

My EIA Field Experience

As a researcher it was amazing to hear from the little boy who ran by me singing “hello, hello, hello my friend” before I enter a school to collect data. This moment reflected the immense impact that EIA is having on learners. In the span of my research I have had to visit 10 primary and 10 secondary schools, where research showed the continuous progression of the teachers’ pedagogy, teaching quality and learners’ increasing interest in learning English. The data also reflects that there are ample opportunities that could be used to make learning and teaching more effective.

Among many of the significant moments in the field I can visualise the little girl saying “I want to learn English to understand cartoon”. I think this is the real motivation provided by EIA through the audio-visual materials used in the classrooms. The cultural crisis was demonstrated when I found students saying “we don’t like to sing songs, as it is forbidden in Islam”. We need to go deep into the learner’s mind to uncover barriers to learning English. But all the learners have come to a consensus that without English it is tough to achieve a



successful career. Teachers opine that EIA trainings and classroom materials are making teaching English easier than before, as it takes less time to get prepared for the class. The biggest obstacles for the project, the teachers think, is that it mainly focuses on speaking and listening, but the existing examination system focuses only on reading and writing; as a consequence learners and teachers don’t have the opportunity to use EIA techniques before the examinations. However, the good thing is we already have started working on the examination system.

In my view, the project is moving towards success and trying to utilise all the opportunities to support the people and country.

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