Teaching and learning: Bangladeshi teachers and students perceptions

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Teaching and learning:
Bangladeshi Teachers and students perceptions

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Overview

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

2008 => 2017

• Implementer:

• Funded by:
Across Bangladesh: 112 upazilas so far

- 2012: 35/512
- 2013/14: 70/512
- 2015 onwards...
Scale

PILOT
750 teachers

10.5 million students
76,000 teachers

I&S
64,000 teachers

UPSCALE 1
4,500 teachers

UPSCALE 2
8,000 teachers
Audio visual

- Listening activities
- Video with narrator
- English language for teachers audio

Print based

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

Downloads

Speaker
Using resources in the classroom

Primary M6V4 buckle my show audio/song
Evaluation

- English language competence
- Assessing impact
- 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

535 teachers
457 secondary students
374 primary students
Perceptions study
### Teachers’ Perceptions 2011-2013

<table>
<thead>
<tr>
<th>Categories</th>
<th>PRIMARY</th>
<th>SECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td></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>
</tr>
<tr>
<td><strong>Study and practice grammar = learn quicker</strong></td>
<td>33%</td>
<td>73%</td>
</tr>
<tr>
<td><strong>Drilling is effective</strong></td>
<td>75%</td>
<td>87%</td>
</tr>
<tr>
<td><strong>Students like drilling</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Ts are more confident correcting students’ English</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Categories</td>
<td>PRIMARY</td>
<td></td>
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<tr>
<td>----------------------------------</td>
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</tr>
<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
Questions


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.


