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

Conference or Workshop Item

How to cite:

© 2014 The Author

Version: Accepted Manuscript

For guidance on citations see FAQs.

oro.open.ac.uk
Class 9

Teacher

GIRLS:
20% participate (25% once only)
80% ignored

BOYS:
13% participate (67% once)
87% ignored

G1=7  G  G  G  G
G  G  G  G  G
G  G  G  G  G
G  G  G  G  G
G  G  G  G  G

B3 = 1  B1=5  B  B
B  B  B  B  B
B  B  B  B  B
B  B  B  B  B
B  B  B  B  X

- T to St
- St to T
- Sts to Sts
- Blind spot
- T checks St work
- low acknowledgement from T

G= girl – B= boy
G1: first girl to be asked
B1=3: first boy asked to respond 3 times
Class 10 –

15% participate (57% once)
85% ignored
Class 9 –

27% participate (67% once)

73% ignored
Class 5 –

<table>
<thead>
<tr>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% participate (20% once)</td>
<td>31% participate (20% once)</td>
</tr>
<tr>
<td>47% ignored</td>
<td>50% ignored</td>
</tr>
<tr>
<td>33% corrected</td>
<td>31% corrected</td>
</tr>
</tbody>
</table>
Class 4

GIRLS
17% participate (71% once)
49% ignored

BOYS
23% participate (75% once)
77% ignored
Class 5 –

GIRLS

42% participate (25% once)
32% ignored
58% corrected
58% not talking

BOYS

31% participate (25% once)
54% ignored
46% corrected
69% note talking
Class 4 –

BOYS
- 42% participating (33% once)
- 57% ignored
- 29% corrected
- 71% not speaking

GIRLS
- 33% participating (75% once)
- 42% ignored
- 58% corrected
- 67% not speaking
Class 3

BOYS
- 69% participating (78% once)
- 31% not speaking
- 100% corrected
- 0% ignored

GIRLS
- 63% participating (67% once)
- 63% not speaking
- 100% corrected
- 0% ignored
School: Secondary

<table>
<thead>
<tr>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>20% participating (25% once)</td>
<td>13% participating (67% once)</td>
</tr>
<tr>
<td>80% ignored</td>
<td>80% ignored</td>
</tr>
</tbody>
</table>

G1 = 7
G2 = 3
G3 = 4
G4 = 1

B1 = 5
B2 = 1
B3 = 1
B = B = B

Validation: [Isabelle.perez-gore@open.ac.uk](mailto:Isabelle.perez-gore@open.ac.uk) – EIA 2014