%</td>
<td>95%</td>
</tr>
</tbody>
</table>
### Teachers’ and Students’ Perceptions

<table>
<thead>
<tr>
<th>Categories</th>
<th>PRIMARY</th>
<th>SECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers</td>
<td>Students</td>
</tr>
<tr>
<td>Ts explains rules explicitly</td>
<td>46%</td>
<td>62%</td>
</tr>
<tr>
<td>Ts speaks Bangla</td>
<td>17%</td>
<td>36%</td>
</tr>
<tr>
<td>Sts like grammar rules</td>
<td>61%</td>
<td>86%</td>
</tr>
<tr>
<td>Learning English means learning rules</td>
<td>19%</td>
<td>69%</td>
</tr>
<tr>
<td>Ts have students play games and sing</td>
<td>94%</td>
<td>33%</td>
</tr>
</tbody>
</table>
Implicit grammar practice

Secondary SM3V3 if you want to make a fence


EIA (2011a) Perceptions of English Language Learning and Teaching among Primary and Secondary School Teachers and Students Participating in English in Action (Study 2b3b).


Dhaka: EIA.

EIA (2012a) The Classroom Practices of Primary and Secondary, School Teachers Participating in English in Action (Study 2a2). Dhaka: EIA.


