

# Open Research Online

---

The Open University's repository of research publications and other research outputs

## Using Mediated Authentic Video as a potential innovative solution for training at scale: a view from Bangladesh

### Book Section

#### How to cite:

Solly, Michael and Woodward, Clare (2018). Using Mediated Authentic Video as a potential innovative solution for training at scale: a view from Bangladesh. In: Kuchah, Kuchah and Shamin, Fauzia eds. *International Perspectives on Teaching English in Difficult Circumstances: Contexts, Challenges and Possibilities*. *International Perspectives on English Language Teaching*. UK: Palgrave Macmillan, pp. 221–242.

For guidance on citations see [FAQs](#).

© 2018 The Authors



<https://creativecommons.org/licenses/by-nc-nd/4.0/>

Version: Accepted Manuscript

Link(s) to article on publisher's website:

[http://dx.doi.org/doi:10.1057/978-1-137-53104-9\\_11](http://dx.doi.org/doi:10.1057/978-1-137-53104-9_11)

---

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.

---

## Using Mediated Authentic Video as a potential innovative solution for training at scale: a view from Bangladesh

MIKE SOLLY AND CLARE WOODWARD

### Introduction

A recent paper (Oct 2014) by UNESCO Institute for Statistics and the Education for All Global Monitoring Report reveals the continuing shortage of teachers across the developing world. In an attempt to meet the demand of achieving universal primary education, teacher quality has sometimes been compromised with unqualified or under qualified teachers being employed (Education International 2007). In English language teaching this has been a particular problem in many countries as their governments have identified a perceived need for English language improvement owing to global competition and the languages of the international market. This is the case in Bangladesh, which has resulted in the challenge to provide training at scale that is affordable and effective – bringing about observable and measurable systemic improvement.

In this paper we will examine the common ways of attempting to provide training at scale in challenging environments, by drawing on examples from the Bangladeshi context. We will also focus on English In Action, a UK-Aid funded project supported by the Bangladesh government. This project offers a new approach to delivering in-service training to primary and secondary English teachers in Bangladesh. It has currently reached around 15,000 school based English teachers and is due to reach over 50,000 in the next two years with a cumulative student reach of over 7 million (Logframe for English in Action project, 2008) This training utilizes the teachers' own mobile phones as a content device only which means there is no need to have a connection to the internet - or

even a phone line- and where both classroom practice and a trainer [‘the Trainer in your Pocket’] can be viewed at any time. We will show that this is proving to be an effective method of training at scale in difficult circumstances, and that the growing interest in this form of training from other fields, disciplines and areas indicates how the methodology could be used for wider education benefits in a range of key areas

## The context

Bangladesh, despite a relatively small landmass, is the eighth most populous country in the world, with over 150 million people. Poverty and malnutrition remain chronic problems, despite some progress in recent years, with over 30% of the population living below the poverty line, and its per capita income of US\$958 in 2013 [World Bank: 2014] is one of the lowest in South Asia. The competing challenges of poverty, a very large population and severe environmental threats (Bangladesh is recognised as one of the countries most effected by climate change particularly from erosion and flooding) mean that the battle for public funding of the little finances available is very competitive. The infrastructure, while improving slowly, is likely to remain a big challenge for many years, and teachers and schools are likely to continue to have less than ideal resources and adequate teaching capacity. In addition, according to the National Education Policy Document for Bangladesh (2010), the government is unlikely in the immediate future to be able to provide extensive face to face teacher training. The state supported teaching profession has few attractions in terms of financial remuneration or status with the average primary teacher’s salary having recently been raised, according to a recent Bangladeshi news report, to around 63USD per month for untrained teachers and just 3 dollars more for trained teachers. (bdnews24.com, 3<sup>rd</sup> Sept 2014)

This income alone is often not enough to support the needs and family responsibilities of teachers and it is common for many to have second jobs or, particularly with Secondary teachers, to offer private tuition to subsidise incomes.

As a consequence of the very full professional and family lives that teachers often lead, there may be little space or inclination for committing more time and potential resources (through loss of private teaching or other income) to periods of teacher professional development outside their normal structured teaching duties. This reality of the constraints of time and space for out of classroom professional commitments has clear implications for any teacher education and development programmes. It therefore influenced the approach taken in English in Action of incorporating and integrating professional development into classroom practice and being pragmatic about the ability of teachers to find time and resources for professional development.

Donor funded education projects, to have any chance of sustainable success, have to work with the additional reality that most teachers, both primary and secondary, have received inadequate training, and that while many may be familiar with the academic concepts of a communicative approach to language teaching (the national textbook 'English for Today' generally encourages a student centred approach as underlined in the English curriculum for secondary 2012, p35), the reality is that they have received little, if any, sustained training in practical classroom activities. In fact, teachers' knowledge often remains at a theoretical level, frequently leaving them unable to put this knowledge into practice in very large multi-level and under-resourced classrooms. In addition the assessment system often works against communicative teaching practices with a desire for increased communicative English provision alongside a testing system that largely only demands a detailed knowledge of language structure and form.

There have been a number of donor-funded projects in Bangladesh that have attempted to improve the professional practice of English teachers in recent years with inevitably mixed outcomes. Included in these are 2 government supported projects aimed at improving teaching in Secondary across a range of subjects, the Teaching Quality in Secondary Education Project 2005-2011 (TQE), and the Secondary Education Quality and Access Enhancement Project 2008-2014

(SEQAEP). Both of these projects provided someface to face teacher training, and, in the case of SEQAEP, extra classes for students. For primary teachers there was also the British Council's regional English Teacher development project, "English for teaching, teaching for English" 2008-2010 (ETTE) which was relatively small scale and focussed on improving access to high quality materials as well as providing some initial training for around 2000 teachers. The most significant example of these other projects, in terms of reach and arguably effect for secondary teachers was The English Language Teaching Improvement Programme (ELTIP 1997-2012), which aimed at introducing a communicative approach to English language teaching in the classroom and embed this in coursebooks. Its two key objectives when it was set up were to (1) provide CLT training to school English teachers who were expected to introduce CLT in their classrooms; and (2) produce an English textbook for Grades 9–10 in the light of CLT principles (Hamid and Baldauf 2008; Hunter 2009; Rahman 2007). The outcomes of this project have, as Hamid (2010) reports, not been thoroughly researched and the isolated studies that do exist give mixed results (e.g. Hoque, 2009 and Rahman, 2007). In general the reports showed that while ELTIP did improve teacher knowledge about CLT, there was very little evidence of the application of this knowledge through classroom practice (Hamid 2010). This lack of evidence of CLT practice in the classroom, despite lengthy and expensive attempts to improve teacher knowledge of ELT (with some success) was also evidenced in the baseline reports for English In Action project (EIA Baseline Study 3, 2009) and led to much thought and examination by the project's creators to find a way of mediating the professional development that demonstrated (rather than talked about) classroom practice of CLT techniques and methodologies in a clearly mediated and assessable way. It also led to a new model of teacher professional development through Mediated Authentic Video. It is this Mediated Authentic Video (MAV) element of the English in Action project that we will be focusing on in this chapter.

Current models of English language teacher professional development for use at scale in Bangladesh

Pre-service teacher training in Bangladesh attempts to provide teachers with at least the essential tools they will need in the classroom, but, as in many countries, this is not adequate for sustained teacher development and the provision of in-service training is patchy for both primary and secondary teachers with administrative tasks taking up a considerable amount of the time. (Hamid 2010)

There have been a number of donor and government funded projects that were designed to develop teacher education as an additional element to the minimally provided state provision and these have utilized a number of models of teacher development, two of which have been particularly used in Bangladesh and have become standard for all subjects throughout much of the globe.

#### A. Occasional workshop training with expert teachers

This brings teachers together regionally for training development workshops led by experts, sometimes from within the teacher training system, or sometimes as a part of international donor projects with local or international ELT trainers.

**Advantages:** These can be centrally controlled and keep the teachers on the same page. The training itself can also be uniform, making it easier to measure what has been delivered. This form of training has the additional advantage of adhering to the standard perception by teachers and education officials of what training should look like.

**Disadvantages:** Logistically such training can be very difficult to organise, particularly in a country like Bangladesh where the infrastructure can make travelling distances unreliable and sometimes unsafe. In addition, such occasional or one-off workshops, while potentially imparting information and perhaps

demonstrating some effective methodologies during the workshop, provide little or no opportunity for sustained practice and improvement within the classroom. It may also be difficult to find an adequate number of trainers with the capabilities needed.

#### B. Cascade training

This model uses different levels of trainer with the top level (the expert trainer) passing on knowledge to the next level with the intention of a controlled knowledge transfer from one level to the next.

Advantages: The popularity of this method may be partially explained by the fact that there is a far wider pool of trainers to draw on, and this means more people can be reached at a smaller cost. 'It is cost effective, it does not require long periods out of service, and it uses existing teaching staff as co-trainers' (Gilpin 1997: 185).

Disadvantages: Perhaps the biggest drawback of cascade training is, like the game Chinese Whispers, that it is very difficult to know how much relationship the final training and resultant classroom practice bears to the top layer of training. 'The cascade is more often reduced to a trickle by the time it reaches the classroom teacher, on whom the success of the curricular change depends' (Hayes 2000:135 ).

#### English in Action: a school based approach

In order to overcome the central disadvantages of the two prevailing models of teacher development outlined in the previous section, there has been a recent move to sustain teacher development by centring the training and practice in the reality of teachers own schools and building a gradualist approach to development, often strongly tied to the curriculum and teachers current practice. Success can be

recognised in small but significant steps to change and sometimes radically improve teachers' practices in classrooms. This has been the approach with the English in Action project in Bangladesh [<http://www.eiabd.com/eia/>].

English in Action (EIA), which aims to improve teaching and learning of English in primary and secondary schools, has utilized a school-based approach to teacher development by putting the realities of the real school environment, systemic training (or lack of) and the demands of the curriculum and assessment system at the heart of what it does. The materials in the pilot phase (2008-2011) consisted of a workbook that consistently refers to the school text book (English for Today) and these were initially supported by some audio visual materials delivered through MP3 players, modelling classroom practice and using actors in a studio to do this. This was not totally successful as we will go on to describe in a later section of this paper, but it did lead us to rethink the way video could be used, and from this, the notion of Mediated Authentic Video (MAV) developed and the MAV clips of classroom practice moved to centre stage of the project. It is the MAV aspect of the project that we focus on in this chapter. A face-to-face element in the training was also instigated from the pilot stage of the project (2008-2011) that reached around 700 teachers and included regular cluster meetings at 6-8 week intervals. These development sessions were coordinated and led by peer teachers who were also working through the materials but receiving regular training in conducting the cluster meetings. In the second phase (2011-2014) where 12,500 teachers were reached, the audio visual aspect became more central, as the project reduced face to face contact time and the volume of written materials and incorporated much of this training into the audio visual mode, thus enabling many more people to be reached at reduced cost. The most recent version of the materials (produced in 2014) and with a planned reach of around 60,000 teachers are designed to be used either with face to face support – clearly the most desirable outcome - but also independently by teachers. The core of the teachers' materials, developed between 2011 - 2014 are Mediated Authentic Video (MAV)- clips of classroom practice

mediated by a video narrator and delivered to teachers via SD card on affordable mobile phones.

## Use of video in teacher education

Over recent years digital video use has become more prevalent in teacher education as an important resource for enabling teachers to examine what is happening in a classroom (Sherin 2004; Sherin, Linsenmeier and van Es, 2009; Rich and Calandra 2010). Its development as a technology has moved from being simply a means of exposing teachers to practices that can be copied in microteaching settings, to a tool in the development of teachers' professional judgment. For example, McConnell et al (2008) found that teachers who used video to reflect on their practice showed a significantly greater increase in their science-teaching efficacy than those who did not use video. Participating teachers, having viewed the video of their own classes, described the context of their lesson and their own reflections and analysis of the effectiveness of the lesson, including evidence of student learning or thinking. The resulting research suggests that teachers' analysis of their practice might be more meaningful when using videotaped records of practice.

Broadly speaking, two main types of classroom video have been developed for teacher professional development: the first (type1) consists of those that feature other teachers – that is to say, practitioners who are generally unknown to the trainee. Usually the product of professional filming and editing, and involving some form of thematic organisation and viewer guidance, these are generally intended to be distributed to a large number of end-users. the second (type 2) consists of those that feature the teacher themselves Normally filmed in-house, these serve primarily as prompts for personal reflection and trainer or peer feedback as part of a microteaching exercise, require intensive face to face mediation and are not intended for wider viewing.

The Type 2 model of teacher development, using personal video in intensive small-group mentoring, is without doubt useful and constructive for teachers in aiding them to analyze and improve their teaching practice, (Rich and Calandra 2010; Rook and McDonald 2012), but in the under-resourced classrooms of the developing world such as Bangladesh, where teachers frequently need to have two or three jobs in order to make a living, the luxury of in-house professional support and the time with which to analyze video seems far off.

### Developing Mediated Authentic Video in English in Action.

Type 1 video material (described above) is not designed for any specific country or region, but is used as an exemplar of the type of classroom practice that ideally would be adopted across a range of environments. In Bangladesh, English in Action (EIA) has taken this concept but customised the video to mirror the classrooms in which teachers viewing the videos would themselves be teaching. By filming local teachers in their own classes teaching with the national ELT textbook and then mediating this authentic classroom practice with a local video narrator who provides context, deconstruction and encourages reflection and practice, EIA has produced what Power (2014) refers to as a school based approach to teacher professional development which is peer supported and mobile enhanced.

A key element of the EIA approach is in the delivery of the video directly to teachers. As access to the internet cannot be relied on across rural Bangladesh for both technical and economic reasons, the project has developed video and audio resources delivered offline on SD cards that teachers can insert into affordable mobile phones. The delivery of video through teachers' own mobile phones offers an immediacy of impact and a degree of flexibility that much conventional training-room based, trainer-led and time-bound input often cannot match (Woodward, Griffiths and Solly 2014). These videos of classroom practice do not merely bring teacher professional development (TPD) directly to the teachers but

also take teachers into other teachers' classrooms to see models of good practice but in a recognizable and relevant environment.

### Producing the MAV

This approach to using video for TPD developed iteratively over the duration of the 9 year project. In 2008, at the pilot phase, video materials were used to *support* print and consisted of staged classes filmed in a studio with actors as teachers. Feedback on these resources from participating pilot phase teachers was clear – teachers recognized the ‘fake’ element of the videos and were unequivocal in their response that while the modeled activities were interesting they would be impossible to carry out in their own classrooms. Following this, the project moved to the other extreme and used handheld video devices to film real classrooms and teachers. However, the quality of the recordings was so poor that it was difficult to ascertain what was happening in the classrooms and was of minimal use as a tool for TPD. Finally, in 2011, the authors of this paper developed the concept of Mediated Authentic Video. In brief this comprises of 3 elements: a teacher with his/her own class in their own school, a video narrator who introduces and deconstructs each piece of classroom video and a professional film crew. Prior to filming, permission to film was requested from guardians and head teachers; all students involved had to have agreement from their guardians.

The classroom video in EIA was professionally filmed by a local film crew, comprising two fixed cameras (one facing the students and one facing the teacher), which could be detached for close up shots, and three tracks of microphone (one attached to the teacher, one in the ceiling capturing general student interaction plus booms for individual students where necessary/appropriate).

The teachers on the videos were all Bangladeshi government schoolteachers, just like those who are viewing the material, and were selected for filming following

their participation in EIA. The iterative approach taken in the development of EIA materials led to classes being filmed over various periods between 2011 and 2014. This model differs from the traditional definition of participatory video, (Type two above) wherein teachers film themselves or their colleagues; however it could be argued that the MAV approach takes participatory video in a new direction. The filmed teachers and classrooms were not selected arbitrarily. Rather, local teachers who had engaged in the project and, through a strong monitoring and evaluation process, had themselves contributed to changes and alterations to the materials, were filmed teaching their own classes using the approaches and pedagogy that they had become confident in using through their own professional development on the project.

In all classroom filming, the teachers used the national government textbook, *English for Today (Eft)*. In general, about 30 minutes preparation time took place with each teacher, and then filming commenced. Preparation consisted of teacher educators/project staff discussing the textbook unit with the teacher and identifying some communicative language activities/techniques to demonstrate. These lessons were not practiced with the students in advance, although at times teachers explained something they thought might be confusing to students in the local language prior to filming. The lessons selected came from the EfT units the class was currently studying so the teaching and learning demonstrated in the video is authentic and not contrived. As mentioned earlier, all the videos are based on the national textbook, using teachers with their own students in their own classrooms with no resources other than blackboard, chalk, textbook and the audio recording of textbook dialogues or stories on the teachers' mobile phones played through an affordable and rechargeable speaker, provided by the project until end 2013, and now by the Bangladeshi department of education.

The next step in the material development is an intensive stage in the design process, as the footage from both cameras is scrutinized and edited to demonstrate both the narrative of a complete activity or lesson, alongside key elements of communicative language teaching practice and the learning process. In general 60 minutes of classroom film results in approximately ten minutes of edited footage.

In the pilot stage with only 751 teachers the AV materials were entirely mediated through face to face interaction. However, as the video resources are now designed for use in a predominantly self-access mode, the classroom film alone is not sufficient to offer focused and reflective professional development.

As experts in the field ( Borko et al 2008; Santagata 2009; Sherin and Han 2004; Sherin and van Es 2005; Sherin, Linsenmeier and van Es 2009) explain, teachers need to be guided through the video by an expert facilitator, in order to be scaffolded and made aware of the objectives of the activities and techniques, and how to incorporate them into their own teaching practice. The classroom film needs, therefore, to be mediated by an ‘expert’ who can deconstruct what the teachers are seeing in the classrooms on the video and enable them to find ways of applying these techniques in their own teaching. In a large scale TPD scenario such as EIA this expert mediation cannot be done in a face-to-face environment without a significant dilution of the message as it travels from expert, through master trainer, to local trainer and ultimately to the individual teacher. To avoid this weakening of crucial information, the dilemma of many cascade models (Fiske and Ladd 2004), in Mediated Authentic Video (MAV) the expert mediation goes directly to each teacher via the mobile phone materials. Following the editing of the classroom video, this expert narrative is scripted by experienced ELT practitioners, highlighting key elements within the authentic video. The script is then filmed in a studio using a local professional narrator and ‘stitched’ together with the classroom video in the editing studio, incorporating both video of the narrator as a ‘talking head’ and audio voiceover. The video narrator, who is essentially the ELT expert voice, thus mediates the classroom video, setting pre-viewing questions for the teachers to think about while watching and asking them to reflect upon what they have seen, and apply similar techniques to classes they are currently teaching, in a *Try in your Class* section.

Teachers are able to view the resources on their mobile phones at no cost to themselves and at any time, and are also paired in their schools so they can reflect on the materials with their peers. In addition where logistically possible they may also meet occasionally with other teachers from nearby schools in local cluster

meetings where further group reflection takes place.

#### Social presence of the video narrator

An important component of the materials is the forging of the social presence of the Bangladeshi video narrator speaking directly to the teachers from their mobile phones. In developing the current materials for EIA, the video narrator is a tool to assist in the creation of social presence, defined as the sense of being with others by Heeter (1992) and the 'level of awareness of the co-presence of another human being, or intelligence' (Biocca and Nowak 2001, p13). In trials comparing pilot materials and the final materials, teachers were found to take more notice and be more engaged when a video narrator was used rather than an audio narrator.

**Insert Figure 4 here: Bangladeshi video narrator**

Biocca and Harms (2002) suggest that the brain may be hardwired to react to many environmental cues that suggest the presence of another, even when no physical other is really there. The theoretical framework that has emerged to conceptualize and measure this mediated sense of the other's presence, has come to be called social presence (Biocca and Harms 2002; de Greef and IJsselsteijn 2000).

This meaning of social presence can be directly traced to the work of Goffman (1963) who made clear that co-presence involved two moments: (1) when individuals sense that they are able to perceive others, and (2) when others are able to perceive them. In this use of video and presence, of particular interest is the user's perception of the sensory awareness of the narrator. For example, the gaze and eye movement of the video narrator may lead the teacher to infer some 'watching' behaviour, even though there is no sensory awareness of them. This corresponds with findings by Von der Putten, Kramer and Gratch (2002) who found that participants experienced an equal measure of social presence whether

they were interacting with a real person or an avatar.

This engagement may lead to the teacher interacting more positively with the content of the video and associated materials, resulting in what Anderson (2004, p47) refers to as ‘student - content interaction’ and thus engagement, mindfulness and motivation. This conceptual framework of social presence is something that the authors became further aware of as the project developed and will be returned to in subsequent research.

### Facilitating teachers' access to the MAV

A major challenge in using technology in Bangladesh and other development contexts is the issue of reliable and affordable accessibility to the internet.

Generally this tends to limit the use of innovations to the already privileged few.

In the EIA project, the use of off-line digital resources delivered via SD card enables accessibility to any teacher in possession of a basic Nokia feature phone, a very common model within the Bangladeshi mobile phone market.

Mediated authentic video (MAV) facilitates a model of large-scale TPD where each teacher receives ELT expertise in its original concentrated form, directly from the expert through the video narrator. Crucially it is not delivered in a workshop scenario far from their classroom, but is with the teacher, at school, at home, on a bus – wherever in fact they have an opportunity to access it.

These two unique aspects of the EIA approach, the mediated authentic video and the storage of the multimedia materials on the SD card on a low-cost mobile phone, combine to enable all teachers to engage in meaningful and authentic school-based professional development with a strong focus on reflective practice. The third element of the EIA approach is peer support, which has been consciously integrated within the programme design. Teachers engage with the project in pairs within their schools, and head teachers encourage fortnightly school-based reflective meetings. In contrast to traditional TPD sessions, these school-based meetings complement the input from the self-access materials and are opportunities

for teachers to share their experiences in the classroom, both successes and challenges, reflect on common issues and prepare themselves for future units on their mobile phone.

In an ideal situation each school pair would occasionally meet up with other pairs of teachers from ten to 12 schools across their district or *upazilla*. In the earlier stages of the project the cost of travel and teachers' stipend was enabled through project funding; however since late 2014 any face to face meetings *beyond* the school itself take place within the constraints of teacher workshops organized by the Bangladesh Department of Education. A key institutionalization element in the latter years of the project has been that of engaging with government officials to encourage them to allocate time for collaborative reflection in divisional-level teacher workshops organized by the Department of Education.

To promote the concept of community building and to offset the few opportunities that teachers have to meet with their peers, the current version of the mobile phone materials also contains video of unscripted conversations held by small groups of teachers who were involved in the EIA project. Each conversation is on a specific topic connected with English Language teaching e.g. encouraging pair and group work, using visuals in the classroom, building peer and self-correction techniques etc., and is shaped by the participating teachers themselves, who demonstrate examples of techniques they have employed, and together discuss challenges that they have encountered. This agency of local voice is empowering; watching teachers who closely resemble themselves allows teachers to believe that they too can change their teaching style and builds on both the affective and social domains. Using the mobile phone as a delivery mechanism, the training is literally 'held' by the teachers and is very much in their own hands. This accessibility means that individual teachers are in control of the amount and frequency of content delivery thus allowing them to build their own understanding of the concepts in a bottom-up manner, through guided reflection, both individually and with support from peers.

## Assessing the impact of MAV in Bangladesh

Following a pilot intervention with 751 teachers in 2011, by the end of 2014 over 12,000 teachers had been reached and by the end of the project in 2017 the number of teachers engaged will have increased to over 50,000. This increase has been enabled by a greater emphasis on the MAV teacher development videos and local peer support, with less direct contact with English language teaching (ELT) specialists.

Rigorous monitoring and evaluation is embedded in EIA with teachers being regularly observed throughout the programme both by internal and external organisations and stakeholders. Owing to the large numbers of participants the monitoring and evaluation has mainly concentrated on broad quantitative outcomes looking at changes in classroom practice (EIA Classroom Practice, 2013, 2014). Although these observations of classroom practices show substantial increase in students' active participation and in opportunities to speak and practise the target language, in these quantitative studies it was difficult to ascertain what, if any, impact MAV combined with peer support had had on teaching practice. The data suggests that these changes were achieved by teachers making great efforts to promote and model the use of the target language and organising increased student participation in lessons. Subsequently a smaller scale, qualitative study was undertaken to get a richer picture of what exactly was happening in the EIA classrooms.

ELT experts from the project observed and interviewed a number of teachers, looking specifically for how they used and felt about a number of the unique elements of EIA, and prominent among these was the use of the mediated authentic video. One of these studies 'New Element study (Oct 2013)' visited three schools and observed seven EIA teachers with their classes, with detailed teacher

interviews taking place immediately afterwards. It should be said that teachers had very little (and in one case - no) advance warning of these observations.

All seven of the observed teachers spoke very positively of the videos in their interviews indicating a transformative effect on their classroom practice. More significantly though, was the direct evidence of the influence of the video in the observed classroom practice, and although the quality and quantity of this practice varied, it was certainly evident in all classes. In the early stage of the project audio-visual resources were used as a support and an enhancement to what were at that time perceived as the core materials ie written resources in book form. However, as our knowledge of the context and the available technologies increased, audio-visual resources developed into the MAV construct and its role in the project reversed so that by 2013 the videos occupied centre stage. Other materials were effectively used to support and wraparound the MAV that could also function as a standalone resource.

Findings revealed that elements of teachers' classroom practice was influenced by activity that they had observed on the videos. For example, Teacher 1 from school 1 demonstrated clear stages of a communicative lesson that would generally be absent from a traditional Bangladeshi classroom, and the observer commented that the teacher's particular monitoring techniques had been specifically demonstrated in the EIA videos (New Element Study, Oct 2013). When asked what he liked best about EIA from all the various elements he replied that it was the teacher videos and that he watched them "every day...even twice a day". The teacher went on to indicate that the technological innovations of EIA had transformed his teaching and that previously he did not use the techniques introduced and demonstrated on the video. In the past his classes were "not very interesting - only text book, duster, chalk".

Prior to the introduction of MAV through the English in Action project it was rare to see meaningful pair and group work in English Language classes in Bangladesh, but both the qualitative and quantitative research from the project shows a transformation now. The observers in this study commented a number of times on the quality of pair and group work, and the fact that this, along with other demonstrated practices on the videos, had become routine and embedded in the observed classes. This was the case with Teacher 2 from school 1 where the teacher emphasized the “radical transformation” that had come about in his classes, and that the video (which “we view often...in our free periods”) and the other audio visual materials had greatly increased his confidence as a teacher. Previous projects had *told* teachers how to improve: this *demonstrated* it and therefore had a deeper and more long lasting effect.

Teacher 1 from school 2 demonstrated a very specific activity from the videos and he referred to it in the interview with the observer afterwards saying that he had learnt some of the activities in his observed lesson from the videos in module 4; he went on to report that he (in common with all the other teachers in this study) had no problems at all in accessing the videos on his mobile phone.

Teacher 2 from this same school also commented positively on how the videos had help transform his teaching (“I am now totally changed”) and particularly commented on the very beneficial effects this has had on his students, and the radically improved student attendance in his classes.

In the third school used for observations in this study, all three observed teachers commented positively on the effectiveness of the video, and particularly on the fact that they could watch it at any time they wanted to. Teacher 3 (who had no warning about the observation) gave a model lesson where he drew on (and developed in many cases) a range of activities from the videos. In the interview this teacher was vociferous in his enthusiastic endorsement of the videos, saying that he

had taken part in training projects in the past, but that the videos had a truly transformative effect as he could watch them again and again. His students also spoke to the observer after the class and were also enthusiastic in saying how much they enjoyed this teacher's classes since he had been working on EIA and using the videos. The teacher commented that without the video the project would not have had been so effective. He went on to say "if a teacher follows the techniques...all the videos, all the audios...all the classroom language...and if they use it in the practical situation in the class...they and their students will be benefitted."

As a part of this study the observers also visited one primary and one secondary cluster meeting, where 24 teachers gather several times a year to review what they have been doing in class as a result of EIA, and to view and examine together the videos. These meetings were mediated by peer teachers (Teacher Facilitators). The importance of the videos was consistently stressed in these meetings and in interviews with the Teacher Facilitators after the meeting; they all highlighted the central place of the MAV in bringing about positive classroom based changes in teaching practice. Interestingly they also all stressed that they felt their role, as peer facilitators of these face-to-face meetings, would greatly benefit from the production of similar authentic mediated video designed especially for them. A series of such MAVs were then produced for the next cadre of Teacher Facilitators and this indicates the flexibility of this approach not only to teaching, or even to teacher training, but to any learning situation where a learning element needs to be demonstrated and deconstructed.

### Relevance of approach in other development contexts.

As implied at the beginning of this chapter, when considering what makes an environment for training at scale challenging, Bangladesh is likely to have more than its share of those elements. We have already mentioned environmental and logistical problems (and the influence of one over the other) with frequent flooding

and poor infrastructure hindering face to face teacher development, as well as the economic challenges. Added to this there are a range of systemic challenges including the fact that in recent years political unrest has led to many days lost to general strikes (hartels) making any arrangements involving travel very unpredictable at almost any time. While Bangladesh has its own particular list of difficulties and challenges, many other developing nations would have a similar (and sometimes more extensive) list.

### Sustainability of MAV

A key determiner of success in the EIA approach, we contend, is the flexibility of the training being easily viewable at any time by the user, with clear mediation and demonstration combined with reflective activities being available cheaply on a ubiquitous device (the mobile phone). While mobile phone ownership still varies greatly, there has in recent years been a substantive rise across the developing world, with simple inexpensive feature phones (able to take an SD card or be directly uploaded with content) rapidly replacing earlier phone models (Monodol and Walsh 2011). This means that the model described above is likely to be replicable in many other developing country contexts. The approach can also be delivered to a range of digital devices, dependent upon the ownership and accessibility issues of any given set of users.

Of course in each country context it would be crucial to adapt the model to local circumstances to keep the materials authentic in accordance with the particularities of the local teaching context. For example, the authors are currently developing MAV for professional development of ELT teachers in the Antioquia region of Colombia. In this situation, we used a local Colombian film crew and worked in partnership with the British Council in Bogota and Medellin to identify teachers for filming. Accompanying the filming team were two academics from the University of Antioquia who are engaging with and learning from the project and thereby developing their own capacity to develop similar materials so that this approach

can ultimately be ‘owned’ by them. The group of teachers receiving the completed MAV will meet at local ‘Education Parques’ to reflect upon and exchange experiences of using the approach shown in the MAV in their own classes. These meetings will be facilitated by peer teachers, and the MAV will be delivered by the Antioquian government to a range of devices – tablets, mobile phones and laptops – depending on individual teachers’ access.

#### Using MAVs in other sectors

But it is not only in the field of English teaching or education generally that the model has potential relevance. On presenting the model at the educational technology focused ‘Diverse’ conference in Belgium in 2012, interest came from other educationalists in various subjects, but particularly from organizations working with front line health care workers in developing contexts. Save the Children, for example, are looking at the potential of MAV to help educate health care workers administer basic treatments and offer advice for malaria prevention.

A further example, but in a completely different field is also from Bangladesh where the writers have developed some prototype MAV materials to help the large population of migrant workers from Bangladesh going to work in the middle East. Bangladeshi government figures estimate that more than nine million have made this (or similar) journeys in between 1976 and 2014 ‘BMET (2014)’. In an upcoming study by Erling et al. (2015) it was found that most migrants receive no, or very inadequate, training prior and post departure to orientate them to issues of language (and not just English) and indeed to the intense cultural differences for people who, in the main, are unlikely to have travelled much beyond their immediate areas. Many of them are also illiterate or semi-literate in their own language of Bangla and so written materials are of little use. However, virtually all of them have mobile phones that can take audio visual material. The potential for an EIA-like use of MAV in these circumstances, although presenting a different range of challenges and difficulties, is clear, and interest in the development of this

has been expressed by key figures in organizations such as the World Bank.

## Conclusion

Any programme that aims to improve teaching and the delivery of training in difficult circumstances entails both a deep level of understanding of the local demands, drivers and limitations, and the ability to put any materials into the hands of the recipients in the most practical and cost-effective way. In EIA, teachers, headteachers, teacher educators and, increasingly, policy makers, have recognized the implications of a mode of training that can help overcome many of the difficulties that they face in receiving or conducting teacher professional development at scale. The research carried out to date on using MAV as an approach to large scale TPD demonstrates a strong impact on teachers' classroom practice, based on the combination of MAV and peer support. The influence of MAV can be seen both in the enthusiastic way in which teachers view the techniques modeled in the videos and in their successful adaptation in the context of their own classes. The peer support model encourages a reflective and proactive response to the materials. Future research needs to be carried out to measure whether these changes in classroom practice are sustained over time, but the current research has shown that using local authentic and mediated video on accessible mobile devices supported by peer-led reflective meetings has the potential to deliver high quality professional development at scale without the necessity of providing expensive face to face mediation by experts at a location far removed from the school and classroom. There are, in addition, clear if early expressions of interest in adapting this mode of delivery to other development fields.

## Recommended texts:

1. Hayes, D. (ed) (2014) *Innovations in the continuing professional development of English language teachers*. (British Council Innovations Series)

The 13 very varied chapters in this practically orientated book, drawing on a number of contexts from around the world, provide a great case-study type analysis of teacher professional development – with classroom practice and pedagogical innovation at its heart.

2. Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J., and Salvi, F. (2013). *Pedagogy, curriculum, teaching practices and teacher education in developing countries: final report*. Education rigorous literature review, EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

The main interest in this DFID commissioned report is that it draws together reviews of major education projects with the aim of looking at common elements of success.

3. Sherin, M. G., & (2009) , E. A. (2005). *Using video to support teachers' ability to notice classroom interactions*. *Journal of Technology and Teacher Education* 13(3): 475-491.

This article will appeal to anyone with an interest in the capabilities of video to enhance the reflective aspects of teacher development in any subject.

## Engagement priorities

1. The project designers and film makers (both Bangladeshi and international) were largely from urban backgrounds. The teachers and students being filmed were all from impoverished traditional rural backgrounds. What tensions do you think may be encountered with this mix, and how do you think they can be mitigated or overcome?
2. The chapter emphasizes the importance of the narrator in mediating the content of the filmed classes. Teachers sometimes described a feeling of “knowing” the narrator. Why do you think the narrator is seen as so central in the process? What are the inherent disadvantages of mediating the materials like this? Is there a better way?
3. For the pilot of EIA we had a set plan of what we wanted to film before filming it. We also used a studio and actors for the filming. In the later stages we filmed using only practicing teachers and their own classes in their own schools (“warts and all”). At the outset we had a list of practices, techniques and structures that we planned to cover, but much was left to serendipity and the editing. What do you think are the advantages of this potentially unpredictable way of working?
4. Working with peers was a key ingredient of English in Action – playing the role of critical friend, reflection partner and, sometimes, facilitating teacher reflection sessions. This kind of peer working and reflection is not common in all contexts. What kind of challenges or misunderstandings do you think may be encountered with working this way, and what actions may help you to overcome them in your context?
5. The chapter describes a way video can be used in teacher professional development using high quality video and utilizing a film team and then

uploading the video onto teachers' mobile phones. However, teachers' mobile phones could be used in other ways to video classroom practice to help both students and teachers in the learning and teaching of English. Can you think of some of the ways that teachers could utilize video on their own mobile devices in the classroom?

### Abbreviations:

DFID: Department for International Development

EIA: English in Action

ELT: English language teaching

IER: Institute of Education and Research (Bangladesh)

MAV: Mediated Authentic Video

TPD: Teacher professional development.

### References

Anderson, T (2004). Towards a theory of online learning. In Anderson, T and Elloumi, F (Eds), *Theory and Practice of Online Learning*, Athabasca University, 2004. Pages 33-60.

Biocca, F. and Harms, C. (2002) *Defining and measuring social presence: Contribution to the Networked Minds Theory and Measure*. Media Interface and Network Design (M.I.N.D.)

Biocca, F. & Nowak, K. (2001) The influence of agency and the virtual body on presence, social presence and co-presence in a computer mediated interaction. *Presence 2001*, Philadelphia, 2001

Borko, H. Jacobs, J. Eiteljorg, E. and Pittman, M.E. (2008). Video as a tool for fostering productive discussions in mathematics professional development. *Teaching and Teacher Education*, 24: 417-436.

Education international (Dec 2007). Teacher supply, recruitment and retention in six Anglophone sub-Saharan African countries. Available at <http://www.ei-ie.org> (Accessed 6/4/2015).

English In Action, Baseline Study 3, 2009. *An observation of English lessons in primary and secondary schools in Bangladesh*. Available at <http://www.eiabd.com/eia/index.php/2012-10-11-09-41-47/research-publication/research-report/baseline-reports>

**Erling, E.J. Seargeant, P. Solly, M. Chowdhury, Q.A. Rahman, S.**  
***English for economic development: A case study of migrant workers from Bangladesh (2015 forthcoming) British Council publications***

Fiske, E.B. and Ladd, H.F. (2004). *Elusive Equity: Education Reform in Post Apartheid South Africa*. Brookings Institution Press.

Goffman, E. (1963) *Stigma*. London: Penguin.

Government of Bangladesh, English Curriculum for Secondary, 2012.

[Greef, H.P. de & IJsselsteijn, W.A.](#) (2000). [Social presence in the PhotoShare tele-application](#). In W.A. IJsselsteijn, J. Freeman & H. de Ridder (Eds.), *Proceedings of the 3rd international workshop on presence, Presence 2000*, Delft, The Netherlands, March 27-28, 2000

Hamid M. Obaidul. (2010) Globalisation, English for everyone and English teacher capacity: language policy discourses and realities in Bangladesh. *Current Issues in Language Planning*, 11(4): 289-310.

Hoque, S.M. (Oct 2009), *Education policy: Some suggestions*. The Daily Star. Retrieved from [www.thedailystar.net/story.php?nid-109018](http://www.thedailystar.net/story.php?nid-109018)

Hayes, D. (2000) Cascade Training and Teachers' Professional Development. *ELT Journal: English Language Teachers Journal* 54 (2): 135

Heeter, C. Being There: The subjective experience of presence *Presence: Teleoperators and Virtual Environments*, MIT Press, 1992.

McConnell, T. J. Lundeberg, M. A. ,Koehler, M. J. ,Urban-Lurain, M., Zhang,T., Mikeska, J., Parker, J., Zhang M. and Eberhardt J. (2008). *Video-based teacher reflection – What is the real effect on reflections of in-service teachers?* Presented at the 2008 International Conference of the Association of Science Teacher Educators, Saint Louis, MO

Monodol, S. and Walsh, C. (2011). [Leveraging mobile phones to make 'Vision 2021' a reality](#). eAsia 2011 *Realizing Digital Nation Conference* Dhaka Bangladesh December 1-3, 2011.

National Education Policy, Bangladesh (2010) retrieved from [www.moedu.gov.bd](http://www.moedu.gov.bd)

Rich P.J., & Calandra, B. (2010). Video, video everywhere: Issues and evidence of video analysis in teacher education. *Educational Technology* 50(1): 3.

Rook, M.M. & McDonald, S.P. (2012). Digital records of practice: a literature review of video analysis in teacher practice. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012*. Pages 1441-1446. Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Santagata, R. (2009). Designing video-based professional development for mathematics teachers in low-performing schools. *Journal of Teacher Education*, 60(1): 38-51.

Sherin, M. G., & van Es, E. A. (2005). Using video to support teachers' ability to notice classroom interactions. *Journal of Technology and Teacher Education* 13(3): 475-491.

Sherin, M. G., & Han, S. (2004). Teacher learning in the context of a video club. *Teaching and Teacher Education*, 20: 163-183.

Sherin, M. , Linsenmeier, K. A. and van Es, E. A. (2009). Selecting video clips to promote mathematics teachers' discussion of student thinking. *Journal of Teacher Education* 60: 213-230

von der Putten, A.M. Kramer, N.C. and Gratch, J. Who's there? can a virtual agent really elicit social presence? (2009) . *PRESENCE 2009: Proceedings of the 12<sup>th</sup> Annual International Workshop on Presence, 2009*.

Power, T and Thornton, B (2015): Common Forms of Teacher Development in LEDCs. figshare.

<http://dx.doi.org/10.6084/m9.figshare.1294891> (Accessed 8/9/15)

Woodward, C. Griffiths, M. and Solly, M. (2014) A new approach to CPD through the use of mediated video, peer support and low cost mobile phones in Hayes D. (ed.) *Innovations in the Continuing Professional Development (CPD) of English Language Teachers*. British Council publications. Pages 227-245.