

AN ASSESSMENT OF SPOKEN
ENGLISH COMPETENCE AMONG
SCHOOL STUDENTS, TEACHERS AND
ADULTS IN BANGLADESH

BASELINE STUDY 1

RESEARCH
REPORT

ENGLISH  ACTION

AN ASSESSMENT OF SPOKEN ENGLISH COMPETENCE AMONG SCHOOL STUDENTS, TEACHERS AND ADULTS IN BANGLADESH

Executive Summary

English is taught as a compulsory subject in Bangladeshi schools, both at primary and secondary levels. While the national 'English for Today' curriculum stresses communicative use of the language, this does not appear to be effectively implemented as widespread concerns have been expressed about the ability of students to communicate in English. Within the school system in Bangladesh there is no formal testing of oral or aural skills in English.

Baseline Study 1 was planned to collect data about the spoken English competence of Bangladeshi school students, teachers and adults in the community validated in relation to a well-established and internationally recognised graded scheme. The scheme comprises 12 grades (and level 0). Experienced assessors from Trinity College, London were engaged to undertake brief (5-10 minute) individual interviews with students, teachers and community adults in a range of locations mostly in Dhaka and districts in central Bangladesh (semi-urban and rural). Two phases of fieldwork ensured that both Government and non-Government schools were fully represented in the study. Both Primary and Secondary schools were visited.

A total of 4,741 individual interviews were undertaken in the two phases of fieldwork.

NGO Schools - Fieldwork Phase 1

There is little evidence of progression of language through the Primary schools over five years, with the majority of students (78%) being at Trinity level 0 or 1 over the first five school grades.

There is also little evidence of systematic progression through Secondary schools. The results show no increase in English language ability that can be specifically tied to working through the school grades. The majority (97%) of students in school grades 7 to 10 have the same language ability as those students in grade 6.

With teachers the level of both language skills and training is, in some cases, quite low. More than two-thirds of teachers (69%) were at Trinity grade 4 or below. Most English teachers (76%) were within the range of grades 2 to 6. Some teachers received only one month's training before entering the classroom in Primary schools. Clearly these two factors are crucial to the improvement of language ability within Bangladesh.

Government Schools - Fieldwork Phase 2

It is clear that there is little real progress for the majority of students through Primary and Secondary education. Firstly, there is a group of students - around 20% to 30% - who have not progressed from their first years in Primary to their leaving at the age of 16. Secondly, there is very little progression through the grades of those who are making slight progress. The levels of ability are not increasing year by year, nor over a period of several years.

The results of our assessments indicate that 34% of teachers of English have an entry level of 2 or less. Another 14.5% have an entry level of 3. This means that nearly 50% of English teachers have an entry level lower than the final grade of the Trinity 'Initial' band. This obviously reflects the levels obtained by students. It is evident that teachers are teaching students at higher levels than their own ability in the language.

List of Abbreviations

BRAC - Bangladesh Rural Advancement Committee

CEFR - Common European Framework of Reference

DfID - Department for International Development

EIA - English in Action

ESOL - English for Speakers of Other Languages

FIVDB - Friends in Village Development Bangladesh

GoB - The Government of Bangladesh

NGO - Non-Government Organization

TESL - Teaching English as a Second Language

UCEP - Underprivileged Children's Education Programme

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1. Introduction

1.1 Rationale for the Baseline Studies

English is taught as a compulsory subject in Bangladeshi schools, both at primary and secondary levels. While the national 'English for Today' curriculum stresses communicative use of the language, this does not appear to be effectively implemented as widespread concerns have been expressed about the ability of students to communicate in English.

English in Action, Bangladesh (EIA) aims to develop language learning and teaching over a 9-year period from May 2008. Funded by the UK Government's Department for International Development (DfID), the EIA Project's **goal** is to "contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy". The **purpose** of the planned interventions aimed at groups of school students, teachers and adults is to "increase significantly the number of people able to communicate in English, to levels that enable them to participate fully in economic and social activities and opportunities". Initiatives by EIA Project partners in three sectors (Primary, Secondary and Adult) will utilise a range of media technologies to:

- overcome barriers to the effective use of communicative English,
- increase motivation and access to appropriate resources, and
- enhance and extend the necessary learning and teaching practices.

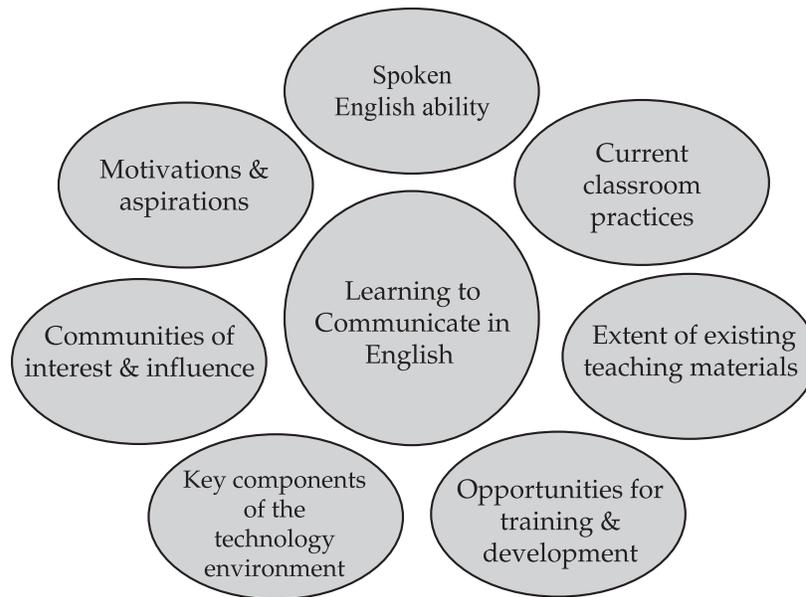
A programme of research, monitoring and evaluation activities will assess the extent to which the EIA Project manages to achieve its purpose and goal. Within the first year, a set of project-wide Baseline Studies were planned and carried out in advance of the various sector interventions being launched. Each of six Baseline Studies concentrates upon separate, but related, fields for investigation in relation to developing the use of communicative English within Bangladesh. These will be repeated and extended in each of the Project's three-year phases to enable comparisons to be made to determine what improvements have occurred.

The initial Baseline Studies serve a number of purposes, primarily to :

- a. learn about the current situation relating to the teaching and learning of English 'on the ground' and the contexts for communicative use of English,
- b. inform the outputs and activities for each sector and the project as a whole, and
- c. provide a base against which outputs and activities of the project can be subsequently evaluated.

Each study provides insights and evidence relating to an element of the 'Communicative Environment' – the complex of factors that impact on the EIA Project's purpose, to "increase significantly the number of people able to communicate in English". This is illustrated in Figure 1 below.

Figure 1: The Communicative Environment



1.2 Overview of the Education Sector in Bangladesh : NGO and Government Schools

Bangladesh is the eighth most densely populated country in the world with 150 million people. The priority need of the Government of Bangladesh (GOB) is to explore and invest in developing the nation's human resource for socioeconomic growth and well being. The Government's Five Year Plans stress the need to enhance educational opportunities in order to create a skilled labour force. Since the 1990s, the GOB has emphasized achieving Universal Primary Education in its mandate. Primary education includes children in Classes/Grades 1 to 5, usually aged from 6 to 10 years.

Secondary education covers Classes/Grades 6 to 10 (Lower Secondary includes Classes 6 to 8 and Upper Secondary Classes 9 and 10). Beyond the compulsory stage of primary education, secondary schools are made available by both the government and non-government providers. Over 97% of all secondary schools in the country are non-government and are administered by local School Management Committees. However, they receive substantial support from the government.

A large number of Non Government (NGO) schools exist in the country. These schools are often for underprivileged children in the communities and are financed by either private sector funds or donor funds. The timetables for NGO schools vary from one school to another and these do not maintain the same hours as government schools. Many run non-formal education systems with teachers that are less trained and qualified than those in government run schools. As the salaries of teachers in NGO schools tend to be lower than those paid in governmental schools, the educational qualifications of NGO teachers are seldom up to the same standard. Some come into the job with only high school certification.

Although the classroom environment is crowded and has weak infrastructure, NGO schools are believed to have a much more interactive and participatory approach to learning than government schools. Government schools have more classroom space, but also a very large number of students - sometimes ranging from 60 to 100 students in a classroom with only one teacher. In comparison, classrooms in NGO schools are often not well equipped with sufficient space, light or furniture, but the class size is much smaller with only 30-35 students in the class. There is often greater scope to use interactive teaching techniques in a NGO classroom than in a government school.

1.3 Rationale for this Baseline Study

As the purpose of the EIA Project is to "increase significantly the number of people able to communicate in English ...", there is clearly a need to determine the extent of competence in spoken English before the various interventions commence. This will provide a base for comparison with similar data collected at several stages in the future. Within the school system in Bangladesh there is no formal testing of oral or aural skills in English, so no existing assessment of competence was available. Baseline Study 1 was planned to collect data about the spoken English competence of school students, teachers and adults in the community validated in relation to a well-established and internationally recognised graded scheme.

1.4 Background and Scope of this Baseline Study

Experienced assessors from Trinity College, London were engaged to undertake brief (5-10 minute) individual interviews with students, teachers and community adults in a range of locations in order to determine their level of competence in spoken English.

The Trinity College syllabus forms the basis for taught courses in English for speakers of other languages. The syllabus document is widely used in the classroom as well as in the examination. Examinations of spoken English ability at a particular level are normally undertaken after students have been following the syllabus during classes. However, the method of the oral examination can be used to provide an indication of the competency of people who have not been following a course based upon the syllabus.

The assessments were intended to take place within the geographical area (Dhaka and central Bangladesh) in which the initial EIA Primary and Secondary interventions were expected to take place (but see Section 3.1 below). Interviews were planned to take place in Government and non-Government schools and their communities. Two phases of fieldwork were necessary in order to achieve this.

1.5 Structure of this Report

The next two sections report on the Research Methods (Section 2) and the Population and Sample for this Baseline Study (Section 3). As the data collection fieldwork was undertaken in two phases (October-November 2008) and March 2009), each of those is reported in separate substantive sections (Sections 4 and 5). Section 6 presents tables showing the combined data from the two phases of fieldwork. Appendices provide additional information about the Trinity interviews and the Trinity College 'Graded Examinations in Spoken English' syllabus.

2. Research Methods

The approach for Baseline Study 1 is quantitative. Trinity College assessors from the UK with considerable experience of undertaking international assignments conducted brief individual interviews with students, teachers and community adults to determine their spoken English competence. Each interviewee's responses were evaluated against the criteria of the 12-point Trinity College English Language scale (see Appendix 1). For the purpose of subsequent analysis, information was recorded for each respondent in respect of gender, location and type of school (if appropriate). All the data collected was aggregated so that the reported responses could not be identified with individuals. The data was analysed to determine the frequency of responses within major groupings, i.e. male/female, Primary/Secondary, student/teacher/community adult, urban/rural. The school Grade/Class for students was recorded. The two phases of fieldwork also enabled responses from Government and NGO schools to be compared.

2.1 Data Gathering

The Trinity individual diagnostic interview does not involve an instrument per se, but follows a well-established procedure. The interviews take place in English and last for about 5 to 10 minutes. The interviewee is encouraged to demonstrate their spoken English ability by responding to questions that become progressively more challenging (see the 'Summary of language items for each grade' in Appendix 1). For example, initial questions about the respondent's name and age move on to the naming of objects, parts of the body, etc. to family members, activities and interests and so on. The assessor/interviewer adapts their progress through the questions according to the responses given, but always with the emphasis on eliciting what the interviewee can do rather than determining what they cannot do (See Appendix 2).

2.2 Limitations of the Study

In a country of an estimated 150 million people, with approximately 86,000 Primary schools and approximately 18,500 Secondary schools, achieving widely generalisable results for any Baseline Study is a difficult task. This study aimed to achieve a representative assessment of the spoken English competence in the selected schools and their communities within that geographical area (but see Section 3.1 below).

3. Study Population and Sample

3.1 The Population and Sample

The targets for English in Action are school students, teachers and adults in communities throughout Bangladesh. Interventions will need to involve Primary and Secondary schools supported by the Government of Bangladesh and also by Non-Government Organisations (NGOs) as well as media-based outputs aimed primarily at adults.

To achieve its ultimate goal and purpose, English in Action must not concentrate solely on the metropolitan and urban areas of Bangladesh: about two-thirds of the population live and work in rural areas. In selecting the locations for fieldwork and data collection for Baseline Studies it was important to ensure an adequate representation of the rural population. However, on the basis of guidance provided, it was envisaged that in the Pilot Phase of EIA (2008-2011) the school-based interventions would not be nationwide in scope, but limited to certain areas in Dhaka and Upazilas in the central part of Bangladesh. Accordingly, data collection for the initial Baseline Studies did not aim to be fully representative of the nation as a whole, but was predominantly undertaken within the anticipated geographical area for the Pilot Phase. Negotiations with the Government after the Baseline Studies were undertaken have resulted in a modification of the geographical scope of the Pilot Phase. The implications for the Baseline research are being explored and, where appropriate, the studies are being extended.

Approximately equal numbers of Primary and Secondary school locations were selected for data collection. The Government supports the majority of Primary schools, while the majority of Secondary schools are not directly supported in that way. Account was taken of this situation in selecting the schools to be visited for data collection. [N.B. Some NGO Primary schools were visited around Sylhet in North East Bangladesh, outside the main geographical area anticipated for the Pilot Phase. These were FIVBD schools and that organisation is an EIA partner.]

For logistical reasons, the fieldwork for Baseline Studies 1, 2a and 6b was conducted by investigators/interviewers working concurrently in the same schools. Phase 1 of the fieldwork for those

studies was undertaken in October & November 2008 in 53 NGO schools. Phase 2 of the fieldwork was undertaken in March 2009 in 84 Government schools.

In total, the Trinity assessors interviewed 4,012 school students, 462 teachers and 268 community adults.

3.2 Selecting the Sample for Baseline Study 1

The schools to be visited during each of the 2 phases of fieldwork were selected by EIA Project staff in Dhaka. At each school visited for data collection, students from a range of different school grades/classes were selected. As far as possible, the allocation of students to each of the studies was undertaken on a random basis.

A total of 4,741 individual interviews were undertaken in the two phases of fieldwork.

4. Report on the First Phase of Fieldwork

The first phase of fieldwork took place in October and November 2008 in 53 NGO schools.

4.1 The Locations

Fieldwork for the Baseline Study was carried out in a number of locations in Dhaka and central Bangladesh. Schools we also visited in and around Sylhet, in north-east Bangladesh.

4.2 The Schools Involved

Trinity assessors visited schools from three NGOs. These were UCEP and BRAC in Dhaka and FIVDB in Sylhet.

UCEP schools run a full school programme for students who have generally missed out on their Primary education and offer the national curriculum over a shorter period. Each year's syllabus being completed over a six-month period. The schools run three shifts a day.

BRAC schools are usually a one-class school in which the teacher takes the same students from the first grade onwards, staying with the students throughout their school life. BRAC is now a huge international NGO offering education in various countries around the world.

FIVDB schools are focused in rural areas and run a full curriculum but have developed a lot of their own materials, train their own teachers and are set up in cooperation with the local community. Every school includes a well, offering clean water for the community it serves. All the FIVDB schools that were involved in the base line study were in and around Sylhet.

4.3 The Environment of the Schools

4.3.1 In Dhaka and in central Bangladesh

UCEP schools: These were generally in the old city of Dhaka in very poor areas. They ranged in size from 3 to about 10 classrooms. The schools were constructed either of brick or tin with concrete foundations. The conditions varied in each school. In some there was little natural light and students and teachers had to rely on a rather intermittent supply of electricity to see properly to read and study. Other schools were more fortunate with natural light and some had computers for students to use.

Teachers were trained within the Bangladesh teacher training system with some having worked for UCEP for 10 or more years. They were very committed to their students.

Classrooms were small, with often 30 to a class, no bigger than a small room. They sat close together on purpose made bench desks and all had their own books, which were those authorised by the Education Ministry.

The picture in UCEP schools in the outer environs of Dhaka and the countryside was different, with larger schools, some of which had technical facilities to teach basic skills of electronics, sewing and weaving, motor mechanics and carpentry. Some schools had grounds and grew fruit and vegetables.

BRAC Primary one room schools: The school timetable is flexible dependant on needs of the community and the teacher follows one cohort of children for four years. The students sit on the floor with the teacher. There are over 30000 BRAC schools in Bangladesh. The teachers are inducted to the BRAC method and given further in service training. BRAC has developed its own material up to grade three in the core subjects and uses government approved texts in grades four and five.

4.3.2 In Sylhet

FIVDB schools: All the schools visited were Primary and also held pre-Primary classes. They were located in the province of Sylhet and were in rural locations. Each school had been purpose built for the community it served with between 3 - 5 classrooms. Classrooms were of a reasonable size and some classrooms big enough to allow for group teaching with students doing varied tasks at different tables within the classroom. The teachers receive one month's training by the NGO before teaching all subjects at Primary level with ongoing training provided at three monthly intervals and further support provided by FIVDB trainers. The schools were well resourced both with government approved text books and excellent supplementary books in full colour produced by FIVDB. It was strongly felt that the resources produced for teaching Bangla could, with little adaptation and teacher training, be used to provide materials for communicative based English lessons.

4.4 The Students' and Parents' Living and Working Environment

4.4.1 In Dhaka and in central Bangladesh

All the NGOs keep detailed records of the living conditions, working life and family circumstances of their students.

- Employment undertaken by students. All students in UCEP and BRAC schools in Dhaka had work. They worked from 3 to 8 hours a day or in a few cases more. The main work done by students fell into the following vocations: shop assistant, domestic help, laundry work and general help in tea shops, transport helpers. However some students had more demanding work. These included, brick breaking and rubbish collection.
- Employment undertaken by parents. In general the mother was at home and the father worked. The majority worked in low paid jobs such as rickshaw drivers, hawkers and those involving manual work and day labourers. Some however worked in shops and a few had their own small stall.
- Housing. In the city housing was classified as those living in Mat houses, Tin houses or a mixture of the two. Some houses had tin roofs with mat walls; some had mat roofs and walls. Few lived in brick houses, although some might have one brick wall against which their living accommodation was built.

4.4.2 In Sylhet

- Employment of students. All the schools in Sylhet were Primary schools so very few of the children worked for money, although most would help in the house or in the fields if old and strong enough.
- Employment of parents. As all schools were in villages the majority of work revolved around agriculture. However, some parents worked in offices and shops. Women generally stayed at home.
- Housing. Most lived in houses within the village. These varied from two room wooden houses with earth floors to quite substantial wooden houses with many rooms, some with concrete floors. Roofing was either tin or thatch. Many had their own compounds and produced vegetables.

The above information is based on records found in, or supplied by schools or provided by students during the Baseline language assessment.

4.5 Baseline Ability Levels in English

The total number of interviews undertaken was 2,570 - made up as follows:

	Female	Male	Total
Students	1,159	1,054	2,213
Teachers	83	137	220
Adults	66	71	137
Total	1,308	1,262	2,570

The four Tables below (Tables 1 to 4) present the data relating to this phase of the fieldwork.

Table 1 : The frequency of defined age groups taking ESOL by examination grade.

Age groups	Gender		Grade										Total		
	0	1	2	3	4	5	6	7	8	9	10	Unknown			
0-11	F	178	184	38	38	1	0	1	1	0	0	0	0	0	441
	M	152	164	36	29	3	0	1	3	0	0	0	0	0	388
12-16	F	22	230	198	140	26	7	6	12	11	16	8	0	0	676
	M	24	157	189	166	46	7	5	12	10	11	4	0	0	631
17/18	F	0	2	0	0	0	0	0	0	0	0	0	0	0	2
	M	0	0	1	4	0	1	2	0	0	0	1	0	0	9
19-30	F	5	1	1	1	0	0	0	0	1	0	0	1	0	10
	M	1	0	2	1	0	0	1	0	0	0	0	0	0	5
31-	F	5	1	3	1	1	0	0	0	1	0	0	0	0	12
	M	2	2	1	6	3	0	0	1	0	0	0	0	0	15
Unknown	F	5	3	0	4	0	0	0	0	1	1	0	4	0	18
	M	4	0	0	1	0	0	0	0	0	0	0	1	0	6
Adult in the community	F	37	17	9	0	0	0	0	0	1	0	0	2	0	66
	M	26	12	6	11	5	3	5	2	0	0	0	1	0	71
Teachers	F	5	12	10	18	13	2	9	4	2	2	0	6	0	83
	M	2	11	22	32	26	20	12	7	1	2	0	2	0	137
Totals	F	257	450	259	202	41	9	16	17	17	19	8	13	0	1308
	M	211	346	257	250	83	31	26	25	11	13	5	4	0	1262

Table 2 : The frequency and percentage of classes taking ESOL by examination grade.

Class	Gender		Grade										Total	
	0	1	2	3	4	5	6	7	8	9	10	Unknown		
Pre-Primary	F	4	0	0	0	0	0	0	0	0	0	0	0	4
	M	9	0	0	0	0	0	0	0	0	0	0	0	9
0	F	0	0	0	0	0	0	0	0	1	1	0	0	2
	M	0	0	0	0	0	0	0	0	0	0	0	0	0
1	F	59	41	2	22	0	2	5	7	3	8	0	0	154
	M	49	34	3	9	0	0	2	0	0	0	0	0	97
2	F	62	24	2	4	1	1	4	4	5	0	0	0	108
	M	55	39	1	11	2	0	3	5	4	2	3	0	125
3	F	33	43	5	3	1	0	1	3	1	6	0	0	96
	M	24	36	5	1	0	2	1	6	3	6	0	0	84
4	F	12	59	9	5	0	0	0	1	0	1	0	0	87
	M	17	57	9	3	1	0	1	3	1	0	2	0	94
5	F	8	39	9	8	4	0	0	0	0	1	0	0	69
	M	11	38	26	4	1	0	0	0	0	2	0	0	82
6	F	6	71	42	21	2	0	0	0	0	0	0	0	142
	M	5	42	47	26	7	0	0	0	1	1	0	0	129
7	F	7	58	58	32	0	0	0	0	0	0	0	0	155
	M	3	28	46	39	9	1	0	0	0	0	0	0	126
8	F	1	42	46	40	7	0	0	0	0	0	0	0	136
	M	0	19	50	42	12	2	0	0	0	0	0	0	125
9	F	2	19	40	31	10	1	0	0	0	0	0	0	103
	M	0	7	25	45	9	3	0	1	0	0	0	0	90
10	F	0	6	5	6	1	0	0	0	0	0	0	0	18
	M	0	2	0	0	8	0	1	0	0	0	0	0	11
11	F	0	0	0	0	0	0	0	0	0	0	0	0	0
	M	0	0	0	1	0	0	0	0	0	0	0	0	1
Unknown	F	21	19	22	12	2	3	0	0	1	0	0	5	85
	M	10	21	17	26	3	0	1	1	1	0	1	1	81
Adult in the community	F	37	17	9	0	0	0	0	0	1	0	0	2	66
	M	26	12	6	11	5	3	5	2	0	0	1	1	71
Teachers	F	5	12	10	18	13	2	9	4	2	0	6	6	83
	M	2	11	22	32	26	20	12	7	1	2	2	2	137
Total	F	257	450	259	202	41	9	16	17	17	19	8	13	1308
	M	211	346	257	250	83	31	26	25	11	13	5	4	1262

Table 3 : The frequency and percentage of Teachers that teach English taking ESOL by examination grade.

Teach English?	Grade											Total
	0	1	2	3	4	5	6	7	8	9	Unknown	
Yes	0	0	7	9	12	6	9	3	1	1	0	48
No	0	3	4	10	4	3	0	0	0	0	0	24
Unknown	7	20	21	31	23	13	12	8	2	3	8	148
Total	7	23	32	50	39	22	21	11	3	4	8	220

Table 4 : The frequency of defined age groups taking ESOL by school class.

Age groups	Grade											Total			
	0	1	2	3	4	5	6	7	8	9	10		11	Unknown	
0-11	13	0	207	186	79	117	53	115	15	3	1	0	0	40	829
12-16	0	0	39	45	99	64	97	155	265	254	188	26	1	74	1307
17/18	0	0	1	1	0	0	0	0	0	3	3	3	0	3	14
19-30	0	1	1	1	1	0	0	0	0	0	1	0	0	29	34
31-	0	2	0	0	0	0	0	0	0	0	0	0	0	69	71
Unknown	0	5	3	1	3	2	1	1	1	1	0	1	0	76	95
Total	13	8	251	234	182	183	151	271	281	261	193	30	1	291	2350

4.5.1 Interpretation of the statistics

Table 1 - A. Frequency of defined age groups of students' level of English competence

N.B. In some NGO schools, particularly the UCEP Primary and Secondary schools, students were often undertaking studies at a level that did not correspond with the usual school classes/grades.

Students aged 5 to11. The survey interviewed 441 males and 388 females in this age range (829 in total); of these only ten achieved a level higher than level 3. Females did slightly better than males in levels 0, 1 and 2. The large majority of students obtaining Trinity levels 0 & 1 with a small number at level 2.

Students aged 12 to16. A total of 1,307 students were interviewed. 676 females and 631 males. These students predictably did better over the whole Trinity levels than the 5-11 age group. However the increase for the majority of students in this age range was slight with 394 achieving Trinity level 1 and 234 achieving level 2. Also there was still in this age range 66 students who fell into level 0.

There were 72 students at Trinity level 4, with twice as many males than females. In the higher levels, 5 to 10, however, the ability of males to females was roughly equal, but with females performing better in the higher levels of Trinity 7 to 10. Overall, the majority of students in this age range peaked at two points: level 3 and level 6.

Students aged 17-31 accounted for only 77 students. The level of English of these students showed no improvement on the results of the students from 12 to16 with the majority still at Trinity levels 2 and 3.

B. Frequency of the community's level of English competence

During the survey 137 adults within the communities of the schools in the survey were interviewed. Seventy-one males and sixty-six females were interviewed. The large majority of those interviewed had either no English or were at Trinity level 1. However, seventeen females and nine males were at levels 2 or 3 with a further 16 spread out over levels 4 to 8.

It is clear that there is very little English competence within the adult community related to the schools. As these communities were either rural or depressed inner city communities it is very unlikely that there is any need or motivation to use English in their daily lives. The exceptions may be due to contact with foreigners through transport needs such as rickshaw drivers.

C. Frequency of the teachers' level of English competence

Over 220 teachers were interviewed within the survey. Eighty-three males and one hundred and thirty-seven females were interviewed. The large majority fell within Trinity levels 2 to 6. However 30 teachers either had no English or obtained only level 1. Both male and female groups peaked at level 3 and showed a gradual decline in numbers downwards to levels 8 and 9. The female teachers' levels however rose again and peaked at level 6 before falling.

Comment: Very few teachers have language ability above Trinity level 3. This may even be the case for English teachers who are teaching students above this level. Hence the oral/aural ability of the teachers maybe less than that required to teach grades four to eight.

Table 2 - Frequency of classes taking ESOL by examination Grade

- **Class/grade 1:** 251 students were interviewed in this class. The vast majority of them were in Trinity levels 0-1. Females scored higher overall than males. However there were a few students in level 2 and 3. There was also a sprinkling of students who obtained a higher level of attainment.
- **Class/grade 2:** 233 students were interviewed in this class with results that mirrored those results in class 1. Thus there is little evidence of any language progression from class 1 to class 2 students.

- **Class/grade 3:** 180 students were interviewed in this class and again the results reflected the levels of ability in classes 1 and 2 above. With most students being placed in Trinity levels 0-1 and again a sprinkling of students who achieved higher levels of competence. However, once more, there is no sign of any progression through classes 2 to 3.
- **Class/grade 4:** 180 students were interviewed with the same spread of results as in previous classes with most obtaining Trinity levels 0-1 and a few with level 2. Again we can see no progression of language ability from class 1 to class 4.
- **Class/grade 5:** 151 students were interviewed in this class. This class shows the first signs of progress in English since class 1 with considerably fewer students being at Trinity level 0 and a movement to levels 1 and 2 particularly with female students.
- **Class/grade 6:** 271 students were interviewed in this class. Again there was a slight increase in language level over class 5 with a lot more students now being at Trinity level 3. However there is little movement in students obtaining higher than level 3, which remain similar to those students in classes 4 and 5.
- **Class/grades 7 to 9:** The pattern remains the same in these classes with the vast majority of students' level being at either Trinity 1, 2 or 3. There is no sign of a progression through the classes of the English ability of students. There are no more students able to reach higher levels in class 9 than there are in class 7. The progression of English competence in oral/aural skills seems to have peaked in class 7 and there is little evidence of progress in the following two years. This is most likely due to two factors. Firstly the level of English of the teachers (being mainly at Trinity level 3 to 4) and the lack of motivation or need to use English when there are more pressing demands of work on older children.
- **Class 10 & 11:** 30 students were interviewed at these classes. 18 achieved Trinity level 4 and 3 level 5.

Table 3 - The frequency of Teachers that teach English by ESOL examination grade.

There were 220 teachers interviewed, of which 48 were identified as teachers of English. The greatest numbers were at Trinity level 4 with some at levels 2 and 3. There were some teachers operating in English at Trinity level 5 and 6 and five teachers at levels 7 to 9.

It is clear, even from this small number, that the level of English of teachers overall does not match the requirements needed to teach through the grades in schools. Level 4 Trinity introduces the past tenses, but it was clear from the results that students were unable to use the past tense. The syllabus requires teachers to teach it from class 5 upwards.

Table 4 - The frequency of defined age groups taking ESOL by school class.

- The two largest age groups were those from 0-11. In real terms, from 5 to 11 and the 12 to 16 age group which was by far the larger. The 5 to 11 age group (depending on the NGO school they attended) would either be in a BRAC or FIVDB Primary school or in a UCEP school which is for those 10 and over.
- The 5 to 11 age band studied mainly in classes 1 to 6. The largest number in classes 1 and 2 and classes 4 and 6. Considerably fewer students were studying in classes 3 and 5.
- We can see from this that age seems to have little correlation to ability within this age range.
- The 12 to 16 age band studied from class 1 to 10. There is a steady increase in the numbers of students in each successive class/grade. The majority being in classes 6 to 9, as would be expected.

However, there are a sizable number in this age range who are still in classes 1 to 5. If they are at a UCEP school they will be following an intensive programme basically following two classes per year.

- Those over 16 were either in the first three classes or as would be, more likely, in classes from eight onwards.

4.5.2 Language Ability in English

Below is a selection from the Trinity GESE syllabus, grades 1 to 5, highlighting areas in which students were able to communicate information to the assessors in Primary and Secondary schools.

A. Trinity Levels 1-5 in Bangladesh Primary classes, grades one to five.

A large majority of Primary schools assessed were in Sylhet.

- | | |
|---------------------------------|----------|
| • Numbers | Yes |
| • Parts of Body | a little |
| • Classroom objects and clothes | a little |
| • Family members | a little |
| • School subjects | No |
| • Present continuous | No |
| • Some understanding of colours | No |
| • Imperatives | No |

The above table reflects the analysis above with the last four language points being at Trinity levels 3 or above.

The exception being colours, which is at Trinity level 1. Students were aware of colours and could distinguish them in Bangla, but not able to tell us in English. We are not sure if this is due to colours not being on the English syllabus or a socio-cultural aspect of language in Bangladesh.

B. Trinity Levels 1-5 in Bangladesh Secondary classes, grades five to eight.

All Secondary schools assessed were in Dhaka or surrounding areas.

- | | |
|---------------------------------|----------|
| • Numbers | Yes |
| • Parts of Body | Yes |
| • Family members | Yes |
| • School subjects | Some |
| • Classroom objects and clothes | Some |
| • An understanding of colours | Some |
| • Use of present continuous | A little |
| • Question forms | A little |
| • Imperatives | No |

Again, these reflect the analysis above with more command of language items shown from Trinity levels 2 and 3. As has been noted there is however very little progression on language ability achieved by grade or by age.

It is interesting that students in neither age range are unable to understand imperatives or generally use question forms. It could be argued that this may reflect the style of classroom interaction and teaching, with imperatives being used in the English lessons by the teacher only in Bangla, and the school culture of students not questioning teachers.

C. Use of, or understanding of grammatical and lexical items: Secondary

1. Grammatical/functional abilities : Secondary
 - Most able to use greetings
 - Some able to use simple present tense
 - Some able to use question forms
 - Few able to use comparatives
 - Very few able to use prepositions
 - Very few able to use past tense
2. Lexical abilities : Secondary
 - All able to use numbers
 - Most able to name animals
 - Many able to describe parts of the body Some able to describe clothing
 - Some able to describe daily routines
 - Some ability to tell the time
 - Some ability to describe household items

4.6 Conclusions

As has been mentioned, there is little evidence of progression of language through the Primary schools over five years, with the majority of students being at Trinity level 0 or 1 over the first five grades

There is also little evidence of systematic progression through Secondary schools. Here students (depending on the NGO) may start at class/grade 1 when 10 years old and progress through the grades on a reduced syllabus track covering two grades per school year, or follow a regular school year syllabus. The results show no increase in language ability that can be specifically tied to working through the grades. The majority of students in grades 7 to 10 have the same language ability as those students in grade 6.

4.6.1 The Students

The students are willing to communicate and tried very hard to answer our questions in English or Bangla. They have a good ability to mimic and were able to pick up the language we used quickly. This could reflect classroom practise, with teachers getting students to repeat after a model being presented.

There was a desire to use language and this is important for the introduction of communicative language teaching within the classrooms.

4.6.2 The Teachers

As mentioned, the level of both language skills and training in some cases is quite low. Some teachers received only one month's training before entering the classroom in Primary schools. Clearly these two factors are crucial to the improvement of language ability within Bangladesh.

There is clearly a need for communicative teaching with more personalisation of the curriculum to make it relevant to students. The use of the past tense should be emphasised to allow students to talk about their lives.

4.6.3 The Resources

The Government textbooks do show signs of communicative methodology and these could be adapted and teachers trained in the best way to create a communicative environment within the classroom. Some of the schools have good NGO produced resources and these could also be utilised and adapted to use in the English classroom.

5. Report on the Second Phase of Fieldwork

The second phase of fieldwork took place in March 2009 in 84 Government schools - 31 Primary and 53 Secondary.

5.1 The Locations

Fieldwork for the Baseline Study was carried out in a number of locations in Dhaka city and in different districts in central Bangladesh.

5.2 The Schools Involved

Trinity assessors visited both government and community schools.

Government schools are fully funded by the government. These schools have all their staff and resources provided by the government, who also pays the salaries of teachers and other school staff.

Community schools are a partnership between the government and the community in which the school is located. The government pays the salaries of teachers. The community provide the school premises and resources. The schools are run by the community, who elect people to support and guide the school.

5.3 The environment of the Schools

Generally the schools in the city were in more cramped conditions than those outside of the city. The classes tended to be smaller and often darker due to light restrictions from other buildings next to them. They were also restricted for space for sports or assemblies.

Schools outside of Dhaka district varied from very new, airy and spacious buildings and classrooms to small, old buildings with few or no facilities in them.

The community schools on the whole were better kept and had more land for playgrounds and assemblies than government schools.

Overall, most schools had no electricity in the classrooms. The only electrical point usually being in the administration offices. There were exceptions to this and a few schools had specific classrooms with electricity for science or computers.

5.4 The Students' and Parents' Living and Working Environment

There was, unlike the NGOs in the previous survey, little evidence on display of the housing or working lives of the parents or of the children. However there were maps of the catchment areas and the names of villages within the catchment area displayed in some staff rooms.

5.5 Baseline Ability Levels in English

The total number of interviews undertaken was 2,171- made up as follows :

	Female	Male	Total
Students	981	807	1,788
Teachers	77	165	242
Adults	37	94	131
Unknown	7	3	10
Total	1,102	1,069	2,171

The four Tables below (Tables 5 to 8) present the data relating to this phase of the fieldwork.

Table 5 : The frequency and percentage of defined age groups taking ESOL by grade.

Age group	Gender	Count/ %Within Age group	Grade										Total			
			0	1	2	3	4	5	6	7	8	9		10	12	
5-11	F	Count	138	172	83	35	5	3	1	0	0	0	0	0	0	437
		% within Age group - F	31.6%	39.4%	19.0%	8.0%	1.1%	0.7%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
12-16	M	Count	116	136	50	25	3	0	0	0	0	0	0	0	0	330
		% within Age group - M	35.2%	41.2%	15.2%	7.5%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
17-18	F	Count	29	131	170	127	50	27	4	0	0	0	0	0	0	538
		% within Age group - F	5.4%	24.3%	31.7%	23.6%	9.3%	5.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
19-30	M	Count	27	132	126	115	39	22	10	1	0	0	0	0	0	472
		% within Age group - M	5.7%	28.0%	26.7%	24.4%	8.3%	4.7%	2.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	100.0%
31+	F	Count	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		% within Age group - F	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Adult in the community	M	Count	0	0	0	0	1	0	0	0	0	0	0	0	0	1
		% within Age group - M	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
31+	F	Count	1	2	2	0	1	0	0	0	0	0	0	0	0	6
		% within Age group - F	16.7%	33.3%	33.3%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Adult in the community	M	Count	1	1	0	0	1	0	0	0	0	0	0	0	0	3
		% within Age group - M	33.4%	33.3%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Adult in the community	F	Count	16	9	3	4	5	0	0	0	0	0	0	0	0	37
		% within Age group - F	43.3%	24.3%	8.1%	10.8%	13.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Adult in the community	M	Count	41	12	17	4	6	6	4	2	1	0	0	0	1	94
		% within Age group - M	43.6%	12.7%	18.0%	4.3%	6.4%	6.4%	4.3%	2.1%	1.1%	0.0%	0.0%	0.0%	1.1%	100.0%

		Grade													
Teacher	F	Count	10	15	21	14	5	5	3	1	3	0	0	0	77
		% within Age group - F	13.0%	19.5%	27.2%	18.2%	6.5%	6.5%	3.9%	1.3%	3.9%	0.0%	0.0%	0.0%	100.0%
Unknown	M	Count	9	15	33	24	23	20	18	7	7	2	0	165	
		% within Age group - M	5.5%	9.1%	20.0%	14.5%	13.9%	12.1%	10.9%	4.2%	4.2%	1.2%	0.0%	100.0%	
Total	F	Count	2	2	0	0	0	0	0	0	0	0	0	4	
		% within Age group - F	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	
Total	M	Count	2	2	0	0	1	0	0	0	0	0	0	5	
		% within Age group - M	40.0%	40.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	
Total	F	Count	196	331	279	180	66	35	8	1	3	0	0	1099	
		% within Age group - F	17.8%	30.1%	25.4%	16.4%	6.0%	3.2%	0.7%	0.1%	0.3%	0.0%	0.0%	100.0%	
Total	M	Count	196	301	227	168	73	48	32	10	8	7	2	1073	
		% within Age group - M	18.3%	28.0%	21.2%	15.7%	6.8%	4.5%	3.0%	0.9%	0.7%	0.6%	0.2%	100.0%	

		Grade												
Teach English?	Count/% Within teachers	0	1	2	3	4	5	6	7	8	9	10	12	Total
	Yes	Count	4	11	15	13	12	11	10	2	5	6	0	89
No	% within those that do teach English	4.5%	12.4%	16.9%	14.6%	13.5%	12.4%	11.2%	2.2%	5.6%	6.7%	.0%	.0%	100.0%
	Count	15	19	39	25	16	14	11	6	5	1	2	0	153
Total	% within those that do teach English	9.8%	12.4%	25.5%	16.3%	10.4%	9.2%	7.2%	3.9%	3.3%	0.7%	1.3%	0.0%	100.0%
	Count	19	30	54	38	28	25	21	8	10	7	2	0	242
Total	% within Teacher	7.9%	12.4%	22.3%	15.7%	11.6%	10.3%	8.7%	3.3%	4.1%	2.9%	0.8%	0.0%	100.0%

Table 6 : The frequency and percentage of classes taking ESOL by examination grade.

Class	Gender	Count/% within Class	Grade														
			0	1	2	3	4	5	6	7	8	9	10	12	Total		
0	F	Count	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
		% within Class - F	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
1	M	Count	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		% within Class - M	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
1	F	Count	42	3	0	0	0	0	0	0	0	0	0	0	0	0	45
		% within Class - F	93.3%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
1	M	Count	36	9	0	0	0	0	0	0	0	0	0	0	0	0	45
		% within Class - M	80.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
2	F	Count	30	26	1	0	0	0	0	0	0	0	0	0	0	0	57
		% within Class - F	52.6%	45.6%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
2	M	Count	30	19	1	0	0	0	0	0	0	0	0	0	0	0	50
		% within Class - M	60.0%	38.0%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
3	F	Count	25	38	3	0	0	0	0	0	0	0	0	0	0	0	66
		% within Class - F	37.9%	57.6%	4.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
3	M	Count	15	26	4	0	0	0	0	0	0	0	0	0	0	0	45
		% within Class - M	33.3%	57.8%	8.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
4	F	Count	20	36	16	4	0	0	0	0	0	0	0	0	0	0	76
		% within Class - F	26.3%	47.4%	21.1%	5.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
4	M	Count	13	35	15	2	0	0	0	0	0	0	0	0	0	0	65
		% within Class - M	20.0%	53.8%	23.1%	3.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%

		Grade													
Class	Gender	Count/% within Class	0	1	2	3	4	5	6	7	8	9	10	12	Total
5	F	Count	14	37	28	17	3	1	0	0	0	0	0	0	100
		% within Class - F	14.0%	37.0%	28.0%	17.0%	3.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
6	M	Count	13	29	12	12	0	0	0	0	0	0	0	0	66
		% within Class - M	19.7%	43.9%	18.2%	18.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
6	F	Count	11	40	42	16	2	4	1	0	0	0	0	0	116
		% within Class - F	9.5%	34.5%	36.2%	13.8%	1.7%	3.4%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
7	M	Count	11	33	31	15	3	0	0	0	0	0	0	0	93
		% within Class - M	11.8%	35.6%	33.3%	16.1%	3.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
7	F	Count	8	24	44	24	8	1	0	0	0	0	0	0	109
		% within Class - F	7.3%	22.0%	40.5%	22.0%	7.3%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
8	M	Count	11	44	29	17	3	1	0	0	0	0	0	0	105
		% within Class - M	10.5%	41.8%	27.6%	16.2%	2.9%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
8	F	Count	9	31	51	22	11	1	1	0	0	0	0	0	126
		% within Class - F	7.1%	24.6%	40.5%	17.5%	8.7%	0.8%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
9	M	Count	4	30	28	33	5	1	5	0	0	0	0	0	106
		% within Class - M	3.8%	28.3%	26.4%	31.2%	4.7%	0.9%	4.7%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
9	F	Count	7	36	39	44	8	5	0	0	0	0	0	0	139
		% within Class - F	5.0%	25.8%	28.1%	31.7%	5.8%	3.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
9	M	Count	10	17	36	34	11	7	3	1	0	0	0	0	119
		% within Class - M	8.4%	14.3%	30.3%	28.6%	9.2%	5.9%	2.5%	0.8%	0.0%	0.0%	0.0%	0.0%	100.0%

		Grade													
Class	Gender	Count/% within Class	0	1	2	3	4	5	6	7	8	9	10	12	Total
10	F	Count	2	34	29	35	22	18	3	0	0	0	0	0	143
		% within Class - F	1.4%	23.8%	20.3%	24.4%	15.4%	12.6%	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Adult in the community	M	Count	2	31	21	27	21	13	2	0	0	0	0	0	117
		% within Class - M	1.7%	26.6%	17.9%	23.1%	17.9%	11.1%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Teacher	F	Count	16	9	3	4	5	0	0	0	0	0	0	0	37
		% within Class - F	43.3%	24.3%	8.1%	10.8%	13.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Teacher	M	Count	41	12	17	4	6	6	4	2	1	0	0	0	94
		% within Class - M	43.6%	12.7%	18.0%	4.3%	6.4%	6.4%	4.3%	2.1%	1.1%	0.0%	0.0%	0.0%	1.1%
Unknown	F	Count	10	15	21	14	5	5	3	1	3	0	0	0	77
		% within Class - F	13.0%	19.5%	27.2%	18.2%	6.5%	6.5%	3.9%	1.3%	3.9%	0.0%	0.0%	0.0%	0.0%
Unknown	M	Count	9	15	33	24	23	20	18	7	7	7	7	2	165
		% within Class - M	5.5%	9.1%	20.0%	14.5%	13.9%	12.1%	10.9%	4.2%	4.2%	4.2%	4.2%	1.2%	0.0%
Total	F	Count	1	2	2	0	2	0	0	0	0	0	0	0	7
		% within Class - F	14.3%	28.6%	28.6%	0.0%	28.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	M	Count	1	1	0	0	1	0	0	0	0	0	0	0	3
		% within Class - M	33.4%	33.3%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	F	Count	196	331	279	180	66	35	8	1	3	0	0	0	1099
		% within Class - F	17.8%	30.1%	25.4%	16.4%	6.0%	3.2%	0.7%	0.1%	0.3%	0.0%	0.0%	0.0%	0.0%
Total	M	Count	196	301	227	168	73	48	32	10	8	7	2	1	1073
		% within Class - M	18.3%	28.0%	21.2%	15.7%	6.8%	4.5%	3.0%	0.9%	0.7%	0.6%	0.2%	0.1%	0.1%

Table 7 : The frequency and percentage of Teachers that teach English taking ESOL by examination grade.

Teach English?	Count/% Within teachers	Grade											Total	
		0	1	2	3	4	5	6	7	8	9	10		12
Yes	Count	4	11	15	13	12	11	10	2	5	6	0	0	89
	% within those that do teach English	4.5%	12.4%	16.9%	14.6%	13.5%	12.4%	11.2%	2.2%	5.6%	6.7%	.0%	.0%	100.0%
No	Count	15	19	39	25	16	14	11	6	5	1	2	0	153
	% within those that do not teach English	9.8%	12.4%	25.5%	16.3%	10.4%	9.2%	7.2%	3.9%	3.3%	0.7%	1.3%	0.0%	100.0%
Total	Count	19	30	54	38	28	25	21	8	10	7	2	0	242
	% within Teacher	7.9%	12.4%	22.3%	15.7%	11.6%	10.3%	8.7%	3.3%	4.1%	2.9%	0.8%	0.0%	100.0%

Table 8 : The frequency of defined age groups taking ESOL by school class.

Age group	Grade												Total
	0	1	2	3	4	5	6	7	8	9	10		
5-11	1	90	106	111	140	160	129	21	6	1	1	1	766
12-16	0	0	0	0	1	4	79	192	225	254	255	255	1010
17-18	0	0	0	0	0	0	0	0	1	1	2	2	4
19-30	0	0	0	0	0	0	0	0	0	0	1	1	1
31+	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	1	0	0	2	1	1	0	2	1	1	8
Total	1	90	107	111	141	166	209	214	232	258	260	260	1789

The survey findings are divided into the following areas:

- Details of what students can achieve in Primary and Secondary Schools
- Students' levels at each grade per age group, in two main groups: From ages 6 to 11 and from ages 12 to 16
- Students in each class at a particular grade and level
- The level of English of English teachers
- The level of English for Non-English teachers
- The level of English of those in the community

Please note that grades 1 to 5 are Primary level and grades 6 to 10 are Secondary in Bangladeshi schools.

Also note that those up to age 11 are Primary students and those aged over 12 are Secondary students, although there may be some exceptions to this, due to personal circumstances of the family or child.

5.5.1 Trinity language ability assessment covering levels 1 to 5

1. Trinity levels 0 to 5 in Bangladesh Government and Community Primary Schools grades 1-5

- Numbers Yes
- Parts of Body a little
- Classroom objects and clothes a little
- Family members a little
- School subjects a little
- Present continuous a little
- Some understanding of colours a little
- Imperatives a little
- Articles No

2. Trinity Levels 1-5 in Bangladesh Government and Community Secondary Schools grades 6-10

- Numbers Yes
- Parts of Body Yes
- Family members Yes
- Classroom objects and clothes a little
- An understanding of colours a little
- School subjects some
- Use of present continuous some
- Imperatives No

3. Communicative ability can and cannot do: Secondary

- Most able to use greetings
- Some able to use simple present tense
- Some able to use question forms
- Few able to use comparatives
- Very few able to use prepositions
- Very few able to use past tense
- Very few able to understand time markers

4. Students ability to use lexical items in levels 1-5

- All able to use numbers
- Most able to name animals
- Many able to describe parts of the body
- Some able to describe clothing
- Many able to describe daily routines
- Some ability to tell the time

5.5.2 Interpretation of the statistics

The Entry Levels of Students: Basic Numbers

Please note that all the results refer to entry levels of study to the assigned Trinity level : they DO NOT indicate competency in the level.

Primary Schools - ages 5 to 11

Level 0	254
Level 1	308
Level 2	123
Level 3	60
Level 4	8
Level 5	3
Level 6	1
Total number of students	757

Secondary Schools - ages 12 to 16

Level 0	56
Level 1	263
Level 2	296
Level 3	242
Level 4	89
Level 5	49
Level 6	14
Level 7	1
Total number of students	1,010

The Levels of Teachers

Total numbers of both Primary and Secondary teachers [Total teachers = 242].

Level 0	4
Level 1	11
Level 2	15
Level 3	13
Level 4	12
Level 5	11
Level 6	10
Level 7	2
Level 8	5
Level 9	6
Level 10	0
Total number of English teachers	89

Non-English Teachers

Level 0	15
Level 1	19
Level 2	39
Level 3	25
Level 4	16
Level 5	14
Level 6	11
Level 7	6
Level 8	5
Level 9	1
Level 10	2
Total number of non-English teachers	153

English Entry Level of Members of the Community

Level 0	57
Level 1	21
Level 2	20
Level 3	8
Level 4	11
Level 5	6
Level 6	4
Level 7	2
Level 8	1
Level 12	1
Total number	131

5.5.3 Analysis of the numbers of students at each Trinity entry level in each class from 1 to 10

- **Class 1:** The vast majority of students in these classes, as would be expected, were at entry level 0 with about 1% at entry level 1.

- **Class 2:** Here the vast majority were at entry level 0 or 1, with 1% at entry level 2.

- **Class 3:** The results here are similar to Class 2, above, but with about 5% at entry level 2.

This indicates, at even at this early stage in their learning of English, that the students are not progressing and their ability in English has already (at class 3) begun to atrophy and stop.

- **Class 4:** Here the number of students with an entry level of 0 or 1 has dropped from 98% to 73%, and with 22% now being at entry level 2 and 4% at entry level 3.

- **Class 5:** There is a further drop of students who are at entry level 0 or 1 to 56%. There are now 23% of students at entry level 2 and a further 17% are at entry level 3 and 3% at entry level 4.

This result shows that after five years of PRIMARY English instruction there are still over 50% of students who have little or no ability in English, i.e. with entry levels 0 or 1.

- **Class 6:** After the first year at Secondary school the proportion of students at entry level 0 or 1 is now 44%, while those who are at entry level 2 has risen and is now 35%. This is a good increase for level 2, but is still only half way along the Initial grades of Trinity College and is still A1 on the CEFR (Common European Framework of Reference) scale.

Further, the abilities of students in entry levels 3 and 4 have dropped in class 6. The only increase is that a small number of students (4%) have entry level 5.

- **Class 7:** This is the second year of Secondary education and as students have had chance to settle down after the move from Primary and teachers have got to know their abilities, it may be expected that there be a substantial increase in the English abilities of the students.

Those students with entry levels 0 or 1 have dropped to 40%. Those at entry level 2 have also fallen slightly.

There has been an increase in those obtaining entry levels 3 and 4

That there has been an increase in levels 3 and 4 is encouraging, but there is still little evidence of any real progression of English ability for the majority of students within the first two years of

Secondary education.

- **Class 8 :** In this class there are still over 30% of students who are at entry levels 0 or 1. Over seven years of instruction, these students have not acquired any further competency in English since class 1 or 2 in Primary school.

Further there has been no increase in students at entry level 2 over the results in classes 6 or 7.

However, there are now 24% at entry level 3, 6% at level 4 and less than 1% at level 5. Also there are now nearly 3% of students at entry level 6. This level has not appeared before in previous classes.

Although these are encouraging moves up the levels, there is still stagnation overall from class 5 to class 8.

- **Class 9 :** There are now only 26% of students with an entry level of 0 or 1. However there is a slight 5% increase in entry level 3, a 3% increase at entry level 4, a 3% increase at level 5. There is a large drop in level 6, but one student obtained an entry level 7, which is the beginning of the 'Intermediate' grades in the Trinity bands (and a B2 on the CEFR).
- **Class 10 :** In the final class at Secondary school 24% are at entry level 3 (A2 on CEFR). This is the same percentage as in Class 8. There are 16% at level 4, the first tier of the 'Elementary' Trinity band. A further 16% are at entry level 5, but only 1.5% at level 6 (B1 on the CEFR scale).

There is no indication of students achieving Trinity levels 7 or 8 in class 10.

5.6 Conclusions

It is clear that there is little real progress for the majority of students through Primary and Secondary education. Firstly, there is a group of students - around 20% to 30% - who have not progressed from their first years in Primary to their leaving at the age of 16. It is difficult to motivate students who have begun to fall behind in a subject. Each year, due to lack of ability, they continue to grow more discontented and disinterested, as they know that they are too far behind to catch up. They know also that they are likely to do poorly in end of year exams, and end of year examinations in their future school life.

Secondly, there is very little progression through the grades of those who are making slight progress. The levels of ability are not increasing year by year, nor over a period of several years.

Thirdly, it would seem that the course books used in the classes, both in Primary and Secondary are progressing too quickly and far beyond the ability of the students to learn, or the teachers to teach.

Fourthly, the assessment of students does not seem to encourage students, as it is often too difficult and does not in general focus on real communication in any of the 4 skills (reading, writing, listening, speaking).

Finally, the teacher's level of English has an impact on the results achieved by students in the classroom. The results of our assessments indicate that 34% of teachers of English have an entry level of 2 or less. Another 14.5% have an entry level of 3. This means that nearly 50% of English teachers have an entry level lower than the final grade of the Trinity 'Initial' band (A2 on the CEFR) and far lower than the English levels required to pass English tests in Secondary or higher Primary education. This obviously reflects the levels obtained by students.

It is evident that teachers are teaching students at higher levels than their own ability in the language.

6. Combined Data for the Two Phases of Fieldwork

The following 3 Tables (9 to 11) present the combined data from the two phases of fieldwork.

Table 9 : The frequency of defined age groups taking ESOL examination by grade

Age groups	Study phases	Gender	Trinity Grades													Total			
			0	1	2	3	4	5	6	7	8	9	10	12	Unkn own				
0-11	Phase 1 (NGO)	F	178	184	38	38	1	0	1	1	0	0	0	0	0	0	0	0	441
		M	152	164	36	29	3	0	1	3	0	0	0	0	0	0	0	0	388
	Phase 2 (GoB)	F	138	172	83	35	5	3	1	0	0	0	0	0	0	0	0	0	437
		M	116	136	50	25	3	0	0	0	0	0	0	0	0	0	0	0	330
12-16	Phase 1 (NGO)	F	22	230	198	140	26	7	6	12	11	16	8	0	0	0	0	676	
		M	24	157	189	166	46	7	5	12	10	11	4	0	0	0	0	631	
	Phase 2 (GoB)	F	29	131	170	127	50	27	4	0	0	0	0	0	0	0	0	0	538
		M	27	132	126	115	39	22	10	1	0	0	0	0	0	0	0	0	472
17-18	Phase 1 (NGO)	F	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
		M	0	0	1	4	0	1	2	0	0	0	1	0	0	0	0	0	9
	Phase 2 (GoB)	F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		M	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	4
19-30	Phase 1 (NGO)	F	5	1	1	1	0	0	0	0	1	0	0	0	0	0	1	10	
		M	1	0	2	1	0	0	1	0	0	0	0	0	0	0	0	5	
	Phase 2 (GoB)	F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		M	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
31-	Phase 1 (NGO)	F	5	1	3	1	1	0	0	0	1	0	0	0	0	0	0	12	
		M	2	2	1	6	3	0	0	1	0	0	0	0	0	0	0	15	
	Phase 2 (GoB)	F	1	2	2	0	1	0	0	0	0	0	0	0	0	0	0	6	
		M	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	3	

Age groups	Study phases	Gender	Trinity Grades													Total		
			0	1	2	3	4	5	6	7	8	9	10	12	Unkn own			
Community Adults	Phase 1 (NGO)	F	37	17	9	0	0	0	0	0	1	0	0	0	0	0	2	66
		M	26	12	6	11	5	3	5	2	0	0	0	0	0	0	1	71
	Phase 2 (GoB)	F	16	9	3	4	5	0	0	0	0	0	0	0	0	0	0	37
		M	41	12	17	4	6	6	4	2	1	0	0	0	1	0	0	94
Teachers	Phase 1 (NGO)	F	5	12	10	18	13	2	9	4	2	2	0	0	0	0	6	83
		M	2	11	22	32	26	20	12	7	1	2	0	0	0	2	137	
	Phase 2 (GoB)	F	10	15	21	14	5	5	3	1	3							77
		M	9	15	33	24	23	20	18	7	7	7	2	0	0	0	0	165
Unknown	Phase 1 (NGO)	F	5	3	0	4	0	0	0	0	1	1	0	0	0	0	4	18
		M	4	0	0	1	0	0	0	0	0	0	0	0	0	1	6	
	Phase 2 (GoB)	F	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	4
		M	2	2	0	0	1	0	0	0	0	0	0	0	0	0	0	5
Total	Phase 1 (NGO)	F	257	450	259	202	41	9	16	17	17	19	8	0	0	13	1308	
		M	211	346	257	250	83	31	26	25	11	13	5	0	0	4	1262	
	Phase 2 (GoB)	F	196	331	279	180	66	35	8	1	3	0	0	0	0	0	1099	
		M	196	301	227	168	73	48	32	10	8	7	2	1	0	0	1073	
Grand Total	Phase 1+2	F+M	860	1428	1022	800	263	123	82	53	39	39	15	1	17	4742		

Table 10 : The frequency of classes taking ESOL examination by grade

School classes	Study phases	Gender	Trinity Grades													Total
			0	1	2	3	4	5	6	7	8	9	10	12	Unkn own	
1	Phase 1 (NGO)	F	59	41	2	22	0	2	5	7	3	8	0	0	154	
		M	49	34	3	9	0	2	0	0	0	0	0	0	97	
	Phase 2 (GoB)	F	42	3	0	0	0	0	0	0	0	0	0	0	45	
		M	36	9	0	0	0	0	0	0	0	0	0	0	45	
2	Phase 1 (NGO)	F	62	24	2	4	1	1	4	4	5	0	0	108		
		M	55	39	1	11	2	0	3	5	4	2	3	0	125	
	Phase 2 (GoB)	F	30	26	1	0	0	0	0	0	0	0	0	0	57	
		M	30	19	1	0	0	0	0	0	0	0	0	0	50	
3	Phase 1 (NGO)	F	33	43	5	3	1	0	1	3	1	6	0	0	96	
		M	24	36	5	1	0	2	1	6	3	6	0	0	84	
	Phase 2 (GoB)	F	25	38	3	0	0	0	0	0	0	0	0	0	66	
		M	15	26	4	0	0	0	0	0	0	0	0	0	45	
4	Phase 1 (NGO)	F	12	59	9	5	0	0	0	1	0	1	0	0	87	
		M	17	57	9	3	1	0	1	3	1	0	2	0	94	
	Phase 2 (GoB)	F	20	36	16	4	0	0	0	0	0	0	0	0	76	
		M	13	35	15	2	0	0	0	0	0	0	0	0	65	
5	Phase 1 (NGO)	F	8	39	9	8	4	0	0	0	1	0	0	0	69	
		M	11	38	26	4	1	0	0	0	0	2	0	0	82	
	Phase 2 (GoB)	F	14	37	28	17	3	1	0	0	0	0	0	0	100	
		M	13	29	12	12	0	0	0	0	0	0	0	0	66	

School classes	Study phases	Gender	Trinity Grades													Total		
			0	1	2	3	4	5	6	7	8	9	10	12	Unkn own			
6	Phase 1 (NGO)	F	6	71	42	21	2	0	0	0	0	0	0	0	0	0	0	142
		M	5	42	47	26	7	0	0	1	1	0	0	0	0	0	0	129
	Phase 2 (GoB)	F	11	40	42	16	2	4	1	0	0	0	0	0	0	0	0	116
		M	11	33	31	15	3	0	0	0	0	0	0	0	0	0	0	93
7	Phase 1 (NGO)	F	7	58	58	32	0	0	0	0	0	0	0	0	0	0	0	155
		M	3	28	46	39	9	1	0	0	0	0	0	0	0	0	0	126
	Phase 2 (GoB)	F	8	24	44	24	8	1	0	0	0	0	0	0	0	0	0	109
		M	11	44	29	17	3	1	0	0	0	0	0	0	0	0	0	105
8	Phase 1 (NGO)	F	1	42	46	40	7	0	0	0	0	0	0	0	0	0	0	136
		M	0	19	50	42	12	2	0	0	0	0	0	0	0	0	0	125
	Phase 2 (GoB)	F	9	31	51	22	11	1	1	0	0	0	0	0	0	0	0	126
		M	4	30	28	33	5	1	5	0	0	0	0	0	0	0	0	106
9	Phase 1 (NGO)	F	2	19	40	31	10	1	0	0	0	0	0	0	0	0	0	103
		M	0	7	25	45	9	3	0	1	0	0	0	0	0	0	0	90
	Phase 2 (GoB)	F	7	36	39	44	8	5	0	0	0	0	0	0	0	0	0	139
		M	10	17	36	34	11	7	3	1	0	0	0	0	0	0	0	119
10	Phase 1 (NGO)	F	0	6	5	6	1	0	0	0	0	0	0	0	0	0	0	18
		M	0	2	0	0	8	0	1	0	0	0	0	0	0	0	0	11
	Phase 2 (GoB)	F	2	34	29	35	22	18	3	0	0	0	0	0	0	0	0	143
		M	2	31	21	27	21	13	2	0	0	0	0	0	0	0	0	117

School classes	Study phases	Gender	Trinity Grades													Total			
			0	1	2	3	4	5	6	7	8	9	10	12	Unkn own				
11	Phase 1 (NGO)	F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
		M	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	
	Phase 2 (GoB)	F	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
		M	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Community adults	Phase 1 (NGO)	F	37	17	9	0	0	0	0	0	0	0	0	0	0	0	0	2	66
		M	26	12	6	11	5	3	5	2	0	0	0	0	0	0	0	1	71
	Phase 2 (GoB)	F	16	9	3	4	5	0	0	0	0	0	0	0	0	0	0	0	37
		M	41	12	17	4	6	6	4	2	1	0	0	0	0	0	0	0	94
Teachers	Phase 1 (NGO)	F	5	12	10	18	13	2	9	4	2	2	2	2	0	0	0	6	83
		M	2	11	22	32	26	20	12	7	1	2	2	0	0	0	0	2	137
	Phase 2 (GoB)	F	10	15	21	14	5	5	3	1	3	0	0	0	0	0	0	0	77
		M	9	15	33	24	23	20	18	7	7	7	7	2	0	0	0	0	165
Unknown	Phase 1 (NGO)	F	21	19	22	12	2	3	0	0	0	0	0	0	0	0	0	5	85
		M	10	21	17	26	3	0	1	1	1	0	0	0	0	0	0	1	81
	Phase 2 (GoB)	F	1	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	7
		M	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	3
Total	Phase 1 (NGO)	F	257	450	259	202	41	9	16	17	17	19	19	8	0	13	1302		
		M	211	346	257	250	83	31	26	25	11	13	5	0	4	1253			
	Phase 2 (GoB)	F	196	331	279	180	66	35	8	1	3	0	0	0	0	0	1098		
		M	196	301	227	168	73	48	32	10	8	7	2	1	0	0	1073		
Grand Total	Phases 1+2	F+M	860	1428	1022	800	263	123	82	53	39	39	15	1	17	4726			

Table 11 : The frequency of teachers that teach English taking ESOL examination by grade

Teacher Type	Study Phases	Trinity Grades												Total		
		0	1	2	3	4	5	6	7	8	9	10	12		Unkn own	
Teach English	Phase 1 (NGO)	0	0	7	9	12	6	9	3	1	1	0	0	0	0	48
	Phase 2 (GoB)	4	11	15	13	12	11	10	2	5	6	0	0	0	0	89
Doesn't teach English	Phase 1 (NGO)	0	3	4	10	4	3	0	0	0	0	0	0	0	0	24
	Phase 2 (GoB)	15	19	39	25	16	14	11	6	5	1	2	0	0	0	153
Unknown	Phase 1 (NGO)	7	20	21	31	23	13	12	8	2	3	0	0	8	8	148
	Phase 2 (GoB)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total	Phase 1 (NGO)	7	23	32	50	39	22	21	11	3	4	0	0	8	8	220
	Phase 2 (GoB)	19	30	54	38	28	25	21	8	10	7	2	0	0	0	242
Grand Total	Phases 1+2 (NGO+GoB)	26	53	86	88	67	47	42	19	13	11	2	0	8	462	

7. Appendices

Appendix 1 below presents a summary of language items for each grade in the current Trinity College 'Graded Examinations in Spoken English' syllabus. This syllabus forms the basis for taught courses in English for speakers of other languages. The syllabus document is widely used in the classroom as well as in the examination.



The 12 grades are sub-divided into 4 stages, as follows:

Initial stage	Grades 1, 2 and 3
Elementary stage	Grades 4, 5 and 6
Intermediate stage	Grades 7, 8 and 9
Advanced stage	Grades 10, 11 and 12

Examinations of spoken English ability at a particular level are normally undertaken after students have been following the syllabus during classes. However, the method of the oral examination can be used to provide an indication of the competency of people who have not been following a course based upon the syllabus.

A copy of the full syllabus document is available from the Trinity College website, at <http://www.trinitycollege.co.uk/resource/?id=1487>

Appendix 2: Presents the summary of the test format and content.

Appendix 1 : Summary of language items for each grade in the Trinity College 'Graded Examinations in Spoken English' Syllabus

Grade	Functions	Subject areas	Grammar	Lexis
1	<ul style="list-style-type: none"> Exchanging greetings Giving personal information (name, age) Identifying and naming items given in the lexical list Leave-taking 	See Lexis	<p>(a) Understand</p> <ul style="list-style-type: none"> Imperatives for common actions, e.g. go, come, show, point, give, touch, stand up Question words what? How many? How old? Demonstratives this, that <p>(b) Understand and use</p> <ul style="list-style-type: none"> The present simple tense of to be Common nouns in singular and plural (regular), e.g. ear/ears, shoe/shoes Simple adjectives, e.g. small, big, green Determiners a, the, my, your, his, her Pronouns I, you, he, she, it, they 	<p>Personal information</p> <ul style="list-style-type: none"> Immediate surroundings including classroom objects Parts of the face and body Animals - common domestic, farm and wild Cardinal numbers up to 20 Colours Items of clothing
2	<ul style="list-style-type: none"> Indicating the position of people and objects Describing people, animals, objects and places very simply Stating simple facts Informing about possessions Asking very simple questions about personal details 	See Lexis	<p>(a) Understand</p> <ul style="list-style-type: none"> Present simple tense questions Question words - who, when Present continuous tense questions Determiners some, any <p>(b) Understand and use</p> <ul style="list-style-type: none"> Present simple tense There is/are and has/have got/have you got? Question words, e.g. where, what Prepositions of place in, on, under, between, next to Determiners our, their, its Possessive pronouns mine, yours, his, hers Yes/no answers to present continuous tense questions 	<ul style="list-style-type: none"> Rooms in the home Household objects Family and friends Pets Possessions Days of the week and months of the year Cardinal numbers up to 50

Grade	Functions	Subject areas	Grammar	Lexis
3	<ul style="list-style-type: none"> • Describing daily routines, events and weather • Telling the time and giving dates • Expressing ability and inability • Giving very simple directions and locations • Describing current activities of real people or those in pictures • Describing states in the past 	See Lexis	<ul style="list-style-type: none"> • Present continuous tense • Can and can't • Prepositions of movement from, to, up, down, along, across • Prepositions of time on, in, at • Prepositions of place near, in front of, behind, opposite • Past tense of verb to be • Ordinal numbers up to 31st (for dates) • Link words and, and then 	<ul style="list-style-type: none"> • Jobs • Places in the local area • Place of study • Home life • Weather • Free time • Times and dates
4	<ul style="list-style-type: none"> • Talking about past events • Talking about future plans and intentions • Expressing simple comparisons • Expressing likes and dislikes • Describing manner and frequency 	<ul style="list-style-type: none"> • Holidays • Shops • Work • Hobbies/sports • Food • Weekend/ Seasonal activities	<ul style="list-style-type: none"> • Past simple tense of regular and common irregular verbs • Going to future • Adverbs of manner and frequency • Comparatives and superlatives of adjectives • Link word but 	<ul style="list-style-type: none"> • Vocabulary specific to the topic area • Vocabulary specific to the subject areas • Adverbs of frequency, e.g. some times, often, never • Adverbial phrases of frequency, e.g. every day, once a week • Expressions of past time, e.g. yesterday, last night
5	<ul style="list-style-type: none"> • Talking about the future - informing and predicting • Expressing preferences • Talking about events in the indefinite and recent past • Giving reasons • Stating the duration of events • Quantifying 	<ul style="list-style-type: none"> • Festivals • Cars and bicycles • Special occasions, e.g. birthday celebrations • Entertainment, e.g. cinema, television, clubs • Music • Recent personal events 	<ul style="list-style-type: none"> • Present perfect tense including use with for, since, ever, never, just • Connecting clauses using because • Will referring to the future for informing and predicting • Adjectives and adverbials of quantity, e.g. a lot (of), not very much, many • Expressions of preference, e.g. I prefer, I'd rather 	<ul style="list-style-type: none"> • Vocabulary specific to the topic area • Vocabulary specific to the subject areas • Expressions relating to past and future time, e.g. two days ago, in the future

Grade	Functions	Subject areas	Grammar	Lexis
6	<ul style="list-style-type: none"> Expressing and requesting opinions and impressions Expressing intention and purpose Expressing obligation and necessity Expressing certainty and uncertainty 	<ul style="list-style-type: none"> Travel Money Fashion Rules and regulations Health and fitness Shopping 	<ul style="list-style-type: none"> Open and first conditional, using if and when Present continuous tense for future use Past continuous tense Modals connected to functions listed above, e.g. must, have to, need to, might Infinitive of purpose 	<ul style="list-style-type: none"> Vocabulary specific to the topic area Vocabulary specific to the subject areas Further expressions relating to future time, e.g. the day after tomorrow, in a year's time
7	<ul style="list-style-type: none"> Giving advice and highlighting advantages and disadvantages Making suggestions Describing past habits Expressing possibility and uncertainty Eliciting further information and expansion of ideas and opinions Expressing agreement and Disagreement 	<ul style="list-style-type: none"> Education National customs Village and city life National and local produce and products Early memories Pollution and recycling 	<ul style="list-style-type: none"> Second conditional Simple passive Used to Relative clauses Modals and phrases used to give advice and make suggestions, e.g. should ought to, could, you'd better Modals and phrases used to express possibility and uncertainty may, might, I'm not sure " "?Discourse connectors because of, due to 	<ul style="list-style-type: none"> Vocabulary specific to the topic area Vocabulary specific to the subject areas Expressions of agreement and disagreement Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. Really? Oh dear! Did you? Simple fillers to give time for thought, e.g. Well ... Um...
8	<ul style="list-style-type: none"> Expressing feelings and emotions Expressing impossibility Reporting the conversation of others Speculating Persuading and discouraging 	<ul style="list-style-type: none"> Society and living standards Personal values and ideals The world of work The supernatural National environmental concerns Public figures 	<ul style="list-style-type: none"> Third conditional Present perfect continuous tense Past perfect tense Reported speech Linking expressions, e.g. even though, in spite of, unless, although Cohesive devices, e.g. so to continue, in other words, for example 	<ul style="list-style-type: none"> Vocabulary specific to the topic area Vocabulary specific to the subject areas Reporting verbs, e.g. say, tell, ask, report, advise, promise Appropriate words and expressions to encourage further participation, e.g. And then? And what about you?

Grade	Functions	Subject areas	Grammar	Lexis
9	<ul style="list-style-type: none"> Expressing abstract ideas Expressing regrets, wishes and hopes Expressing assumptions Paraphrasing Evaluating options Hypothesising Evaluating past actions or course of events 	<ul style="list-style-type: none"> Dreams and nightmares Crime and punishment Technology Habits and obsessions Global environmental issues Design 	<ul style="list-style-type: none"> Verbs followed by gerund and/or infinitive, e.g. forget, stop, go on, remember More complex forms of the passive with modals Should/must/might/could + present perfect tense Correct verb patterns after wish and hope 	<ul style="list-style-type: none"> Vocabulary specific to the topic area Vocabulary specific to the subject areas Cohesive devices to recap and recover, e.g. As I was saying, Anyway... Hesitation fillers, e.g. I mean, you know Stock phrases to gain time for thought and keep the turn, e.g. Well, let me think...
10	<ul style="list-style-type: none"> Developing an argument Defending a point of view Expressing beliefs Expressing opinions tentatively Summarising information, ideas and arguments Deducing 	<p>List A</p> <ul style="list-style-type: none"> Roles in the family Bullying The school curriculum Youth behaviour Use of the internet Designer goods <p>OR List B</p> <ul style="list-style-type: none"> International events Equal opportunities Social issues The future of the planet Scientific developments Stress Management 	<ul style="list-style-type: none"> The basic structures specified for Grade 6 and below, exercising consistent control The more complex structures of Grades 7 to 9, though errors may occur when attempting to use combinations of these structures across sentence boundaries 	<ul style="list-style-type: none"> Vocabulary specific to the topic and subject areas Modifying words, e.g. basically, quite, certainly Intensifiers, e.g. absolutely, completely, totally Tentative expressions, e.g. I may be wrong but..., Don't you think it might be... Signposting' words, e.g. firstly, finally
11	<ul style="list-style-type: none"> Justifying an argument Inferring Softening and downplaying propositions 	<p>List A</p> <ul style="list-style-type: none"> Independence Ambitions Stereotypes Role models Competitiveness 	<ul style="list-style-type: none"> All the basic structures specified for Grade 6 and below, exercising complete control 	<ul style="list-style-type: none"> Expressions used before challenging, e.g. That's a good point but..., Perhaps I didn't explain my point clearly...

Grade	Functions	Subject areas	Grammar	Lexis
	<ul style="list-style-type: none"> Expressing caution Challenging arguments and opinions Evaluating different standpoints Expressing reservations 	OR List B <ul style="list-style-type: none"> The media Advertising Lifestyles The arts The rights of the individual Economic issues 	<ul style="list-style-type: none"> All the basic structures specified for Grade 6 and below, exercising complete control The more complex structures of Grades 7 to 9, used in combination and contrast, with only very occasional lapses 	<ul style="list-style-type: none"> Expressions for downplaying and softening, e.g. It's quite difficult, If I could just ask Signposting expressions, e.g. I'd like to begin with... , On the other hand... , So to sum up... Language of caution, e.g. It tends to be, It seems as if Vague and imprecise language, e.g. a bit more, a hundred people or so
12	<ul style="list-style-type: none"> Asserting Denying Expressing empathy and sympathy Contradicting Implying Affirming 	Any of the above and any other appropriate subject	<ul style="list-style-type: none"> A comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis and eliminate ambiguity Differing linguistic forms to reformulate ideas to convey finer shades of meaning 	<ul style="list-style-type: none"> A range of idiomatic expressions and colloquialisms Language of empathy and sympathy, e.g. I see what you mean but..., That must have been very difficult... Expressions used to introduce contradiction or assertion, e.g. Well, I don't see it like that..., That may be true for you...

Appendix 2 : Summary of test format and content

Bangladesh project - diagnostic assessments Summary of test format and content Timings

The test time can range from 5-10 mins. You don't need to keep every the candidate for the maximum time. It is expected that most candidates will be placed at Initial stage, however there may be some candidates who have no English at all, in which case you may not be able to spend 5 mins. with the candidate, but in Trinity fashion make them feel as positive as they can about the experience. The aim is to assess as many candidates as possible. Participants arriving at the centre will be told that only some of them will be tested so don't feel that you have to test everyone.



Timing and content

It was agreed to break the exam into the following sections:

- 2 mins - grades 1 & 2 Subject areas : grades 1 & 2.
- 2 mins - grades 2 & 3 Subject areas : all those considered appropriate from grades 1-5
- 2 mins - grades 3 & 4
- 2 mins - grades 4 & 5
- 1 min. - leeway.

Subject areas

There was general consensus that some subject areas would be more appropriate than others, although all have potential.

Within this framework it is considered that examiners will use their judgement and expertise to cover as much of the language of the grade as possible.

Materials

It was agreed that materials would not be the same for all examiners and that each examiner should use their own materials. There was general consensus that a picture of a family, small toy cars/buses and a soft toy would be very useful for putting young children at ease.

Grading

At the end of the test you should write the appropriate GESE grade next to the candidate's name. This grade represents the candidate's level at the time of the test. If the candidate is a complete beginner write 0. In this study the only letter grade of concern is C i.e. pass. Distinguishing between Merit and distinction is not important here. For the purposes of the OU study it is the aggregated score which is of interest.

Informing candidates of their results

Candidates and teachers are not to be informed of their grades. If asked, give some general feedback but avoid giving details about individual's performances, particularly adults.

Administration

This will probably be confirmed when you arrive at the test. The TCD will be on hand to help with accurate recording of names. See the handout given on 9th Oct for more information. There is a session scheduled for the Monday 27 Oct for you to discuss any issues which have arisen. Dress code: for women a shawl over your shoulders should you need it. It's not obligatory to cover your head. Skirts - knee length Men: noties.

Possible problematic subject areas		
Pets	Household objects	Weekend/seasonal activities
Days, dates etc	Weather	Shops
Rooms in the home	Free time	Holidays
Places in the local area	Hobbies/sports	

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EIA is a Programme of collaboration between the UK Government and the Government of Bangladesh