

The Classroom Practices of Primary and Secondary
School Teachers Participating in English in Action

Large-scale quantitative study 2a

RESEARCH REPORT


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Participating in English in Action.*

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The Classroom Practices of Primary and Secondary School Teachers Participating in English in Action

Executive Summary

The purpose of this study was to indicate the extent of change observed in the classroom practice of teachers participating in EIA with reference to that observed in a baseline study of a sample of schools prior to the intervention. It was a large-scale quantitative observation study of teaching and language practices among teachers and students participating in the EIA Primary and Secondary programmes. A feature of improved English language teaching is an increase in the amount of student talk in lessons, as well as an increase in the use of the target language by both teachers and students. Thus this study focused upon the use of English by teachers and students, the extent of teacher and student talk time, the nature of the teachers' talk, as well as the nature of the activities that students took part in. One lesson from each of the 350 Primary teachers and 141 of the Secondary teachers were observed.

a) Primary findings

The data from Primary classroom observations show that the overall percentage of teacher talk time took up about a third (34%) of the lesson, while the overall percentage of student talk time was only slightly less (27%). This indicates a significant emphasis on communication and interaction in the classroom. When teachers were talking, the data suggest that the teachers were involving students in communicative activities for much of the time: they were asking questions 28% of the time, organising 27% of the time, giving feedback 19% of the time, and presenting only 23% of the time. When Primary teachers were talking, they used English the majority of the time (71%). This marks a great increase from the Baseline study 3, where only 27% of teachers spoke in English more than they did in Bangla.

When Primary students were talking, they also used English the large majority of the time (88%). This marks a great increase from the Baseline study 3, which identified few occasions when individual students or groups were encouraged to speak in English (2-4% of the lesson time). Moreover, students seem to be engaged in the lessons observed: much of the time they were speaking in chorus (40%); 30% of the time they were talking on their own; 14% of the time they were taking part in activities in which they were speaking in pairs; and 16% of the time they were speaking in groups. This shows a relatively wide range of activities that allow for both teacher-student and student-student interaction. Primary students were also engaged in listening activities for 10% of the lesson time, in reading activities for 5% of the time and in writing activities for 4% of the time.

While the total lesson time of the classes observed varied, the percentages of lesson time spent on the various activities measured might look like this, on average:

If the lesson was a total of 45 minutes, the teacher was talking for about 15 minutes and the students were talking for about 12 minutes of that time. For 5 minutes of the lesson, the students were listening to audio materials, for 2 minutes they were reading and for 2 minutes they were writing.

Of the 12 minutes when students were talking, they were talking in English for 10 of those minutes. Of those 12 minutes, students were chorusing for about 5 minutes, speaking in groups for about 2 minutes and speaking in pairs for about 2 minutes, and a single student was talking for about 4 minutes. These activities were happening in English the majority of the time (roughly 80%).

Of the 15 minutes when teachers were talking, they were talking in English for about 11 of those minutes. Of those 15 minutes, teachers were asking questions for 4 minutes, presenting for 3.5 minutes, giving feedback for 3 minutes and organising for 4 minutes. These activities were happening in English the majority of the time (roughly 65%).

Other activities were going on for 9.5 minutes. It is not clear from the data what these other activities were, but this will be investigated in follow-up studies (2b).

b) Secondary findings

The data from Secondary classroom observations show that the overall percentage of teacher talk time took up a third (33%) of the lesson, while the overall percentage of student talk time was 23%. Here too the findings suggest a significant emphasis on communication and interaction in the classroom. When teachers were talking, the data suggest that for much of the time the teachers were involving students in communicative activities: they were asking questions 26% of the time, organising 20% of the time, giving feedback 24% of the time, and presenting only 30% of the time. When Secondary teachers were talking, they used English the large majority of the time (86%). When Secondary students were talking, they also used English the large majority of the time (88%). When students were talking, a large amount of the time (39%) they were talking on their own, but they were also frequently engaged in both pair work (31% of the time) and group work (26% of the time). Only 3% of the time they were speaking in chorus. This shows a relatively wide range of activities that allow for both teacher-student and student-student interaction. Secondary students were also engaged in listening activities for 4% of the lesson, in reading activities for 4% of the time and in writing activities for 8% of the time.

While the total lesson time of the classes observed varied, the percentages of lesson time spent on the various activities measured might look like this, on average:

If the lesson was a total of 45 minutes, the teacher was talking for about 15 minutes and the students were talking for about 10 minutes of that time. For 2 minutes of the lesson the students were listening to audio materials, for 2 minutes they were reading and for 3.5 minutes they were writing.

Of the 10 minutes when students were talking, they were talking in English for 9 of those minutes. Of those 10 minutes, students were speaking in groups for about 3 minutes and speaking in pairs for about 3 minutes, there was almost no chorusing, and a single student was talking for about 4 minutes. These activities were happening in English the majority of the time (roughly 72%).

Of the 15 minutes when teachers were talking, they were talking in English for about 13 of those minutes. Of those 15 minutes, teachers were asking questions for 4 minutes, presenting for 4.5 minutes, giving feedback for 3.5 minutes and organising for 3 minutes. These activities were happening in English the majority of the time (roughly 78%).

Other activities were going on for 12.5 minutes. It is not clear from the data what these other activities are, but this can be investigated in follow-up studies.

c) Comparing Primary and Secondary findings

When comparing the data from the Primary and Secondary classes, the teachers are spending around the same amount of time talking in a lesson, but the Secondary teachers in the study were speaking English slightly more than their Primary counterparts. The Primary students spent a slightly larger

percentage of the lesson talking than the Secondary students, while the Secondary students were involved in writing activities more often than the Primary students. Primary and Secondary students used English around the same percentage of time when they are talking in the lesson. Pair work and group work were more common in Secondary classrooms, while choral work was much more common in Primary classrooms.

The differences in use of English in the classroom in terms of teachers' demographic background information showed no significant difference in the amount of time on speaking in English between different teacher age groups. Male teachers were more likely to spend more time talking in English than female teachers, but the difference was not statistically significant. There was a significant difference in terms of the amount of English used by teachers in different locations of the school: teachers in semi-urban schools used more English than teachers in rural areas and urban schools. Teachers in Dhaka spent more time speaking in English than teachers in other areas. Teachers in Khulna spent the least amount of time speaking in English among the areas. No significant differences were found among teachers who had different levels of qualification. There was, however, significant statistical difference in the amount of time spent talking in English among teachers who had higher scores on the Trinity examination: those who achieved a higher grade were more likely to use more English in the classroom compared to those who achieved a lower grade.

d) Overall findings

This study indicates significant changes in classroom practices and the amount of English language compared with that observed in the Baseline 3 study conducted in 2009. At that time teachers were observed to be primarily reading from the textbook, rarely involving students in activities, and in two-thirds of the lessons, speaking in English less than in Bangla. In only a small proportion of lessons did the students speak in English during a lesson or have opportunities to participate actively in discussion or to answer questions.

e) Recommendations

The following recommendations should be considered in order to further support and sustain the changes being observed in the classroom:

- As teachers and students are clearly using English for the majority of the lesson, the focus of the EIA interventions should shift from supporting an increase in English use to an increase in the quality of interactions in English.
- The fact that teachers are asking more questions, organising and giving more feedback is an indication that they are attempting to implement more communicative practices in their teaching. However, further support in this area is surely needed, as teachers are still presenting for a large percentage of the lesson time.
- Similarly, while the study indicates that students are involved in more interactive activities than in the Baseline study 3, this improvement needs to be reinforced. Further implementation of pair and group work among both Primary and Secondary teachers should be encouraged, with a focus on the pedagogical value of such activities. The implementation of increased communicative choral work should be supported, particularly in Secondary classrooms where it occurred infrequently.
- As there was only a small amount of reading and writing activity going on in the lessons observed

(4-8% of the time), this study suggests that teachers need support in introducing spoken activities that reinforce development of students' reading and writing skills and allow for better integration of EIA approaches with the national curriculum.

- As teachers with higher levels of English ability are more likely to use English in their classroom, the further development of teachers' English language skills should be considered.
- Teachers in semi-urban areas tend to use more English in their classes than teachers in rural and urban schools. Thus a better understanding of the various contextual factors that inhibit teachers' implementation of EIA practices and use of English is needed to provide further support in these areas.

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1. Introduction

A key principle of communicative language teaching is that the students should receive as much opportunity to speak as is possible when learning English. This is particularly important when students only have the chance to practise the language through formal education. Previous research in language teaching has established that when teachers take up most of the lesson time talking, this can severely limit students' opportunities to develop proficiency in the target language (Cook 2001). A general goal of English language teachers is to motivate their students to speak - to use the language they are learning (Nunan 1991). Thus an increase in student talk time during lessons was of key importance for the Primary and Secondary EIA interventions. A goal often aimed for in English language teaching is for students to speak during 70% of the lesson, while teachers should speak for 30% of the time. Of course, there are variations depending on the objectives of the lessons and the need for explanations from the teacher. Moreover, the amount of teacher talk is not the only indicator of quality language teaching, but also the nature of that talk - whether teachers engage the attention of the class, present them with comprehensible input and also allow them to ask questions and comment.

The main purpose of this study was to indicate the extent of change brought about in the classroom practice of teachers participating in EIA. The study particularly focuses upon the extent of teacher talk time and student talk time in lessons, and the use of English language among both teachers and students in the classroom. The quality of teacher talk will not be the focus of this analysis but will be explored in further research (studies 2b and 3b).

In particular, Study 2a considers:

- the amount and language of teacher and student talk
- the purpose of teachers' talk (to present, organise, question or give feedback)
- the classroom activities in which student talk occurs (individual, pair, group or choral work)
- the extent of students' reading, writing or listening to recorded EIA materials in class

In assessing these questions, the study addresses the following issue:

- How has the classroom practice of teachers changed as a result of their participation in EIA?

This study was mandated in the EIA logframe as follows:

Table 1: Output 1 & 3, Indicator 2 - Practice

Indicator 2: Practice - the numbers of teachers evidencing Communicative Language Teaching (CLT) approaches in their classroom practice

Indicator	Study	Purpose	Process & Product	Timeline	Completion Date	Persons/ Contractors Responsible
Practice	Large scale sample survey, based upon baseline 3 classroom observation schedule	Identify the extent to which changes in classroom practice are taking place	Mass observation using modified TQI observation schedule to include information on pupil participation and teachers' use of English language; follow-up teacher & pupil q'aire	January to March 2011	April 2011	To be carried out by local teacher support partners supported by OU research teams and EIA base

(Extracted from EIA 2009a)

It also relates to the following outputs and indicators:

Figure 1: Outputs and indicators relating to study 2a

Output 1 (Primary)

Indicator
Practice: the numbers of teachers evidencing Communicative Language Teaching (CLT) approaches in their classroom practice
EL Competence: the numbers of teachers and pupils with demonstrable competence in communicative English language

Output 3 (Secondary)

Indicator
Practice: the numbers of teachers evidencing Communicative Language Teaching (CLT) approaches in their classroom practice
EL Competence: the numbers of teachers and pupils with demonstrable competence in communicative English language

(Extracted from EIA 2010)

Study 2a is a follow-up to Baseline study 3 - *An Observation Study of English Lessons in Primary and Secondary Schools in Bangladesh (2009b)*. Baseline study 3 provided an indication of the types of activity that happen in English classes in Bangladesh. Conducted in 2009, it was based on a total of 252 classroom observations (162 from Secondary classes and 90 from Primary classes). Regarding interactivity and language use, Baseline study 3 concluded the following:

- The pedagogic approach adopted in most lessons observed did not encourage a communicative approach to learning English. 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.
- In two-thirds of the English lessons (67%), the teacher spoke in English less than in Bangla, while 27% of teachers spoke in English more than in Bangla. Only infrequently did teachers explain something in English (from 0-5% at any of the times sampled).
- 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. There were only few occasions when individual students or groups were encouraged to speak in English: from 2-4% of classes at any of the times sampled.
- In two-thirds of classes, less than half of the students had opportunities to participate actively in discussion or to answer questions. In most classes students were not interactive at all. The students only participated by answering the questions asked by the teacher.

2. Methodology

This was a large-scale quantitative survey of teacher and language practices among teachers and students participating in both the EIA Primary and Secondary programmes.

2.1 The instrument

The instrument used to gather data on classroom practices for the Baseline Study 3 provided only a rough overview of the type of language being used by teachers in the classroom and the types of activities that students were involved in. The gaps between observations were also quite large (5 minutes) and it was felt that, as a result, much of the detail of teacher-student interaction and language use was not captured. A new instrument was therefore designed that would capture more detailed data on teacher and student practices and language use.

The instrument used for the 2a study was designed to capture what the teachers and students were doing at one-minute intervals during the lesson and which language was being used. It was designed in reference to other instruments which measure classroom interaction and the features of communicative language teaching (e.g. Malamah-Thomas 1987; Spada 1990). At each minute of a lesson, the researcher recorded two things:

1. **what the teacher was doing** (presenting, organising, asking questions or giving feedback) and in what language (English or Bangla)
2. **what the student was doing** (speaking, listening, reading or writing) and in what language (English or Bangla). If the student was speaking, the results recorded what kind of speaking they are doing (alone, in pairs, groups or chorusing).

The instrument designed for the 2a study (see Appendix 1) did not require an expert understanding of communicative language teaching practices, but only minimal training to recognise the various classroom activities (presenting, organising, asking questions, giving feedback).

The instrument was piloted during classroom observations in UCEP schools by various EIA team members. There were concerns that recording teacher and student activities every minute would be too demanding on the observer, but this proved not to be so as the task of the observer was to make a quick notation of what happening in the classroom, and not to make any further comment on, or critical observation of, classroom activity.

2.2 The sample

The goal was to observe one lesson for each of the sample teachers, with the expected outcome of achieving 80% of all EIA teachers. A total of 491 teachers in government schools (79% of EIA teachers) were observed once, in June 2010: 350 Primary teachers and 141 Secondary teachers.

2.3 Training the researchers

The observations were undertaken by EIA Teacher Facilitators (TFs). The TFs were trained to use the instrument by EIA Teacher Development Coordinators (TDCs) and Open University staff in a 30-minute session as part of their general training. This training took place in both English and Bangla. The TFs were shown the instrument and given an explanation of how to fill it in. They were also provided with written guidelines on how to undertake the observation and with definitions, and examples of, each of the classroom activities. These notes were both in English and Bangla. During the training, it was emphasised that the observation procedure was not part of the TFs' support role, but simply to observe and record what was happening in the classroom.

Before going to carry out the classroom observations, the TDCs and TFs met again and refreshed their understanding of how to conduct the observation. Some TFs also consulted IER researchers about using the tool.

In the June cluster meeting, prior to the classroom observations, the TFs informed the teachers that they would visit one of their classes within the next few days. TFs had been encouraged in their training to make their presence in the classrooms as unobtrusive as possible. This does not discount the fact that teachers might be 'performing' for the observer, but even if this is so, it means that the teacher was able to do what is observed. Whether he or she continues to do so or not is another matter. Other studies in the research programme address this (e.g. the study of perceptions, 2b).

2.4 Undertaking the observations

The TFs undertook the classroom observations in June 2010, with teachers who they were not otherwise observing for professional development purposes. Each of the 56 TFs observed approximately 8-9 teachers. The classes observed ranged in length from 40-55 minutes. As in all cases of classroom observation, the presence of the observer is likely to have had an effect on both the teacher and students being observed. Teachers participating in EIA programmes may have felt an obligation to 'perform' the types of activities that are a focus of the interventions.

As part of the normal ethical procedures adhered to in EIA, permission was given by the Head Teacher, the Teacher and the students for the observation to proceed.

Once the observations had been completed, the TFs sent the filled-out sheets to the EIA Dhaka office.

2.5 Data management

A database was developed in SPSS for data storage and analysis. The database was developed with every minute as a case of inquiry and 'Teachers' Speaking', 'Students' Speaking' and 'Other Activities' as variables. The data were entered horizontally from minute 1 to maximum lesson length for each of the variables. After processing the data, the database was sent to the Open University for analysis.

There were, however, some issues regarding data collection and management. Some observers (25%) did not use the instrument quite as intended and entered only a tick mark to record what the teachers and students were doing, but did not provide a 'B' (for Bangla) or an 'E' (for English). The data still provide useful information about teacher and student talk time, but these were treated as missing data in the analysis relating to the balance of English and Bangla use.

2.6 Data analysis

For the data analysis, mostly descriptive statistics, frequencies, cross-tabulations and averages were used to measure the teacher vs. student talk time and other activities in the classroom. The length of each lesson varied from 40 to 55 minutes. In order to ensure the rigorousness of the analysis, the data were analysed independently by two highly-qualified statisticians.

As noted above, because some of the data had been entered incorrectly, in analysing it, the tick-marked data were included when looking at time count analysis that is not concerned with which language is being used, for example, in calculating the total proportion of teacher/student talk time or the extent of pair or group work. These data were treated as missing data. Despite the loss of information, the proportion of teachers using English is still so large that the findings can be generalised to all EIA teachers (i.e. the confidence levels of the difference reported were not affected; in all cases these were treated as 95% unless specified).

Tests of significance (t-test and correlations) were applied to see whether teachers' speaking of English, teaching activities, and students' English skills have any significant relation with gender, age, school

location (urban, rural, semi-urban), teachers' age, level of qualification, training and experience with technology. Further statistical analysis to investigate patterns of teacher classroom behaviour or clusters of teachers (in terms of demographic data) has been attempted but no clear picture emerged, though more sophisticated approaches are being pursued.

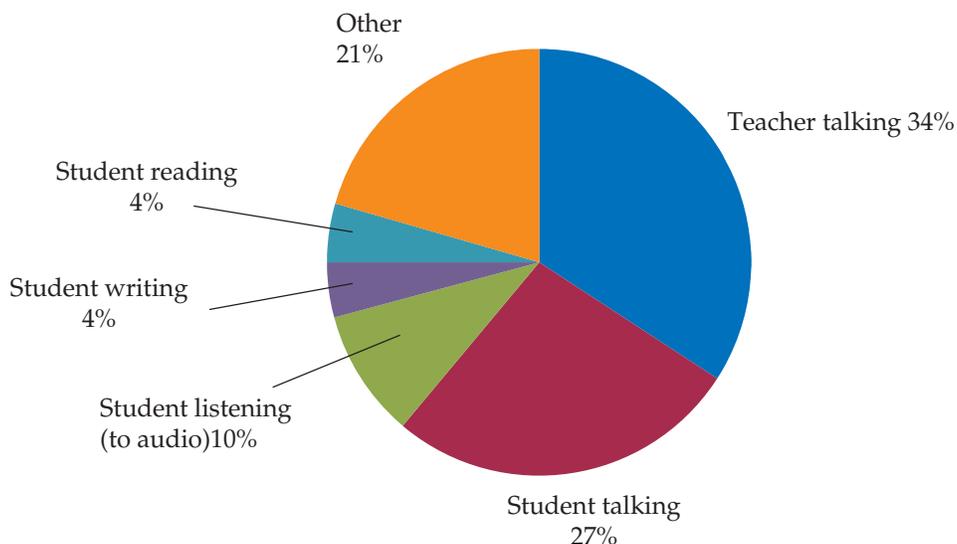
3. Findings

3.1 Primary

Teachers talking vs. students talking

The data show that the average percentage of teacher talk time was 34.0%, while the average percentage of student talk time was 27.1%. Students were engaged in listening activities for 9.7% of the time, in reading activities for 4.5% of the time and in writing activities for 4.1% of the time. During 20.5% of the time, other things were going on in the classroom (see Figure 2¹).

Figure 2: Percentage of talk and other activities in lesson (Primary)



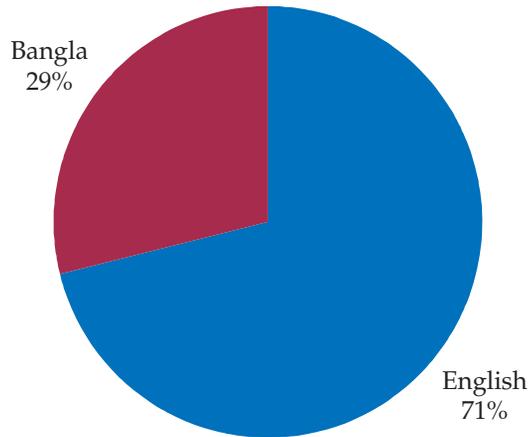
¹ Note that throughout the report, the charts may vary slightly from the percentages quoted in the text, reflecting a rounding up or down in the formation of charts. Appendix 2 contains all of the statistical tables that resulted in these charts.

3.1.1 Teachers

Teachers talking: English vs. Bangla

When teachers are talking, the data show that they are using significantly more English than Bangla in their classrooms: on average 71.2% of the time they were using English compared to 28.8% of the time using Bangla (see Figure 3; note that all figures are rounded off percentages).

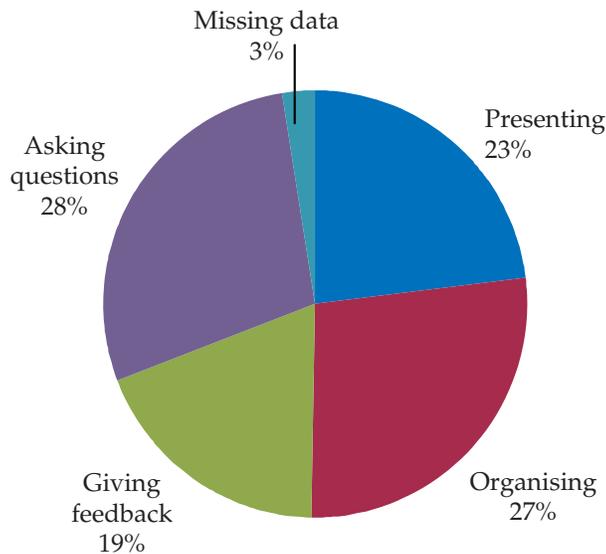
Figure 3: Language used by teachers (Primary)



Types of teacher talk

When teachers were talking, they are asking questions 28.1% of the time, organising 27.1% of the time, presenting 23.1% of the time and giving feedback 19.1% of the time (see Figure 4). (The total percentage is less than 100% because of the missing data noted in Section 2.5: Data management.) The high percentage of time spent asking questions, organising and giving feedback seems to indicate that teachers are making great efforts to involve students in their English lessons.

Figure 4: Types of teacher talk (Primary)



For each of these types of teacher talk, the percentage of English and Bangla used was calculated. In each of the categories, English was used the majority of the time (see Table 2). The total percentage is less than 100% because of the missing data.

Table 2: Types of teachers' talk: English vs. Bangla (Primary)

Teacher activity	% English	% Bangla
Presenting	66.0%	24.2%
Organising	54.5%	32.7%
Giving feedback	68.3%	24.4%
Asking questions	69.1%	22.4%

The percentages of each activity (presenting, organising, etc.) presented in this table are explained below along with illustrations of the nature of these activities.

Presenting

23.1% of the time when teachers were talking, they were presenting material. 66% of that time (i.e. of the 23.1%), the teacher was presenting in English.

The following box explains what is meant by 'presenting' (see Appendix 1):

The teacher is giving information to the students. They may be describing, explaining or narrating, whether from the textbook or from their own knowledge, or from any other source. Students are expected to listen to the information. Examples include:

- *This is a story about a young girl who was born in Holland.*
- *We use the present tense to talk about people's habits and routines.*
- *Drinking contaminated water can cause diseases.*

Organising

27.1% of the time when teachers were talking, they were organising. 54.5% of that time (i.e. of the 27.1%), the teacher was organising in English.

The following box explains what is meant by 'organising' (see Appendix 1):

The teacher is telling the students what to do. Students are expected not only to listen, but also to do something according to the teacher's directions. Examples include:

- *OK students, now turn and face your partner.*
- *I want you to look at me and listen carefully.*
- *Repeat after me.*
- *Malik, can you take this letter to the school office?*
- *It's time to go to your next class.*

Giving feedback

19.1% of the time when teachers were talking, they were giving feedback. 68.3% of that time (i.e. of the 19.1%), the teacher was giving feedback in English.

Feedback can be either positive or negative and may serve not only to let learners know how well they have performed but also to increase motivation and build a supportive classroom climate. The following box explains what is meant by 'giving feedback' (see Appendix 1):

The teacher is responding to something students have said or done, and evaluating or commenting on it. Examples include:

- *Yes, Farhana, that's correct.*
- *Not quite right. You need to use past tense.*
- *Well done, students.*
- *Oh your picture looks very nice. But where is the river?*

Asking questions

28.1% of the time when teachers were talking, they were asking questions. 69.1% of that time (i.e. of the 28.1%), the teacher was asking questions in English.

Questioning serves as the principal way in which teachers control the classroom interaction. The following box explains what is meant by 'asking questions' (see Appendix 1):

The teacher is asking questions or eliciting information. Students are expected to respond verbally (as opposed to organizing, when the students respond non-verbally). Examples include:

- *What colour is the flag?*
- *Do you know what a 'tiger' is?*
- *Now I want you to think carefully and explain why we need vitamins in our diet.*
- *Can you tell me which lesson we are doing today?*

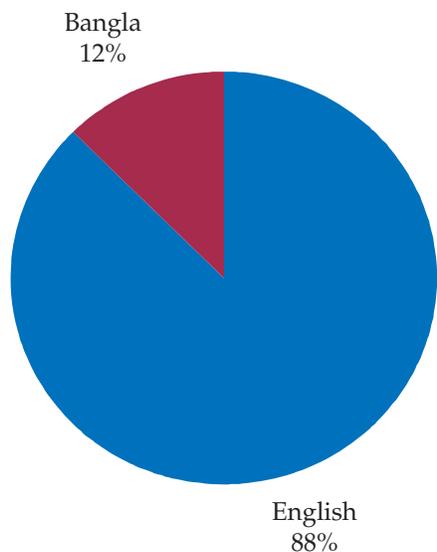
3.1.2 Students

Four skills are generally considered necessary to be included in an integrated approach to language teaching: speaking, listening, writing and reading. In the classes observed, students were speaking in 27.1% of the lesson time. They were engaged in listening activities with the audio player for 9.7% of the time, in reading activities for 4.5% of the time and in writing activities for 4.1% of the time (see Figure 2). It can be assumed that the majority of time when students were listening, writing or reading they were doing so in the medium of English, as the EIA listening material is primarily in English, as is the text book reading and writing material. These data seem to indicate a large amount of lesson time being spent on speaking activities.

Students talking: English vs. Bangla

When students are talking, the data show that they are using much more English than Bangla in their classrooms: 87.6% of the time they were talking, this was in English (see Figure 5).

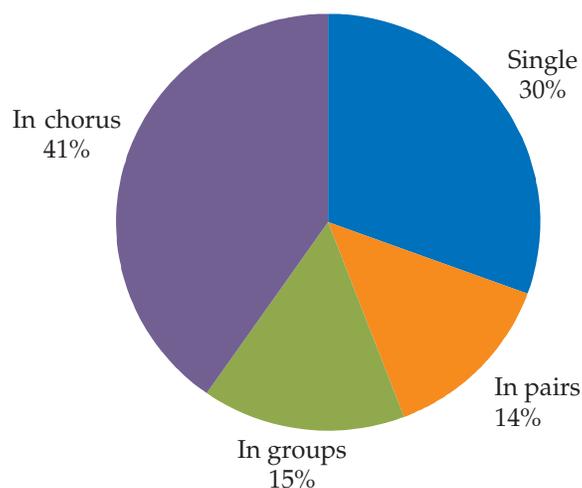
Figure 5: Language used by students (Primary)



Types of classroom activities in which student talk occurred

When students were talking, 30.3% of the time they were talking on their own (e.g. responding to a teacher's question); 13.6% of the time they were taking part in activities in which they were speaking in pairs; 15.6% of the time they were speaking in groups; and in 40.1% of the time they were speaking in chorus (see Figure 6). Here it can be seen that chorusing activities are the most popular in Primary classes, followed by a single student talking on his or her own. As both pair work and group work featured to a great extent, this seems to suggest an increase in interactive activities from the Baseline study 3, where in most classes students were not interactive at all.

Figure 6: Types of student talk (Primary)



For each of these types of student activities, the percentage of English and Bangla used was calculated. In each of the categories, English was used for a large majority of the time (see Table 3). The total percentage is less than 100% because of the missing data.

Table 3: Students' talk: English vs. Bangla (Primary)

Types of student talk	% English	% Bangla
Single	80.0%	13.4%
In pairs	79.2%	11.2%
In groups	76.4%	14.0%
In chorus	84.8%	8.2%

The percentages of each activity (speaking on own, in pairs, etc.) presented in this table are explained below.

A student speaking on his or her own

30.3% of the time when students were speaking, one student was speaking on his or her own. The large majority of the time when a student was speaking on his or her own, he/she was doing so in English (80%). The observation schedule does not contain data on whether this was a limited group of students speaking, but the qualitative observation studies (2b) will give information on this.

Students speaking in pairs

When students were speaking, 13.6% of that time they were speaking in pairs. According to the valid data, the large majority of time when students were speaking in pairs, they were doing so in English (79.2%).

Students speaking in groups

When students were speaking, 15.4% of that time they were speaking in groups. The large majority of time when they were speaking in groups, they were doing so in English (76.4%).

Students speaking in chorus

When students were speaking, 40.1% of that time they were speaking in chorus. The large majority of time when they were speaking in chorus, they were doing so in English (84.8%).

3.1.3 Summary

While the total lesson time of the classes observed varied, the percentages of lesson time spent on the various activities measured might look like this, on average:

If the lesson was a total of 45 minutes, the teacher was talking for about 15 minutes and the students were talking for about 12 minutes of that time. For 5 minutes of the lesson, the students were listening to audio materials, for 2 minutes they were reading and for 2 minutes they were writing.

Of the 12 minutes when students were talking, they were talking in English for 10 of those minutes. Of those 12 minutes, students were chorusing for about 5 minutes, speaking in groups for about 2 minutes, and speaking in pairs for about 2 minutes and a single student was talking for about 4 minutes. These activities were happening in English the majority of the time (roughly 80%).

Of the 15 minutes when teachers were talking, they were talking in English for about 11 of those minutes. Of those 15 minutes, teachers were asking questions for 4 minutes, presenting for 3.5 minutes, giving feedback for 3 minutes and organising for 4 minutes. These activities were happening in English the majority of the time (roughly 65%).

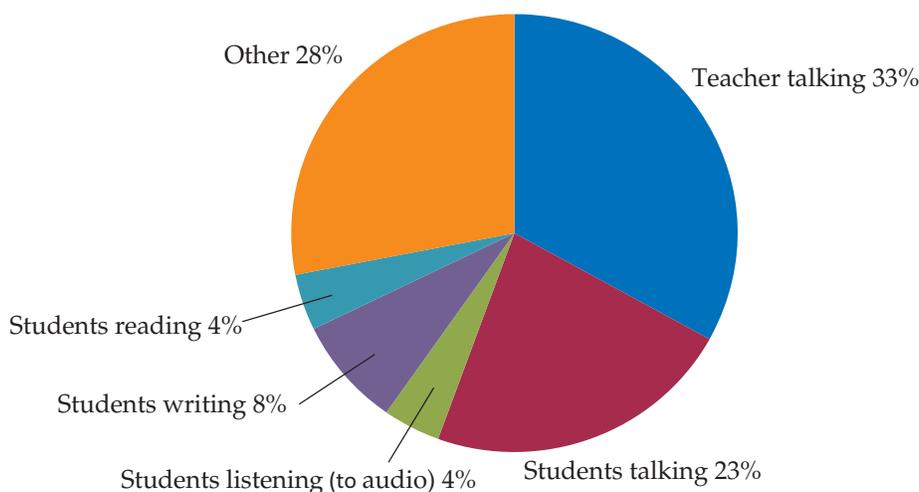
Other activities were going on for 9.5 minutes. It is not clear from the data what these other activities were, but this will be investigated in follow-up studies (2b).

3.2 Secondary

Teachers talking vs. students talking

The data show that the average percentage of teacher talk time was 33.0%, while the average percentage of student talk time was 22.6%. Students were engaged in listening activities for 4.1% of the time, in reading activities for 4.1% of the time and in writing activities for 8.1% of the time. 28.1% of the time other things were going on in the classroom (see Figure 7).

Figure 7: Percentage of talk and other activities in lesson (Secondary)

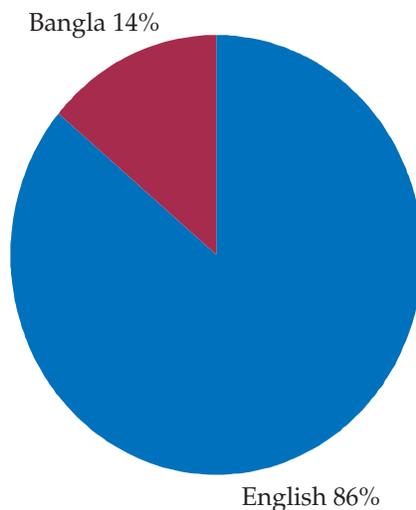


3.2.1 Teachers

Teachers talking: English vs. Bangla

When teachers were talking, the data show that they were using more English than Bangla in their classrooms: 86.2% of the time they were using English compared to 13.8% of the time using Bangla (see Figure 8).

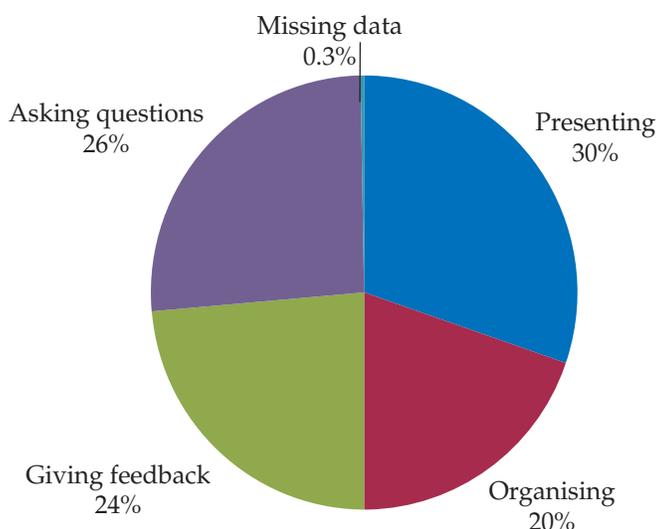
Figure 8: Language used by teachers (Secondary)



Types of teacher talk

When teachers were talking, they were presenting 30.3% of the time, organising 19.6% of the time, giving feedback 23.8% of the time and asking questions 26.0% of the time (see Figure 9; for definitions and examples of these types of activities, see Appendix 1). The total percentage is slightly less than 100% because of the missing data. The high percentage of time spent asking questions, organising and giving feedback seems to indicate that teachers are making great efforts to involve students in their English lessons.

Figure 9: Type of teacher talk: Secondary



For each of these types of teacher talk, the percentage of English and Bangla used was calculated. In each of the categories, English was used the vast majority of the time (see Table 4). The total percentage is less than 100% because of the missing data.

Table 4: Types of teacher talk: English vs. Bangla (Secondary)

Teacher activity	% English	% Bangla
Presenting	80.1%	11.0%
Organising	73.6%	15.9%
Giving feedback	74.6%	12.7%
Asking questions	80.3%	7.9%

The percentages of each activity (presenting, organising, etc.) presented in this table are explained below along with illustrations of the nature of these activities.

Presenting

30.3% of the time when teachers were talking, they were presenting material. 80.1% of that time (i.e. of the 30.3%), the teacher was presenting in English.

Organising

19.6% of the time when teachers were talking, they were organising. 73.6% of that time (i.e. of the 19.6%), the teacher was organising in English.

Giving feedback

23.8% of the time when teachers were talking, they were giving feedback. 74.6% of that time (i.e. of the 23.8%), the teacher was giving feedback in English.

Asking questions

26.0% of the time when teachers were talking, they were asking questions. 80.3% of that time (i.e. of the 26.0%), the teacher was asking questions in English.

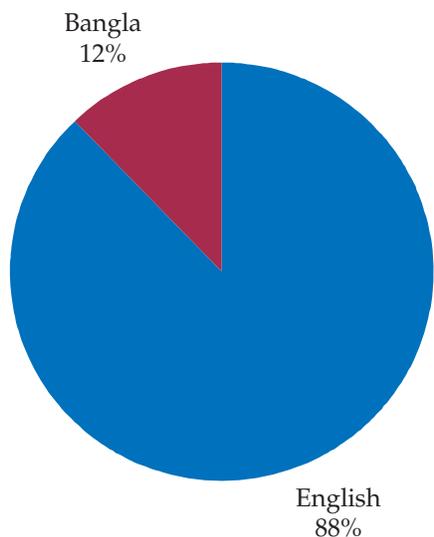
3.2.2 Students

Four skills are generally considered necessary to be included in an integrated approach to language teaching: speaking, listening, writing and reading. In the classes observed, students were speaking in 22.6% of the lesson time. Students were engaged in listening activities with the audio player for 4.1% of the time, in reading activities for 4.1% of the time and in writing activities for 8.1% of the time (see Figure 9 above). Because the audio materials that teachers have are primarily in English, one can assume that most of this listening activity was taking place in English. And as the students reading and writing tasks primarily focus around the textbook, which is in English, one can also assume that the majority of this activity took place in English.

Students talking: English vs. Bangla

When students were talking during the lesson, they were using more English than Bangla in their classrooms: 87.8% of the time they were talking in English (see Figure 10).

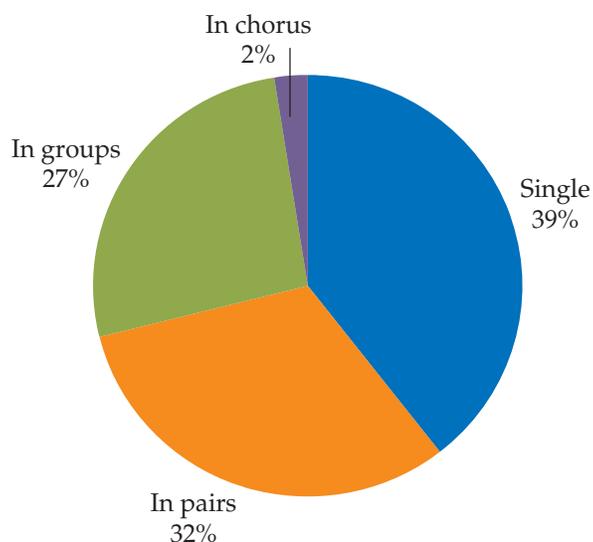
Figure 10: Language used by Students (Secondary)



Types of classroom activities in which student talk occurred

When students were talking, 39.1% of the time they were talking on their own; 31.2% of the time they were taking part in activities in which they were speaking in pairs; 26.3% of the time they were speaking in groups; and 3.4% of the time they were speaking in chorus (see Figure 11). While there is still a relatively high number of activities that only require a response from one student, there is also a large amount of pair and group work going on. This suggests that students are often engaged in activities in which they interact with their classmates.

Figure 11: Types of Student Talk (Secondary)



For each of these types of student talk, the percentage of English and Bangla used was calculated. In each category, English was used the vast majority of the time (see Table 5). The total percentage is less than 100% because of the missing data.

Table 5: Students' talk: English vs. Bangla (Secondary)

Types of student talk	% English	% Bangla
Single	71.2%	10.4%
In pairs	68.9%	11.7%
In groups	72.1%	16.6%
In chorus	76.1%	1.6%

The percentages of each activity (speaking on own, in pairs etc.) presented in this table are explained below.

A student speaking on his or her own

39.1% of the time when students were speaking, one student was speaking on their own. The majority of time when a student was speaking on their own, they were doing so in English (71.2%).

Students speaking in pairs

When students were speaking, 31.2% of that time they were speaking in pairs. According to the valid data, the majority of time when students were speaking in pairs, they were doing so in English (68.9%).

Students speaking in groups

When students were speaking, 26.3% of that time they were speaking in groups. The majority of time when they were speaking in groups, they were doing so in English (72.1%).

Students speaking in chorus

When students were speaking, 3.4% of that time they were speaking in chorus. The majority of time when they were speaking in chorus, they were doing so in English (76.1%).

3.2.3 Summary

While the total lesson time of the classes observed varied, the percentages of lesson time spent on the various activities measured might look like this, on average:

If the lesson was a total of 45 minutes, the teacher was talking for about 15 minutes and the students were talking for about 10 minutes of that time. For 2 minutes of the lesson the students were listening to audio materials, for 2 minutes they were reading and for 3.5 minutes they were writing.

Of the 10 minutes when students were talking, they were talking in English for 9 of those minutes. Of those 10 minutes, students were speaking in groups for about 3 minutes and speaking in pairs for about 3 minutes, there was almost no chorusing, and a single student was talking for about 4 minutes. These activities were happening in English the majority of the time (roughly 72%).

Of the 15 minutes when teachers were talking, they were talking in English for about 13 of those minutes. Of those 15 minutes, teachers were asking questions for 4 minutes, presenting for 4.5 minutes, giving feedback for 3.5 minutes and organising for 3 minutes. These activities were happening in English the majority of the time (roughly 78%).

Other activities were going on for 12.5 minutes. It is not clear from the data what these other activities are, but this can be investigated in follow-up studies.

3.3 Comparing Primary to Secondary

Teacher vs. student talk time

In the Primary and Secondary samples, the teachers were doing roughly the same amount of talking in the lesson: 34% in Primary and 33% in Secondary. The Primary students were spending a slightly larger percentage of the lesson talking: 27.1% in Primary and 22.6% in Secondary. The Secondary students were involved in writing activities more often than the Primary students (8.1% compared to 4.1% of lesson time), reflecting a higher level of competence.

Teachers talking: English vs. Bangla

In both Primary and Secondary classrooms, teachers were using much more English than in the Baseline study 3, with over 70% of teacher talk in English in both cases. The Secondary school teachers in the study were even more likely to speak English than their Primary counterparts in classroom: Primary teachers spent 71.2% of the time speaking in English, while Secondary teachers used English 86.2% of the time. This difference was statistically significant ($df=43$, $P<0.05$).

Students talking: English vs. Bangla

Primary and Secondary students were using English about the same amount when they were talking (87.6% for Primary and 87.8% of the time for Secondary.)

Types of student talk

A student speaking on their own

Activities involving a single student seem to be more common in Secondary classes. When students were speaking, 30.3% of the time in Primary and 39.1% of the time in Secondary, one student was speaking on his or her own. When a student was speaking on his/her own, English seems to be used slightly more often in Primary classrooms: 80.0% of the time for Primary and 71.2% for Secondary.

Students speaking in pairs

Pair work seems to be much more common an activity in Secondary classes. When students were speaking they did so in pairs 13.6% of the time in Primary and 31.2% of the time in Secondary, students. However, English seems to be used slightly more often for these activities in Primary classrooms: 80% of the time for Primary and 71.2% for Secondary. In both cases, the amount of pair work could be increased even further to ensure the involvement of more students.

Students speaking in groups

Students speaking in groups also seems to be much more common activity in Secondary classes. When students were speaking they did so in groups 15.4% of the time in Primary and 26.3% of the time in Secondary. English seems to be used slightly more often for these activities in Primary classrooms: 76.4% of the time for Primary and 72.1% for Secondary. In both cases, the amount of group work could be increased even further to ensure even more involvement of more students.

Students speaking in chorus

Students speaking in chorus is a much more common activity in Primary than Secondary classes. When students were speaking they did so in chorus 40.1% of the time in Primary but only 3.4% of the time in Secondary. Here too English seems to be used slightly more often for these activities in Primary classrooms: 84.8% of the time for Primary and 76.1% for Secondary. The data do not indicate what kind of choral work the students are involved with - whether it is simply repetitive or more interactive choral dialogues (this will become clearer in later studies).

3.4 Comparison with results from other studies: cross-tabulations

The analysis also examined whether there were any differences in use of English in the classroom in terms of teachers' gender, age, school location, qualification, and other related demographic background information. The demographic categories were defined as follows:

Table 6: Demographic categories and sub-categories

Demographic	Sub-categories
Gender	male; female
Age	21-30; 31-40; 41-50; 51-60
Highest qualification	non-graduate; graduate; post-graduate
Teachers subject in higher education	English graduate/postgraduate vs. non-English language subjects
School location 1	urban; rural; semi-urban
School location 2	Upazila (area)
Teachers self-reported confidence in English language skills	reading; writing; speaking; listening
Assessed Trinity level of English competency	fail; initial; elementary; intermediate

The characteristics of teacher participants

A total of 491 teachers participated in the 2a classroom observation studies. 350 teachers were from Primary schools and 141 were from Secondary schools. However, 70 teachers did not have their ID recorded on the 2a data set; therefore it was not possible to link their observation data to the entry questionnaire database which recorded teachers' demographic information. As a result, only 421 teachers were included in the specific analysis related to their demographic background (i.e. a smaller number than for the analyses in the previous sections).

A summary of the characteristics of teachers who were observed in the 2a classroom study is presented below (see Table 7).

A Chi-square test was conducted to compare differences in variables like gender which had two sub-categories, while a one-way ANOVA was used to test for differences in variables like age where there were three or more sub-categories (21-30, 31-40, 41-50, 51-60). (The results of the analyses used in this section are provided in Appendix 3)

The results should be interpreted with caution as a considerable amount of data were missing from teachers' demographic information (the teacher entry questionnaire). Therefore, for some sub-demographic groups the sample size is rather small, even when both Primary and Secondary teachers were combined. All samples include both Primary and Secondary teachers.

Table 7: The characteristics of teachers participating in the 2a Classroom observation studies
(i.e. those 421 who had a unique Teacher ID; Primary : 67.9%, Secondary: 32.1%)

Characteristic		Primary (Column percentage)	Secondary (Column percentage)	Total (Percentage /Number)
Gender	Male	42.9%	71.7%	52.7%
	Female	57.1%	28.3%	47.3%
Age	21-30	28.2%	13.4%	23.2%
	31-40	50.4%	51.2%	50.7%
	41-50	17.3%	25.2%	20.0%
	51-60	4.0%	10.2%	6.10%
				(345)
Highest qualification	Non-graduate	30.9%	0.0%	19.7%
	Graduate	45.9%	63.2%	52.2%
	Postgraduate	23.2%	36.8%	28.1%
				(375)
Subject in English	Graduate study	2.5%	39.2%	
	Postgraduate study	1.8%	1.1%	
School location	Rural	83.1%	60.8%	75.4%
	Semi-urban	13.5%	32.0%	19.9%
	Urban	34%	7.2%	4.7%
				(362)
Self-reported English skills (very confident and confident)	Listening	93.5%	93.8%	93.6%
	Speaking	85.5%	86.8%	86.2%
	Reading	97.0%	100%	98.3%
	Writing	91.2%	95.9%	93.4%
Trinity level	Fail	2.7%	1.8%	1.8%
	Initial	75.1%	65.4%	65.4%
	Elementary	21.7%	28.6%	28.6%
	Intermediate	0.5%	4.2%	4.2%
				(332)

Age

There was no significant difference in the amount of time spent on speaking in English between different age groups. Although the teachers aged between 21 and 30 were slightly more likely to use English, the difference was not statistically significant ($F=.560$, $P=.462$).

Gender

Overall, male teachers were more likely to spend more time talking in English than female teachers, but the difference was not statistically significant ($df=43$, $p=.238$).

School location

There was a significant difference in terms of teachers speaking in English in classrooms among different geographic locations of the schools. Teachers in semi-urban schools spent more time using English compared to their counterparts in urban and rural areas. The teachers in rural areas spent less time using English than those teaching in semi-urban and urban schools. The difference was significant ($F=9.150$, $P<0.001$).

School administrative area (Upazilas)

The results suggest that teachers who teach in different administrative areas (Upazilas) seem to spend different amounts of time speaking in English in the classroom. Teachers in Dhaka spend more time speaking in English than teachers in other areas. Teachers in Khulna spent the least amount of time speaking in English among the areas. The difference is statistically significant ($F=2.572$, $P<0.05$). Teachers in Lalmonirhat were excluded from the analysis, as there were only two teachers from that area included in the sample (for which demographic data existed). (This did not affect the level of significance)

Highest qualification

No significant differences were found among teachers who had different levels of qualification ($F=1.337$, $P=.264$). Teachers who hold a higher qualification (postgraduate) were not more likely to spend more time talking in English compared to those who had a lower qualification (non-graduate and graduate). The first Baseline study 3 reported that 'teachers trained to teach English were more likely to speak in English during the lesson' (EIA 2009b, p. 41), whereas in the second phase of fieldwork in different divisions, the picture was more complex: 'Surprisingly, the use of English in lessons was less among the teachers trained to teach English than the teachers without any additional educational training.' (EIA 2009c, p. 39). However, trained English teachers did better than those who had a general training. Thus the picture from this current study and baseline studies is unclear and needs further investigation.

Trinity test grade

There was significant difference in the amount of time spent talking in English among teachers who had different levels of trinity test grade ($F=5.442$, $P<0.05$). The results suggest that teachers who achieved a higher grade were more likely to use more English in the classroom compared to those who achieved a lower grade. Teachers who achieved Elementary level on the Trinity examination spent more time talking in English than teachers who achieved Initial level. Because of the small sample size of both the Fail and Intermediate groups, they were not included in the test. (This did not affect the level of significance)

4. Conclusions

The purpose of this study was to determine the extent of any change observed in the classroom practice of teachers participating in EIA with reference to that observed in a baseline study of a sample of schools prior to the intervention. The study provides insight into the following aspects of communicative language teaching and interactive pedagogy and finds evidence of positive change in teacher practices and the use of English in the classes observed:

- **The amount of teacher talk time versus the amount of student talk time**

The implication of a successful implementation would result in a decrease in teacher talk time and an increase in student talk time. Indeed, the study found that in both Primary and Secondary classes, teacher talk time takes up only a third of the lesson, while student talk time takes up around a quarter of the lesson. This is an improvement from the findings in Baseline study 3 (EIA, 2009b) where in only a small proportion of lessons did the students have opportunities to participate actively in discussion or to answer questions.

- **Teachers' uses of English**

Continued progress of EIA methods would result in an increase in the amount of English being used by teachers. The results show that both Primary and Secondary teachers in the EIA intervention were observed to be using English more often than those observed in Baseline study 3, where teachers spoke English less than Bangla in two-thirds of the lessons. This could indicate that the EIA programme is good for boosting teachers' confidence to activate their English language skills in the classroom. The findings indicate that teachers with higher English-language proficiency are more likely to use English in the classroom, but that teachers do not necessarily need high levels of English to use it in the classroom. Furthermore, there is a statistically significant difference in the amount of English used by teachers in various locations, but this is not dependent on age, gender or previous qualifications.

- **Students' uses of English**

Continued progress of EIA methods would result in an increase in the amount of English being used by students, and the data clearly support the observation that both Primary and Secondary students are using English the majority of the time when they talk in lessons. This is an improvement from the findings in Baseline study 3, where in only a small proportion of lessons did the students speak in English.

- **Teachers' use of interactive teaching strategies**

Continued progress of EIA methods would result in an increase in teachers' uses of more interactive and inclusive teaching strategies, evidenced by organising activities in pairs and groups, asking questions and giving feedback. The results support the perception that both Primary and Secondary teachers are attempting to use a wide range of activities in the classroom and to involve a greater number of students in activities. This is a change from Baseline study 3, where teachers were observed to be primarily reading from the textbook and rarely involving students in activities.

- **Students' participation in interactive activities**

Continued progress of EIA methods would result in an increase in the number of activities in which students are speaking in pairs, groups or chorusing. The results indicate an increase in the amount of student pair and group work in both Primary and Secondary classrooms. This indicates a change from the Baseline study 3, where in most classes students were not interactive at all and the students only participated by answering the questions asked by the teacher.

- **The range of language skills practised in a lesson**

Continued progress of EIA methods would result in an increase in the amount of speaking and listening activities practised in lessons, along with reading and writing activities. Indeed the study observed that Primary and Secondary students were involved in speaking activities for around a quarter of their lessons, in reading activities for 4% of the lesson, and in writing activities for 4% of the lesson in Primary and 8% of the lesson in Secondary. This marks a change from the results of Baseline study 3, where 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.

- **Teachers' use of audio**

Continued progress of EIA methods would result in an increase in teachers' use of audio materials, and the results indicate that teachers are using audio materials for 10% of Primary lessons on average and 4% of Secondary lessons on average. The findings of Baseline study 3 did not indicate that audio materials were being used in any of the classes observed.

In sum, teachers involved in the EIA programme are using more English in their classes, involving students in more activities and encouraging them to talk in English.

5. Recommendations

While this study clearly indicates that the EIA interventions are helping teachers to implement communicative language teaching practices in their classrooms, additional measures can be taken to further support and sustain the changes being made in the classroom, as well as to improve the observation and research methods used in this study.

As teachers with higher English language proficiency are more likely to use English in the classroom, further development of teachers' language skills would be beneficial to their implementation of communicative language teaching. Thus, EIA should explore additional means of improving teachers' English language competence.

While it is clear that teachers' own improvement in spoken English can support the implementation of communicative language teaching practices, future developments for the teachers should focus not on having an even stronger emphasis on the use of English in the classrooms, but on improving the quality of English language communication. Teachers need to use an appropriate level of English with their students, and use the mother-tongue judiciously to support their students' acquisition of English.

While teachers are attempting to use a wider range of activities in the classroom and to involve a greater number of students in activities, further support in this area is surely needed, as teachers are still presenting for a large percentage of the lesson time. The fact that teachers are asking more questions, organising and giving more feedback is surely an indication that they are attempting to implement more communicative practices in their teaching. However, a deeper understanding of teacher-student and student-student classroom interactions (to be obtained through studies 2b and 3b) will provide detailed insight into the techniques of communicative language teaching that the teachers are implementing, and where they need further support.

While students are speaking more in lessons, and using English the majority of the time because of an increase in the amount of pair and group work that students are involved in, this improvement needs to be reinforced. Further implementation of pair and group work among both Primary and Secondary, teachers should be encouraged. The implementation of increased communicative choral work should be supported, particularly in Secondary classrooms where it occurred relatively infrequently.

As there was only a small amount of reading and writing activity going on in the lessons observed (4-8% of the time), this study suggests that teachers need support in introducing communicative activities that develop students' reading and writing skills. This might reflect an initial over-use of new EIA materials and spoken language activities, which is likely to reduce as teachers become more experienced. Further observations will allow better insight into how these skills are being integrated in classroom activities and the national curriculum. Follow-up studies will also provide insight into what is going on during the 'other activities' in the classroom, which take up a significant amount of class time (up to 28%) and do not seem to be related to English language teaching.

As this study indicates that there is a difference in the amount of English used by teachers in various areas, measures may need to be taken to better support teachers working in rural areas, particularly in the district of Khulna. Teachers in urban schools also seem to be at a slight disadvantage. A better understanding of the various contextual factors that inhibit teachers' implementation of EIA practices and use of English is needed to provide further support in these areas.

This study indicates a broad acceptance of the pedagogies and practices promoted in EIA. The programme should work to sustain and enhance such changes, adding depth and quality to teachers' understanding of their practices and focusing on improved student engagement and learning. In follow-up studies 2b and 3b, a better understanding of the ways in which teachers need additional support to improve the quality of their English language teaching will be obtained.

Regarding the classroom observation, further training is needed to undertake such observations. Such training will enhance not only the quality of data collected but also the Teacher Facilitators' understanding of communicative language teaching practices. Regarding data management, processes need to be improved to ensure the quality of data. Additional training will further improve the capacity of those involved in the research.

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Appendix 1: 2a observation instrument and guidance notes

EIA Researcher Observation Sheet

School Teacher	School ID Teacher ID	Observer Lesson ...	Class Date

Every minute, identify what is happening at this precise moment of time and write **E** or **B** in the appropriate box, to show whether it is happening in English or Bangla. Write **E** or **B** only once in each row.

In addition to this, if visual materials are being used at the moment of observation, indicate this in the 'Visual materials being used' column. Use the following letters to indicate what kind of materials are being used:

- P** = EIA poster or wall chart being used
- C** = EIA cards (flash-cards) being used
- F** = EIA figurines being used
- O** = other visual aid being used.

If neither teacher nor students are speaking, and students are not reading, writing or listening to audio, use the 'Other activity' column to indicate what other kind of activity is taking place.

[Bangla translation]

Time	Teacher is speaking				Student(s) are speaking				Students are:			Visual materials being used	Other activity
	Presenting	Organizing	Asking questions	Giving feedback	Single	Pairs	Groups	Chorus	Reading	Writing	Listening to audio		
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													

Continues to allow for 60 minutes....

Teacher is speaking

Presenting

The teacher is giving information to the students. They may be describing, explaining or narrating, whether from the textbook or from their own knowledge, or from any other source. Students are expected to listen to the information. Examples include:

- *This is a story about a young girl who was born in Holland.*
- *We use the present tense to talk about people's habits and routines.*
- *Drinking contaminated water can cause diseases.*
- *Tomorrow there will be a test.*

Organizing

The teacher is telling the students what to do. Students are expected not only to listen, but also to do something according to the teacher's directions. Examples include:

- *OK students, now turn and face your partner.*
- *I want you to look at me and listen carefully.*
- *Repeat after me.*
- *Malik, can you take this letter to the school office?*
- *It's time to go to your next class.*

Asking questions

The teacher is asking questions or eliciting information. Students are expected to respond verbally (as opposed to organizing, when the students respond non-verbally). Examples include:

- *What colour is the flag?*
- *Do you know what a "tiger" is?*
- *Now I want you to think carefully and explain why we need vitamins in our diet.*
- *Can you tell me which lesson we are doing today?*

Giving feedback

The teacher is responding to something students have said or done, and evaluating or commenting on it. Examples include:

- *Yes, Farhana, that's correct.*
- *Not quite right. You need to use past tense.*
- *Well done, students.*
- *Oh your picture looks very nice. But where is the river?*

Student(s) are speaking

Single

One student is speaking at this particular moment. The student may be talking to the teacher or with another student, or they may be reading aloud.

Pairs

The students are all talking to each other in pairs.

Groups

The students are all talking to each other in groups.

Chorus

The class is speaking in chorus all at the same time.

Students are reading

All or most of the students are reading something quietly. (If they are reading aloud, enter the activity under 'Student(s) are speaking')

Students are writing

All or most of the students are writing something quietly. (If they are discussing a writing task in pairs or groups, enter the activity under 'Student(s) are speaking')

Students are listening to audio

The teacher is playing an audio resource and students are listening.

Other activity

This could be anything happening in the classroom which does not fit into the categories above. For example, students are singing a song, the teacher is talking to a colleague, the Head Teacher is making an announcement, etc. (Please add a brief note saying what the activity is.)

RME Study 2a: Classroom practices

Guidance notes for Teacher Facilitators

The aim of this study (or piece of research) is simply to find out exactly what teachers are doing each minute of the lesson. The aim is to find out how much the methods of EIA are being used in the classroom in order to help the people who are working on EIA. It is not to test the teachers or their students in any way at all. Please remember that all you need to do is tick the appropriate column. Nothing more.

A minute is a short time and ticks need to be regular so try not to let your attention wander. On the other hand, if you find that you have missed a minute, don't worry, just leave that one blank and wait for the next minute.

Ideally, your presence in the classroom should be felt as little as possible - the lesson should proceed exactly as if you were not there at all. In English, we have an expression for this - you should be like a 'fly on the wall'!

Before the observation please talk to the teacher to convey all the information above. It is important to stress:

- You are not there to judge the teachers (or their students) at all, and it is not like a normal classroom observation.
- You are simply there to record what will happen.
- The form that you are filling in is only for the use of the EIA project people and will not be seen or used by anyone in authority over the teachers.
- The lesson should go ahead as if you are not in the classroom at all.
- You are not watching the content of the lesson - just systematically recording what the teacher is actually doing.

Also it is of course important to be polite and respectful of the teacher, recognising that you are "a peer" that is a guest in their classroom. Agree with them where you should sit to be as unobtrusive as possible. Also agree with them what the teacher will say the students... essentially conveying the information above.

After the observation make sure you have gathered all your papers and that don't try to fill in any missed parts at the end. See the teacher and thank them warmly on behalf of yourself, for allowing you to be in their classroom, and on behalf of EIA, for helping us to think about the best way of running the project in the future.

Appendix 2: Statistical tables relating to descriptive statistics from classroom observations (Sections 3.1-3.3)

Primary

Teachers talking vs. students talking

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TeTalk Total of Teacher talking time	350	.00	75.00	20.4286	13.47030
StTalk Total of Student talking time	350	.00	51.00	16.2514	9.59612
StOth Total of Student other activity time	350	.00	45.00	10.9971	6.51008
TotTime Total of class time	350	60.00	60.00	60.0000	.00000
Valid N (listwise)	350				

Teachers talking: English vs. Bangla

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TeTalkEp	330	.00	1.00	.7122	.23273
TeTalkBp	330	.00	1.00	.2878	.23273
StTalkEp	329	.00	1.00	.8763	.17329
StTalkBp	329	.00	1.00	.1237	.17329
Valid N (listwise)	329				

Types of teacher talk

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TePreP	330	.00	.88	.2311	.15284
TeOrgP	330	.00	1.67	.2714	.20990
TeGivP	330	.00	1.56	.1905	.13518
TeAskP	330	.00	1.40	.2812	.19450
Valid N (listwise)	330				

Types of teacher talk: English vs. Bangla

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TePreEP	337	.00	1.00	.6602	.37325
TeOrgEP	331	.00	1.00	.5447	.38598
TeGivEP	326	.00	1.00	.6829	.39586
TeAskEP	337	.00	1.00	.6911	.33010
TePreBP	337	.00	1.00	.2423	.33399
TeOrgBP	331	.00	1.00	.3271	.36351
TeGivBP	326	.00	1.00	.2442	.36463
TeAskBP	337	.00	1.00	.2243	.28485
Valid N (listwise)	290				

Students talking: English vs. Bangla

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
StTalkEp	329	.00	1.00	.8763	.17329
StTalkBp	329	.00	1.00	.1237	.17329

Types of student talk

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
StSinP	329	.00	1.00	.3030	.19202
StPaiP	329	.00	1.00	.1359	.14419
StGrpP	329	.00	.75	.1542	.16347
StChoP	329	.00	1.33	.4014	.23177
Valid N (listwise)	329				

Types of student talk: English vs. Bangla

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
StSinEP	322	.00	1.00	.7996	.30482
StPaiEP	235	.00	1.00	.7919	.35821
StGrpEP	238	.00	1.00	.7641	.37787
StChoEP	324	.00	1.00	.8479	.28175
StSinBP	322	.00	1.00	.1343	.23261
StPaiBP	235	.00	1.00	.1122	.26273
StGrpBP	238	.00	1.00	.1401	.29634
StChoBP	324	.00	1.00	.0819	.17621
Valid N (listwise)	157				

Secondary

Teachers talking vs. students talking

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TeTalk Total of Teacher talking time	141	.00	56.00	19.7801	9.85690
StTalk Total of Student talking time	141	.00	38.00	13.5461	7.53987
StOth Total of Student other activity time	141	.00	35.00	9.8085	6.23803
TotTime Total of class time	141	60.00	60.00	60.0000	.00000
Valid N (listwise)	141				

Teachers talking: English vs. Bangla

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TeTalkEp	132	.00	1.00	.8617	.22954
TeTalkBp	132	.00	1.00	.1383	.22954
StTalkEp	116	.00	1.00	.8778	.19671
StTalkBp	116	.00	1.00	.1222	.19671
Valid N (listwise)	116				

Types of teacher talk

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TePreP	132	.00	1.40	.3026	.21643
TeOrgP	132	.00	1.00	.1963	.14325
TeGivP	132	.00	1.00	.2376	.15684
TeAskP	132	.00	3.50	.2605	.52049
Valid N (listwise)	132				

Types of teacher talk: English vs. Bangla

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TePreEP	131	.00	1.00	.8007	.34349
TeOrgEP	126	.00	1.00	.7364	.41096
TeGivEP	125	.00	1.00	.7459	.39146
TeAskEP	135	.00	1.00	.8026	.33672
TePreBP	131	.00	1.00	.1103	.25306
TeOrgBP	126	.00	1.00	.1595	.33616
TeGivBP	125	.00	1.00	.1267	.28052
TeAskBP	135	.00	1.00	.0794	.17816
Valid N (listwise)	102				

Students talking: English vs. Bangla

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
StTalkEp	116	.00	1.00	.8778	.19671
StTalkBp	116	.00	1.00	.1222	.19671

Types of student talk

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
StSinP	116	.00	6.00	.3911	.58238
StPaiP	116	.00	3.67	.3118	.40481
StGrpP	116	.00	1.00	.2635	.23112
StChoP	116	.00	1.00	.0341	.19886
Valid N (listwise)	116				

Types of student talk: English vs. Bangla

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
StSinEP	118	.00	1.00	.7124	.41036
StPaiEP	101	.00	1.00	.6886	.42981
StGrpEP	89	.00	1.00	.7205	.37656
StChoEP	77	.00	1.00	.7608	.41565
StSinBP	118	.00	1.00	.1045	.24459
StPaiBP	101	.00	1.00	.1169	.27523
StGrpBP	89	.00	1.00	.1664	.29353
StChoBP	77	.00	1.00	.0162	.11710
Valid N (listwise)	38				

Appendix 3: Statistical tables relating to cross-tabulations (Section 3.4)

Primary v Secondary

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	61.873a	43	.031
Likelihood Ratio	66.972	43	.011
Linear-by-Linear Association	17.541	1	.000
N of Valid Cases	376		

School location

TeTalke Teacher speaking English by school location

Sch_Situ_E4 School situated in	Mean	N	Std. Deviation
1 Rural	11.9121	273	8.23637
2 Semi-urban	17.1944	72	13.04341
3 Urban	14.2941	17	8.57150
Total	13.0746	362	9.60768

ANOVA

TeTalke Teacher speaking English

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1616.289	2	808.144	9.150	.000
Within Groups	31706.697	359	88.319		
Total	33322.986	361			

Trinity test grade

TeTalke Teacher speaking English

TriGradeR2 Trinity test grade regrouped	Mean	N	Std. Deviation
1.00 Fail	4.6667	6	3.98330
2.00 Initial	11.8433	217	9.21971
3.00 Elementary	15.8105	95	10.73401
4.00 Intermediate	14.5000	14	6.95867
Total	12.9608	332	9.73803

ANOVA

TeTalke Teacher speaking English

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1488.395	3	496.132	5.442	.001
Within Groups	29900.096	328	91.159		
Total	31388.491	331			

School Admin division

TeTalke Teacher speaking English

DivisionR School admin division	Mean	N	Std. Deviation
1.00 Barisal	10.0667	45	5.71044
2.00 Bogra	11.3678	87	6.61238
4.00 Dhaka	15.2195	41	9.15836
5.00 Khulna	9.8571	49	7.75672
7.00 Sylhet	10.7031	64	10.50424
Total	11.2882	286	8.18792

ANOVA**TeTalkE Teacher speaking English**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	843.209	4	168.639	2.798	.022
Within Groups	18407.034	280	67.237		
Total	19250.343	284			

Teachers self-reported confidence in English language skills**TeTalkE Teacher reading English**

Read_D1 Very confident in Reading	Mean	N	Std. Deviation
1 Very Confident	13.8980	147	9.61715
2 Confident	13.0051	198	9.59933
3 Not Sure	9.8333	6	4.07022
4 Unconfident	6.0000	1	.
Total	13.3040	352	9.53842

TeTalkE Teacher speaking English

Speak_D1 Very confident in Speaking	Mean	N	Std. Deviation
1 Very Confident	11.5644	101	8.97487
2 Confident	14.0603	199	10.17307
3 Not Sure	13.6875	32	8.09395
4 Unconfident	15.8125	16	7.03533
5 Very Confident	15.0000	1	.
Total	13.3868	349	9.56598

Report**TeTalkE Teacher listening to English**

Listen_D1 Very confident in Listening	Mean	N	Std. Deviation
1 Very Confident	13.0904	177	9.21047
2 Confident	13.4615	169	10.11187
3 Not Sure	14.3000	10	12.45481
4 Unconfident	8.0000	1	.
88	5.3571	14	6.69796
Total	12.9865	371	9.72388



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 the use of ICT, textbooks and supplementary materials in an innovative way.

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