



**English Proficiency Assessments of
Primary and Secondary Students
Participating in English in Action:
Third Cohort (2014)
Large-Scale Quantitative
Study**

Proficiency

Research Report

English in Action (EIA) (2015) *English Proficiency Assessments of Primary and Secondary Teachers and Students Participating in English in Action: Third Cohort (2014)*. Dhaka, Bangladesh: EIA.

Authors

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English Proficiency Assessments of Primary and Secondary Students Participating in English in Action: Third Cohort (2014)

Executive summary

a) Background

The purpose of the study was to assess the student learning outcomes of English in Action's (EIA's) school-based teacher development programme, in terms of improved English language competence (ELC),¹ against recognised international frameworks (specifically, the Graded Examinations in Spoken English² [GESE]; Trinity College London 2013), which map onto the Common European Framework of Reference for Languages (CEFR)³. Measurably improved student learning outcomes are the ultimate test of success of a teacher development programme.

English Proficiency Assessments 2014 is a repeat of the study on the pilot EIA programme (Cohort 1⁴) (EIA 2012), but focusing only on student ELC. The teachers and hence the students of Cohort 3 are substantially greater in number than in the pilot phase (347,000 primary students and almost 1.7 million secondary students compared with around 700 teachers, 35,000 primary students and over 83,000 secondary students in 2011). To enable this increase in scale, the programme has been delivered through a more decentralised model, with much less direct contact with English language teaching (ELT) experts, a greater embedding of expertise within teacher development materials (especially video), and a greater dependence upon localised peer support.

This report addresses the following research question:

To what extent do the students of Cohort 3 show improved post-intervention EL proficiencies, in speaking and listening, compared with the Cohort 1 2010 pre-intervention baseline?

b) Research methodology

The design of this study is similar to the study on the pilot intervention, in that a pre- and post-assessment was carried out using samples from the populations of those students participating in the EIA intervention; however, in this study, EIA's Cohort 1 pre-intervention was also used as the baseline for Cohort 3 (as indicated in Table 1, see *Introduction*). Cohorts 1 and 3 are not substantially different in terms of composition by urban-rural location, gender or sector, although they were carried out in different upazilas. There is also evidence that the ELC of students across Bangladesh has not changed over the years (Hamid 2011).

Assessments took place through one-to-one, face-to-face interviews, carried out by independent assessors from Trinity College London, which continued until the candidate was judged to have reached the peak of their ELC, at which point a grade was assigned on the GESE scale. A total of 1,059 students (579 primary and 480 secondary) were assessed in the sample.

¹ At times in the report reference is made to English Language 'proficiency' as well as 'competence' and they are used interchangeably.

² For more information on the GESE scale, see Appendix 5.

³ For more information on how GESE maps onto CEFR, see Appendix 6.

⁴ The EIA cohorts started in 2010–11 with Cohort 1, in the pilot phase (Phase II), then in 2012–13 (Phase III, Cohort 2), and now in 2013–14 (Cohort 3).

c) Key findings

i) Primary students

Over two-thirds (69.6%) of the primary students tested achieved Grade 1 or above. The proportion of primary students failing the assessment outright was below a third (30.4%). The bulk of primary students in 2014 passed at Grade 1 (59.1%) and Grade 2 (6.9%). A very small proportion (2.8%) of primary students attained Grade 3.

A similar proportion of female and male primary students (69.8%, 69.3% respectively) achieved a pass grade. Overall, the results show that there is no statistically significant difference in performance between girls and boys. This is consistent with the 2010 data (pre-intervention, Cohort 1).

The semi-urban primary students performed statistically significantly better than rural and urban primary students ($p < 0.01$), with 86.3% achieving Grade 1 and above (compared with 65.0% and 62.5% respectively). This is different from the previous cohort (2010) where the semi-urban primary students' performance was between rural and urban primary students. It's surprising that the urban primary students performed marginally less well than their rural counterparts. The majority of urban primary students (57.5%) achieved Grade 1; a small proportion achieved Grade 2, although this was less than their rural counterparts.

2014 post-intervention results showed a substantial improvement over those of the 2010 baseline. Just over two-thirds (69.6%) of primary students passed the assessment in 2014, whereas only a little over one-third passed in 2010 (35.2%); the difference is statistically significant ($p < 0.01$). Almost twice as many students achieved 'pass' grades (1 and above) in Cohort 3. The bulk of students in 2014 passed at Grade 1 (59.1%).

ii) Secondary students

In 2014, over four-fifths (82.8%) of secondary students attained a pass grade (Grade 1 or higher), just below two-thirds (34.5%) attained Grade 2 or higher, while three-quarters (73.5%) achieved in the grade range 1–3. The highest grade attained, by 2.5% of students, was Grade 7.

In general, there is no statistical significant difference between male and female secondary students in terms of attaining a passing grade (82.1% and 83.6% respectively) in 2014. However, female students outperformed their male counterparts in attaining a higher grade (Grade 3 or above) – over one-fifth (24%) of female secondary students achieved Grade 3 or above, compared to a very small proportion (3.1%) of male secondary students. The difference is statistically significant ($p < 0.01$).

The proportion of students passing the assessment (Grade 1 and above) was similar for rural (82.2%), urban (80%) and semi-urban (88.3%) locations. However, the urban students did much better at the higher grades (Grades 4–7) ($p < 0.05$); almost two-thirds (63.3%) of urban students achieved Grades 4–7, compared to less than one in twenty semi-urban and almost no rural students. As with primary students, distribution of grades varies considerably between divisions, and there is a statistically significant difference ($p < 0.01$). Comparing the primary and secondary student differences, it is evident that Rajshahi and Chittagong do relatively well in both sectors.

Compared with the 2010 baseline, more secondary students passed (82.8% attained Grade 1 or above, compared to 74.5% in 2010), with the difference being statistically significant ($p < 0.01$). However, this is mostly due to an increase in Grade 1 (from 33% in the baseline to 48.3% in 2014); the proportion of 2014 secondary students that attained Grades 2–7 is substantially lower than in the baseline (34.5% vs. 46.2%).

d) Conclusions

Despite a tenfold increase in scale between Cohort 1 and Cohort 3, and delivery through a more decentralised and peer-supported teacher development programme to teachers and students in upazilas, EIA has delivered improvements in student learning outcomes over the baseline study.

For primary students, these improvements are substantially greater than those achieved in the pilot. For secondary students, pass rates were higher than the pilot outcomes, but with fewer students achieving the higher grades. Evidence indicates that girls and boys have benefited equally. At the secondary level, rural students performed less well than non-rural students, although at the primary level, they performed better.

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Acronyms

AT assistant teacher

CEFR Common European Framework of Reference [for Languages]

EIA English in Action

EL English language

ELC English language competence

ELT English language teaching

GESE Graded Examinations in Spoken English

HT head teacher

SI social inclusion

TCL Trinity College London

1. Introduction

The ultimate test of the success of the English in Action (EIA) schools intervention lies in the proficiency in English of those students participating in the primary and secondary programmes: their ability to communicate in English is expected to improve through the use of EIA methods and materials in the classroom.

Previous studies of EL proficiency were conducted with the cohort of students and teachers taking part in the pilot EIA intervention (Cohort 1: 2010–11; Cohort 2: 2012–13). These studies were designed to investigate the ability of students and teachers to speak and understand English. The 2010 pre-intervention assessment took place during the launch of the pilot programme (February–March 2010), while the 2011 post-intervention assessment was carried out on samples of the same student and teacher populations after taking part in the programme for 12 months (March and April 2011). Pre- and post-intervention assessment findings were published together (EIA 2012).

In keeping with the findings of EIA's earlier baseline study (EIA 2009a),⁵ attainments of teachers and students in the 2010 pre-intervention study were low: many students failed to achieve any score against the Trinity Graded Examinations in Spoken English (GESE) scale employed. Student progress in the levels of English from one class (school year/grade) to the next (e.g. Class 1 to 2) was minimal. But the 2011 post-intervention assessment showed an improvement in EL proficiency by students and teachers, in both sectors of schooling (primary and secondary), compared with the 2010 study – an improvement that was statistically significant in the case of primary and secondary students, and primary teachers (EIA 2012).

Following the pilot intervention, in 2012 the EIA programme up-scaled its implementation with a cohort of 4,368 teachers and an estimated 887,000 students (Cohort 2: 2012–13) and in 2013 increased these numbers again to reach over 8,000 teachers and over 1.7 million students. To gauge the extent of EL proficiency improvements for this larger cohort, post-intervention assessments of EL proficiency were carried out after a year of participation in the programme (November 2014). Whereas the first study (Cohort 1) had used pre- and post-intervention assessment from the same cohort, this study used a post-intervention assessment, comparing it to the 'pre-intervention' baseline (2010) established by the earlier study (reported in EIA 2012), after ensuring comparability in terms of the sampling of sector, urban-rural locations and administrative divisions. Table 1 shows the relationships between the three studies and the comparisons that will be made in this report.

Table 1: Pre- and post-intervention assessments of Cohorts 1 and 3 of EIA students

Pre-intervention baseline	Post-intervention	Comment
Cohort 1: Feb–March 2010	Cohort 1: March–April 2011	Samples from same cohort
Cohort 1: Feb–March 2010	Cohort 3: November 2014	Post-intervention assessment after 12 months' intervention, using Cohort 1 as baseline

The justification for this comparison is discussed in Section 2, *Methodology*.

⁵ This 'baseline' was not used as the pre-assessment for Cohort 1 as the sample was skewed as a result of social and political unrest at the time, restricting the sampling of teachers and students as representative of Bangladesh more generally.

As well as presenting the new (2014) findings, this current report makes comparisons between these findings and those of the baseline study (2010). This study addresses one research question:

To what extent do the students of Cohort 3 show improved post-intervention EL proficiencies, in speaking and listening, compared with the 2010 pre-intervention baseline?

While the students assessed in this current study (Cohort 3), and teachers, have participated in essentially the same programme as those in 2011 (Cohort 1), they are much greater in number. To enable this increase in scale for Cohort 3, the programme has been delivered through a more decentralised model with much less direct contact of those involved in the programme with national or international English language teaching (ELT) specialists, a greater embedding of expertise within teacher development materials (especially video) and a greater dependence upon localised peer support.

The research question seeks to establish if EIA can improve the EL competence (ELC) of students over the baseline, with this increased scale and more indirect implementation. This is an essential step in moving from the pilot phase (Phase II) to the fully institutionalised phase (Phase IV) in 2014–17.

It is important to see this particular study as complementary with another study, where samples of teachers and students of Cohort 3 were investigated to determine the classroom practices of teachers (EIA 2015).

2. Methodology

2.1 Study design

As indicated in the *Introduction*, the design of this study is similar to that of the pilot intervention (Cohort 1), in that a pre- and post-assessment was carried out using samples from the populations of students participating in the EIA intervention.⁶ Cohort 1 is similar in nature to Cohort 3 in terms of general key variables (location, gender, sector), although it was carried out in different upazilas within divisions.⁷ Thus, the Cohort 1 pre-intervention was used as the baseline for Cohort 3 (as indicated in Table 1). A comparison of the 2009 and 2010 pre-intervention situation (see *Introduction*), suggests it is unlikely that in the subsequent year the level of ELC in the population of schools in Bangladesh improved, and there is evidence that the ELC of students has not changed over the years (Hamid 2011).⁸ Furthermore, evidence indicates that even after conventional interventions with teacher training in Bangladesh, there are no improvements in the classroom results (Rahman *et al.* 2006), thus even if teachers have undergone additional training there is likely to be little effect on either the classroom or their students ELC.⁹

⁶ Allowing for the fact that this 2014 study (Cohort 3) did not include the assessment of teacher ELC.

⁷ See the discussion in Section 2.6 *Limitations*.

⁸ This is because the overall framework for ELT is not always supportive to effective classroom practice (Education Watch 2011, EIA 2009b, Hamid & Balfour 2008, Kraft *et al.* 2009, World Bank 2008).

⁹ There is evidence that less than 50% of secondary teachers receive any kind of training (UNESCO 2012: 138), and what training is available to both primary and secondary teachers is weak and has had little effect in the past (Kraft *et al.* 2008: 8 & 14).

2.2 Method: the English language (EL) proficiency assessment

In this study, students underwent assessment by means of a test based on the Trinity College London (TCL) Graded Examinations in Spoken English (GESE). Assessments took the form of one-to-one, face-to-face oral interviews, carried out by an independent assessor. The assessment 'replicates real-life exchanges in which the candidate and the examiner pass on information, share ideas and opinions and debate topical issues' (Trinity College London 2009: 6).

The assessment is conducted through an interview, the core of which is a conversation element. This is described as 'a meaningful and authentic exchange of information, ideas and opinions, rather than a formal "question and answer" interview' (Trinity College London 2009: 7). Discussion topics are selected for their potential to elicit the candidate's highest level of ELC and offer a progression from the familiar to the less familiar and from the 'concrete' to the 'abstract'. Candidates are expected to take increasing responsibility for initiating and maintaining the conversation at each grade, and asking the examiner questions as they arise naturally out of the conversation.¹⁰

The assessor seeks to elicit and facilitate communicative skills, language functions and language items relating to progressively higher grades, ending the interview when the candidate is judged to have reached the peak of his/her capacity. At this point the candidate is assigned a Trinity grade (1–9). For students, the assessment usually lasts less than 10 minutes.

Five assessors (four drawn from the Indian panel of Trinity assessors and one from the UK panel) carried out the assessments.¹¹ They were selected and trained by TCL to ensure consistency and quality of assessments. The assessors received an in-country briefing before embarking on the fieldwork to orient them to the study and the geographical areas in which they would assess.

These assessments were identical to those administered in 2010 for Cohort 1. It is a valid and internationally recognised assessment of both ELC (through its benchmarking to the Common European Framework of Reference (CEFR) for Languages (see Trinity College London 2007) and of the specific communicative approach to ELT promoted by EIA (through the use of the 'conversational' approach indicated above). The reliability of the assessment is ensured by the international experience and high levels of staff training and moderation (Trinity College London 2013).

2.3 Sample

2.3.1 Sample design

A total of 8,183 assistant teachers (ATs)¹² and approximately 1.7 million students participated in EIA's 2013 cohort (Cohort 3), made up of 4,821 primary teachers and 3,362 secondary teachers, and approximately 347,000 primary students and 1,398,000 secondary students.

A minimum sample size was determined using the power analysis from the 2013 study, conducted to ensure the sample was sufficiently large to enable statistically valid comparisons between the 2010 and 2014 studies (see Appendix 1: Annex 1). The analysis

¹⁰ The assessments differed from Trinity's standard procedure in that candidates were not asked to prepare a discussion topic (usual for assessments above Grade 3), but the procedure used nevertheless reproduces the same kind of assessment of communicative English.

¹¹ In previous cohorts (including Cohort 1), the assessors were native English speakers from the UK.

¹² The EIA teacher population also included primary head teachers, which in the previous cohort study (2013) were included in the ELC assessment, but in 2014 their students were excluded, as the focus for any comparisons with the baseline is with the students of Assistant Teachers (ATs).

established a minimum sample size of 543 students (265 primary and 278 secondary) for the most powerful comparison.

A multi-layer, stratified random sampling strategy was applied to select schools, based on divisions and upazilas (see Appendix 1). This strategy was based on 10% of upazilas (11 randomly chosen within a division (reflecting the proportion of EIA upazilas per division) and 55 schools (28 primary and 27 secondary),¹³ within which a class of each EIA teacher (2 per school) was selected and 10 students randomly chosen for assessment in each class.

All upazilas in which EIA worked with for Cohort 3 were categorised as predominately rural or urban, by reviewing demographic information about school location – i.e. rural, urban or semi-urban.¹⁴ Upazilas, and subsequently schools within selected upazilas, were randomly selected from each division and reviewed to check that the sample reflected the rural/urban balance of the cohort as a whole. The actual classes from each school were selected by opportunistic random sampling: assessors selected one of the classes that teachers were teaching on the day of their field visit, with each assessor ensuring an even spread of school classes (years) sampled across the primary and secondary schools they selected.

Baseline studies indicate that school grade (year) was not strongly related to English proficiency as assessed on the GESE scale:

“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.”

EIA (2009a):page i

The total *planned* sample was therefore 1,100 students (560 primary, 540 secondary).

ELC assessments were carried out by the five assessors in 11 upazilas over a period of two weeks during October and November 2014. Owing to difficulties in the field (travel difficulties in remote areas and schools being closed for public examinations), the selection was amended as necessary during fieldwork.¹⁵

The final sample achieved was 579 primary students and 480 secondary students, figures well above those required by the power calculations of 2013 (though lower than planned).

2.3.2 Statistical comparisons of samples

The sample numbers of students in each of the ELC studies over the years varied (see Table 2). As noted above, a power analysis was used to ensure statistically significant comparisons between studies overall, and according to gender, school location (urban, semi-urban and rural), division and sector (primary or secondary).

¹³ Reflecting the capacity of the Trinity assessors available.

¹⁴ The ‘semi-urban’ and ‘urban’ categories were merged and classed as ‘urban’.

¹⁵ Around half of the initial sample of secondary schools had to be re-selected as it turned out they were being used for examination venues during the fieldwork period.

Table 2: Comparison of the sample sizes for the various studies (Cohorts 1–3)

Study	Cohort 1 2010	Cohort 1 2011	Cohort 2 2013	Cohort 3 2014
Primary students	4,630	785	463	579
Secondary students	2,609	317	421	480

2.4 Ethics

As part of normal ethical procedures adhered to by EIA, prior permission was obtained from the upazila education officers, head teachers, teachers and students to undertake the research. Each student was asked for his/her verbal consent to be involved in the study at the time of the assessment. All information within the EIA project is held under strict confidentiality and all students assessed (and their teachers and schools) are anonymous in any reporting.

2.5 Data entry, storage management and analysis

The data were entered by an EIA Research, Monitoring and Evaluation officer into a Microsoft Excel spreadsheet from the paper instruments after the fieldwork. Random checks were carried out on the data to identify any miscoding and other errors.

Before the analysis was carried out, the data were cleaned to prepare them for analysis (see Appendix 2). Statistical comparisons were conducted through statistical methods such as cross tabulation and statistical significance tests. Results are reported with degrees of freedom and sample size in parentheses, the *p-value* and the significance. (All tests of significance along with full data that support the figures used in this report are given in Appendices 3 & 4.) In order to ensure rigour in the analysis, the data were analysed independently by a highly qualified statistician.¹⁶

2.6 Limitations

As noted above, fieldwork plans were disrupted by public examinations. These events had the effect of changing the schools that were available for field visits. Flexible and responsive field management and coordination largely overcame these challenges. While the actual sample achieved was a little smaller than planned for secondary students, it was sufficiently large to enable comparability.

¹⁶ This was the main author Dr Nai Li who, though independent of EIA, nevertheless works in The Open University (Institute of Educational Technology).

3. Findings

This section examines the results for primary and secondary students, which were analysed separately in relation to basic demographic data of gender, school location (urban, semi-urban or rural) and division (administrative region). First, however, the nature of the two samples is examined in terms of these demographic variables.

3.1 Student samples

The nature of the sample is given according to gender, division and location (rural and urban) in Tables 3–5, with comparisons with the school or EIA population as appropriate.

Table 3: Gender of primary and secondary student samples compared to EIA population

GENDER	Primary students			Secondary students		
	Sample		Population	Sample		Population
	No.	%	% in EIA population	No.	%	% in EIA population
Male	264	45.6	52	189	39.4	49
Female	315	54.4	48	291	60.6	51
TOTAL	579			480		

For primary, the sample approximates to the ratio of the EIA population of students, but for secondary there a higher proportion of female students than in the main population (Table 3).¹⁷ Table 4 gives the sample distribution by division, where it is evident that it roughly matches that of the distribution of EIA activity in upazilas (though this is not the same as the EIA student population distribution), apart from in Rajshahi. Table 5 gives the rural, semi-urban and urban balance and, when these are compared with the EIA population statistics, the primary sample has a higher proportion of rural students (population is 74 vs 55.3%) whereas the secondary sample is very close to the population (73.9 vs 71%).

Table 4: Distribution of primary and secondary students in the sample by division

DIVISION	Primary		Secondary		EIA-active upazilas in division
	Sample		Sample		Population
	No.	%	No.	%	%
Chittagong	100	17.3	100	20.8	19.64
Dhaka	139	24.0	140	29.2	25.00
Khulna	100	17.3	80	16.7	15.18
Rajshahi	40	6.9	20	4.2	12.50
Rangpur	80	13.8	60	12.5	9.82
Syhlet	60	10.4	40	8.3	8.93
Barishal	60	10.4	40	8.3	8.93
TOTAL	579		480		

¹⁷ Note that the population figures are estimates based on the teacher entry questionnaire, which was completed by 79% of EIA teachers.

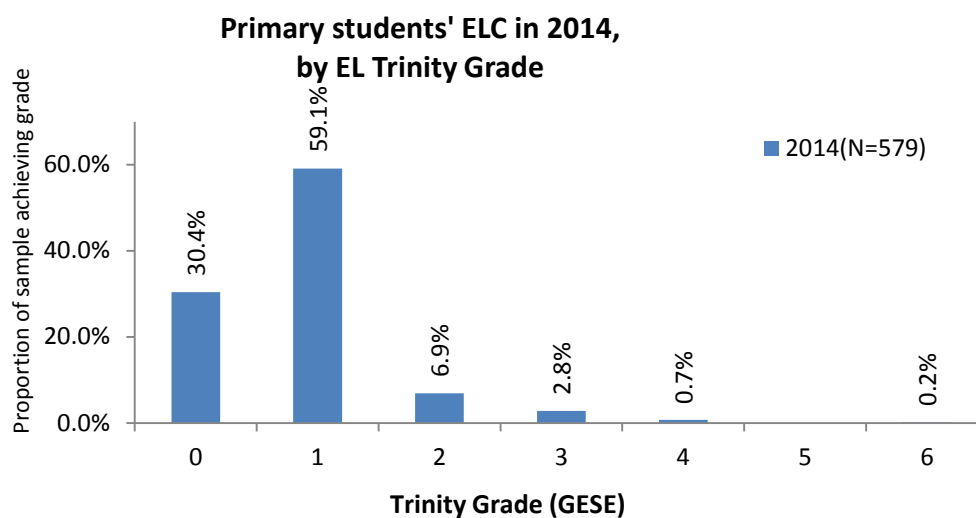
Table 5: Distribution of primary and secondary students in the sample by location

LOCATION	Primary sample		Primary population	Secondary sample		Secondary population
	No.	%	%	No.	%	%
Rural	320	74	55.3	340	73.9	71
Semi-urban	139		24.0	60	13.0	
Urban	120	26	20.7	60	13.0	29
Total	579			460		
Blanks	0			20		
Total (inc. blanks)	579			480		

3.2 Primary students: 2014 results

The overall performance of primary students in 2014 is shown in Figure 1. Over two-thirds (69.6%) of the primary students tested achieved Grade 1 or above. The proportion of primary students failing the assessment outright was below a third (30.4%). The bulk of primary students in 2014 passed at Grade 1 (59.1%) and Grade 2 (6.9%). A very small proportion (2.8%) of primary students attained Grade 3.

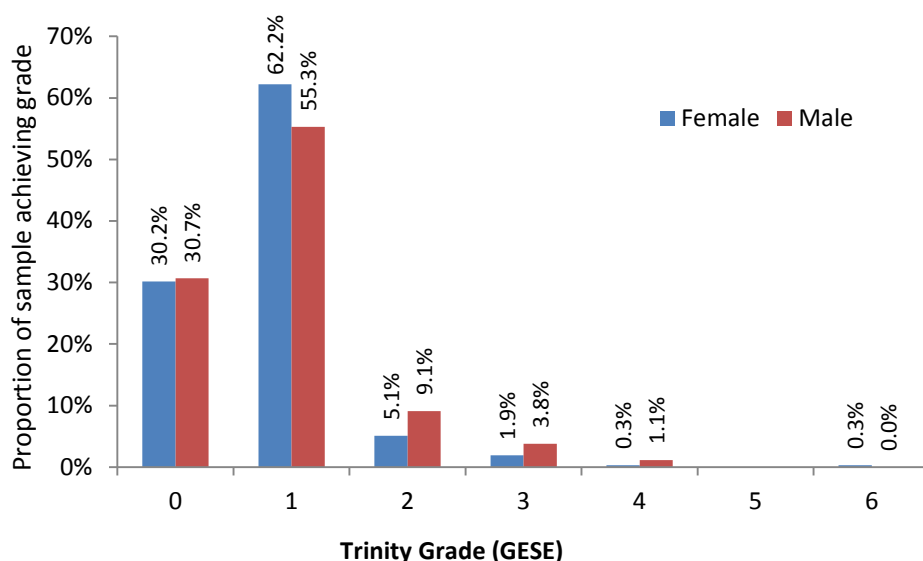
Figure 1: Primary students' ELC in 2014, by EL Trinity (GESE) Grade



3.2.1 Gender

Analysis by gender (Figure 2) shows that similar proportions of female and male primary students (69.8%, 69.3% respectively) achieved a pass grade. Overall, the results show that there is no statistically significant difference in performance between girls and boys. This is consistent with the 2010 data (pre-intervention, Cohort 1).

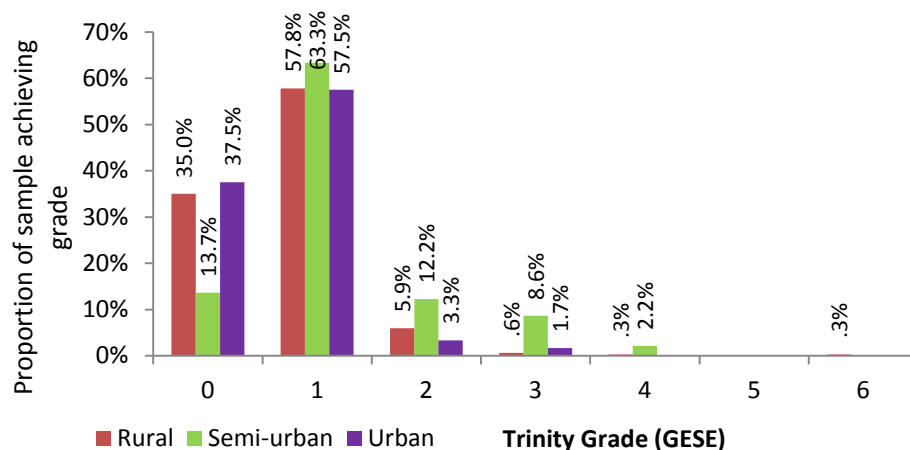
Figure 2: Primary students' ELC in 2014 by gender and EL Trinity (GESE) Grade



3.2.2 School location

Comparison according to school location (Figure 3) shows that, semi-urban primary students performed statistically significantly better than rural and urban primary students ($p < 0.01$), with 86.3% achieving Grade 1 and above (as compared with 65.0% and 62.5% respectively). This is different from the previous cohort (2010) where the semi-urban primary students' performance was always in the middle between rural and urban primary students. Surprisingly, urban primary students achieved less well than their rural counterparts. The majority of urban primary students (57.5%) achieved Grade 1; a small proportion achieved Grade 2, although this was less than their rural counterparts. At the higher grades, a slight advantage can be shown for students in semi-urban schools, where 23% attained Grade 2 or above and 10.8% attained Grade 3 or above. For rural and urban students, a much smaller proportion of students achieved a higher grade.

Figure 3: Primary students' ELC in 2014, by school location and EL Trinity (GESE) Grade

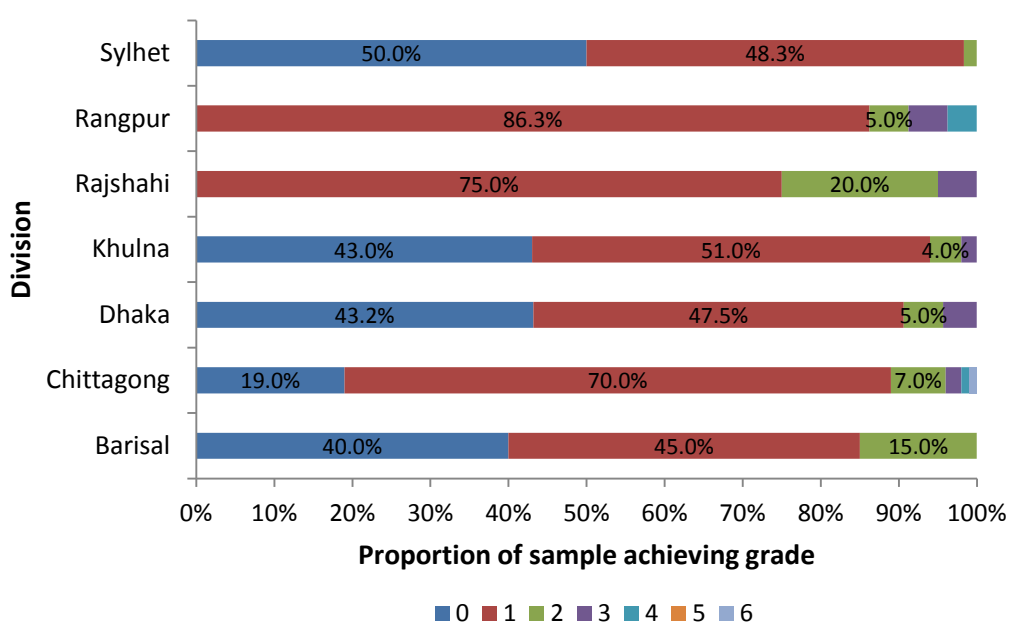


3.2.3 Division

There were striking and statistically significant ($p < 0.01$) difference in the performance of primary students among the seven divisions of the country in which data were collected (Figure 4). Sylhet, Dhaka and Khulna students performed least well. This reflected the situation in Cohort 1, which showed there was a statistically significant difference among districts.

In Rajshahi and Rangpur, all students passed, i.e. scored a Grade 1 or above. In Chittagong, 81% of students achieved a pass. In Barisal, a high proportion of students failed (40%), but 15% of students attained Grade 2, which was a higher percentage than in the other divisions, with the exception of Rajshahi. Noticeably, in Sylhet, Khulna and Dhaka, less than 10% of students achieved Grade 2 or above.

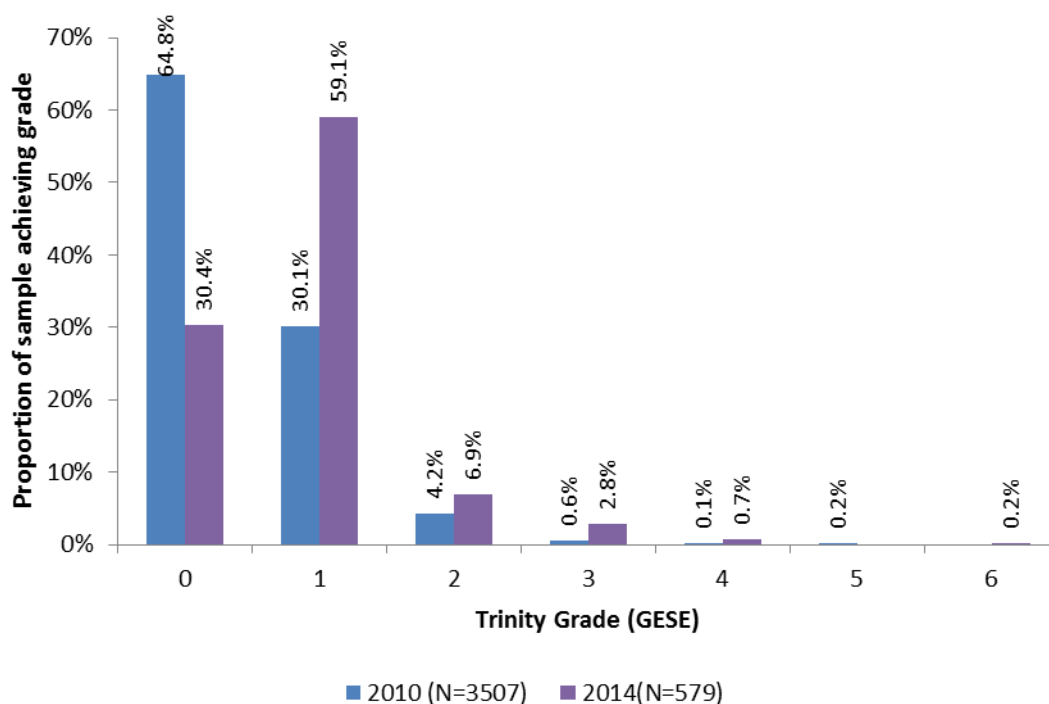
Figure 4: Primary students' ELC in 2014, by division and EL Trinity (GESE) Grade



3.2.4 Addressing the research question: primary students

As explained in Section 1, in earlier reports (EIA 2014), pre-intervention assessment data collected from Cohort 1 (2010) was taken as a baseline. This current study adopts the same approach and compares post-intervention data from Cohort 3 (2014), with the pre-intervention baseline from Cohort 1 (2010), to examine the extent to which teachers and students show improvements over the baseline.

Figure 5: Primary students' ELC in 2010 and 2014, by EL Trinity (GESE) Grade

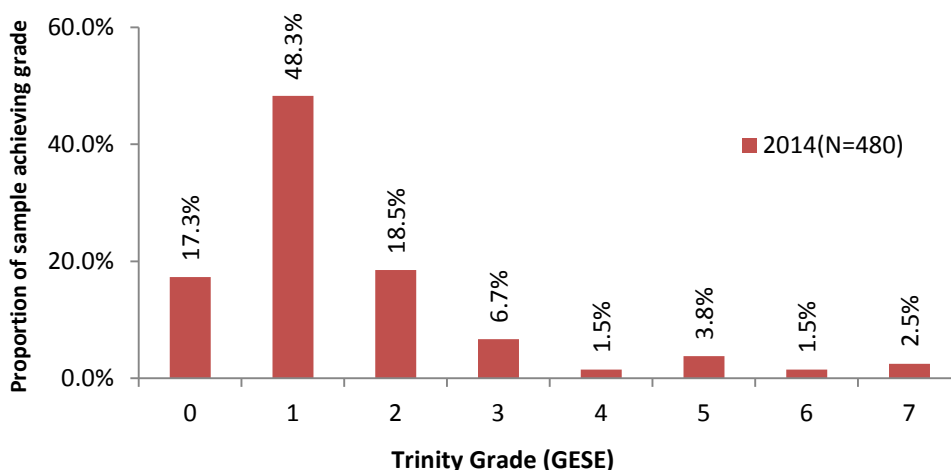


As anticipated, 2014 post-intervention results show substantial improvement over those of the 2010 baseline, and the difference is statistically significant ($p < 0.01$). Just over two-thirds (69.6%) of primary students passed the assessment in 2014, whereas only a little over one-third passed in 2010 (35.2%). The bulk of students in 2014 passed at Grade 1 (59.1%). 29% more students achieved Grade 1 in 2014 than in 2010.

3.3 Secondary students: 2014 results

The overall results for secondary students in 2014 are shown in Figure 6.

Figure 6: Secondary students' ELC in 2014, by EL Trinity (GESE) grade

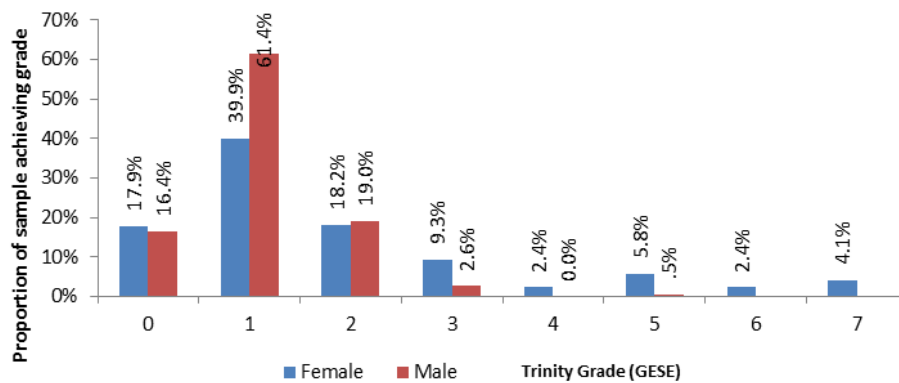


In 2014, over four-fifths (82.8%) of secondary students attained a pass grade (Grade 1 or higher), just below two-thirds (34.5%) attained Grade 2 or higher, while three-quarters (73.5%) achieved in the grade range 1–3. The highest grade attained, by 2.5% of students, was Grade 7.

3.3.1 Gender

Analysis by gender (Figure 7) shows that, in general, there is no statistical significant difference between male and female secondary students in terms of attaining a passing grade (82.1% and 83.6% respectively). However, 21.5% more male secondary students achieved Grade 1 than their female counterparts, while 42.2% of female secondary students achieved a higher grade (Grade 2 or above), 20% more than their male counterparts. The difference is statistically significant ($p < 0.01$). Furthermore, a significant difference also showed in terms of attaining a Grade 3 and above, over one-fifth (24%) of female secondary students achieved Grade 3 and above, while only a very small proportion (3.1%) of male secondary students achieved at this level ($p < 0.01$).

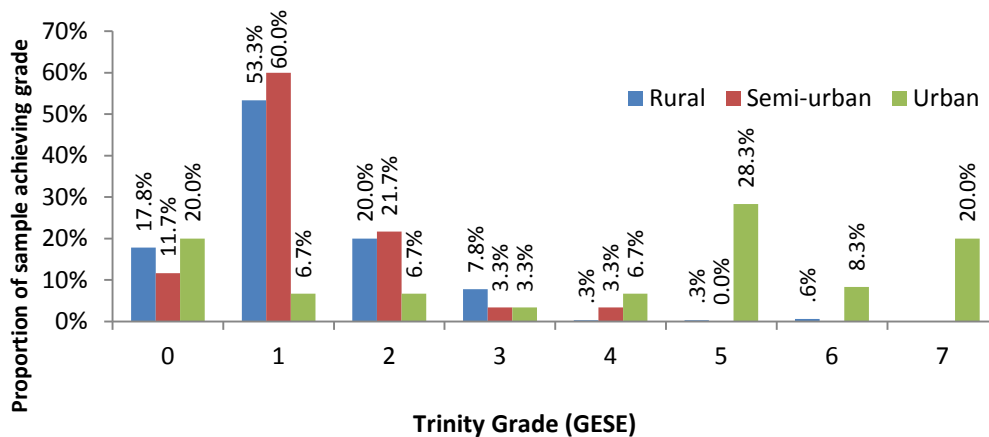
Figure 7: Secondary students' ELC in 2014, by gender and EL Trinity (GESE) Grade



3.3.2 School location

The proportions of students passing the assessment (Grade 1 or above) were quite similar for rural and urban areas: 82.2% of rural secondary students attained Grade 1 or above, compared with 80.0% of urban secondary students; the semi-urban secondary students performed slightly better than their rural and urban counterparts, but the difference is not statistically significant. However, semi-urban students outperformed their urban counterparts in Grades 1–3 (see Figure 8). Furthermore, urban secondary students achieved the best in terms of attaining much higher grades (Grades 4–7); two-thirds of urban secondary students achieved Grade 4 and above, 20% achieved Grade 7. Overall there is a statistically significant difference in performance according to location, with urban students doing better ($p < 0.05$), especially at higher levels (Grades 4–7).

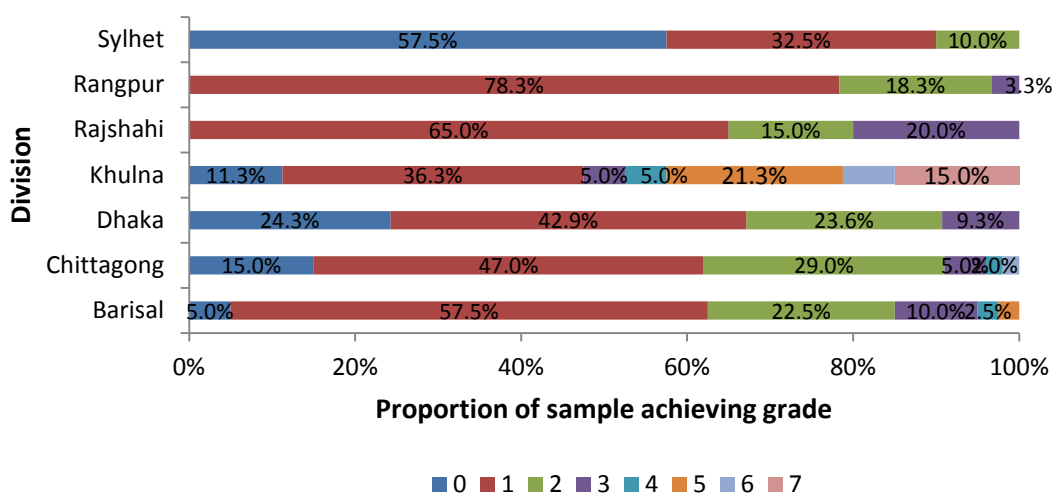
Figure 8: Secondary students' ELC in 2014, by school location and EL Trinity (GESE) Grade



3.3.3 Division

As with primary students, distribution of grades varies considerably between divisions (Figure 9), and there is a statistically significant difference ($p < 0.01$). However, the picture is quite similar to that of primary students. In Sylhet, just less than half (43.5%) passed, and the highest grade achieved was Grade 2. In Rajshahi and Rangpur, all students passed, but the proportion of students achieving Grade 2 and above are less impressive (35% and 21.6% respectively). In Dhaka, Chittagong and Barisal, not all students passed, but the proportion of secondary students achieving higher grades (Grade 3 or above) is quite similar to that for Rangpur and Rajshahi. Khulna had the highest proportion of students attaining Grade 4 and above (47.4%), and it is the only division where secondary students achieved Grade 7 (15%). Comparing the primary and secondary student differences, it is evident that Rajshahi and Chittagong do relatively well in both sectors.

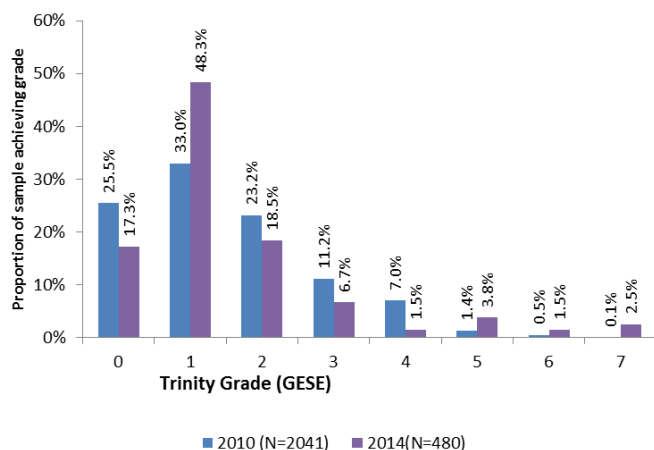
Figure 9: Secondary students' ELC in 2014, by division and EL Trinity (GESE) Grade



3.3.4 Addressing the research question: secondary students

Figure 10 shows secondary students' ELC in comparison with the baseline (Cohort 1). Compared with the 2010 baseline, more secondary students passed (82.8% attained Grade 1 or above, compared to 74.5% in 2010), with the difference being statistically significant ($p < 0.01$). However, this is mostly due to an increase in Grade 1 (from 33% in the baseline to 48.3% in 2014); the proportion of 2014 secondary students that attained Grades 2–7 is substantially lower than in baseline (34.5% vs. 46.2%).

Figure 10: Secondary students' ELC in 2010 and 2014, by EL Trinity (GESE) Grade



4. Conclusion

4.1 Research question

This study addresses one research question:

To what extent do the teachers and students of Cohort 3 show improved post-intervention EL proficiencies, in speaking and listening, compared with the 2010 pre-intervention baseline?

The present study shows that, in general, the third cohort of students participating in EIA show statistically significant improvements over the 2010 baseline. Just over two-thirds (69.8%) of primary students passed the assessment in 2014, whereas only a little over one-third passed in 2010 (35.7%). Similarly, the secondary student pass rate increased from 74.5% (2010) to 86.2% (2014).

Among primary students, the study shows not just an increase in the pass rate, but increases in proportions of students scoring at the higher grades. In the primary sector, 13.7% more students achieved Grade 1 (over the baseline), 13.8% more students achieved Grade 2, and 6.5% more students achieved Grade 3 or higher. In general, then, there were statistically significant improvements above the baseline for all students. Primary students showed very substantial improvements in ELC, which were greater than anticipated, and indeed are remarkable given the increased scale and indirectness of the implementation for Cohort 3.

In the secondary sector, the proportion of students who achieved the higher grades (2–7) declined, being 11.7% less than in 2010 (34.5% compared with 46.2%), but secondary students in 2014 showed modest but significant improvements in achieving the highest grades (5 or above) – 7.8% vs. 1.8% in 2010.

4.2 Reporting on social inclusion

Social inclusion (SI) has always been an important consideration in the design and implementation of EIA and there is some evidence of the effectiveness of this policy in the findings of this study.

4.2.1 SI: gender

There was no statistically significant difference in ELC attributable to gender for primary and secondary students in 2014, especially in terms of attaining a pass grade. The only statistically significant gender difference was found in secondary students. Here, significantly, more girls achieved Grade 3 or above (24%, compared with 3.1% of boys), while one-fifth more boys achieved Grade 1 (61.4% vs. 39.9% of girls).

These results are indicative of EIA's capacity to improve EL learning outcomes for boys and girls alike. As these improved learning outcomes are attributed to improved classroom practice, and, in particular, an increasingly communicative approach to EL learning (EIA 2015), the implication is that girls are benefiting equally from the improved language learning opportunities provided through the programme.

4.2.2 SI: rurality

Although rural primary students performed less well than semi-urban students, they obtained a similar performance as their urban counterparts in 2014. Rural primary students performed robustly, although they did slightly less well at the highest grades compared with semi-urban primary students. In terms of the proportion achieving pass grades (65%), they performed similarly to urban primary students (62.5%). For secondary students, similar patterns were evident, with semi-urban students achieving better in terms of passing, but urban students showing a significant advantage in attaining the higher grades (Grade 3 or above).

There are significant differences in EL proficiency among the various administrative divisions of the country. While no students in two divisions (Rangpur and Rajshahi) fail in either primary or secondary schools, elsewhere the picture is more varied. In Sylhet, for example, students are among the weakest in both primary and secondary.

As already noted, the purpose of large-scale quantitative studies is to gauge and report on performance, rather than explain it. While it is clear, even from this brief discussion, that there are a number of matters that would benefit from more detailed research, it is equally clear from the results of this study that EIA is continuing to make a significant impact on learning outcomes.

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Appendix 1: Planned and actual sample strategy

The planned sample (Table A1.1) is derived from the multi-layer stratified random sample based from division, upazila and schools level, and then within a school by choosing the two EIA teachers' classes and random sampling ten students from each class. The power analysis and suggested sample sizes for 2013 study sample size (given in Annex 1) were used to determine minimum sample sizes to compare 2010 with 2014. The process is described following the planned and adjusted samples (Tables A1.1 and A1.2).

Table A1.1: Original planned sample

	Overall	Primary	Secondary
No. of upazilas	11	11	11
No. of schools	55	28	27
No of students	1100	560	540

Number of EL assessors: 5

Table A1.2: Adjusted sample (to respond to fieldwork contingencies)

	Overall	Primary	Secondary
No. of upazilas	11	11	11
No. of schools	55	28	27
No. of students	1100	560	540

Initial sample selection

The steps in determining the upazilas for the planned sample size were as follows:

1. Reviewed spread of EIA Cohort 3 upazilas (112) across 7 divisions; calculated the proportion of EIA upazilas in each division (see Table A1.3 below).
2. Agreed to take a 10% sample of upazilas (11 upazilas).
3. Calculated the proportion of upazilas to be selected per division if conducting research in 11 upazilas in total (see Table A1.3).
4. Randomly selected upazilas for each division, according to the numbers specified (column 4). The following upazilas were selected, as shown in Table A1.4

Table A1.3: Number of upazilas sampled based on EIA-active upazilas in each division

Division	No. of EIA-active upazilas, per division	% of EIA-active upazilas, per division	Multiples for selection
Barishal	10	8.93	1
Dhaka	28	25.00	3
Khulna	17	15.18	2
Rangpur	11	9.82	1
Rajshahi	14	12.50	1
Syhlet	10	8.93	1
Chittagong	22	19.64	2
Total	112	100.00	11

Table A1.4: Sampled upazilas in each division

Division	Upazila
Barishal	Mirzaganj
Khulna	Rampal
	Dascope (changed to Khulna Sadar later – see below)
Chittagong	Sitakunda
	Raozan
Dhaka	Nadail
	Manikgonj
	Mirzapur
Syhlet	Syhlet Sadar
Rajshahi	Sirajgonj
Rangpur	Pirgonj

Selection of schools

- As per the sampling strategy, the target sample number is 50 schools and, on this basis, 55 schools were chosen from 11 upazilas with an equal number of schools chosen per upazila. Equal numbers of primary and secondary schools were aimed for, giving 28 primary and 27 secondary (2–3 primary schools and 2–3 secondary schools per upazila).
- Obtained complete school lists for each upazila selected (primary and secondary). Categorized each school as either rural or urban (from EIA school questionnaire information in PMIS).

7. Randomly selected 80% rural and 20% urban schools in each upazila – primary then secondary (80/20, the proportion of rural/urban schools in the Cohort 3 population). From this the school list for each upazila was formed.
8. Drew up tentative fieldwork schedules for 5 ELC assessors (4 going to 2 upazilas; 1 going to 3) to cover all schools selected.

Sample decisions made post-initial sample selection

9. One upazila selected (Dascope, Khulna) was identified as very remote and difficult to travel around (no roads, rivers, only travel via motorbike), so it was not possible to do research there. Another EIA-active upazila was therefore randomly selected from Khulna division (Khulna Sadar), then the steps 5-8 above were carried out.
10. Telephoned each secondary school selected to check if they would be used as PSC/PECE (public examinations) venues on the proposed ELC testing dates. Approximately half of the secondary schools selected were being used, so they would not be available for research. In response, the complete school list was revisited and schools were randomly selected from the other secondary schools left in the upazila. These were then called to check if they were being used as venues – until there was a full list of available schools.

Annex 1: Power analysis sample sizes

Table A1.5 gives the suggested sample sizes for 2014, Cohort 3 ELC sample size from a power analysis, based on that conducted for the 2013 Cohort 2 study.

Table A1.5: Power analysis for 2013 sample

	<i>No of students</i>		
	<i>Primary</i>	<i>Secondary</i>	<i>Total</i>
Sample size (power 1)	231	221	434
Sample size (power 2)	237	247	484
Sample size (power 3)	265	278	543
2013 actual	463	421	884
2014 actual	579	480	1059

Appendix 2: Data-cleaning steps

- Checked each line of data entry and amended entry errors.
- Added telephone numbers from PMIS where phone numbers were not collected through the assessment sheet (Note: Telephone numbers were to be used as the teacher ID).
- Added rural/semi-urban/urban categorisation – from PMIS.
- Ensured consistency in data – e.g. spellings of upazila, school, class, gender.

Note: In some instances the phone number and/or rural/semi-urban/urban categorisation were not available. In these instances the cell was left blank.

- A data screening exercise by range checking, and checking variable values against predefined maximum and minimum bounds to catch spurious values or data entry;
- Contingency tables constructed to carry out consistency checks.
- Missing data, non-responses, data imputation for missing values dealt with, and outlier detection to ensure the data is in right shape and format for analysis.
- Data transformation, involving re-categorising and altering variables (e.g. from original string to numerical variable).
- Derived/newly created variables from existing variables.

Appendix 3: Statistical tables for the figures used in the report

A) PRIMARY STUDENT DATA

Year Data: 2010, 2011, 2013, 2014		Grade							Total
		0	1	2	3	4	5	6	
	2010 (N=3507)	64.8%	30.1%	4.2%	0.6%	0.1%	0.2%		100%
	2011 (N=784)	49.9%	39.4%	9.8%	0.9%				100%
	2013 (N=463)	30.2%	43.8%	18.4%	6.5%	1.1%			100%
	2014(N=579)	30.4%	59.1%	6.9%	2.8%	0.7%		0.2%	100%

Gender		Grade							Total
		0	1	2	3	4	5	6	
	Female(N=315)	30.2%	62.2%	5.1%	1.9%	0.3%		0.3%	100%
	Male(N=264)	30.7%	55.3%	9.1%	3.8%	1.1%		0.0%	100%
	Total	30.4%	59.1%	6.9%	2.8%	0.7%		0.2%	100%

School location		Grade							Total
		0	1	2	3	4	5	6	
	Rural (N=320)	35.0%	57.8%	5.9%	.6%	.3%		.3%	100%
	Semi-urban (N=139)	13.7%	63.3%	12.2%	8.6%	2.2%		0.0%	100%
	Urban(N=120)	37.5%	57.5%	3.3%	1.7%				100%
	Total	30.4%	59.1%	6.9%	2.8%	0.7%		0.2%	100%

School location		Grade							Total
		0	1	2	3	4	5	6	
	Barisal(N=60)	40.0%	45%	15%					100%
	Chittagong(N=100)	19.0%	70.0%	7.0%	2.0%	1.0%			100%
	Dhaka(N=139)	43.2%	47.5%	5.0%	4.3%				100%
	Khulna(N=100)	43.0%	51.0%	4.0%	2.0%				100%
	Rajshahi(N=40)	0.0%	75.0%	20.0%	5.0%				100%
	Rangpur(N=80)	0.0%	86.3%	5.0%	5.0%	3.8%			100%
	Sylhet(N=60)	50.0%	48.3%	1.7%					100%
	Total	30.4%	59.1%	6.9%	2.8%	0.7%		0.2%	100%

B) SECONDARY STUDENT DATA

Year data: 2010, 2011, 2013, 2014	Grade									Total
	0	1	2	3	4	5	6	7		
2010 (N=2041)	25.5%	33.0%	23.2%	11.2%	7.0%	1.4%	0.5%	0.1%		100%
2011 (N=317)	10.4%	20.2%	24.6%	21.8%	12.9%	6.0%	3.5%	0.6%		100%
2013 (N=421)	13.8%	25.9%	27.1%	22.1%	9.0%	2.1%				100%
2014(N=480)	17.3%	48.3%	18.5%	6.7%	1.5%	3.8%	1.5%	2.5%		100%

Gender	Grade									Total
	0	1	2	3	4	5	6	7		
Female (N=291)	17.9%	39.9%	18.2%	9.3%	2.4%	5.8%	2.4%	4.1%		100%
Male (N=189)	16.4%	61.4%	19.0%	2.6%		.5%				100%
Total	17.3%	48.3%	18.5%	6.7%	1.5%	3.8%	1.5%	2.5%		100%

School location	Grade									Total
	0	1	2	3	4	5	6	7		
Rural (N=360)	17.8%	53.3%	20.0%	7.8%	.3%	.3%	.6%	0.1%		100%
Semi-urban (N=60)	11.7%	60.0%	21.7%	3.3%	3.3%					100%
Urban (N=60)	20.0%	6.7%	6.7%	3.3%	6.7%	28.3%	8.3%	20.0%		100%
Total	17.3%	48.3%	18.5%	6.7%	1.5%	3.8%	1.5%	2.5%		100%

Division	Grade									Total
	0	1	2	3	4	5	6	7		
Barisal	5.0%	57.5%	22.5%	10.0%	2.5%	2.5%				100%
Chittagong	15.0%	47.0%	29.0%	5.0%	2.0%		2.0%			100%
Dhaka	24.3%	42.9%	23.6%	9.3%						100%
Khulna	11.3%	36.3%		5.0%	5.0%	21.3%	6.3%	15.0%		100%
Rajshahi		65.0%	15.0%	20.0%						
Rangpur		78.3%	18.3%	3.3%						
Sylhet	57.5%	32.5%	10.0%							
Total	17.3%	48.3%	18.5%	6.7%	1.5%	3.8%	1.5%	2.5%		100%

Appendix 4: Statistical significance tests used in the report

A) PRIMARY STUDENT STATISTICAL SIGNIFICANCE TESTS

Year Data: 2010, 2011, 2013, 2014

2010 vs 2014: there is a significant difference. $p < 0.01$

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	39.958a	5	.000
Likelihood Ratio	12.007	5	.000
N of Valid Cases	4086		
2010 vs 2014: there is a significant difference, $p < 0.01$			

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.598a	4	.126
Likelihood Ratio	9.007	4	.109
N of Valid Cases	579		
Female vs male: there is no significant different			

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	130.020a	30	.000
Likelihood Ratio	158.521	30	.000
N of Valid Cases	579		
Sig different among the seven divisions , $p < 0.01$			

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	55.714a	10	.000
Likelihood Ratio	54.301	10	.000
N of Valid Cases	579		
Sig different among the semi-urban, rural and urban area , $p < 0.01$			

B) SECONDARY STUDENT STATISTICAL SIGNIFICANCE TESTS

Year data: 2010, 2011, 2013, 2014

2010 vs 2014: There is a significant difference; $p < 0.01$

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.958a	5	.000
Likelihood Ratio	21.768	5	.000
N of Valid Cases	2521		
2010 vs 2014: there is a significant difference, $p < 0.01$			

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	44.230a	7	.000
Likelihood Ratio	56.694	7	.000
N of Valid Cases	480		
Female vs male: there is no significant different			

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	282.985a	42	.000
Likelihood Ratio	259.104	42	.000
N of Valid Cases	480		
Sig different among the seven divisions , $p < 0.01$			

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	267.363a	14	.000
Likelihood Ratio	188.086	14	.000
N of Valid Cases	480		
Sig different among the semi-urban, rural and urban area , $p < 0.01$			

Appendix 5: Trinity College GESE grade descriptions

Summary of language requirements for each grade

Below is a summary of the language requirements for each grade. For Grades 4 to 11, the subject areas for the Conversation phase are also given. For full details of the requirements of each grade, including the communicative skills, please refer to the individual grade pages.

Grade	Language functions	Grammar	Lexis	Phonology
1	<ul style="list-style-type: none"> › Exchanging greetings › Giving personal information, e.g. name, age › Identifying and naming items given in the lexical list › Leave-taking 	<p>Understand</p> <ul style="list-style-type: none"> › Imperatives for common actions, e.g. go, come, show, point, give, touch, stand up › Question words <i>what? how many? how old?</i> › Demonstratives <i>this, that, these, those</i> <p>Understand and use</p> <ul style="list-style-type: none"> › The present simple tense of the verb <i>to be</i> › Common nouns in singular and plural (regular and irregular), e.g. <i>shoe/shoes, foot/feet</i> › Simple adjectives, e.g. <i>small, tall, green</i> › Determiners <i>a, the, my, your, his, her</i> › Pronouns <i>I, you, he, she, it, they</i> 	<ul style="list-style-type: none"> › Personal information › Immediate surroundings including classroom objects › Basic parts of the face and body › Common animals (domestic, farm and wild) › Cardinal numbers up to 20 › Colours › Everyday items of clothing › Phrases and expressions relating to the list of language functions 	<ul style="list-style-type: none"> › The correct pronunciation of common words relevant to the lexical areas listed
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 	<p>Understand</p> <ul style="list-style-type: none"> › Present simple tense questions › Question words <i>who? when?</i> › Present continuous tense questions › Determiners <i>some, any</i> <p>Understand and use</p> <ul style="list-style-type: none"> › Present simple tense › <i>There is/are</i> and <i>has/have got/have you got? Do you have?</i> › Question words <i>where? how?</i> › Prepositions of place <i>in, on, under, between, next to</i> › Determiners <i>their, its</i> › Possessive pronouns <i>mine, yours, his, hers</i> › 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 › Phrases and expressions relating to the list of language functions 	<ul style="list-style-type: none"> › The correct pronunciation of words relevant to the lexical areas listed › Basic intonation patterns for simple questions › Contractions, e.g. <i>I've, I'm, he's</i>
3	<ul style="list-style-type: none"> › Describing daily routines and times › 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 › Asking simple questions about everyday life 	<ul style="list-style-type: none"> › Present continuous tense › Can and can't › Prepositions of movement <i>from, to, up, down, along, across</i> › Prepositions of time <i>on, in, at</i> › Prepositions of place <i>near, in front of, behind, opposite</i> › Past tense of the verb <i>to be</i> › Link words <i>and, and then</i> 	<ul style="list-style-type: none"> › Jobs › Places in the local area › Place of study › Home life › Weather › Free time › Times and dates › Ordinal numbers up to 31st for dates › Phrases and expressions relating to the list of language functions 	<ul style="list-style-type: none"> › The correct pronunciation of words relevant to the lexical areas listed › The use of contractions where appropriate › Basic stress and intonation patterns for words, short sentences and simple questions

Grade	Language functions	Grammar	Lexis	Phonology	Subject areas for the Conversation phase
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"> ▫ Past simple tense of regular and common irregular verbs ▫ Going to future ▫ Like + gerund/ infinitive, e.g. <i>I like shopping, I like to read books</i> ▫ Adverbs of manner and frequency ▫ Comparatives and superlatives of adjectives ▫ Link word <i>but</i> 	<ul style="list-style-type: none"> ▫ Vocabulary specific to the topic area ▫ Vocabulary specific to the subject areas ▫ Adverbs of frequency, e.g. <i>sometimes, often, never</i> ▫ Adverbial phrases of frequency, e.g. <i>every day, once a week</i> ▫ Expressions of past time, e.g. <i>yesterday, last night</i> ▫ Phrases and expressions relating to the list of language functions 	<ul style="list-style-type: none"> ▫ The correct pronunciation of vocabulary specific to the topic and subject areas ▫ Appropriate weak forms and intonation in connected speech ▫ Three different ways of pronouncing 'ed' past tense endings, e.g. <i>played, walked, wanted</i> ▫ Avoidance of speech patterns of recitation 	<ul style="list-style-type: none"> ▫ Holidays ▫ Shopping ▫ School and work ▫ Hobbies and sports ▫ Food ▫ Weekend and seasonal activities
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"> ▫ Present perfect tense including use with <i>for, since, ever, never, just</i> ▫ Connecting clauses using <i>because</i> ▫ <i>Will</i> referring to the future for informing and predicting ▫ Adjectives and adverbials of quantity, e.g. <i>a lot (of), not very much, many</i> ▫ Expressions of preference, e.g. <i>I prefer, I'd rather</i> 	<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. <i>two days ago, in the future</i> ▫ Phrases and expressions relating to the list of language functions 	<ul style="list-style-type: none"> ▫ The correct pronunciation of vocabulary specific to the topic and subject areas ▫ The combination of weak forms and contractions, e.g. <i>I've been to...</i> ▫ Avoidance of speech patterns of recitation 	<ul style="list-style-type: none"> ▫ Festivals ▫ Means of transport ▫ Special occasions, e.g. birthday celebrations ▫ Entertainment, e.g. cinema, television, clubs ▫ Music ▫ Recent personal experiences
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 ▫ Describing past actions over a period of time 	<ul style="list-style-type: none"> ▫ Zero and first conditionals, using <i>if</i> and <i>when</i> ▫ Present continuous tense for future use ▫ Past continuous tense ▫ Modals connected to the functions listed, e.g. <i>must, need to, might, don't have to</i> ▫ 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. <i>the day after tomorrow, in a year's time, in ... years' time</i> ▫ Common phrasal verbs ▫ Phrases and expressions relating to the list of language functions 	<ul style="list-style-type: none"> ▫ The correct pronunciation of vocabulary specific to the topic and subject areas ▫ Sentence stress to clarify meaning ▫ Basic intonation and features of connected speech at sentence level ▫ Intonation patterns of more complex question forms ▫ Avoidance of speech patterns of recitation 	<ul style="list-style-type: none"> ▫ Travel ▫ Money ▫ Fashion ▫ Rules and regulations ▫ Health and fitness ▫ Learning a foreign language

Grade	Language functions	Grammar	Lexis	Phonology	Subject areas for the Conversation phase
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"> ▫ Second conditional ▫ Simple passive ▫ <i>Used to</i> ▫ Relative clauses ▫ Modals and phrases used to give advice and make suggestions, e.g. <i>should/ought to, could, you'd better</i> ▫ Modals and phrases used to express possibility and uncertainty, e.g. <i>may, might, I'm not sure</i> ▫ Discourse connectors e.g. <i>because of, due to</i> 	<ul style="list-style-type: none"> ▫ Vocabulary specific to the topic area ▫ Vocabulary specific to the subject areas ▫ Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. <i>Really? Oh dear! Did you?</i> ▫ Simple fillers to give time for thought, e.g. <i>well... um...</i> ▫ Phrases and expressions relating to the list of language functions 	<ul style="list-style-type: none"> ▫ The correct pronunciation of vocabulary specific to the topic and subject areas ▫ Rising intonation to indicate interest and surprise as appropriate ▫ Falling intonation to indicate the end of a turn ▫ Intonation and features of connected speech beyond sentence level 	<ul style="list-style-type: none"> ▫ Education ▫ National customs ▫ Village and city life ▫ National and local produce and products ▫ Early memories ▫ Pollution and recycling
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"> ▫ Third conditional ▫ Present perfect continuous tense ▫ Past perfect tense ▫ Reported speech ▫ Linking expressions, e.g. <i>even though, in spite of, although</i> ▫ Cohesive devices, e.g. <i>so to continue, in other words, for example</i> 	<ul style="list-style-type: none"> ▫ Vocabulary specific to the topic area ▫ Vocabulary specific to the subject areas ▫ Reporting verbs, e.g. <i>say, tell, ask, report, advise, promise</i> ▫ Appropriate words and expressions to encourage further participation ▫ Phrases and expressions relating to the list of language functions 	<ul style="list-style-type: none"> ▫ The correct pronunciation of vocabulary specific to the topic and subject areas ▫ Rising and falling intonation to indicate giving up and offering turns ▫ Stress and intonation to indicate emotion 	<ul style="list-style-type: none"> ▫ Society and living standards ▫ Personal values and ideals ▫ The world of work ▫ Unexplained phenomena and events ▫ National environmental concerns ▫ Public figures past and present
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"> ▫ Mixed conditionals ▫ Verbs followed by gerund and/or infinitive, e.g. <i>forget, stop, go on, remember</i> ▫ More complex forms of the passive with modals ▫ <i>Should/must/might/could + perfect infinitive</i> ▫ Correct verb patterns after <i>wish</i> and <i>hope</i> 	<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. <i>as I was saying, anyway...</i> ▫ Hesitation fillers, e.g. <i>I mean, you know</i> ▫ Stock phrases to gain time for thought and keep the turn, e.g. <i>well, let me think...</i> ▫ Phrases and expressions relating to the list of language functions 	<ul style="list-style-type: none"> ▫ The correct pronunciation of vocabulary specific to the topic and subject areas ▫ Rising and falling intonation for keeping, giving up and offering turns ▫ Stress and rhythm to highlight and emphasise main points and ideas ▫ Intonation and pitch to convey attitude 	<ul style="list-style-type: none"> ▫ Dreams and nightmares ▫ Crime and punishment ▫ Technology ▫ Habits and obsessions ▫ Global environmental issues ▫ Design

Grade	Language functions	Grammar	Lexis	Phonology	Subject areas for the Conversation phase
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 	<ul style="list-style-type: none"> ▫ A broad range of complex structures to express thoughts clearly ▫ A high degree of grammatical accuracy, although minor errors may occur when attempting to use a combination of structures across sentence boundaries 	<ul style="list-style-type: none"> ▫ Vocabulary specific to the topic and subject areas ▫ A range of idiomatic expressions and colloquialisms ▫ Modifying words, e.g. <i>basically, quite, certainly</i> ▫ Intensifiers, e.g. <i>absolutely, completely, totally</i> ▫ Tentative expressions, e.g. <i>I may be wrong but... Don't you think it might be...</i> ▫ Signposting words, e.g. <i>firstly, finally</i> ▫ Phrases and expressions relating to the list of language functions 	<ul style="list-style-type: none"> ▫ The correct pronunciation of topic and subject-area specific vocabulary ▫ Sounds with minimal interference from the first language ▫ A range of stress and intonation patterns, pitch and volume to: <ul style="list-style-type: none"> - engage and maintain the examiner's interest - signal the provision of new information - indicate discourse structure. 	<p>List A</p> <ul style="list-style-type: none"> ▫ Roles in the family ▫ Communication ▫ The school curriculum ▫ Youth behaviour ▫ Use of the internet ▫ Designer goods <p>OR</p> <p>List B</p> <ul style="list-style-type: none"> ▫ International events ▫ Equal opportunities ▫ Social issues ▫ The future of the planet ▫ Scientific developments ▫ Stress management
11	<ul style="list-style-type: none"> ▫ Justifying an argument ▫ Inferring ▫ Expressing caution ▫ Expressing empathy and sympathy ▫ Challenging arguments and opinions ▫ Evaluating different standpoints ▫ Expressing reservations 	<ul style="list-style-type: none"> ▫ A broad range of complex structures, used flexibly and effectively in combination and contrast ▫ A high degree of grammatical accuracy, errors are rare and difficult to identify 	<ul style="list-style-type: none"> ▫ Vocabulary specific to the topic and subject areas ▫ A good range of idiomatic expressions and colloquialisms ▫ Signposting expressions, e.g. <i>I'd like to begin with... Conversely... To conclude...</i> ▫ Vague and imprecise language, e.g. <i>a bit more, a hundred people or so</i> ▫ Phrases and expressions relating to the list of language functions 	<ul style="list-style-type: none"> ▫ The correct pronunciation of topic and subject-area specific vocabulary ▫ Various features of pronunciation which only occasionally deviate from an internationally intelligible model ▫ A range of stress and intonation patterns, pitch and volume to convey subtle shifts in meaning and attitude 	<p>List A</p> <ul style="list-style-type: none"> ▫ Independence ▫ Ambitions ▫ Stereotypes ▫ Role models ▫ Competitiveness ▫ Young people's rights <p>OR</p> <p>List B</p> <ul style="list-style-type: none"> ▫ The media ▫ Advertising ▫ Lifestyles ▫ The arts ▫ The rights of the individual ▫ Economic issues
12	<ul style="list-style-type: none"> ▫ Asserting ▫ Denying ▫ Softening and downplaying propositions ▫ Contradicting ▫ Implying ▫ Affirming 	<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 and convey finer shades of meaning ▫ Complete and consistent grammatical control of highly complex language at all times 	<ul style="list-style-type: none"> ▫ A good command of a very broad lexical repertoire ▫ A wide range of idiomatic expressions and colloquialisms ▫ Phrases and expressions relating to the list of language functions 	<ul style="list-style-type: none"> ▫ Produce individual sounds so as to be fully understood by the examiner, with only a rare sound that deviates from an internationally intelligible model ▫ Stress and intonation patterns which are recognisably specific to English without any lapses in intelligibility 	<p>There are no specific subject areas for Grade 12.</p>

Appendix 6: Relating the Trinity College GESE examinations to the Common European Framework of Reference



Trinity English language exams

Common European Framework of Reference (CEFR) ¹	National Qualifications Framework (NQF)	Trinity Integrated Skills in English (ISE) ² Reading, Writing, Speaking & Listening	Trinity Graded Examinations in Spoken English (GESE) ² Speaking & Listening	Trinity Spoken English for Work (SEW) ² Speaking & Listening
			Grade 1	
A1	Entry 1		Grade 2	
A2	Entry 2	ISE 0	Grade 3 Grade 4	
B1	Entry 3	ISE I	Grade 5 Grade 6	SEW B1
B2	Level 1	ISE II ²	Grade 7 ² Grade 8 ² Grade 9 ²	SEW B2 SEW B2+
C1	Level 2	ISE III ²	Grade 10 ² Grade 11 ²	SEW C1
C2	Level 3	ISE IV ²	Grade 12 ²	

¹Source: Trinity College London (www.trinitycollege.co.uk/cer-report/)

²UCAS lists these Trinity exams as evidence of English language proficiency appropriate for entry to UK higher education (www.ucas.com/student/for-uk-students/english-pro/)

The main purpose of the table is to illustrate the relationship between ISE, GESE and SEW exams and their place within the CEFR (Common European Framework of Reference for Languages) and the NQF (National Qualifications Framework) in the UK.

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