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Supporting development through improving English language teaching and learning in Bangladesh

Conference or Workshop Item

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Supporting development through improving English language teaching and learning in Bangladesh

Sub-Theme: New priorities and partnerships for Education for All: childhood, youth and learning.

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Outline

- Introduction: Teacher Development, Educational Technology and issues of Quality and Scale

- English in Action: Upscaling a school-based, mobile enhanced, Teacher Development Programme

- Research Findings from first large-scale cohort (4,368 teachers) 2012-2013

- Discussion

1. Introduction:
Teacher Development, Educational Technology and issues of Quality and Scale

- ADEA 2005: report on quality of education in Africa: "Access must be combined with an emphasis on quality"

- World Bank 2011: 2020 Education Strategy: "many children and youth in developing countries leave school without having learned much at all"

- United Nations 2014: MDG review: some 58 Million students out of school (opportunity costs).

- Moon 2014: launch of 2013-14 GMR: a great numbers of poorly or unqualified teachers, teaching ever increasing numbers of students

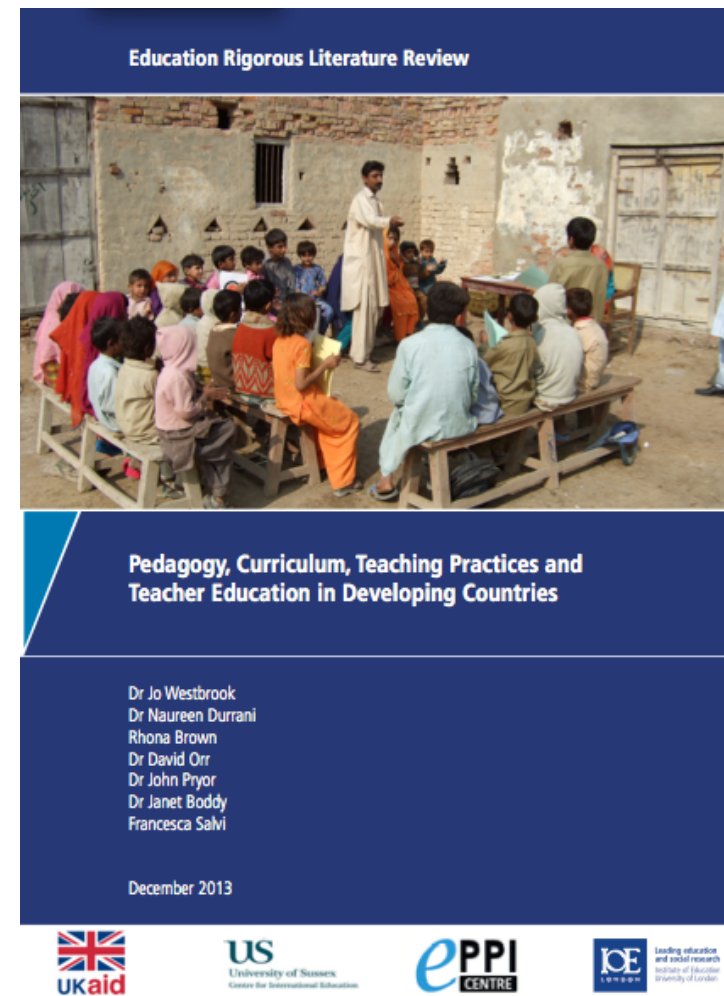# Common forms of Teacher Development

e.g. context: UP 2012:
* RMSA introduction; NCERT maths & Science exams
* 449 new schools; 402 schools 'uplifted'; 26,000 teachers to train through INSET
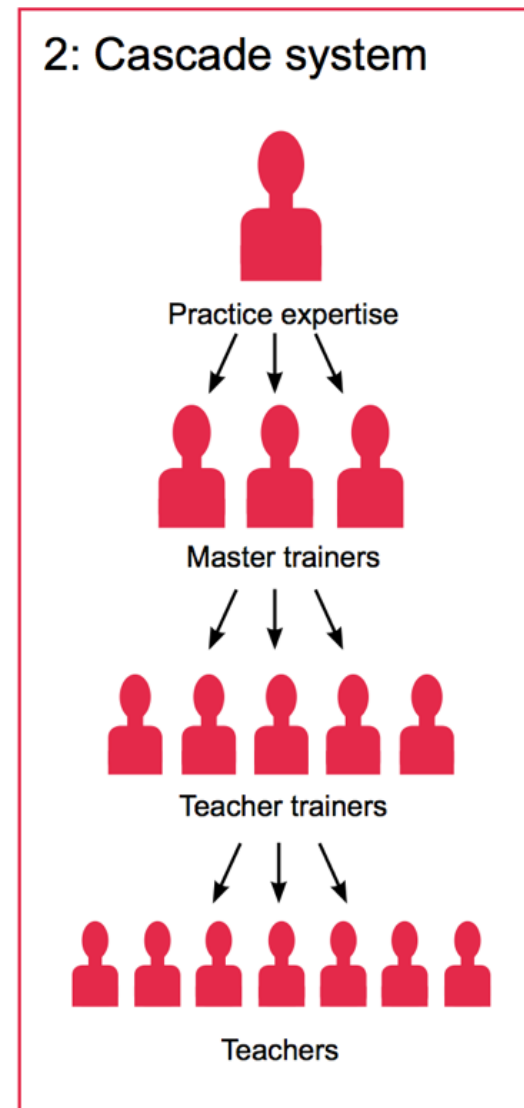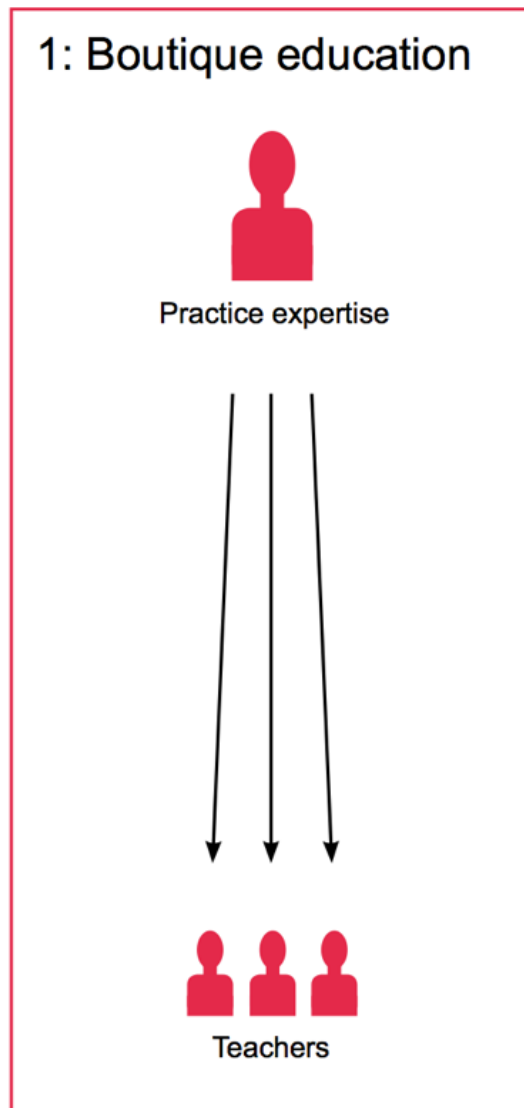
Rigorous Literature Review:
…Teacher Education in Developing Countries

How can teacher education and guidance materials best support effective pedagogy?

i) teacher **peer support**;

ii) **alignment** of professional development **with teachers' needs**... and **follow-up monitoring** of teachers;

iii) **support from head teachers**; and

iv) **alignment with the curriculum and assessment**.

Education Rigorous Literature Review

Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries

Dr Jo Westbrook
Dr Naureen Durrani
Rhona Brown
Dr David Orr
Dr John Pryor
Dr Janet Boddy
Francesca Salvi

December 2013

Westbrook et al, 2013

Educational Technology?

- Many studies show that increased access to ICT, of itself, has little or no demonstrable impact on quality of educational practices or outcomes

- IRI, classroom audio or video on teachers mobiles, eReaders for literacy, CAL for remedial maths, project based learning: some examples of impact

- Characterised by: strong curriculum-pedagogic focus, supported by learning materials; robust teacher development & monitoring

Power, T., Gater, R., Grant, C., and Winters, N. (2014). Educational Technology Topic guide,
Health and Education Advice and Resource Team, Department for International Development, London, UK.

2. English in Action:
Upscaling a school-based, mobile enhanced, Teacher Development Programme

Conceptual framework

- teachers identity and expertise is developed in context of local practice

- the school is the main setting of professional learning

- cultural artefacts and tools mediate learning

- support mechanisms integrated school-based peer support

Social Practice Theory. See for example: Chaiklin and Lave, 1993; Vygotsky, 1962; Bruner, 1996; Sen, 1999

EIA Pilot approach

Practice expertise ⟷ Teachers

mobile materials
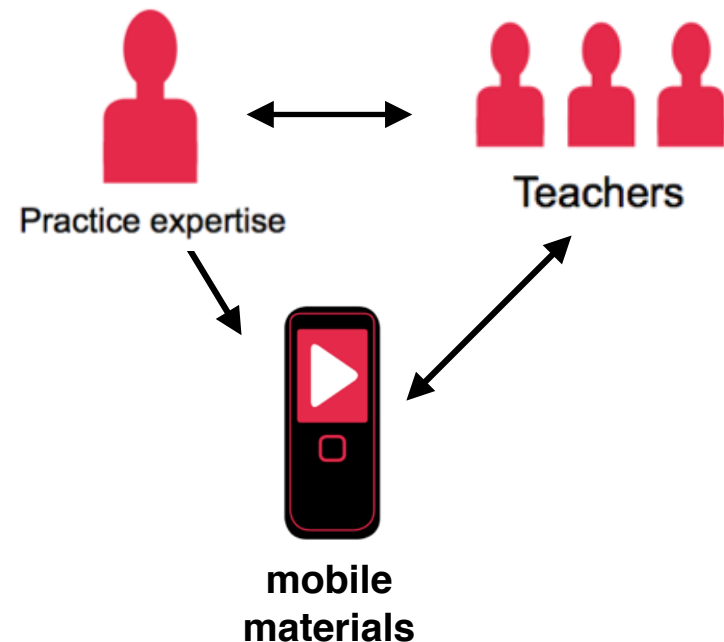
See: Power et al (2012): The Curriculum Journal, 23(4):503–529

| phase	phase II - pilot (2008 - 2011)	phase III - scale (2011 - 2014)	phase IV - institutional (2014 - 2017)
Teachers	600 GoB teachers	12.5 K Teachers	38k Teachers
Students	118k students	2M Students	4.6 M students

As scale increases…

- Availability of international or national expert capacity (time), per teacher, substantially decreases

- Centralised delivery becomes increasingly unmanageable (workload, travel time, communications)

- Inputs (number of days for face-to-face support, extent of materials) need to increasingly align with national norms for sustainability

…emphasis on local peer support, with practice expertise via (offline) mobile technology
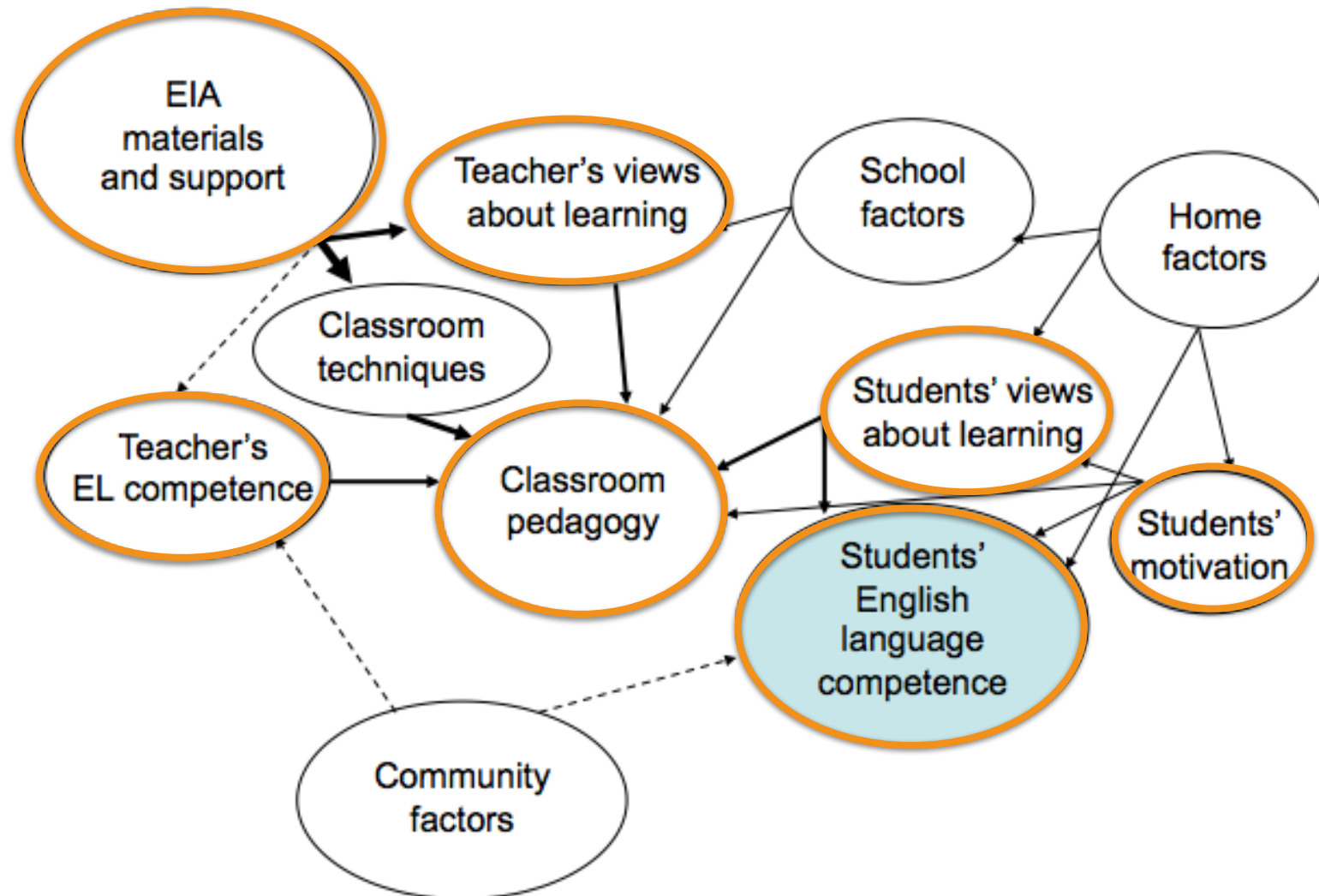

Pilot

Upscale

Practice expertise

Teachers

mobile materials

Practice expertise

Teachers

local peer support

Teachers

mobile materials
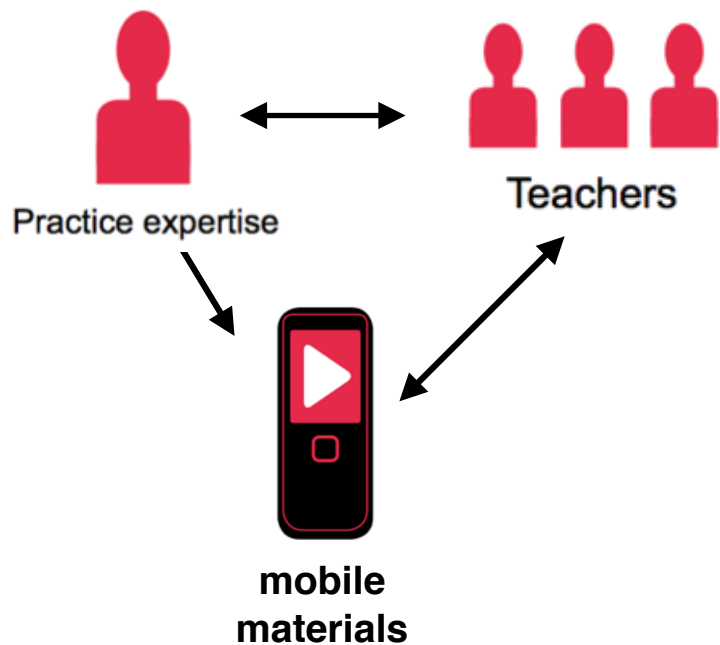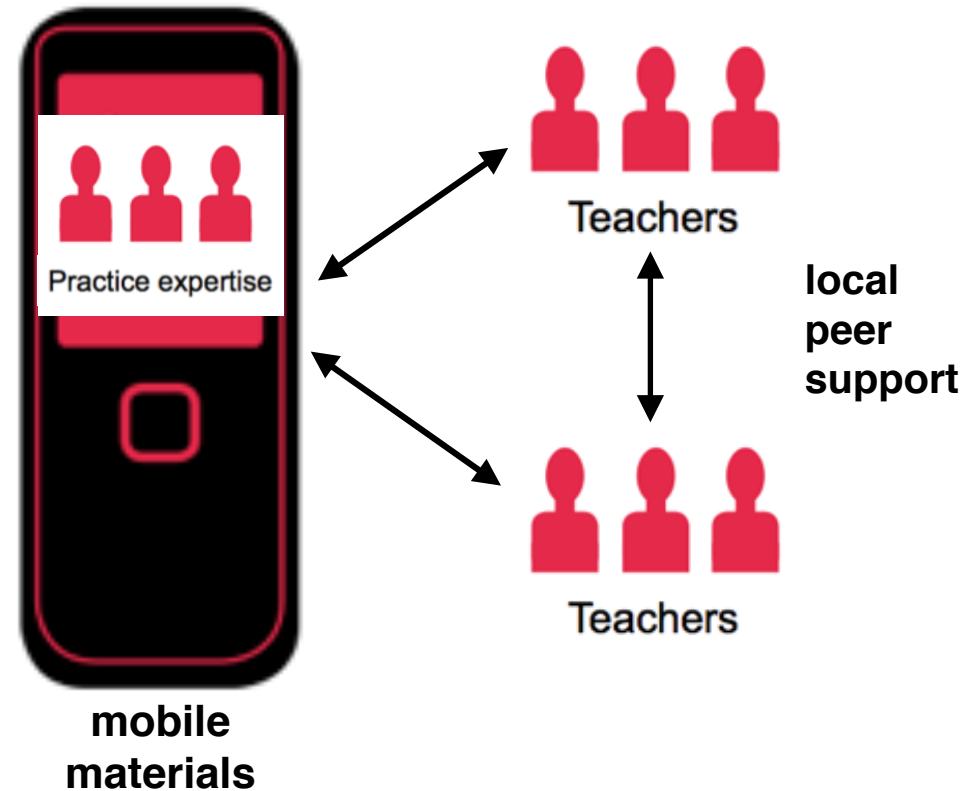
3. Research Findings from first large-scale cohort (4,368 teachers) 2012-2013

teacher & student perceptions

focus:	findings:	issues

focus:

1. teachers' views (on ELT, practice, students and the programme)

2. students' views (of English and their experience of English lessons).

sample:

269 primary teachers, 123 primary head teachers and 143 secondary teachers.

376 primary and 457 secondary students.

findings:

- Teachers report improved competence (96%-99%) and confidence (88-89%) in using English.

- Most teachers (63-66%) strongly agree has impacted teaching practice.

- 89% of all teachers say focus of lessons is now on student communication and interaction

- students report regularly speaking in English (79%-80%)

issues

- Strong residual attachment to traditional practices: e.g. primary students reported enjoying learning grammar rules (95%) and being corrected by the teacher (98%).

- Secondary teachers perceive improvements in own English competence, not evidenced in assessments.

- 2/3 of primary students, but only 1/3 of secondary students, report T talking mostly in English.

English in Action (2014). Perceptions of english language learning and teaching among primary and secondary school teachers and students participating in english in action: Second cohort (2013).
Research report, English in Action, Dhaka, Bangladesh.
www.eiabd.com/publications/

classroom practices

| focus:	findings:	issues
To what extent do teachers show improved classroom practices, particularly in relation to the extent and language of student talk	• student talk time increased substantially (to 27% primary; 24% secondary).	• Despite increases in pair and group talk, primary student talk was dominated by choral work (46%), and secondary students by individual talk (53%)
sample: 401 lesson observations (256 primary, and 145 secondary).	• student talk in target language increased substantially (to 91% primary; 87% secondary).	• This quantitative study doesn't shed light on the *quality* of student talk.
primary (61%) and secondary (21%) female teachers	• substantial increases in observations of student talk in pairs or groups (18% primary; 28% secondary).	• Observations show secondary teachers using spoken English more than primary teachers; student perceptions are the opposite.
	• teachers talked less (45-48%) but used target language more (76-87%)	

English in Action (2014). Classroom practices of primary and secondary teachers participating in english in action: Second cohort (2013). Research report, English in Action, Dhaka, Bangaldesh.

www.eiabd.com/publications/

learning outcomes

focus:
To what extent do the students and teachers show improved EL competences?

sample:
605 teachers
(246 primary,
286 secondary;
73 primary heads)

884 students
(463 primary;
421 secondary)

findings:

- primary students: improvement over baseline (34% more Grade 1 or above; 20% more Grade 2 or above)

- primary girls (74% pass) higher than boys (65% pass).

- secondary students: improvement over baseline (14% more Grade 2 and above, and 11% more Grade 1 and above)

issues
- Primary teachers improved over baseline (7% more Grade 2+; 3% more Grade 3+).

- Secondary teachers no statistically significant difference to baseline.

- Secondary teachers self-reporting of improvement very similar to primary teachers.

- Secondary students still improved, but not as much as primary.

English in Action (2014). English proficiency assessments of primary and secondary teachers and students participating in english in action: Second cohort. Research report, English in Action.

www.eiabd.com/publications/
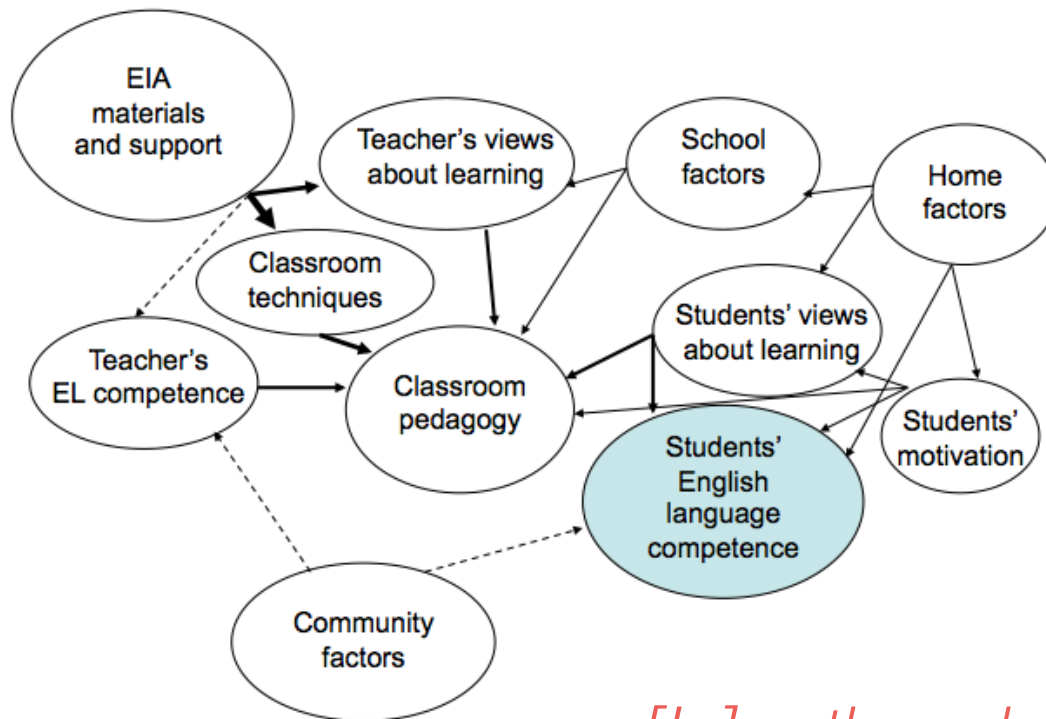
- how do teachers learn to improve practice?
- challenges of scale?
- role of educational technology, if any, in improving quality?

[Is] …the education research community… [providing] the sort of evidence that policy makers and practitioners want'?
(Moon, 2014. GMR launch, IoE, London)