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 (2009) *An observation study of English lessons in primary and secondary schools in Bangladesh (Baseline Study 3)*. Dhaka: EIA.

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.

EIA (2012) *English proficiency assessments of primary and secondary school teachers and students participating in English in Action: Study 3a*. Dhaka: EIA.


