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

Conference 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 9\textsuperscript{th} International & 45\textsuperscript{th} Annual ELT@I conference on English

‘From Classes to Masses’

21\textsuperscript{st}-23\textsuperscript{rd} August 2014

Jaipur, India
Supporting English language teaching & learning in schools

2008 => 2017

76,500 teachers
8.6 million students

Implemented:

2017

Supporting teacher education through OERs & school-based support

2012 => 2016 (Phase 1)

484,000 teachers & teacher educators

Implementer:

2016

With GoI/ MHRD

The Open University
Both programmes...

- Teacher development – improve the quality of teaching in schools
- Government schools; large-scale masses
- Technology-enabled learning & teaching
Do the programmes work?
What is the context in which the programmes operate?

EIA
Teacher classroom practice
Perceptions
EL competence
Attitudes

TESS-India
Teacher classroom practice
Teacher educator & HT practice
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)
Example...

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.


