Exclusion at the heart of preferred teaching techniques: English in Action development project in Bangladesh

How to cite:


© 2014 The Author

Version: Accepted Manuscript

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.
Exclusion at the heart of preferred teaching techniques: English in Action development project in Bangladesh

Dr Isabelle Perez-Gore
Isabelle.Perez-Gore@open.ac.uk
Isabelle.Perez-Gore@eiabd.com
EIA in a nutshell

25 million learners primary and secondary teachers and pupils, and adult learners
9-year programme (2008-17)
Ukaid – DfID- GoB
Government schools
“EIA is now reaching 12,500 primary and secondary school teachers” (In Action newsletter January-June 2014)
EIA in Schools:

Audio in the classrooms with other Print based materials
1. T New learning
   EIA intro workshop

2. Self-study
   Mobile and print base

3. Sharing with peer
   2 T per school & 15 to 14 schools per cluster

4. Try in the classroom
   Own classroom

5. Self & peer Reflection

6. Reflection in Cluster Meeting
   TF & Teachers same areas

ENGLISH IN ACTION
Baseline quantitative study (EIA 2009)

English classes were:

- not embracing a communicative approach;
- dominated by the teacher;
- mostly conducted in Bangla (Teacher);
- not encouraging students to participate;
- dominated by T talk very few students spoke.
Study 2 (EIA 2012a)
After 4 and 16 months ...

Students were talking on average for:

- 27% of the lesson during primary lessons; whereas teachers were talking for a third of the lesson.
- 23% of the lesson during secondary lessons; whereas teachers were talking for a third;
- after 16 months, 24% and 50% respectively.
CLT Today: Jack Richards (2006:13)

Make **real communication** the focus of language learning.

Provide **opportunities** for learners to **experiment and try out** what they know.

**Be tolerant of learners’ errors** as they indicate that the learner is building up his or her communicative competence.

Provide **opportunities** for learners to develop both accuracy and fluency.

**Link the different skills** such as speaking, reading, and listening together, since they usually occur so in the real world.

Let students **induce or discover grammar rules**.
Challenges

• **Existing structure:**
  Large classes, assessment, Ts’ Sts’ and parents’ perceptions

• **New approach- CLT:**
  Productive VS receptive skills

  **Impact on teachers’ perception of success**

  **Impact on teachers’ application of CLT**
Impact: teacher development project

Impact on tangible aspects of the project:
Real communication in the classroom
Opportunities for learners
Integrated skills lessons
Induce discover grammar: inductive

Impact on intangible aspects:
Tolerance of learner’s errors
Director General, DPE, “We have received a lot of benefit from EIA project. It has helped us change our perceptions of teaching English in a very constructive way and this is having an impact in our classrooms.”

EIA newsletter (January – June 2014)
“95% of teachers report that EIA helps them improve their own language skills and over 90% report that EIA has an impact on the way they teach” eiabd.com
Social relationships and exclusion

Social domain theory (Turiel 2006) — ref Piaget: children perception of right and wrong — fairness and equality

Social identity theory (Tajfel 1970, Tajfel & Turner 1979) — in and out groups relationships

Multi level theory of social interactions (Hindes, Titmus, Easton and Tampling 1985; Rubin, Buckowski & Parker 2006)
Patterns of communication

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating</td>
<td>23%</td>
<td>16%</td>
</tr>
<tr>
<td>Ignored</td>
<td>43%</td>
<td>34%</td>
</tr>
<tr>
<td>Corrected</td>
<td>10%</td>
<td>9%</td>
</tr>
</tbody>
</table>
Patterns of communication
Average types of interaction observed in 10 random EIA primary and secondary classrooms

<table>
<thead>
<tr>
<th>Types</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating</td>
<td>23%</td>
<td>16%</td>
</tr>
<tr>
<td>Ignored</td>
<td>43%</td>
<td>34%</td>
</tr>
<tr>
<td>Corrected</td>
<td>10%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Word doc. attached for sample patterns
“...children and often adults often exclude individuals from the out group to maintain a strong in group identity... This approach has demonstrated that intergroup attitudes often reflect stereotypic and prejudicial attitudes that underlie exclusionary decisions...

Exclusion decision are sometimes explicit, based on the motivation to make a group function well” (Killen & Rutland 2013:4-6)
Consequences

Child’s personal emotional cognitive development (identity)

Group dynamics

Teachers’ professional development
Exploring peer support
Awareness Strategies
Influencing group perceptions
(Tropp & Prenovost 2008)

Peer observation: focussed
Drawing Patterns: realisation - repair
Shifting seating position
Focussing on video’s wealth of information:
SM5-1: 03:10-03:30 inclusive correction techniques – + feedback
Attitude shift: purpose of an activity
References


EIA (2012a) The Classroom Practices of Primary and Secondary School Teachers Participating in English in Action (Study 2a2). Dhaka: EIA.
Questions
Dr Isabelle Perez-Gore: Lecturer International Education
The Open University – UK
EIA - Bangladesh

Isabelle.Perez-Gore@open.ac.uk
Isabelle.Perez-Gore@eiabd.com