

# English in Action programme provides research evidence showing changes in perceptions, classroom practice and learning outcomes



A recent review<sup>1</sup> identifies four key elements that characterise teacher development programmes, which have positive results in improving classroom practice and learning outcomes:

1. Follow up support and monitoring
2. Peer support
3. Head Teacher support
4. Alignment with curriculum and assessment

EIA is a 9-year programme designed to change the way that children, young people and adults in Bangladesh acquire English. In its school-based teacher development programmes, EIA exemplifies how these key elements can be implemented in a large scale teacher development programme. EIA also has evidence showing changes in attitudes, classroom practice and learning outcomes, which is available on our website.

## How does EIA include these elements?



### Follow up support and monitoring

Lesson modelling is provided through AV materials on micro memory cards. These are used in regular local teacher meeting activities, providing opportunities for feedback and discussion on classroom practice. Monitoring takes place through meeting evaluations, questionnaires and classroom visits.



### Peer support

Teachers work in pairs from each school. This is strengthened by the regular meetings, with a larger group of local teachers, over a period of a year to review, reflect and introduce gradually new elements to their teaching practice.



### Head Teacher support

Head Teachers are made aware of new methods of teaching being introduced, and their active support is developed through Head Teacher meetings and activities.



### Alignment with curriculum and assessment

The EIA programme aligns closely with the curriculum referring throughout to the English for Today textbooks in examples of classroom practice.



### Offline AV materials and enabling technology

In addition, EIA has identified a highly innovative role for offline AV and print materials, which have enabled both scale and impact. These provide curriculum expertise and lesson modelling, and are used in teacher and facilitator development activities at local meetings and in school.

Together, these elements are combining to changing learning in classrooms across Bangladesh.

<sup>1</sup>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. p60-64