Evaluating large-scale teacher professional development programmes: English in Action (Bangladesh) & TESS-India

Conference or Workshop Item

How to cite:


For guidance on citations see FAQs.

© [not recorded]

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.

oro.open.ac.uk
Evaluating large-scale teacher professional development programmes

English in Action (Bangladesh) & TESS-India

Sonia Burton & Rhiannon Moore

THE OPEN UNIVERSITY UK
Presented at the 9th International & 45th Annual ELT@I conference on English

‘From Classes to Masses’

21st-23rd August 2014

Jaipur, India
Supporting English language teaching & learning in schools

2008 => 2017

Implementer: 2017

76,500 teachers
8.6 million students

Supporting teacher education through OERs & school-based support

2012 => 2016 (Phase 1)

Implementer: 2016

484,000 teachers & teacher educators

With GoI/ MHRD
Both programmes...

- Teacher development – improve the quality of teaching in schools
- Government schools; large-scale - masses
- Technology-enabled learning & teaching

EIA 🔄 English

TESS-India 🔄 8 subjects (inc. English)
Do the programmes work?
What is the context in which the programmes operate?
EVALUATION:

1) Impact i.e. change
   .... gauge project progress against targets

2) snapshot assessments i.e. understand current situation
   .... patterns

- Quantitative & qualitative studies: extent & nature
- Quant – large-scale (masses); qual – small-scale
Practice
Impact; before/after; quantitative

TEACHERS (EIA & TESS-India)
• Structured lesson observations
  – what TEACHER does + language of instruction
    (EIA 2009, 2011a, 2012a, 2014a; TESS-India 2014)

HTs/TEACHER EDUCATORS (TESS-India)
• Structured interviews
  – HTs: practice in school; TEs: practice in training institute
    (TESS-India 2014)
Teacher practice – language of instruction

• Teachers spent very little time speaking in English

  (EIA 2009)

• Teacher talk time in English:

  Secondary classes 87%
  Primary classes 76%

  (EIA 2014a)
Perceptions

- Snapshot assessment; quantitative
- Attitude questionnaires – self-reporting; survey interview

**EIA: TEACHER & STUDENT**
attitudes to English & teaching practices.

(EIA 2011b, EIA 2014b)

**TESS-India: TE, HT & TEACHER**
attitudes to student-centred pedagogy & use of OERs.

(TESS-India 2014)
Example...

Attitudes towards student-centred pedagogy...

- **95% of teachers** felt a silent & disciplined classroom is required for effective learning
- **94% of HTs** felt dictation of information is the most effective teaching strategy
- **79% of TEs** felt covering the syllabus is the most important part of a teachers’ role

(TESS-India 2014)
English language competence

- Impact; before/after
- Quantitative
- Conversational assessment

Example...

- Improvements shown...

...Primary students: 35% passed an EL ability test before; 70% passed after (↑35%)

(EIA 2012b, 2014c)
Summary

- Assess teacher development from different angles => comprehensive picture
Building research capacity in Bangladesh

Institute of Education & Research
MPhil students, University of Dhaka
Building research capacity in India

DIET students (trainee teachers), Uttar Pradesh
References


EIA (2011a) The classroom practices of primary and secondary school teachers participating in English in Action: Study 2a. Dhaka: EIA.


EIA (2012a) The classroom practices of primary and secondary school teachers participating in English in Action: Study 2a2. Dhaka: EIA.


