Impact on learners: English in Action (Bangladesh)

How to cite:

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Version: Version of Record

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Impact on learners: English in Action (Bangladesh)

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Presented at the 20th International conference of NELTA

17th to 19th February 2015
Kathmandu, Nepal
Across the country; 12,500 teachers so far

Large English language teaching & learning project in Bangladesh

Supporting Government teachers to improve practice

2008 ⇒ 2017

By 2017: 51,000 teachers; 7.2m students
English in Action (EIA) school-based teacher development

Teachers change classroom techniques

Teachers and students use more English

Classroom changes

Student learning outcomes change (communicate in English better)
Who are the learners?
Who are the learners?
Impact on learners: What kind of impact?

**Impact 1**
Teachers’ teaching more active; students’ learning more active

**Impact 2**
More teacher and student talk in English in class

**Impact 3**
Positive teacher and student attitudes to EIA and learning English

**Impact 4**
Students can communicate better in English
Area 1: How do we find out if there is impact on teacher and student practice?

**Impact 1**
Teachers’ teaching more active; students’ learning more active

**Impact 2**
More teacher and student talk in English in class

Investigate Classroom Practice

How? Observe classes of EIA teachers
Researchers from the Institute of Education & Research (IER), University of Dhaka, carry out the observations.
Classroom observation record

<table>
<thead>
<tr>
<th>Time</th>
<th>The teacher is speaking. They are:</th>
<th>The student(s) are speaking.</th>
<th>Students are:</th>
<th>Enter P, C or OM</th>
<th>Enter other activity (if appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Presenting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Organizing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Asking questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Giving feedback</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>4</td>
<td>On their own (single)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>In pairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>In groups</td>
<td></td>
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<tr>
<td>7</td>
<td>Chorusing</td>
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<td></td>
<td>Reading</td>
<td></td>
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<td></td>
<td>Writing</td>
<td></td>
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<tr>
<td></td>
<td>Listening to audio</td>
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<tr>
<td></td>
<td>Visual materials being used</td>
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</tr>
<tr>
<td></td>
<td>Other activity</td>
<td></td>
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</tr>
</tbody>
</table>
Classroom observation results (2013)

- Primary student talk time: 27%
- Primary student talk in English: 91%
- Primary teacher talk time: 45%
- Primary teacher talk in English: 76%
Area 2: How do we know what teachers and students think about EIA & learning English?

Impact 3
Positive teacher and student attitudes to EIA and learning English

Investigate teacher and student perceptions

How?

• Questionnaire for teachers & secondary students
• Structured interview for primary students
Researchers from IER researchers, University of Dhaka, administer the questionnaire & interviews
Example: Perceptions questionnaire – secondary students (2013)

Name of teacher: 

**Student information**

<table>
<thead>
<tr>
<th>Name of student:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Gender (circle one):</th>
<th>Male / Female</th>
<th>Age (circle one):</th>
<th>10-11</th>
<th>12-13</th>
<th>14-15</th>
<th>16-17</th>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
<td></td>
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</table>

Note, by completing this questionnaire you are giving your consent to take part in the study.

**Introduction**

In this questionnaire, we would like to find out what you think about learning English. Think carefully about each statement below and circle the number that best represents your view:

1 (strongly disagree) - 2 (disagree) - 3 (neutral) - 4 (agree) - 5 (strongly agree)

**Questions**

**English in my class**

1. My English teacher mainly explains grammar rules and we learn them by heart.

   Strongly disagree 1 2 3 4 5 **Strongly agree**

2. My English teacher often asks us to repeat sentences after him/her.

   Strongly disagree 1 2 3 4 5 **Strongly agree**

3. My teacher usually speaks Bangla in our English lessons.

   Strongly disagree 1 2 3 4 5 **Strongly agree**
Perceptions results (2013)

- Secondary students: 92% - English is important
- Secondary students: 86% enjoyed learning grammar rules
- Secondary students: 80% enjoyed interactive activities
Area 3: How do we know if students’ speaking and listening in English improves?

Impact 4
Students can communicate better in English

Investigate students level of English language competence

How? English language assessments by experts (Trinity College)
# Student assessment record (2013)

<table>
<thead>
<tr>
<th>Student name</th>
<th>Age</th>
<th>Gender (m/f)</th>
<th>School class</th>
<th>GESE Grade (0 (Fail) -12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>9</td>
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</tbody>
</table>
Student EL competence: results

Primary students: 70% passed an EL test

Primary students: 26% scored Grade 2

Secondary students: 86% passed EL test

Secondary students: 60% scored Grade 2
EIA research & evaluation

• Large-scale studies, across Bangladesh

  - Classroom practice 2013: 401 classrooms
  - Perceptions 2013: 535 teachers; 376 Pri students; 457 Sec students
  - Student English language competence (2013): 884 students

• One study before the intervention (baseline); one at end of a cohort (endline); look at the difference!

• Why?
  - Find out what is happening in schools
  - For project management \(\Rightarrow\) Implementation
  - For project funder & Government
EIA: holistic research & evaluation

Area 1
Classroom practice

Area 2
Teacher & student perceptions

Area 3
Student EL competence

In-depth, small studies

Ongoing monitoring of project activities

Tracking teachers (numbers participating)
References


