Teaching and learning: Bangladeshi teachers and students perceptions

Conference or Workshop Item

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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

- I&S
  - 64,000 teachers

- 10.5 million students
  - 76,000 teachers

- UPSCALE 1
  - 4,500 teachers

- UPSCALE 2
  - 8,000 teachers
Audio visual

Listening activities
Video with narrator
English language for teachers audio
Speaker

Print based

Activity Guide, Posters, Flashcards
Teacher Guide
EL4T workbook
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
Perceptions study
### Teachers’ Perceptions 2011-2013

<table>
<thead>
<tr>
<th>Categories</th>
<th>PRIMARY</th>
<th></th>
<th></th>
<th>SECONDARY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Study and practice grammar = learn quicker</td>
<td>33%</td>
<td>73%</td>
<td>39%</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drilling is effective</td>
<td>75%</td>
<td>87%</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students like drilling</td>
<td>-</td>
<td>-</td>
<td>77%</td>
<td>93%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ts are more confident correcting students’ English</td>
<td>-</td>
<td>-</td>
<td>61%</td>
<td>95%</td>
<td></td>
<td></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
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.


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