AN OBSERVATION STUDY OF ENGLISH LESSONS IN PRIMARY AND SECONDARY SCHOOLS IN BANGLADESH

BASELINE STUDY 3

RESEARCH REPORT

ENGLISH in ACTION

AN OBSERVATION STUDY OF ENGLISH LESSONS IN PRIMARY AND SECONDARY SCHOOLS IN BANGLADESH

Executive Summary

Background and Methods

English is taught as a compulsory subject in Bangladeshi schools. However, while the national 'English for Today' curriculum stresses communicative use of the language, this does not appear to be effectively implemented. Baseline Study 3 examined the current classroom practices in English lessons, as the EIA interventions in the Primary and Secondary sectors will seek to enhance and supplement pedagogical practices for communicative English.

A total of 252 classroom observations were undertaken during English lessons in both Primary and Secondary schools. Information was recorded about the classroom environment and the professional background and experience of the teacher being observed. During the lesson a 'time sampling' technique was used to record what type of activity (from a pre-determined list) the teacher and students were doing a selected points. The observers could also annotate the instrument with any details that would complete the account of the lesson. The observation data collected provides an indication of the types of activity that happen in English classes at the start, during and at the end of lessons.

Key Findings

- Classrooms are generally clean and tidy, have good natural light and basic teaching equipment like a blackboard and chalk are present there. Often there is sufficient furniture for the students present in class. However, there is little evidence of students' work on display and learning and teaching materials are usually not visible.
- Overall, in 64% of the classes observed at least three-quarters of the students had a textbook and, in 77% of classes, all students had an exercise book and something to write with. Use of an unofficial Guide Book is not a usual practice in the schools. In 70% of all lessons observed there were no students with such a resource.
- Overall, most teachers greet the students and for the majority of lessons they wrote the topic on the blackboard. In many classes the teacher clarified the objectives of the lesson to the students (26%) and/or recapped the previous English lesson (24%). However, in about the same proportion of classes the teacher began teaching without any reference to previous learning (29%) and/or without providing an explanation of what the lesson would cover (25%).
- The pedagogic approach adopted in most lessons observed did not encourage a communicative approach to learning English. Throughout the lessons, teaching from the blackboard or front of the class was the predominant pedagogic approach. As the lesson progressed, teachers tended to read from the textbook, ask closed questions or move around the classroom monitoring and facilitating students as they worked individually. All other pedagogic activities were observed in less than 10% of classes at each of the times sampled.
- The use of teaching aids (other than the textbook) was infrequently observed: in 2% to 6% of classes at any of the times sampled. Similarly, there were few occasions when individual students or groups were encouraged to speak in English: from 2% to 4% of classes at any of the times sampled. More frequently, teachers gave instructions for student activities (from 5% to 8% at any of the times sampled) or listened to students as they read aloud from the textbook (from 2% to 8% at any of the

times sampled). Only infrequently did teachers explain something in English (from 0% to 5% at any of the times sampled) or ask open questions (from 0% to 4% at any of the times sampled).

- At the end of a lesson teachers usually assign homework (53% of classes) and/or recap what the lesson has just covered (49% of classes). In many cases teachers provide feedback on the students' performance throughout the lesson (43%) and assess students' understanding by asking summary questions (34%). In almost 10% of the lessons observed, the teacher simply stopped teaching and left the room.
- The majority of teachers appeared to be fully or partially confident with the subject matter of the lesson. Teachers with a general training in education appeared to be more confident than others. However, there was little evidence of a lesson plan being used for guidance by most teachers - only 14% did so 'regularly' or 'occasionally'.
- Most teachers interacted positively with their students and maintained good discipline. Very few teachers failed to keep the interest of students in the lesson content: overall just 2%. Few teachers focused their attention only on those students at the front of the classroom (only 8% overall) while the majority focused on students throughout the class.
- However, most teachers did not adopt a stimulating and task-based approach to their lessons. Overall, 58% did NOT ask any thoughtful questions to stimulate students' interest and 48% did NOT set any challenging tasks for the students to make them think.
- In the majority of classes the teacher remained at the front of the class 'all' (24%) or 'most' (50%) of the time.
- In two-thirds of the English lessons (67%), the teacher spoke in English LESS than in Bengali, while 27% teachers spoke in English MORE than in Bengali.
- In most of the schools, the teachers are using the very traditional book oriented process of teaching. They teach grammar and translation following the book without explaining the definitions properly. Sometimes teachers use the blackboard to teach the students vocabulary. There were some exceptions as well, in some classes there were computers and other materials to aid in teaching and learning.
- Generally the students were well behaved in class and in the majority of classes there were few students who had problems concentrating and/or displaying inappropriate behaviour. A relatively small proportion of students appeared to be confused by the subject matter. Similarly, there were relatively few who did not understand what was required of them.
- In the majority of classes, students worked diligently on the tasks set by the teacher, with only a small proportion of students appearing to be off-task and not concentrating for much of the lesson.
- In almost two-thirds of classes, less than half of the students had opportunities to participate actively in discussion or to answer questions: 'none or hardly any' in 14% of classes, 'some (<50%)' in 47%.
- Only a small proportion of students spoke in English during a lesson. In two-thirds of the classes observed (68%) 'none or hardly any' spoke in English, while in 23% of classes only 'some (<50%)' had an opportunity to do so.
- In most classes students were not interactive at all; rather they were very passive learners. They were more interested in side talking and other activities. They were only participating by answering the questions asked by the teacher.

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1. Introduction

1.1 Rationale for the Baseline Studies

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 :

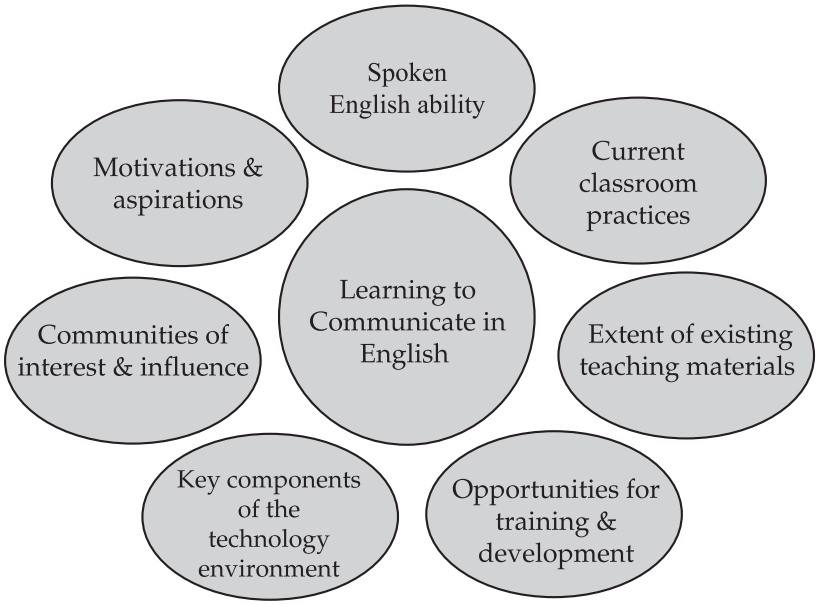
a. learn about the current situation relating to the teaching and learning of English 'on the ground' and the contexts for communicative use of English,

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 the 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

English is taught as a compulsory subject in Bangladeshi schools, both at primary and secondary levels. However, the proportion of students succeeding in the national school examinations is a cause for concern and it is widely acknowledged that only a minority of the population are reasonably competent in communicative English. While the national 'English for Today' curriculum stresses communicative use of the language, this does not appear to be effectively implemented. Baseline Study 3 examined the current classroom practices in English lessons, as the EIA interventions in the Primary and Secondary sectors seek to enhance and supplement pedagogical practices for communicative English.

1.4 Background and Scope of this Baseline Study

In November 2006 a total of 120 Classroom Observations were undertaken in 60 Secondary schools located throughout Bangladesh. This was part of a Baseline Study undertaken for the Teaching Quality Improvement in Secondary Education Project (TQI). The Executive Summary of the Report of that study opens with the following characterisation - one that it claims is consistent with anecdotal evidence of the prevalence of this teaching style in Secondary schools:

"If there is such a thing in Bangladesh as a typical lesson in a secondary school, then it begins with the teacher borrowing a book from one of the students and asking which page they are up to. He then proceeds to teach from the book, sometimes varying the delivery by asking the students to take turns reading the text, or asking the occasional closed question. The students are not required to think other than remember the text and there is no active learning on their part. There is no evidence of a lesson plan to guide the teaching process, and additional teaching and learning resources are scarce."

Only Secondary lessons observed and a range of subjects included, i.e. Agriculture, Bangla, Business Studies, English, General Science, Mathematics, Religious Studies and Social Sciences. Of the total of 120 lessons observed, only 31 were English lessons.

2. Research Methods

The classroom observations undertaken during English lessons were recorded using a method and an instrument that were essentially quantitative in nature. Information was recorded about the classroom environment and the professional background and experience of the teacher being observed. During the lesson a 'time sampling' technique was used to record what type of activity (from a pre-determined list) the teacher and students were doing a selected points. The observers could annotate the instrument with any details that would complete the account of the lesson.

All the quantitative 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, metropolitan & semi-urban/rural, Government & NGO schools. A content analysis was undertaken of the qualitative comments and observations to provide additional richness to the quantitative data recorded.

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

[1] *'Evaluation of Teaching Quality through Classroom Observation - A Baseline Survey Supplementary Report', April 2007. Teaching Quality Improvement in Secondary Education Project, Directorate of Secondary & Higher Education, Bangladesh.*

Government of Bangladesh and also by 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 three-quarters 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. 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.]

3.2 Characteristics of the Schools and Teachers Sampled

A total of 252 English classes were observed. The characteristics of the schools and teachers are shown in the Table below:

Total Sample of Observations	**252**
Metropolitan	106
Semi-Urban/Rural	146
Government School	54
Non-government School	198
Teaching Grade up to 5 (Primary)	90
Teaching Grade 5+ (Secondary)	162
Teacher - Male	165
Teacher - Female	87
Trained in Education but not to teach English	81
Trained to teach English	107
No Training in Education	64

4. Data Collection

4.1 Data Gathering Instruments

The Observation Schedule for Baseline Study 3 was developed from the one that had used for the TQI Baseline Study, 2007 [Teaching Quality Improvement in Secondary Education Project, Directorate of Secondary and Higher Education, Bangladesh]. For the TQI Baseline Study a stratified sampling strategy had been used to ensure representation of all locations and types of secondary school. Fieldwork was carried out in 60 schools and observations had been undertaken of two lessons of different subjects and grades in each school. This provided a total sample of 120 lesson records. An adapted version of the TQI Observation Schedule was considered appropriate for the EIA Baseline Study because the original version was 'tried and tested' in the field and provided a basis for comparison.

As the original TQI schedule had been designed for use in a range of subject lessons at Secondary level, adaptations were necessary to increase its suitability for English teaching in both Primary and Secondary schools (e.g. by removing references to maps, models and scientific apparatus and introducing items specifically related to teaching and learning a language). The revised observation schedule also included an estimate of much the teacher had used English during the lesson and the proportion of pupils who had the opportunity to speak English in class.

4.1.1 Training the Observers

In preparation for the fieldwork the EIA Project's Teacher Development Coordinators (TDCs) took part in the following training and development activities:

- An introduction to the rationale for undertaking Baseline Study 3 and the reasons for using an adapted version of the TQI Observation Schedule;
- Training on how to conduct a lesson observation using the schedule;
- Group practice sessions on using the Schedule while observing video recordings of 2 exemplar English lessons (recorded for EIA in schools in Bangladesh);
- Group discussions about the experience of undertaking the observations and of interpreting (i) the task requirements and (ii) the precise nature of the items in the Observation Schedule;
- Training on how to conduct the observations in an ethical, unobtrusive and non-judgmental way;
- Practice observations of real English lessons in schools.

4.1.2 Standardisation and Piloting

The following activities were undertaken to maximise the shared understandings of the observers in respect of the observation process and procedures:

- Standardisation of the process and procedures through paired observations (TDC+TDC seeing same lesson) of two real lessons and follow-up discussions about meaning of categories and how to use them in practice;
- Practice observations of real English lessons in schools: 25 cases undertaken with a member of the Open University team using the schedule to observe the same lessons as a check on reliability. Judgements were not discussed but used as a test of the reliability of the observation instrument. This provides a check on the extent to which two people (using common understandings and the common observation schedule at the same time in the same lesson) code the lesson in the same way;

- All of the TDCs and OU team members involved annotated the completed schedule with explanatory notes to provide additional contextual information.

4.2 Data Gathering

The classroom observations took place in Primary and Secondary schools (Government and NGO) in Dhaka, Sylhet and central Bangladesh over 14 working days in February 2009. An EIA Teacher Development Coordinator (TDC) undertook two observations at each selected school. 8 TDCs acted as observers over the data collection period to complete a total of 252 lesson observations. The actual teachers and lessons observed at each school were determined by the particular English lessons timetabled to take place on the day of the visit. In Secondary schools the specialist English teachers were selected, while in Primary schools non-specialist teachers were observed.

4.3 Limitations of the Study

In a country with approximately 86,000 Primary schools and approximately 18,500 Secondary schools, achieving widely generalisable results for any Baseline Study is a difficult task. Data collection for the initial Baseline Studies was predominantly undertaken within the anticipated geographical area for the Pilot Phase, i.e. limited to a range of Thanas in Dhaka and Upazilas in the central part of Bangladesh plus some Primary schools located visited around Sylhet (but see Section 5.1 above). This study aimed to achieve a representative assessment of the classroom practices for English lessons in the selected schools within those geographical areas (see Section 5.1).

5. Data Processing and Analysis

Sirius Marketing & Social Research Ltd. in Dhaka undertook data processing and analysis.

5.1 Data Entry

Since the questionnaire contains both quantitative and qualitative elements, data was entered and analyzed using approaches from both type of research. The close-ended questions were coded first. Then the codes were entered in a data layout with correct data labels. When quantitative data entry was done, the comments and open ended verbatim were written for case to case in a document with case numbers.

The entire quantitative data was entered in house by experienced 'Data Entry Operators' under the supervision of the company Analysis Manager, an experienced person in this field. The data were analysed using simple descriptive statistics such as frequency counts and percentages.

The qualitative inputs were captured and analyzed by a qualitative researcher following the 'Content Analysis' approach.

5.2 Quality Control

To ensure the quality of punched data in terms of error, a 'Double Entry' approach was applied. Though a logical error program helped us to detect any error in data entry, manual scrutiny also complemented. Additionally, in this case we used two separate sets of operators to enter all the questionnaires. Then the data were cross-matched. When any discrepancy was found between these two databases, the questionnaires were rechecked to confirm which one is correct and thus the main database was corrected.

5.3 Data Entry Software Used for this Study

Since the client (EIA) needs to use the database later on for different purposes, user-friendly software is a must. For data entry we have used FoxPro as the back-end interface and SPSS (Statistical Package for Social Sciences) as the front-end interface. When the entire data is entered, the database is created as a SAV file and delivered so that it can be used later using SPSS.

Visual FoxPro is a data-centric object-oriented and procedural programming language. Visual FoxPro extends FoxPro's xBase capabilities to support SQL query and data manipulation. Visual FoxPro is a full-featured, dynamic programming language that does not require the use of an additional general-purpose programming environment. It can be used to write not just traditional 'fat client' applications, but also middleware and web applications.

SPSS is among the most widely used programs for statistical analysis in social science. In addition to statistical analysis, data management (case selection, file reshaping, creating derived data) and data documentation (a metadata dictionary is stored with the data) are features of the base software. This software enables both basic cross-tabulations as well as multivariate analysis that can be easily exported to MS Excel.

6. Findings

6.1 The Learning Environment

This section refers to the classroom environment and the conditions for learning. The items attempt to provide some evidence to show how conducive the classroom is for teaching and learning.

Information about the classrooms in which the observations took place is shown in Chart 1 and Table 1, where it is categorised by the location and type of school :

Chart 1. Classroom information

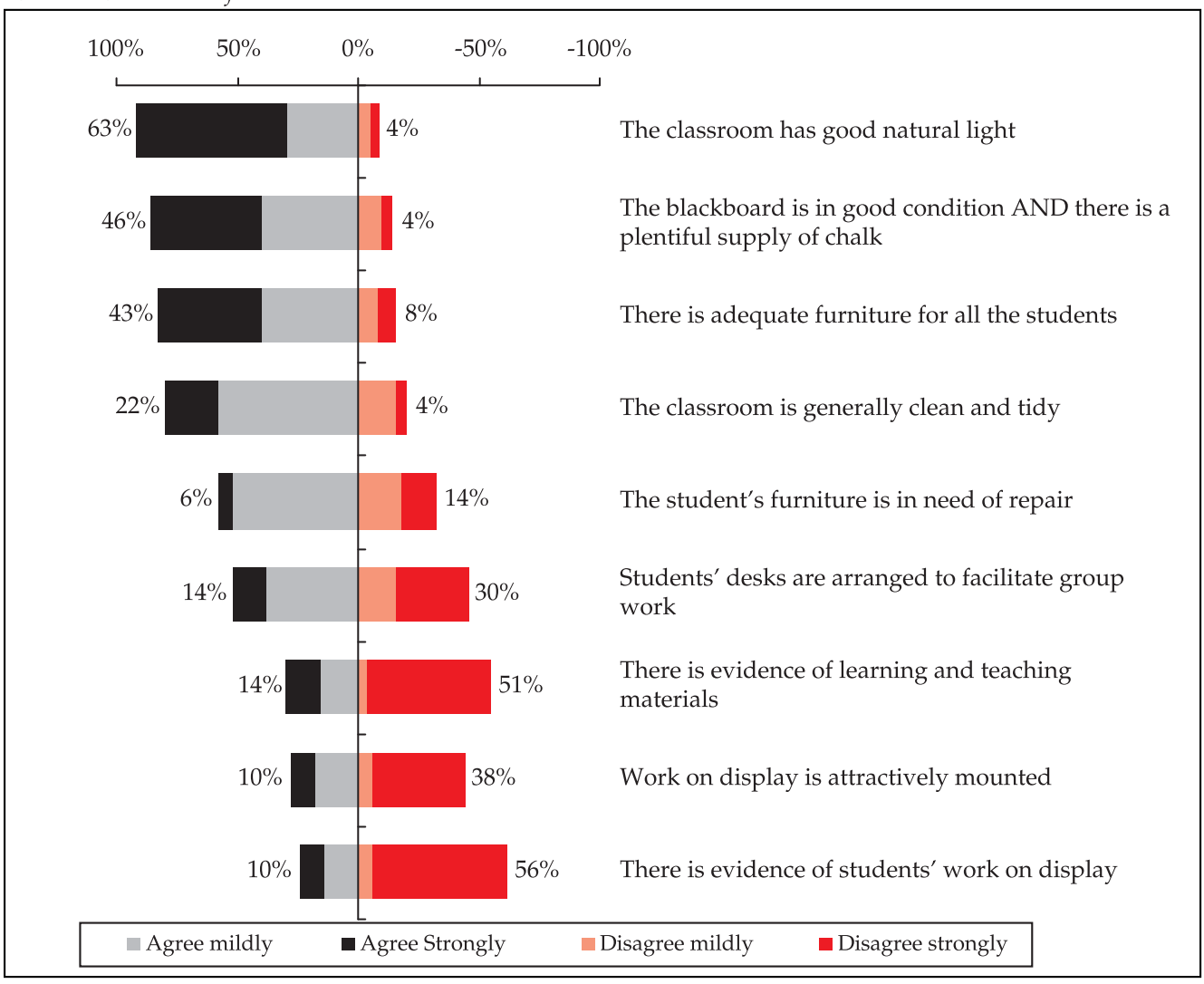


Table 1. Classroom information by sub groups

	All Schools	Metro	Semi-Urban/ Rural	Government school	Non government school
The classroom has good natural light					
Agree Strongly	**92%**	93%	91%	92%	92%
Disagree strongly	**9%**	8%	9%	8%	9%
The classroom is generally clean and tidy					
Agree Strongly	**80%**	94%	70%	79%	80%
Disagree strongly	**20%**	7%	29%	21%	20%
There is evidence of students' work on display					
Agree Strongly	**24%**	43%	11%	13%	27%
Disagree strongly	**62%**	55%	68%	87%	55%
Work on display is attractively mounted					
Agree Strongly	**28%**	50%	11%	19%	31%
Disagree strongly	**44%**	39%	48%	70%	38%
There is evidence of learning and teaching materials					
Agree Strongly	**30%**	48%	17%	23%	31%
Disagree strongly	**55%**	44%	63%	76%	49%
The student's furniture is in need of repair					
Agree Strongly	**58%**	48%	66%	79%	53%
Disagree strongly	**32%**	33%	31%	20%	35%
The blackboard is in good condition AND there is a plentiful supply of chalk					
Agree Strongly	**86%**	96%	79%	93%	84%
Disagree strongly	**14%**	4%	21%	7%	16%
Students' desks are arranged to facilitate group work					
Agree Strongly	**52%**	71%	40%	42%	56%
Disagree strongly	**46%**	29%	59%	58%	43%
There is adequate furniture for all the students					
Agree Strongly	**83%**	81%	83%	83%	82%
Disagree strongly	**16%**	18%	14%	17%	16%

6.1.1 Commentary

Classrooms are generally clean and tidy, have good natural light and basic teaching equipment like a blackboard and chalk are present there. Often there is sufficient furniture for the students present in class. However, there is little evidence of students' work on display and learning and teaching materials are usually not visible.

The classroom environment is generally more favourable for teaching and learning in metropolitan areas than in semi-urban/rural locations. In government schools it is less likely that students' work will be on display and there will be less evidence of learning and teaching materials. In non-government schools the facilities might be less adequate, but the environment is more student friendly, with materials and students' work more apparent.

6.2 Information about Resources for Students

Estimates were made of the proportion of students in each class that had learning resources available for their use.

Chart 2. Resources for Students

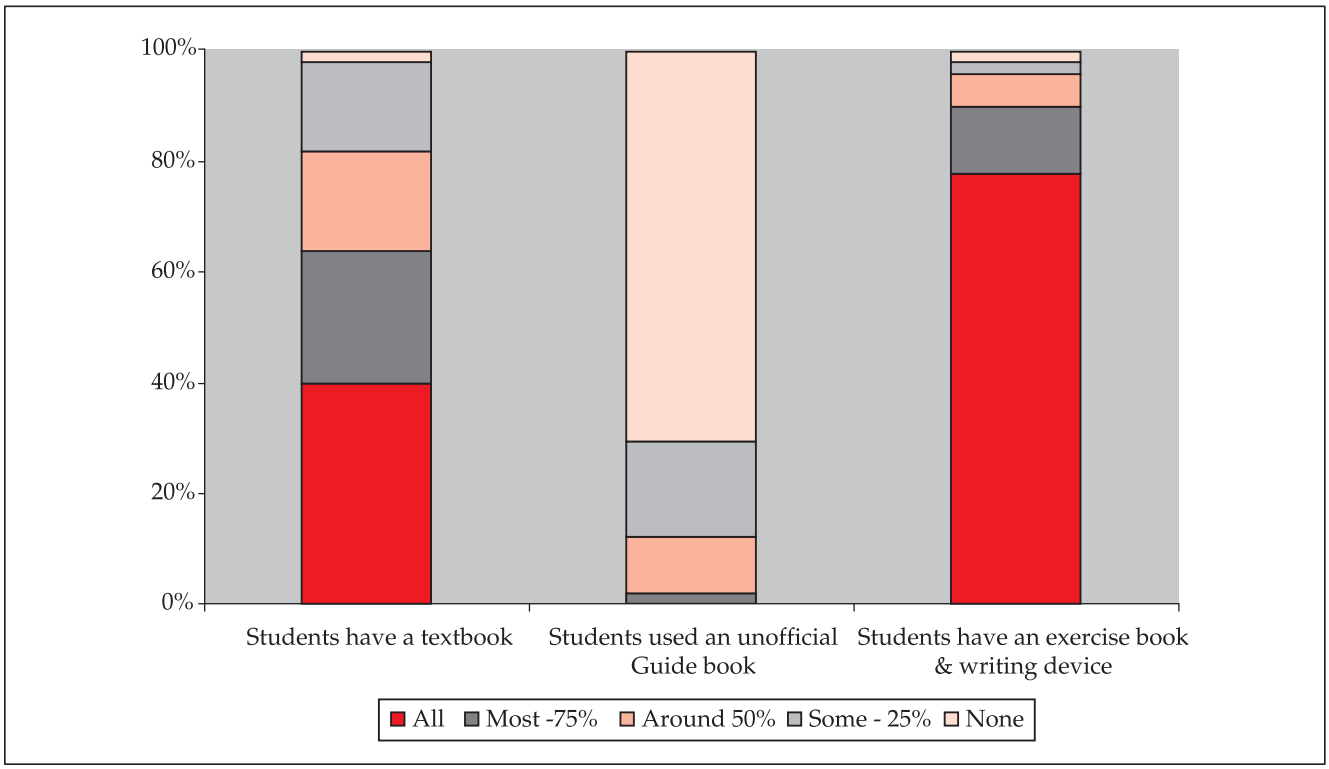


Table 2. Student Resources by Location and Type of School

	All Schools	Metro	Semi-Urban/ Rural	Government school	Non government school
How many students have a textbook?					
All	**40%**	68%	20%	45%	38%
Most 75%	**24%**	17%	30%	29%	23%
Around 50%	**18%**	7%	26%	22%	17%
Some 25%	**16%**	5%	23%	4%	19%
None	**2%**	4%	1%	0%	3%
How many of the students used an unofficial Guide Book?					
All	**0%**	1%	0%	0%	1%
Most 75%	**2%**	0%	3%	0%	2%
Around 50%	**10%**	1%	17%	2%	12%
Some 25%	**17%**	9%	23%	15%	18%
None	**70%**	89%	58%	83%	67%
How many of the students have exercise book?					
All	**77%**	87%	70%	88%	74%
Most 75%	**12%**	5%	17%	2%	14%
Around 50%	**6%**	0%	11%	2%	8%
Some 25%	**2%**	5%	1%	8%	1%
None	**2%**	4%	1%	0%	3%

6.2.1 Commentary

Overall, in 64% of the classes observed at least three-quarters of the students had a textbook. In metropolitan locations and government schools the provision was better than in semi-urban/rural locations and non-government schools.

In 77% of classes, all students had an exercise book and something to write with (compared with only 40% of classes in which all students had a textbook with them in the class).

Using an unofficial Guide Book is not a usual practice in the schools. In 70% of all lessons observed there were no students with such a resource. They were in evidence to a greater extent in semi-urban/rural locations and non-government schools.

6.3 The Start of the Lesson

A close observation was made of what happens for the first few minutes after the students entered the classroom. The focus was particularly on the teacher and how he or she started the lesson. Chart 3 and Tables 3 and 4, below, present the data analysed by location/type of school and teacher characteristics respectively. In each Table the activities are ranked from the most to least frequently observed. (N.B. The percentages shown represent the proportion of lessons in which this behaviour or activity was observed.)

Chart 3. The Start of the Lesson – What the Teacher Does

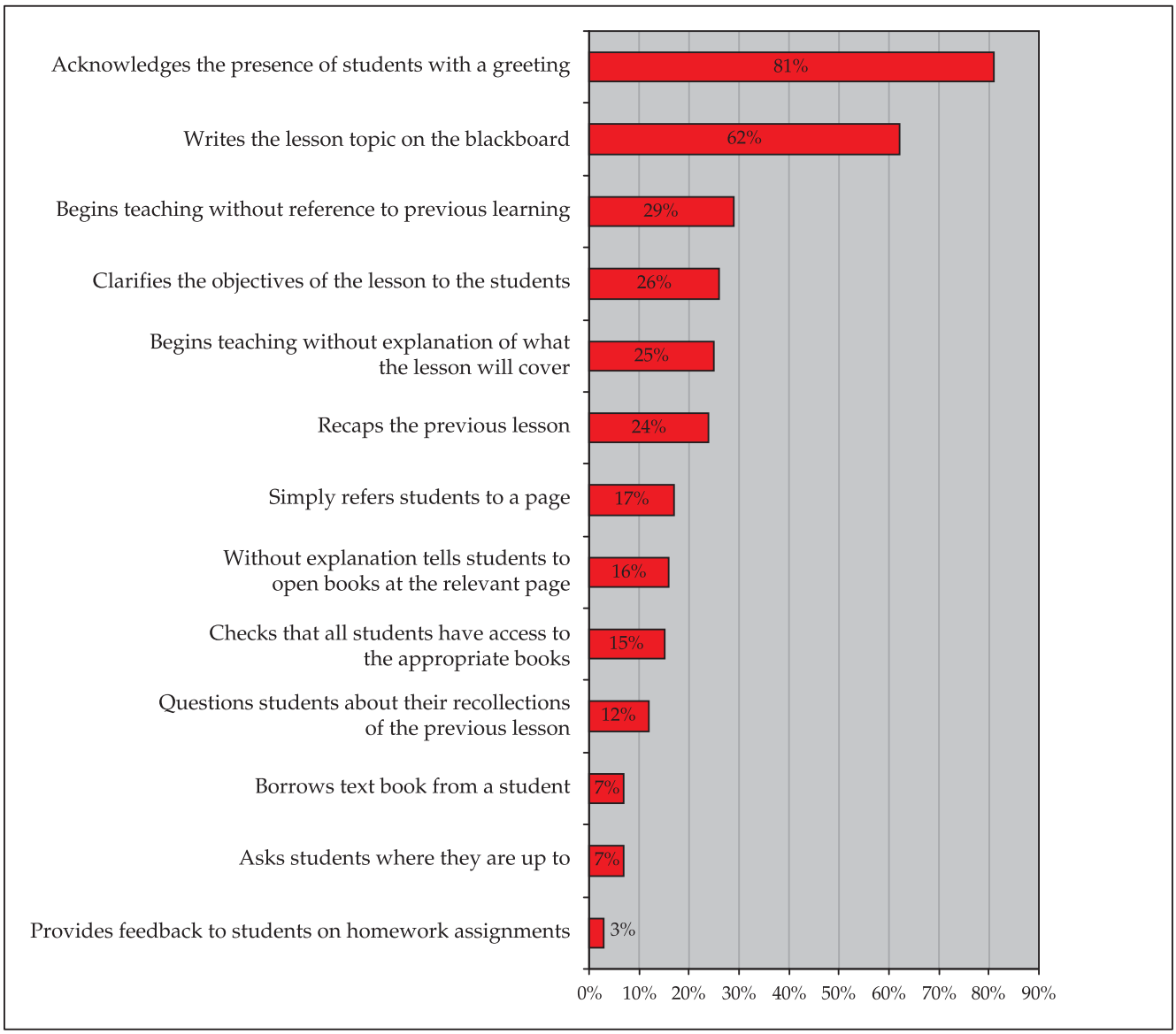


Table 3. What happens at the start of the lesson [By location/type of school]

What happens at the start of the lesson	All Schools	Metro	Semi-Urban/ Rural	Govt. school	Non Govt. school	Grade up to 5	Grade 5+
Acknowledges the presence of students with a greeting (e.g. "Good morning everyone")	**81%**	83%	79%	69%	84%	89%	76%
Writes the lesson topic on the blackboard (e.g. Unit 3, Lesson 2)	**62%**	55%	68%	72%	60%	47%	71%
Begins teaching without reference to previous learning	**29%**	27%	30%	22%	31%	31%	28%
Clarifies the objectives of the lesson to the students	**26%**	32%	21%	28%	25%	43%	16%
Begins teaching without explanation of what the lesson will cover	**25%**	25%	25%	15%	28%	24%	25%
Recaps the previous lesson (in this subject)	**24%**	27%	21%	39%	20%	27%	22%
Simply refers students to a page	**17%**	20%	15%	11%	19%	23%	14%
Without explanation tells students to open books at the relevant page (e.g. Turn to Page 20 in your textbook)	**16%**	11%	19%	6%	19%	14%	17%
Checks that all students have access to the appropriate books	**15%**	23%	9%	9%	16%	27%	8%
Questions students about their recollections of the previous lesson	**12%**	12%	12%	17%	11%	11%	13%
Asks students where they are up to (for teacher's own information rather than as a recap for students' benefit)	**7%**	5%	9%	2%	9%	6%	8%
Borrows text book from a student	**7%**	4%	9%	0%	9%	4%	8%
Provides feedback to students on homework assignments	**3%**	1%	5%	4%	3%	1%	4%

Table 4. What happens at the start of the lesson [By teacher characteristics]

What happens at the start of the lesson	All Schools	Teacher - Male	Teacher - Female	Trained in Education but not to teach English	Trained to teach English	No Training in Education
Acknowledges the presence of students with a greeting (e.g. "Good morning everyone")	**81%**	78%	85%	77%	85%	78%
Writes the lesson topic on the blackboard (e.g. Unit 3, Lesson 2)	**62%**	64%	59%	63%	64%	59%
Begins teaching without reference to previous learning	**29%**	29%	29%	28%	31%	27%
Clarifies the objectives of the lesson to the students	**26%**	22%	32%	30%	23%	25%
Begins teaching without explanation of what the lesson will cover	**25%**	25%	24%	28%	27%	17%
Recaps the previous lesson (in this subject)	**24%**	24%	24%	32%	18%	23%
Simply refers students to a page	**17%**	12%	26%	17%	16%	19%
Without explanation tells students to open books at the relevant page (e.g. Turn to Page 20 in your textbook)	**16%**	13%	21%	19%	16%	12%
Checks that all students have access to the appropriate books	**15%**	10%	23%	15%	14%	16%
Questions students about their recollections of the previous lesson	**12%**	13%	11%	12%	13%	11%
Asks students where they are up to (for teacher's own information rather than as a recap for students' benefit)	**7%**	5%	10%	9%	4%	11%
Borrows text book from a student	**7%**	5%	10%	7%	8%	3%
Provides feedback to students on homework assignments	**3%**	2%	5%	7%	2%	0%

6.3.1 Commentary

Overall, most teachers greet the students and for the majority of lessons they wrote the topic on the blackboard. In many classes the teacher clarified the objectives of the lesson to the students (26%) and/or recaps the previous English lesson (24%). However, in about the same proportion of classes the teacher began teaching without any reference to previous learning (29%) and/or without providing an explanation of what the lesson will cover (25%).

Teachers in Primary classes, in non-government schools and in metropolitan locations were more likely to greet their students than in other schools. They were also more likely to clarify the objectives of the lesson to students and/or recap the previous English lesson. More teachers in non-government schools started the lesson without any reference to previous learning and/or without providing an explanation of what the lesson would cover. In Primary classes and in metropolitan schools more teachers started the lesson by checking that all students have access to the appropriate books.

Female teachers and those trained to teach English were more likely to greet their students than their counterparts. Those trained in education and to teach English were more likely than others to begin the lesson without providing an explanation of what the lesson would cover! Those trained to teach English were least likely to recap the previous lesson. Female teachers were more likely than their male counterparts to simply refer students to a page and/or to tell students to open books to the relevant page. Considerably more female teachers checked that all students had access to the appropriate books.

6.4 Time Sampling of Teacher and Student Behaviour during the Lesson

Observers recorded what activities the teachers and students were doing at the 10th, 15th, 20th, 25th and 30th minutes of the lessons. The findings are shown in Tables 5 to 9 below. In each Table the activities are ranked from the most to least frequently seen. (N.B. The percentages shown represent the proportion of lessons in which this activity was observed).

Table 5. What they did at 10th Minute

Teacher's activity	Teacher's activity %	Student's activity %	Student's activity
Teaching from the blackboard, e.g. drawing a diagram or making notes on the board to support explanation of a concept or topic	32%	23%	Observing and listening as the teacher teaches from the blackboard
Reading from the text book	18%	17%	Following the text book line by line as the teacher reads
Asking closed questions (e.g. they may be answered directly from the text book)	7%	11%	Chorusing responses
Listening to students as they read aloud from the textbook	6%	8%	Responding to closed questions from the teacher (e.g. about passages in the text book)
Using teaching aids (e.g. posters, pictures, real objects, ICT devices)	6%	8%	Taking turns in reading aloud from the textbook
Giving instructions for student activities, e.g. organizing pair work or group work	5%	8%	Listening to the teacher read lecture notes
Explaining something in Bengali	5%	4%	Working individually on written exercises
Moving around the classroom monitoring and facilitating students as they work individually	4%	4%	Working interactively in pairs
Explaining something in English	3%	3%	Working individually on practical activities or tasks set by the teacher
Moving around the classroom monitoring and facilitating group work	2%	3%	Working interactively in groups during speaking/listening activities
Silently writing notes on blackboard for students to copy	2%	3%	Copying what the teacher writes on the blackboard
Encouraging individual students or group to speak English in classroom activities	2%	2%	Responding to open questions that require thought (i.e. no text book answer)
Listening to students' ideas	2%	2%	Other activities (Please specify)
Other activity (Please specify)	2%	2%	Changing seating position for an activity as required
Allowing time (silence) for students to respond to the teacher's questions	2%	2%	Changing seating position for an activity as required

Table 6. What they did at 15th Minute

Teacher's activity	Teacher's activity %	Student's activity %	Student's activity
Teaching from the blackboard, e.g. drawing a diagram or making notes on the board to support explanation of a concept or topic	27%	19%	Observing and listening as the teacher teaches from the blackboard
Asking closed questions (e.g. they may be answered directly from the text book)	13%	13%	Responding to closed questions from the teacher (e.g. about passages in the text book)
Giving instructions for student activities, e.g. organizing pair work or group work	8%	9%	Taking turns in reading aloud from the textbook
Explaining something in Bengali	8%	8%	Chorusing responses
Listening to students as they read aloud from the textbook	8%	8%	Working individually on written exercises
Moving around the classroom monitoring and facilitating students as they work individually	7%	8%	Listening to the teacher read lecture notes
Silently writing notes on blackboard for students to copy	5%	6%	Working interactively in pairs
Moving around the classroom monitoring and facilitating group work	4%	5%	Copying what the teacher writes on the blackboard
Reading from the text book	3%	4%	Following the text book line by line as the teacher reads
Asking open questions that require creative thought (i.e. no text book answer)	3%	4%	Working individually on practical activities or tasks set by the teacher
Encouraging individual students or group to speak English in classroom activities	3%	4%	Working interactively in groups during speaking/listening activities
Using teaching aids (e.g. posters, pictures, real objects, ICT devices)	2%	4%	Responding to open questions that require thought (i.e. no text book answer)
Explaining something in English	2%	2%	Other activities (Please specify)
Other activity (Please specify)	2%	2%	Changing seating position for an activity as required
Watching the class (from desk) as they complete exercises	2%	1%	Writing on the blackboard

Table 7. What they did at 20th Minute

Teacher's activity	Teacher's activity %	Student's activity %	Student's activity
Teaching from the blackboard, e.g. drawing a diagram or making notes on the board to support explanation of a concept or topic	23%	15%	Observing and listening as the teacher teaches from the blackboard
Moving around the classroom monitoring and facilitating students as they work individually	14%	13%	Responding to closed questions from the teacher (e.g. about passages in the text book)
Asking closed questions (e.g. they may be answered directly from the text book)	12%	11%	Working individually on written exercises
Moving around the classroom monitoring and facilitating group work	10%	7%	Chorusing responses
Giving instructions for student activities, e.g. organizing pair work or group work	6%	7%	Taking turns in reading aloud from the textbook
Listening to students as they read aloud from the textbook	6%	7%	Working interactively in groups during speaking/listening activities
Reading from the textbook	4%	6%	Working individually on practical activities or tasks set by the teacher
Explaining something in Bengali	4%	6%	Working interactively in pairs
Asking open questions that require creative thought (i.e. no textbook answer)	4%	5%	Copying what the teacher writes on the blackboard
Silently writing notes on blackboard for students to copy	3%	4%	Other activities (Please specify)
Using teaching aids (e.g. posters, pictures, real objects, ICT devices)	3%	3%	Following the text book line by line as the teacher reads
Giving feedback to students on their work	3%	3%	Listening to the teacher read lecture notes
Encouraging individual students or group to speak English in classroom activities	2%	3%	Responding to open questions that require thought (i.e. no textbook answer)
Other activity (Please specify)	2%	2%	Changing seating position for an activity as required
Listening to students' ideas	1%	2%	Using learning aids (e.g. posters, pictures, real objects, ICT devices)

Table 8. What they did at 25th Minute

Teacher's activity	Teacher's activity %	Student's activity %	Student's activity
Teaching from the blackboard, e.g. drawing a diagram or making notes on the board to support explanation of a concept or topic	21%	16%	Observing and listening as the teacher teaches from the blackboard
Asking closed questions (e.g. they may be answered directly from the text book)	13%	13%	Responding to closed questions from the teacher (e.g. about passages in the text book)
Moving around the classroom monitoring and facilitating students as they work individually	12%	12%	Working individually on written exercises
Moving around the classroom monitoring and facilitating group work	9%	8%	Working interactively in groups during speaking/listening activities
Explaining something in Bengali	7%	7%	Taking turns in reading aloud from the textbook
Giving instructions for student activities, e.g. organizing pair work or group work	5%	7%	Working interactively in pairs
Listening to students as they read aloud from the textbook	4%	5%	Chorusing responses
Encouraging individual students or group to speak English in classroom activities	4%	5%	Working individually on practical activities or tasks set by the teacher
Giving feedback to students on their work	4%	4%	Copying what the teacher writes on the blackboard
Listening to students' ideas	4%	3%	Listening to the teacher read lecture notes
Silently writing notes on blackboard for students to copy	3%	3%	Responding to open questions that require thought (i.e. no textbook answer)
Giving feedback to students on their work	2%	3%	Listening to the teacher read lecture notes
Using teaching aids (e.g. posters, pictures, real objects, ICT devices)	2%	2%	Other activities (Please specify)
Other activity (Please specify)	2%	2%	Changing seating position for an activity as required
Watching the class (from desk) as they complete exercises	2%	2%	Speaking Bengali with classmates.
Checking the class work	2%	2%	Sitting silently while teacher writes questions on the board

Table 9. What they did at 30th Minute

Teacher's activity	Teacher's activity %	Student's activity %	Student's activity
Teaching from the blackboard, e.g. drawing a diagram or making notes on the board to support explanation of a concept or topic	22%	15%	Observing and listening as the teacher teaches from the blackboard
Asking closed questions (e.g. they may be answered directly from the text book)	12%	14%	Working individually on written exercises
Moving around the classroom monitoring and facilitating students as they work individually	9%	13%	Responding to closed questions from the teacher (e.g. about passages in the text book)
Explaining something in Bengali	8%	7%	Chorusing responses
Giving instructions for student activities, e.g. organizing pair work or group work	6%	7%	Working interactively in groups during speaking/listening activities
Moving around the classroom monitoring and facilitating group work	6%	7%	Listening to the teacher read lecture notes
Giving feedback to students on their work	5%	5%	Working individually on practical activities or tasks set by the teacher
Asking open questions that require creative thought (i.e. no text book answer)	4%	4%	Other activities (Please specify)
Encouraging individual students or group to speak English in classroom activities	4%	3%	Following the text book line by line as the teacher reads
Listening to students' ideas	4%	3%	Copying what the teacher writes on the blackboard
Other activity (Please specify)	4%	3%	Working interactively in pairs
Reading from the textbook	3%	3%	Responding to open questions that require thought (i.e. no text book answer)
Listening to students as they read aloud from the textbook	2%	2%	Taking turns in reading aloud from the textbook
Using teaching aids (e.g. posters, pictures, real objects, ICT devices)	2%	2%	Writing on the blackboard
Silently writing notes on blackboard for students to copy	1%	2%	Speaking Bengali with classmates.

6.4.1 Commentary

The pedagogic approach adopted in most lessons observed did not encourage a communicative approach to learning English.

Throughout the lessons, teaching from the blackboard or front of the class was the predominant pedagogic approach (in 32% of classes at the 10th minute; in 27% in the 15th minute; 23% in the 20th minute; 21% in the 25th minute and 22% in the 30th minute). As the lesson progressed, teachers tended to read from the textbook (18% at the 10th minute), ask closed questions (13% at the 15th minute; 12% at the 20th minute; 13% at the 25th minute and 12% at the 30th minute) or move around the classroom monitoring and facilitating students as they worked individually (14% at the 20th minute; 12% at the 25th minute and 9% at the 30th minute). All other pedagogic activities were observed in less than 10% of classes at each of the times sampled.

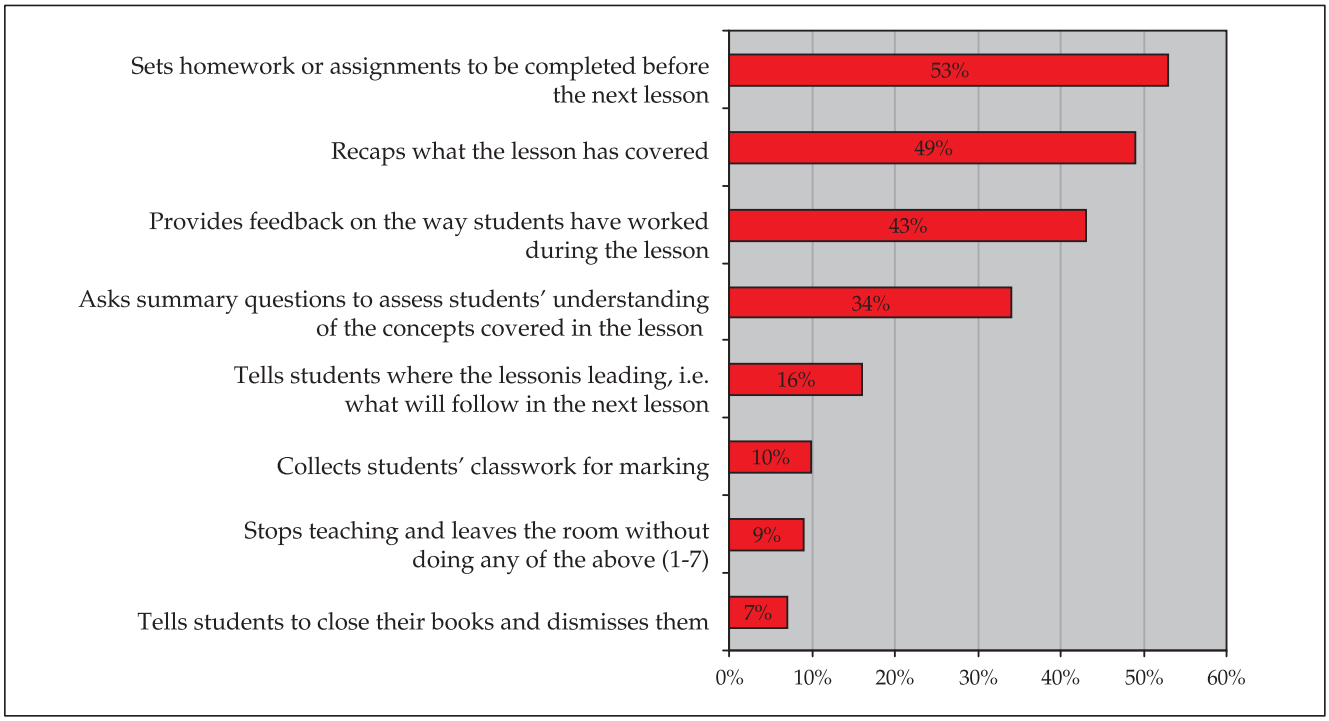
The use of teaching aids (other than the text book) was infrequently observed: in 2% to 6% of classes at any of the times sampled. Similarly, there were few occasions when individual students or groups were encouraged to speak in English: from 2% to 4% of classes at any of the times sampled. More frequently, teachers gave instructions for student activities (from 5% to 8% at any of the times sampled) or listened to students as they read aloud from the textbook (from 2% to 8% at any of the times sampled). Only infrequently did teachers explain something in English (from 0% to 5% at any of the times sampled) or ask open questions (from 0% to 4% at any of the times sampled).

Of course, some of the activities that were not observed at the times sampled could have occurred at other times within the lessons. In Section 6.6 below the observers' reflections on the lesson as a whole provide a holistic view of the teaching approaches adopted during the lessons.

6.5 The End of the Lesson

What happens at the end of the class was observed closely. The focus was particularly on how the teacher ended the lesson. The findings are shown in Chart 4 and Tables 10 and 11 below. In each Table the activities are ranked from the most to least frequently seen. (N.B. The percentages shown represent the proportion of lessons in which this behaviour or activity was observed).

Chart 4. At the End of the Lesson – What the Teacher Does



6.5.1 Commentary

At the end of a lesson teachers usually assign homework (53% of classes) and/or recap what the lesson has just covered (49% of classes). In many cases teachers provide feedback on the students' performance throughout the lesson (43%) and assess students' understanding by asking summary questions (34%). In almost 10% of the lessons observed, the teacher simply stopped teaching and left the room.

Primary teachers were more likely than their counterparts to recap what the lesson had covered (55%) and to provide feedback on the way students had worked during the lesson (58%). Homework or assignments were set more often in Secondary classes (61%) and in schools in semi-urban/rural locations (61%).

Teachers with no formal training were least likely to set homework or assignments (45%), while those with a non-English training were most likely to recap the lesson (59%). Female teachers were more likely than their male counterparts to provide feedback on the way students had worked during the lesson (56%) and to ask summary questions (40%).

Table 10. What happened at the end of the lesson? [By type of school]

	All Schools	Metro	Semi-Urban/ Rural	Govt. school	Non Govt. school	Grade up to 5	Grade 5+
Sets homework or assignments to be completed before the next lesson	53%	42%	61%	55%	53%	39%	61%
Recaps what the lesson has covered	49%	49%	50%	49%	49%	55%	46%
Provides feedback on the way students have worked during the lesson	43%	47%	40%	33%	45%	58%	35%
Asks summary questions to assess students' understanding of the concepts covered in the lesson	34%	36%	33%	41%	33%	34%	35%
Tells students where the lesson is leading, i.e. what will follow in the next lesson	16%	15%	17%	20%	15%	13%	18%
Collects students' class work for marking	10%	15%	6%	8%	11%	15%	7%
Stops teaching and leaves the room without doing any of the above (1-7)	9%	7%	10%	16%	7%	5%	11%
Tells students to close their books and dismisses them	7%	8%	6%	2%	8%	12%	4%

Table 11. What happened at the end of the lesson? [By type of teacher]

	All Schools	Teacher - Male	Teacher - Female	Trained in Education but not to teach English	Trained to teach English	No Training in Education
Sets homework or assignments to be completed before the next lesson	53%	53%	53%	54%	57%	45%
Recaps what the lesson has covered	49%	48%	52%	59%	44%	47%
Provides feedback on the way students have worked during the lesson	43%	36%	56%	45%	45%	37%
Asks summary questions to assess students' understanding of the concepts covered in the lesson	34%	32%	40%	38%	33%	32%
Tells students where the lesson is leading, i.e. what will follow in the next lesson	16%	18%	14%	9%	22%	15%
Collects students' class work for marking	10%	8%	15%	8%	11%	10%
Stops teaching and leaves the room without doing any of the above (1-7)	9%	10%	6%	8%	10%	7%
Tells students to close their books and dismisses them	7%	4%	12%	11%	4%	7%

6.6 After the Lesson - Reflections on the Teacher

The following Tables (12 and 13) present a holistic view of what the teachers did during the lesson. Table 12 provides an analysis by the location and type of school, while Table 13 shows the data by type of teacher.

Table 12. Reflections on the teacher [By location/type of school]

	All Schools	Metro	Semi-Urban/ Rural	Govt. school	Non Govt. school	Grade up to 5	Grade 5+
Used a lesson plan for guidance							
Regularly	**5%**	7%	3%	2%	5%	7%	3%
Occasionally	**9%**	11%	9%	4%	11%	15%	6%
Not at all	**6%**	6%	6%	2%	7%	3%	8%
No evidence	**80%**	77%	82%	92%	76%	74%	83%
Appeared to be confident with the subject matter of the lesson							
Most definitely	**60%**	50%	67%	76%	55%	53%	63%
Partially	**37%**	45%	30%	22%	41%	42%	34%
Not at all	**4%**	5%	3%	2%	4%	4%	3%
Interacted positively with students and maintained good discipline							
All of the time	**27%**	37%	20%	35%	25%	44%	18%
Most of the time	**59%**	48%	68%	54%	61%	48%	66%
Seldom	**13%**	15%	12%	11%	14%	8%	16%
Focused attention on students at the front of the class							
All of the time	**8%**	6%	10%	4%	9%	2%	11%
Most of the time	**36%**	23%	45%	33%	37%	15%	48%
Equal with the rest	**56%**	71%	45%	63%	54%	83%	41%
Set challenging tasks for the students to make them think							
Most definitely	**7%**	15%	1%	22%	3%	16%	2%
Partially	**45%**	43%	47%	33%	49%	37%	50%
Not at all	**48%**	42%	52%	44%	49%	47%	48%
Referred to students by name when asking questions or giving instructions							
Regularly	**25%**	42%	12%	28%	24%	54%	8%
Occasionally	**47%**	29%	60%	28%	52%	32%	55%
Not at all	**28%**	29%	28%	44%	24%	13%	37%

	All Schools	Metro	Semi-Urban/ Rural	Govt. school	Non Govt. school	Grade up to 5	Grade 5+
Asked thoughtful questions to stimulate students' interest							
Most definitely	7%	10%	4%	19%	4%	11%	4%
Partially	35%	30%	39%	32%	36%	32%	38%
Not at all	58%	59%	57%	49%	60%	57%	58%
Was hesitant and occasionally seemed confused by the subject matter							
Regularly	1%	3%	0%	2%	1%	2%	1%
Occasionally	25%	25%	25%	11%	29%	26%	24%
Not at all	58%	55%	60%	53%	59%	55%	60%
No evidence	16%	17%	15%	34%	11%	17%	15%
Kept the interest of the students in the lesson content							
Most definitely	20%	30%	14%	41%	15%	35%	12%
Partially	78%	69%	84%	57%	83%	64%	85%
Not at all	2%	2%	2%	2%	2%	1%	2%
Stimulated and encouraged the involvement of ALL students							
Regularly	27%	42%	16%	38%	24%	50%	14%
Occasionally	56%	42%	67%	32%	63%	44%	63%
Not at all	17%	16%	17%	30%	13%	6%	23%
Made provision for students with learning difficulties							
Most definitely	0%	1%	0%	2%	0%	1%	0%
Partially	13%	11%	14%	6%	15%	8%	16%
Not at all	3%	3%	3%	0%	4%	1%	4%
No evidence	83%	85%	82%	93%	81%	90%	79%
Remained at the front of the class							
All of the time	24%	19%	28%	24%	24%	11%	31%
Most of the time	50%	42%	56%	43%	53%	39%	57%
Seldom	26%	39%	16%	33%	23%	50%	12%
Spoke in English							
More than in Bengali	27%	24%	30%	39%	25%	20%	32%
About the same	4%	1%	6%	0%	5%	0%	6%
Less than in Bengali	67%	71%	64%	52%	71%	79%	60%
No evidence	2%	4%	1%	9%	0%	1%	2%

Table 13. Reflections on the teacher [By type of teacher]

	All Schools	Teacher - Male	Teacher - Female	Trained in Education but not to teach English	Trained to teach English	No Training in Education
Used a lesson plan for guidance						
Regularly	**5%**	3%	7%	4%	4%	6%
Occasionally	**9%**	6%	15%	12%	10%	6%
Not at all	**6%**	7%	5%	5%	10%	2%
No evidence	**80%**	84%	73%	79%	77%	86%
Appeared to be confident with the subject matter of the lesson						
Most definitely	**60%**	62%	56%	68%	62%	47%
Partially	**37%**	35%	40%	29%	36%	47%
Not at all	**4%**	3%	5%	4%	2%	6%
Interacted positively with students and maintained good discipline						
All of the time	**27%**	23%	36%	33%	25%	23%
Most of the time	**59%**	62%	54%	56%	62%	59%
Seldom	**13%**	15%	9%	11%	12%	17%
Focused attention on students at the front of the class						
All of the time	**8%**	9%	6%	5%	15%	0%
Most of the time	**36%**	45%	19%	34%	28%	51%
Equal with the rest	**56%**	46%	76%	61%	57%	49%
Set challenging tasks for the students to make them think						
Most definitely	**7%**	5%	11%	9%	7%	5%
Partially	**45%**	45%	46%	31%	53%	50%
Not at all	**48%**	50%	43%	60%	40%	45%
Referred to students by name when asking questions or giving instructions						
Regularly	**25%**	17%	40%	26%	23%	25%
Occasionally	**47%**	49%	43%	51%	53%	31%
Not at all	**28%**	34%	17%	22%	23%	44%
Asked thoughtful questions to stimulate students' interest						
Most definitely	**7%**	6%	8%	5%	9%	6%
Partially	**35%**	34%	38%	34%	39%	32%
Not at all	**58%**	60%	54%	61%	52%	62%

	All Schools	Teacher - Male	Teacher - Female	Trained in Education but not to teach English	Trained to teach English	No Training in Education
Was hesitant and occasionally seemed confused by the subject matter						
Regularly	**1%**	1%	1%	0%	1%	3%
Occasionally	**25%**	23%	28%	16%	25%	37%
Not at all	**58%**	58%	58%	59%	66%	43%
No evidence	**16%**	17%	13%	24%	8%	17%
Kept the interest of the students in the lesson content						
Most definitely	**20%**	13%	34%	25%	18%	19%
Partially	**78%**	85%	64%	72%	80%	80%
Not at all	**2%**	2%	2%	3%	2%	2%
Stimulated and encouraged the involvement of ALL students						
Regularly	**27%**	18%	44%	31%	24%	25%
Occasionally	**56%**	62%	45%	54%	60%	54%
Not at all	**17%**	20%	10%	15%	16%	21%
Made provision for students with learning difficulties						
Most definitely	**0%**	0%	1%	0%	0%	2%
Partially	**13%**	13%	13%	12%	13%	14%
Not at all	**3%**	2%	6%	5%	4%	0%
No evidence	**83%**	85%	80%	82%	83%	84%
Remained at the front of the class						
All of the time	**24%**	26%	21%	19%	31%	19%
Most of the time	**50%**	58%	36%	44%	49%	61%
Seldom	**26%**	16%	43%	38%	20%	20%
Spoke in English						
More than in Bengali	**27%**	32%	18%	15%	40%	19%
About the same	**4%**	6%	0%	4%	4%	4%
Less than in Bengali	**67%**	61%	79%	78%	53%	78%
No evidence	**2%**	2%	2%	2%	2%	2%

6.6.1 Commentary

The majority of teachers appeared to be fully or partially confident with the subject matter of the lesson: 'Most definitely' = 60%; 'Partially' = 37%. Teachers with a general training in education appeared to be more confident than others. Those teaching in Government schools and in semi-urban/rural locations appeared more confident than their counterparts. However, there was little evidence of a lesson plan being used for guidance by most teachers - only 14% did so 'regularly' or 'occasionally'.

Most teachers interacted positively with their students and maintained good discipline: overall 59% 'most of the time' and '27% 'all of the time'. Female teachers and those with a general training in education were notably better in these respects. Primary teachers were better at this than secondary teachers.

Very few teachers failed to keep the interest of students in the lesson content: overall just 2%. Teachers in Government schools and in Primary schools were particularly good at maintaining their students' interest. Females were more successful in this respect than males.

Few teachers focused their attention only on those students at the front of the classroom (only 8% overall) while the majority focused on students throughout the class. Primary teachers were particularly unlikely to focus only on those at the front.

However, most teachers did not adopt a stimulating and task-based approach to their lessons. Overall, 58% did NOT ask any thoughtful questions to stimulate students' interest and 48% did NOT set any challenging tasks for the students to make them think. Teachers in Government schools were more likely to use questions and tasks to stimulate interest.

In the majority of classes the teacher remained at the front of the class 'all' (24%) or 'most' (50%) of the time. Secondary teachers and those in semi-urban/rural locations were MORE likely to remain at the front, while Primary teachers, females and those with a general training in education were LESS likely to do so.

Use of Spoken English: In two-thirds of the English lessons (67%), the teacher spoke in English LESS than in Bengali, while 27% teachers spoke in English MORE than in Bengali. English was spoken more by teachers in Government schools and Secondary schools, while 40% of those trained to teach English spoke in that language more than in Bengali.

6.6.2 General observation

In most of the schools, the teachers are using the very traditional book oriented process of teaching. They teach grammar and translation following the book without explaining the definitions properly. Sometimes teachers use the blackboard to teach the students vocabulary. There were some exceptions as well, in some classes there were computers and other materials to aid in teaching and learning.

Regarding the use of English skill of the teacher or practice of English in the classroom we can say that most of the teachers tried to take their class in English, which was a good attempt, but they were not fluent and they also need to improve their pronunciation.

Some of the teachers' seemed to be organized regarding their teaching process but in most cases they don't care about the student's understanding.

6.7 After the Lesson - Reflections on the Students

The following items take a holistic view of what the students did or were like during the lesson. The frequencies in Table 14 refer to the proportion of students in the class showing evidence of the listed behaviour.

Table 14. Reflections on the students [By location/type of school]

	All Schools	Metro	Semi-Urban/ Rural	Govt. school	Non Govt. school	Grade up to 5	Grade 5+
Appeared to be confident with the subject matter being taught							
All or almost all	**11%**	17%	7%	20%	9%	20%	6%
Many (>50%)	**34%**	42%	28%	43%	31%	45%	27%
Some (<50%)	**50%**	38%	59%	37%	54%	34%	60%
None or hardly any	**5%**	3%	6%	0%	6%	1%	7%
No evidence	**0%**	0%	0%	0%	0%	0%	0%
Had problems concentrating and displayed inappropriate behaviour							
All or almost all	**0%**	0%	0%	0%	0%	0%	0%
Many (>50%)	**3%**	3%	3%	2%	4%	3%	3%
Some (<50%)	**22%**	22%	22%	11%	25%	22%	21%
None or hardly any	**55%**	58%	53%	54%	55%	58%	53%
No evidence	**20%**	18%	22%	33%	16%	17%	22%
Appeared to be interested in the lesson and well motivated							
All or almost all	**13%**	23%	6%	26%	9%	26%	6%
Many (>50%)	**37%**	42%	33%	44%	35%	38%	36%
Some (<50%)	**47%**	34%	57%	30%	52%	34%	54%
None or hardly any	**3%**	2%	4%	0%	4%	2%	4%
No evidence	**0%**	0%	0%	0%	0%	0%	0%
Did not understand what was required of them							
All or almost all	**0%**	1%	0%	0%	1%	1%	0%
Many (>50%)	**10%**	8%	11%	4%	12%	7%	12%
Some (<50%)	**41%**	36%	46%	35%	43%	37%	44%
None or hardly any	**38%**	46%	32%	41%	38%	49%	32%
No evidence	**10%**	8%	11%	20%	7%	7%	12%
Were eager to offer responses to the teacher's questions							
All or almost all	**13%**	19%	9%	22%	11%	23%	8%
Many (>50%)	**33%**	41%	28%	35%	33%	41%	29%
Some (<50%)	**45%**	30%	56%	31%	49%	27%	56%
None or hardly any	**6%**	6%	7%	6%	7%	3%	8%
No evidence	**2%**	5%	0%	6%	1%	6%	0%

	All Schools	Metro	Semi-Urban/ Rural	Govt. school	Non Govt. school	Grade up to 5	Grade 5+
Were well behaved without needing to be corrected by the teacher							
All or almost all	**67%**	68%	67%	75%	65%	57%	73%
Many (>50%)	**27%**	26%	28%	21%	29%	38%	21%
Some (<50%)	**5%**	5%	5%	4%	5%	4%	5%
None or hardly any	**1%**	1%	1%	0%	1%	0%	1%
No evidence	**0%**	0%	0%	0%	0%	0%	0%
Appeared to be confused by the subject matter							
All or almost all	**1%**	2%	0%	0%	1%	2%	0%
Many (>50%)	**7%**	7%	8%	4%	8%	7%	8%
Some (<50%)	**47%**	40%	53%	44%	48%	34%	55%
None or hardly any	**39%**	46%	35%	41%	39%	52%	32%
No evidence	**5%**	6%	5%	11%	4%	4%	6%
Worked diligently on the tasks set by the teacher							
All or almost all	**21%**	32%	13%	34%	18%	30%	16%
Many (>50%)	**40%**	43%	38%	38%	40%	43%	38%
Some (<50%)	**26%**	17%	31%	8%	30%	16%	31%
None or hardly any	**5%**	3%	6%	2%	6%	6%	4%
No evidence	**9%**	5%	12%	19%	6%	6%	11%
Appeared to be off-task and not concentrating for much of the lesson							
All or almost all	**0%**	0%	0%	0%	0%	0%	0%
Many (>50%)	**4%**	3%	4%	2%	4%	1%	5%
Some (<50%)	**38%**	31%	42%	22%	42%	38%	37%
None or hardly any	**45%**	50%	41%	43%	45%	51%	42%
No evidence	**14%**	15%	13%	33%	9%	10%	16%
Had opportunities to participate actively in discussion or answer questions							
All or almost all	**7%**	10%	5%	9%	7%	11%	5%
Many (>50%)	**26%**	30%	22%	30%	24%	38%	19%
Some (<50%)	**47%**	44%	49%	35%	50%	41%	50%
None or hardly any	**14%**	6%	20%	13%	14%	4%	19%
No evidence	**6%**	9%	4%	13%	5%	6%	7%
Spoke in English							
All or almost all	**1%**	2%	0%	0%	1%	3%	0%
Many (>50%)	**6%**	13%	1%	15%	4%	14%	2%
Some (<50%)	**23%**	23%	22%	15%	24%	20%	24%
None or hardly any	**68%**	58%	76%	59%	71%	62%	72%
No evidence	**2%**	4%	1%	11%	0%	1%	3%

6.7.1 Commentary

Generally the students were well behaved in class: 'All or almost all' in 67% of classes, 'many (>50%)' in 27%. In the majority of classes there were few students who had problems concentrating and/or displaying inappropriate behaviour: 'none or hardly any' in 55% of classes, 'some (<50%)' in 22%. There was a greater proportion of students in Government schools and at Secondary level than in other contexts.

A relatively small proportion of students appeared to be confused by the subject matter: 'none or hardly any' in 39% of classes, 'some (<50%)' in 47%. Similarly, there were relatively few who did not understand what was required of them: 'none or hardly any' in 38% of classes, 'some (<50%)' in 41%.

In the majority of classes, students worked diligently on the tasks set by the teacher: 'all or almost all' in 21% of classes, 'many (>50%)' in 40%. Only a small proportion of students appeared to be off-task and not concentrating for much of the lesson: 'none or hardly any' in 45% of classes, 'some (<50%)' in 38%.

In almost two-thirds of classes, less than half of the students had opportunities to participate actively in discussion or to answer questions: 'none or hardly any' in 14% of classes, 'some (<50%)' in 47%. Students in Primary classes had more opportunities to participate than did their Secondary counterparts.

Speaking in English: Only a small proportion of students spoke in English during a lesson. In two-thirds of the classes observed (68%) 'none or hardly any' spoke in English, while in 23% of classes only 'some (<50%)' had an opportunity to do so. Students in Primary schools, in Government schools and in metropolitan locations were MORE likely than others to speak in English during lessons.

6.7.2 Analysis of classes by students' behaviour and engagement

After each lesson observers were asked to reflect on 11 aspects of students' behaviour and engagement as listed in the Observation Schedule. Observers were asked to the classify the extent to which the class demonstrated each parameter (behaviour or engagement) using the following five categories:

- All or almost all students in the class
- Many (more than 50% of students in the class)
- Some (less than 50% of students in the class)
- None or hardly any students
- No Evidence (observer could not make a judgment/was uncertain)

Based on the observations, we classified the classes into four groups. Where a parameter was desirable/positive, we assigned values in the following manner:

- All or almost all students in the class 4
- Many (more than 50% of students in the class) 3
- Some (less than 50% of students in the class) 2
- None or hardly any students 1
- No Evidence (observer could not make a judgment/was uncertain) 0

Where a parameter was undesirable/negative, the assigned values were reversed. Based on the summation score of all those 11 parameters we derived four groups of classes:

- Excellent = Summation score 34-44
- Good = Summation score 23-33
- Fair = Summation score 12-22
- Poor = Summation score 0-11

Table 15. Performance of the class by type of school

	All Schools	Metro	Semi-Urban/ Rural	Government school	Non government school	Teaching Grade up to 5	Teaching Grade 5+
Poor	0%	0%	1%	0%	1%	0%	1%
Fair	14%	11%	16%	24%	11%	10%	16%
Good	64%	56%	70%	52%	67%	54%	69%
Excellent	22%	33%	14%	24%	21%	36%	14%

Table 16. Performance of the class by type of teacher

	All Schools	Teacher - Male	Teacher - Female	Has training in education not in Eng.	Trained to teach English	No additional education training
Poor	0%	0%	1%	1%	0%	0%
Fair	14%	16%	9%	11%	15%	16%
Good	64%	72%	48%	62%	64%	67%
Excellent	22%	12%	41%	26%	21%	17%

Table 17. Performance of the class by teacher's years of experience

	All Schools	Experience of Teaching English			
		1-5 yrs	6-10 yrs	11-20 yrs	20 yrs +
Poor	0%	1%	0%	0%	0%
Fair	14%	6%	17%	12%	26%
Good	64%	60%	64%	71%	62%
Excellent	22%	32%	18%	17%	12%

Students of schools in metropolitan areas and of government school appeared to be confident with the subject matter being taught and were interested and eager to participate.

6.7.3 General observation

In most classes students were not interactive at all; rather they were very passive learners. They were more interested in side talking and other activities. They were only participating by answering the questions asked by the teacher.

The proportion of the classes performing 'Excellent' was higher

- In Urban areas then Semi Urban areas
- In teaching grade up to 5 then teaching grade 5+
- Among female teachers then male teachers
- Among teachers having training in education then those who do not have any education
- Among young teachers then the senior teachers

7. Conclusions

- In general, classrooms fulfilled basic requirements to teach like having good light, seating arrangements, blackboards. However, learning and teaching materials and students' work are often not visible. These would help make classrooms more student friendly.
- The classroom environment is generally more favourable for teaching and learning in metropolitan areas than semi-urban/rural locations. In government schools classrooms are generally clean and tidy and have good natural light, whereas non-government school classrooms are clean, have adequate furniture for students and are more student friendly.
- In 77% cases all students had exercise book and something to write with, in 40% cases all students had textbook with them in the class. Urban and government school students usually carry textbooks and exercise books with them in the class- more than their counterparts. Using an unofficial guidebook is not a usual practice in the schools.
- Teachers with training in education appeared to be confident with the subject matter being taught, they were also successful in maintaining good discipline and in keeping students interested in the lesson content by stimulation and encouragement. Teachers trained to teach English were most likely to speak in English during the lesson.
- Students of schools in metropolitan areas and in government schools appeared to be confident with the subject matter being taught and were interested and eager to participate.
- Proportion of the classes performing comparatively better as per the observation of the observer was higher
- In Urban areas then Semi-urban/rural areas
- In teaching grade up to 5 (Primary) then teaching grade 5+ (Secondary)
- Among female teachers then male teachers
- Among teachers having training in education then those who do not have any such training
- Among young teachers then the senior teachers
- Less interactive and book oriented teaching method were found to be the main two problem areas in the schools by the observers.

8. Acknowledgements

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9. Appendix

Appendix 1. The Observation Instructions and Instruments (Sections 1 - 7)

Classroom Observation Schedules :

Including Time Sampling Instruments for Teacher and Student Behaviour

MASTER COPY WITH NOTES FOR RESEACHERS' REFERENCE

Adapted for use by the English in Action Project (EIA) Bangladesh from the schedule originally developed for the TQI Baseline Study, 2007.

[Teaching Quality Improvement in Secondary Education Project,
Directorate of Secondary and Higher Education, Bangladesh.]

INSTRUCTIONS FOR OBSERVERS

Before beginning any classroom observation the researcher must :

1. Meet with the headteacher to explain the purpose of the exercise and obtain basic background information about the school as requested in Section 1a of the Schedule.
2. Provide the headteacher with the survey requirements. The lesson and grade to be observed are determined randomly in advance and to ensure the integrity and reliability of the research these should not be changed.[2]
3. Collect basic information on the school, the teacher and the lesson that will be observed (Classroom Observation Schedule: Section 1a). You must choose the most appropriate time to collect the teacher's information. This may be after the lesson.
4. Reach the classroom before the lesson begins.
5. Note the condition of the learning environment (Classroom Observation Schedule: Section 1b).
6. Have a reliable stopwatch or timepiece ready (See Classroom Observation Schedule: Sections 3 and 4). You may find it helpful to note the times that will mark off the 10th, 15th, 20th, 25th and 30th minutes of the lesson in the spaces for this purpose on Sections 3 and 4.

During the lesson

1. Note how the teacher begins the lesson. Complete Classroom Observation Schedule: Section 2.
2. During the lesson note what is happening and appropriately mark the two observation instruments (Classroom Observation Schedule : Section 3, What the Teacher is doing, and Classroom Observation Schedule : Section 4, What the Students are doing).
3. Note how the teacher ends the lesson. Complete Classroom Observation Schedule : Section 5.

After the lesson

1. Reflect on the lesson you have just observed. Give your general impressions of the teacher and the students by completing Classroom Observation Schedule, Sections 6 and 7.
2. Ask the Headteacher and teacher whose lessons you have observed to sign Section 1 of the Classroom Observation Schedule.

[2] *If the headteacher were allowed to choose the teacher and lesson to be observed the research findings would be contaminated by bias.*

SECTION 1a : BACKGROUND INFORMATION

School Information			
Name of School			
District		Upazila	
Type of School	Government ☐	Non-government ☐	Private ☐ *(Tick as appropriate)*

Teacher Information			
Name of teacher observed		Male ☐ *(Tick as appropriate)*	Female ☐

What subjects do you currently teaching teach?	Number of years these subjects	What subjects are you trained to teach?
1. _____	1. _____ years	1. _____
2. _____	2. _____ years	2. _____
3. _____	3. _____ years	3. _____

Qualifications (Post HSC)	Main Subject	Awarding Institution	Date of qualification
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Additional Teacher Training (Give details, e.g. under which project and dates)

1.
2.

Identify any English training you have participated in (Give details)	

The Lesson Information			
Subject		Grade	
Number of students on register for this class _____		Male _____	Female
Number of students present in this lesson _____		Male _____	Female
Name of observer		Time lesson started	
Date of lesson observation		Time lesson ended	

Verification	
Signature of Headteacher	
Signature of Teacher	

SECTION 1b : THE LEARNING ENVIRONMENT

This section refers to the classroom environment and the conditions for learning. The items attempt to provide some evidence to show how conducive the classroom is for teaching and learning.

Items 1 to 8 should be answered before the students enter the classroom if possible.

Items 9 to 12 cannot be answered before the students enter the classroom.

The observer should tick the box against each item that most closely matches the evidence available.

Classroom Information					
1. The classroom has good natural light	Agree Strongly	Agree mildly	Disagree mildly	Disagree strongly	Does not apply
2. The classroom is generally clean and tidy	Agree Strongly	Agree mildly	Disagree mildly	Disagree strongly	Does not apply
3. There is evidence of students' work on display	Agree Strongly	Agree mildly	Disagree mildly	Disagree strongly	Does not apply
4. Work on display is attractively mounted	Agree Strongly	Agree mildly	Disagree mildly	Disagree strongly	Does not apply
5. There is evidence of learning and teaching materials	Agree Strongly	Agree mildly	Disagree mildly	Disagree strongly	Does not apply
6. The student's furniture is in need of repair	Agree Strongly	Agree mildly	Disagree mildly	Disagree strongly	Does not apply
7. The blackboard is in good condition **AND** there is a plentiful supply of chalk[3]	Agree Strongly	Agree mildly	Disagree mildly	Disagree strongly	Does not apply
8. Students' desks are arranged to facilitate group work	Agree Strongly	Agree mildly	Disagree mildly	Disagree strongly	Does not apply
Student Information					
9. There is adequate furniture for all the students	Agree Strongly	Agree mildly	Disagree mildly	Disagree strongly	Does not apply
10. How many students have a textbook? (Tick your estimate of the closest approximation)	All	Most ≙ 75%	Around ≙ 50%	Some ≙ 25%	None
11. How many of the students used an unofficial Guide Book? (Tick your estimate)	All	Most ≙ 75%	Around ≙ 50%	Some ≙ 25%	None
12. How many of the students have exercise books (or note books) to write in and something to write with? (Tick your estimate)	All	Most 75%	Around ≙ 50%	Some ≙ 25%	None

[3] *In order to "Strongly agree" both conditions must be met*

SECTION 2 : THE START OF THE LESSON

1. Observe closely what happens for the first few minutes after the students enter the classroom
2. Focus particularly on the teacher and how the lesson starts. The beginning of a lesson can have many elements.
3. Choose the description(s) that most closely matches the way the teacher begins the lesson. Tick as many of these as are appropriate

At the start of the lesson the teacher …….		
1	Acknowledges the presence of students with a greeting (e.g. "Good morning everyone")	
2	Asks students where they are up to (for teacher's own information rather than as a recap for students' benefit)	
3	Simply refers students to a page	
4	Writes the lesson topic on the blackboard (e.g. Unit 3, Lesson 2)	
5	Recaps the previous lesson (in this subject)	
6	Borrows text book from a student	
7	Provides feedback to students on homework assignments	
8	Begins teaching without explanation of what the lesson will cover	
9	Clarifies for the students the objectives of the lesson	
10	Questions students about their recollections of the previous lesson	
11	Begins teaching without reference to previous learning	
12	Checks that all students have access to the appropriate books	
13	Without explanation tells students to open books at the relevant page (e.g. Turn to Page 20 in your textbook)	

SECTION 3 : TIME SAMPLING TEACHER BEHAVIOUR DURING THE LESSON

Record with a tick (✓) what the teacher is doing at these precise times. SELECT ONLY ONE BEHAVIOUR AT A TIME						
Classroom behaviour : What the teacher is doing.		**10th minute**	**15th minute**	**20th minute**	**25th minute**	**30th minute**
1	Talking about random topics related to the subject but not the lesson for that day					
2	Reading from the text book					
3	Reading from lecture notes					
4	Silently writing notes on blackboard for students to copy					
5	Using teaching aids (e.g. posters, pictures, real objects, ICT devices)					
6	Giving instructions for student activities, e.g. organising pair work or group work					
7	Supporting students as they use learning aids (e.g. posters, pictures, real objects, ICT devices)					
8	Asking closed questions (e.g. they may be answered directly from the text book)					
9	Asking open questions that require creative thought (i.e. no textbook answer)					
10	Giving feedback to students on their work					
11	Listening to students' ideas					
12	Moving around the classroom monitoring and facilitating group work					
13	Moving around the classroom monitoring and facilitating students as they work individually					
14	Listening to students as they read aloud from the textbook					
15	Watching the class (from desk) as they complete exercises					
16	Teaching from the blackboard, e.g. drawing a diagram or making notes on the board to support explanation of a concept or topic					
17	Encouraging individual students or group to speak English in classroom activities					
18	Allowing time (silence) for students to respond to the teacher's questions					
19	Integrating the language skills (listening, speaking, reading and writing)					
20	Explaining something in English					
21	Explaining something in Bangla					
22	Focusing on one side of the classroom (e.g. boys or girls only) during the lesson					
23	Asking questions to only a particular row of students					
24	Other activity (please specify below)					

Note: Activity 16 is different from 4. In 16, the teacher is explaining an idea while the students listen, whereas in 4 the teacher is silently writing notes for student to copy

SECTION 4 : TIME SAMPLING STUDENT BEHAVIOUR DURING THE LESSON

Record with a tick (✓) what the students are doing at these precise times						
Classroom behaviour : What the students are doing.		**10th minute**	**15th minute**	**20th minute**	**25th minute**	**30th minute**
1	Taking turns in reading aloud from the textbook					
2	Following the text book line by line as the teacher reads					
3	Listening to the teacher read lecture notes					
4	Copying what the teacher writes on the black-board					
5	Using learning aids (e.g. posters, pictures, real objects, ICT devices)					
6	Working interactively in groups during speaking/listening activities					
7	Working interactively in pairs					
8	Responding to closed questions from the teacher (e.g. about passages in the textbook)					
9	Responding to open questions that require thought (i.e. no textbook answer)					
10	Working individually on practical activities or tasks set by the teacher					
11	Working individually on written exercises					
12	Observing and listening as the teacher teaches from the blackboard					
13	Chorusing responses					
14	Singing in English					
15	Speaking English with classmates					
16	Speaking Bangla with classmates					
17	Asking the teacher questions in English for clarification					
18	Asking the teacher questions in Bangla for clarification					
19	Moving around during the classroom activities when required					
20	Changing seating position for an activity as required					
21	Sitting silently while teacher writes questions on the board					
22	Other activities (Please specify below)					

SECTION 5 : THE END OF THE LESSON

1. Note carefully how the lesson ends.
2. Choose the description that most closely matches the way the teacher concludes the lesson. Tick as many of these as appropriate

At the end of the lesson the teacher ……		
1	Recaps what the lesson has covered	
2	Provides feedback on the way students have worked during the lesson	
3	Sets homework or assignments to be completed before the next lesson	
4	Asks summary questions to assess students' understanding of the concepts covered in the lesson	
5	Collects students' class work for marking	
6	Tells students where the lesson is leading, i.e. what will follow in the next lesson	
7	Tells students to close their books and dismisses them	
8	Stops teaching and leaves the room without doing any of the above (1-7)	
9	Other activities (Please specify below)	

Note: You cannot select Item 8 if you have ticked any of Items 1 to 7

SECTION 6 : AFTER THE LESSON : REFLECTIONS ON THE TEACHER

1. Think back over the lesson you have just observed
2. These items ask you to take a holistic view of the teacher during the lesson rather than report on specific instances.
3. You need to refer to the general impressions that you formed

	During the lesson, the teacher ……				
1	Used a lesson plan for guidance	Regularly	Occasionally	Not at all	No evidence
2	Appeared to be confident with the subject matter of the lesson	Most definitely	Partially	Not at all	
3	Interacted positively with students and maintained good discipline	All of the time	Most of the time	Seldom	
4	Focussed attention on students at the front of the class	All of the time	Most of the time	Equal with the rest	
5	Set challenging tasks for the students to make them think	Most definitely	Partially	Not at all	
6	Referred to students by name when asking questions or giving instructions	Regularly	Occasionally	Not at all	
7	Asked thoughtful questions to stimulate students' interest	Most definitely	Partially	Not at all	
8	Was hesitant and occasionally seemed confused by the subject matter	Regularly	Occasionally	Not at all	No evidence
9	Kept the interest of the students in the lesson content	Most definitely	Partially	Not at all	
10	Stimulated and encouraged the involvement of ALL students	Regularly	Occasionally	Not at all	
11	Made provision for students with learning difficulties	Most definitely	Partially	Not at all	No evidence
12	Remained at the front of the class	All of the time	Most of the time	Seldom	
13	Spoke in English	More than in Bangla	Less than in Bangla	About the same amount	

SECTION 7 : AFTER THE LESSON : REFLECTIONS ON THE STUDENTS

1. Think back over the lesson you have just observed.
2. These items ask you to take a holistic view of the students during the lesson rather than report on specific instances.
3. You need to refer to the general impressions that you formed.
4. If you are uncertain or there was no evidence for an item, tick the "no evidence" column.

During the lesson, how many of the students ……						
1	Appeared to be confident with the subject matter being taught	All or almost all	Many (>50%)	Some (<50%)	None or hardly any	No evidence
2	Had problems concentrating and displayed in appropriate behaviour	All or almost all	Many (>50%)	Some (<50%)	None or hardly any	No evidence
3	Appeared to be interested in the lesson and well motivated	All or almost all	Many (>50%)	Some (<50%)	None or hardly any	No evidence
4	Did not understand what was required of them	All or almost all	Many (>50%)	Some (<50%)	None or hardly any	No evidence
5	Were eager to offer responses to the teacher's questions	All or almost all	Many (>50%)	Some (<50%)	None or hardly any	No evidence
6	Were well behaved without needing to be corrected by the teacher	All or almost all	Many (>50%)	Some (<50%)	None or hardly any	No evidence
7	Appeared to be confused by the subject matter	All or almost all	Many (>50%)	Some (<50%)	None or hardly any	No evidence
8	Worked diligently on the tasks set by the teacher	All or almost all	Many (>50%)	Some (<50%)	None or hardly any	No evidence
9	Appeared to be off-task and not concentrating for much of the lesson	All or almost all	Many (>50%)	Some (<50%)	None or hardly any	No evidence
10	Had opportunities to participate actively in discussion or answer questions	All or almost all	Many (>50%)	Some (<50%)	None or hardly any	No evidence
11	Spoke in English	All or almost all	Many (>50%)	Some (<50%)	None or hardly any	No evidence

ENGLISH in ACTION

English in Action (EIA) is a nine-year English language education Programme implemented through a partnership between the UK Government and the Government of Bangladesh. The goal of EIA is to contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy. EIA works to reach a total of 25 million primary and secondary students and adult learners through communicative language learning techniques and use of ICT, textbooks and supplementary materials in an innovative way.

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