

ENGLISH  ACTION

# Newsletter

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CHANGING LEARNING  
CHANGING LIVES

## Secretary of the Ministry of Education visits EIA intervention school

Dr. Kamal Abdul Naser Chowdhury, Secretary of the Ministry of Education (MOE) of the Government of Bangladesh visited Bashuria High School at Tungipara on February 5, 2011. Bashuria High School is one of the 345 schools where English in Action (EIA) is currently piloting its Communicative Language Teaching (CLT) materials and teacher training model. The objective of the Secretary's visit was to get a firsthand experience of EIA happening in a classroom environment.

The MOE Secretary was accompanied by the Joint Secretary, MOE, Md Sirajul Islam, senior staff members from the Secondary Education Quality and Access Enhancement Project (SEQAEP) and the World Bank. The Team Leader of EIA, Marc van der Stouwe, the Deputy Team Leader of EIA, Pieter Feenstra, and the EIA Head of Teacher Training, Mourie Nishad were also present to receive the visiting team at Tungipara.



Mr. Van der Stouwe made a brief presentation of the Project to the MOE Secretary at the school, outlining the aims, approaches and initial impact of EIA.

The Secretary visited two English classes conducted by EIA trained teachers using EIA materials. The teachers demonstrated some of the new techniques that they learnt through EIA, while conducting their entire class confidently in English. The students were fully participating and interacting with their teacher in English. The Secretary closely observed both the classes and shared his feedback with the teachers.

After this, a lively discussion took place between the visiting team and the primary and secondary EIA teachers of Tungipara. This was the highlight of the visit. Many of the teachers stood up and talked confidently in English about the EIA approach, training, and supporting educational materials. One common point that they all share was that they now feel more confident to speak in English. They do not feel shy to use English anymore, despite knowing that they might make mistakes. The teachers also said that they use more English in their classrooms now than they did before they joined EIA. They felt their students were enjoying the new way of learning English very much, and they observed a much higher degree of interaction taking place between them and their students as well as among the students in their class.



At the end of the visit, the Secretary shared his observations with the EIA team indicating that he saw a really different situation in terms of (i) teachers' confidence levels, (ii) teachers' use of English, and (iii) changes in the learning process especially with regard to the relationship between the teacher and the students.

Keeping in mind the fact that EIA has not yet completed the first year of its intervention in the government schools, the Secretary also suggested areas where there is scope for further improvement.



## EIA participates in Hyderabad Conference

A three day conference titled “**Starting, Stimulating and Sustaining English Language Teacher Education and Development**”, jointly organized by the British Council and the English and Foreign Languages University India, was held at Hyderabad, India from 22-24 January 2011. The conference aimed to provide opportunities for English Language pre and in-service teacher educators from across South Asia to meet and share best practices and experiences, and to build a sustainable community of English language teacher educators. 600 delegates from 18 different countries attended the conference. From English in Action, a delegation of four members got the opportunity to conduct a workshop on **English in Action: Blended Teacher Development and Support in Bangladesh**.



The support provided by EIA for teacher professional development is a combination of distance and face-to-face learning. Teachers are provided technology that is convenient to handle for containing the materials of teacher training and audio materials for classroom use. The workshop focused on sharing not only the ideas of this blended approach but also on stories of success achieved and challenges faced by EIA so far. Participants were very curious to know how EIA is working. All appreciated the immediate impact in English teaching learning as a result of EIA intervention.

There was also a discussion on how effective EIA is in terms of sustainability. Participants raised the issue of teacher education in difficult and rural contexts, the role of technology in teaching and teacher education and engagement of teachers in material development. Plenty of suggestions came from participants. These included conducting a needs analysis study to determine teachers' actual needs for effective teaching, involving them in material development in order to create a sense of ownership and developing appropriate language course for teachers.

It was a great experience for EIA to share its model with representatives of the international English language teacher educator community and receive feedback and recommendations from them which might be useful for its scaling up phase. Through this workshop EIA made an attempt to encourage teacher educators to suggest a sustainable teacher education model for developing countries like Bangladesh and also for their respective contexts.

## UCEP curriculum integration

English in Action (EIA) has started a new initiative to develop an integrated curriculum with one of the consortium partners Underprivileged Children's Educational Programme (UCEP). The initiative aims to review the UCEP teachers' guides and assessment systems in the light of EIA materials and methods, while effectively aligning the targeted Government list of English language competencies, the text book - English for Today as well as the UCEP syllabus. Initial discussions between the partners identified current constraints in addressing the targeted competencies through a condensed syllabus to be covered in six months. The challenge is to achieve all competencies within a short amount of time, without compromising the quality of learning.

Having experienced the benefits of using Communicating Language Teaching (CLT) techniques and secondary materials promoted by EIA for nearly two years, to begin with, the UCEP curriculum review team started working on grade six. Eventually, grade seven and eight teachers' guides will also be reviewed. It was highlighted in the group discussions that aligning the integrated curriculum with the assessment activities would be crucial for ensuring effective and measurable learning outcomes for the students. Considering the emphasis on the four skills areas of language development within the EIA materials and following a review of UCEP's current practices as well as the Government's requirements, a new assessment format is being developed through a simultaneous effort. Changes, such as 'peer assessment', are brought in as a formative technique to be used for on-going evaluation.

For reviewing both the teachers' guides and assessment procedures, face-to-face workshops and document analysis exercises are being conducted by a group of UCEP, EIA and OU colleagues. The members of the group represent expertise in different areas, including, teaching, monitoring, administration, pedagogy and teacher training, which complement each other.

## English Language for Teachers (EL4T)

English Language for Teachers (EL4T) is an EIA initiative to enhance the English competence of primary and secondary English language teachers of Bangladesh. It was developed in response to the needs indicated by EIA research on teachers' English language competence and EIA field work experience.

The purpose of EL4T is to reactivate the listening and speaking skills of English teachers in Bangladesh, which appear less developed than their reading and writing skills. The language development materials complement the content of the English for Today textbooks used in schools by drawing on the same topics and communicative language functions (e.g., describing family and friends, asking about hobbies, etc.). Teachers can therefore use the materials to improve their own language skills and classroom practice. The materials comprise 60 hours of audio and print activities for both the primary and the secondary levels.

EL4T materials are primarily audio-based, but are supported by a printed booklet. The materials are designed for self-study. It is nevertheless hoped that there will also be opportunities to exploit them at teachers' cluster meetings.



A collaborative approach has been followed in developing the materials. An academic team from The Open University in the UK and the Materials Development Unit in the EIA base office has worked closely with Bangladeshi consultant authors and two UK consultants to produce the materials through a series of face-to-face workshops. In addition, it is hoped to include audio materials on pronunciation and vocabulary which have been developed by the BBC World Service Trust WST (a partner of EIA) for the Janala website.

## Testing new technologies in EIA field areas

English in Action is working on improving the communicative English teaching and learning practices in Bangladesh through its school-based interventions. Use of mobile technology in the programme interventions for classroom use and continuous teacher professional development is one of the core elements of the project. During the pilot phase, EIA used hi-end mp3 players (iPods) together with hi-capacity speakers to test out the digital materials/content EIA has developed and the usefulness of using the technology for teacher training and classroom use. However, the need and pressure for identifying the appropriate technology both in terms of capacity, quality and cost for the target audiences especially in the context of reaching a huge number of teachers and students, always remained crucial for the project. In this context, after being convinced about the usefulness of using technology for improving classroom teaching learning scenarios (pilot phase interventions), EIA has recently started exploring and piloting a few alternative technology kits with the teachers.



Under this activity, EIA is testing three different kits. Kit 1 includes a mobile phone - Nokia C1-01, a 2GB SD Card with EIA materials uploaded (AV) and a portable Speaker (TD-V6); Kit 2 includes a Maximus M45i, a 2GB SD Card with EIA materials (AV) uploaded and the portable Speaker; and Kit 3 includes only an SD card with EIA materials (AV) and the portable speaker. ►



A total of 55 teachers, including EIA teachers and non-EIA teachers, mainly from Pangsha, Rangamati and UCEP will participate in the testing for 12 weeks. The main objective of this kit testing activity is to –

- test different technology kits' usability
- identify the appropriate technology kit for teachers to support them in improving English teaching learning scenarios inside the classrooms.

Rigorous and continuous follow-up, together with monitoring and evaluation mechanisms, are in place to collect the necessary information to make appropriate decisions about sustainable and appropriate technology for the project. Together with the kits, 6 SMS lessons have also been developed as part of distance Teacher Training (TT) support for testing with the teachers.

## From the classroom to the family home

English in Action has successfully taken learning English from the classroom to homes in Bangladesh.

Following the launch of the supernatural drama **Bishaash** and English learning game show **BBC Janala Mojay Mojay Shekha** in October 2010, both television programmes have achieved substantial impact with viewers across the country.

“Most of our children can't go to English medium school. They can learn English through this kind of programme. And they will be more interested in learning English”. Male, 36-45, Rajshahi

The shows have helped bring enjoyment to English learning.



A household survey conducted in November 2010 revealed that 14 million people have watched the drama and 8.9 million have seen the game show. Furthermore the cross-over between the shows is 7.4 million, highlighting the success of Bishaash in encouraging people to learn English through BBC Janala Mojay Mojay Shekha.

But behind these headline figures, how are the programmes really changing people's attitudes and abilities to learn English?

The BBC World Service Trust's research team recently toured Bangladesh to discover what people really think of the shows. This is what they found out...

The shows offer unique access for both children and adults to English learning materials.

“At school our teachers try to teach us with a stick in their hand. These programmes try to teach us with fun”. Male, 26-35, Faridpur

People see the two programmes as very closely linked, with each strengthening the value of the other.

“If Mojay Mojay Shekha existed alone, no difference would be found compared with learning from books. Because first we watch the drama and interest grows in certain words through the drama. And we learn those words from the next part”. Male, 36-45, Rajshahi

Importantly they are breaking down people's fear of speaking English.

"I am not afraid of learning from Bishaash and Mojay Mojay Shekha. When I go to a coaching centre or teacher I become nervous and afraid of making mistakes. But I can learn freely watching these programmes." Female, 16-25, Faridpur

Finally, the characters are helping to inspire people too.

"Zara is a very good and courageous character. The courage that she has demonstrated as a woman, it was purely amazing. We can learn a lot from the character. We women get scared very easily. But Zara was not. She showed that we should not be afraid and give up so easily." Female, 26-35, Rajshahi

Broadcast on BTV, the programmes came off air at the end of March and following their success the BBC WST is exploring a second run on television later this year. So watch this space...

There has also been international interest, with Zee Network in the UK launching both shows to help those in the British Bangladeshi population who want to improve their English skills too.

For more information please visit  
<http://www.zeeuk.com/zeecafe/bishaash/>

## BBC Janala is now available on CD

In December, **BBC Janala** English audio lessons became available to buy on compact disk in retail stores throughout Bangladesh.

The BBC Janala 'album' contained 24 lessons from the popular Essential English series and was priced at just 30 Taka (half the price of a typical music CD).

Previously available on BBC Janala's mobile phone and internet platforms, the audio lessons are able to be repeatedly played on any compact disk or CD Rom equipment. They are designed to particularly support group learning.

Within just three weeks all 40,000 copies had sold out across the country. This achievement has not only has enabled even more people across Bangladesh to learn English, but clearly shows a demand for learning content.

Ashraf Uzzaman, Senior Mobile and Online Manager for the BBC World Service Trust explains:

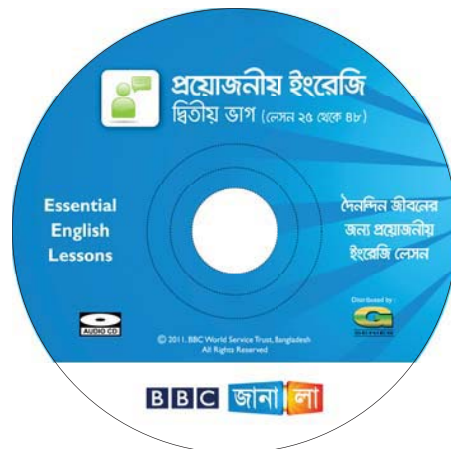
"We are always looking for new ways to make learning English as cheaply and widely available as possible. An increasing number of BBC Janala users have told us they like to learn in groups, so we wanted to make it easier for them to do so.

We hope families, friends and community groups will now all benefit from being able to play fun audio English lessons as often as they like, in their own environment."

Produced in partnership with G-Series, there are plans for further production of BBC Janala albums in 2011.



BBC Janala English audio lessons: Part 1



BBC Janala English audio lessons: Part 2

## Highlights of trinity assessors research study for EIA

Over the last three years, the English in Action (EIA) Project has been involved in a large number of research studies. It is one of the very few projects in Bangladesh at the national level which has seven baseline research studies to its credit. Amongst these, one specific study on understanding the proficiency of English at both primary and secondary school levels has been conducted by Trinity College, UK. This was done in three phases during the period 2008 – 2010. The objective was to place the English proficiency of students and teachers in Bangladeshi government schools at a global scaling level of 1 to 12, which is the global Trinity measurement method.

This year in March 2011 another smaller team of six Trinity assessors have visited Bangladesh in order to conduct field assessments in three upazillas which includes Khulna, Lalmonirhat, and Sylhet divisions. While conducting their field survey in three teams, the assessors went into 30 primary schools, interviewed 930 primary students and 60 primary teachers. They also visited 12 secondary schools, interviewed 396 secondary students and 60 school teachers. As the six Trinity assessors conducted interviews within the school premises, another two Trinity assessors will cover 160 primary teachers and 40 secondary teachers at the upcoming EIA Milestone Workshops for teachers of Chittagong division scheduled to be held in April 2011.

As the assessors have limited knowledge and understanding of Bangla, EIA has commissioned a local firm to facilitate the field survey of Trinity and give support in translation, field orientation and coordination.

Interestingly enough amongst the team of eight assessors only one is new to the Bangladesh context and terrain as the others in the latest teams have visited Bangladesh at least once or twice previously and have shared positive experiences while conducting their survey in schools and rural communities.

As the project goes into its next phase and moves towards up-scaling its activities the Study of Trinity Assessments on English Proficiency can give a comparison on how EIA teachers and students are assessed on Communicative English Learning as per a global Trinity assessment rating. The Trinity Baseline on English Proficiency is a measurable yardstick to look back on what level of communicative English Language was commonly used before the English in Action project initiated its field intervention in the selected primary and secondary schools.

## EIA launches Teachers' Journal

EIA has recently launched Teachers' Journal (TJ) – a publication for the EIA teachers and also written by the EIA teachers. This new publication is one way of sharing experiences, emerging stories, ideas and news that is happening as practices in the EIA classrooms. The TJ will be used as a platform to connect all EIA teachers and to give them a voice for sharing information with their fellow teachers.

We hope that by recording and spreading good practice, the teachers will feel that they are an important part of a community of teachers that are changing the way English is learnt and in so doing helping the next generation in Bangladesh to gain skills that will be valuable in their futures and the future of the nation.



The teachers can write articles and stories in English or Bangla. The write-ups will primarily reflect on: teachers' own teaching experiences, what they do in the classroom, new techniques that they have tried in the classroom, their views of CLT and teaching methodologies and the new materials that EIA introduces, how they and their students see English language - its role and future in Bangladesh, etc. They can also write stories about interesting incidents or memorable events that have happened to them as a teacher.

Through this semi-annual publication we are looking forward to reading many more stories of how teachers are changing the way their students learn English for the better.



## Milestone Workshops

English in Action (EIA) is organizing the end of pilot Multi-cluster workshops (12) between 20 March and 10 April 2011, in six regions across Bangladesh. The objectives of these workshops are i) to share good practices and challenges (pedagogical and technological); ii) to address challenges in classroom practice; and iii) to strengthen skills in specific language teaching techniques. A total of 750 teachers (approx) including the teacher facilitators from all over the country will participate in the workshops for 2.5 days. ELT experts from The Open University in the UK, together with the EIA Teacher Development Coordinators, will facilitate the workshops with teachers.



**LEARNING ENGLISH IN A CHANGING WORLD  
GLOBAL PERSPECTIVES & LOCAL CONTEXTS**

English in Action (EIA) and Bangladesh English Language Teachers Association (BELTA) are jointly organizing the **5th BELTA International Conference** to be held on **May 20-22, 2011** at the BIAM Foundation Dhaka. The Conference aims to be a professional forum for teachers, trainers, policy makers, administrators, textbooks/materials writers, researchers, educationists related to English Language Teaching/ Learning/ Testing/ Administration.

David Graddol has kindly consented to be the Keynote speaker at the conference. The Plenary speakers will be – Jeremy Harmer, Huw Jarvis, Christine Coombe, Sabiha Mansoor, and Malachi Edwin Vethamani. Featured speakers will be – Amol Padwad, Zakia Sarwar, and Arifa Rahman.

Participants are expected to be ELT practitioners and policy makers from public/private sectors and other professionals in language education and development areas.

For more information please check [www.eiabd.com](http://www.eiabd.com) and [www.belta-bd.org](http://www.belta-bd.org).

## Stories from the field

### EIA teacher facilitators' training - a huge leap forward

December 2009 and a group of primary and secondary teachers from all over Bangladesh come to a selection process to be teacher facilitators (TF) of English in Action (EIA). There was quite a lot of nervousness – perhaps, not least because no one was really too sure, at that stage, what a TF was! Words like “supporter” and “peer” were used. Soon, the work was done and an essential part of the support structure of EIA was in place – 40 primary and 20 secondary TFs had been successfully appointed!



In April 2010, just 2 months after the field intervention had started; we met again at the first TF training workshop run by the Teacher Development Coordinators (TDCs), and colleagues from The Open University in the UK including myself. The tremendous sense of enthusiasm that were seen in the selection workshops was even more present in these three day workshops, and while it was clear that the project and the role presented much that was challenging – not least the necessity to use much more English and to bravely demonstrate techniques in front of colleagues – there was a determination to try that impressed us all. Yet, understandably, there was also a strong sense of uncertainty and some nervousness in the room. We think, while it had not disappeared by the end of the workshop, much progress had been made and there was more understanding of what was expected.

Then in September and October 2010 the second round of workshops took place. This time largely led and run by the TDCs, and we were amazed at what had happened! The initial enthusiasm that was witnessed just six months earlier had not diminished at all now that the project was deep into its pilot phase. However, much of the reticence had been replaced by confidence, and much of the Bangla had been replaced by a far more





fluent and confident use of English. TFs were now looking at ideas being modelled, using them and adding their own (sometimes better) ones! ▶

## Promoting positive attitude in English classes through teacher-student relationship

It is widely accepted that an important contributor to success in a foreign language is students' attitude towards it. In English as a foreign language or second language contexts, when students have a positive and rewarding experience they usually have higher levels of motivation to learn the language and are less likely to suffer from foreign language anxiety. Students' attitude towards a foreign language is very often influenced by the teacher-student relationship and the secondary English teachers of Beanibazar set an example in this regard.

The English in Action project has been working in secondary schools of Beanibazar, Sylhet for about one year to improve the standard of English teaching learning through teachers' professional development. In a tenth cluster meeting one of the teachers was saying, "I have changed my relationship with my students." I became curious to know what he meant. He said, "Earlier I had a very formal and distant relationship with my students now I have established a positive relationship with them in order to help them develop a positive attitude towards learning English." Other teachers also shared the same experience. I could not stop myself wanting to know how they have done it. According to them, they are always enthusiastic, cheerful and sincere in their classes to motivate their students to learn English. They help them to use English in classroom rather than constantly criticizing or correcting them. To decrease anxiety of foreign language they use verbal (use of students' first names, use of humor) and nonverbal (eye contact, positive gesture) immediacy behaviour with their students. Such behaviour has also a positive

What was this big leap forward down to? We believe that many of the TFs have moved so quickly and so well partly because of the excellent cooperation of the teaching peers (it couldn't have happened without that); partly because of the support they have received from TDCs and EIA materials, but mainly because of individual determination and motivation.

During March-April 2011, as the project reaches the end of pilot phase, there will be another round of workshops with the TFs and their teaching colleagues to see how things have moved now.

**Mike Solly**

Head of Secondary Intervention  
English in Action



impact on motivation of students to learn the target language. Now many students try to communicate in English in classroom with their English teacher. They make mistakes but teachers avoid excessive correction on the spot. When students face difficulty in answering they provide scaffolding using various techniques like giving hints and clues and explaining the stages necessary for task completion. They believe that their students have abilities and they are only to nurture them.

The teachers of Beanibazar are promoting students' positive attitude towards English language and creating a friendly and non-threatening atmosphere using the above techniques. I hope other English teachers whose students lack motivation in learning English would adopt these strategies according to their students' need and specific teaching context.

**Masuda khatoon**

Senior Teacher Development Coordinator  
English in Action

## My EIA field experience

As a researcher it was amazing to hear from the little boy who ran by me singing “hello, hello, hello my friend” before I enter a school to collect data. This moment reflected the immense impact that EIA is having on learners. In the span of my research I have had to visit 10 primary and 10 secondary schools, where research showed the continuous progression of the teachers’ pedagogy, teaching quality and learners’ increasing interest in learning English. The data also reflects that there are ample opportunities that could be used to make learning and teaching more effective.

Among many of the significant moments in the field I can visualise the little girl saying “I want to learn English to understand cartoon.”

I think this is the real motivation provided by EIA through the audio-visual materials used in the classrooms. The cultural crisis was demonstrated when I found students saying, “we don’t like to sing songs, as it is forbidden in Islam.” We need to go deep into the learner’s mind to uncover barriers to learning English. But all the learners have come to a consensus that without English it is tough to achieve a successful career. Teachers opine that EIA trainings and classroom materials are making teaching English easier than before, as it takes less time to get prepared for the class. The



biggest obstacles for the project, the teachers think, is that it mainly focuses on speaking and listening, but the existing examination system focuses only on reading and writing; as a consequence learners and teachers don’t have the opportunity to use EIA techniques before the examinations.

In my view, the project is moving towards success and trying to utilise all the opportunities to support the people and country.

**Md. Ashraf Siddique**

Researcher

Institute of Education and Research  
University of Dhaka

## The real scenario

In present education system at secondary level in Bangladesh, English Texts are organized following Communicative Language Teaching (CLT) method. But it is a matter of sorrow that in most cases this method is not followed. This is because most of the teachers do not have the opportunity to gather a proper idea about CLT method. Of course, our government has been trying to get the teachers introduced with this method through some courses like English Language Teaching Improvement Project (ELTIP), Continuous Professional Development-1 (CPD-1) under Teaching Quality Improvement (TQI) project. I, myself also did CPD-1 in English for 24 days. Most of the teachers who have done these trainings still do not know how to deal with the English for Today (EFT) books. That is why most of our teachers learn off many activities in the lessons of EFT. We only readout the comprehension passages, give their Bengali meaning and put the students solve model questions from guide books. We do not do the activities with picture, diagrams, charts, matching, bubbles etc.

Even more we avoid dialogues in the EFT lessons. Very few teachers (I guess not more than 2%) know about TG (teachers guide); may be because it is not available at all. Moreover we do not know why some lessons in EFT (class VI-VIII) are given in the last part as listening comprehension. We do not follow the book map of EFT for class IX-X. All these drawbacks are because of the lack of proper training in English particularly English in secondary level. We very often raise storm over cup of hot tea in seminars, talk-shows on the importance of English language but do nothing in action that is practically.





It is English in Action (EIA) which for the first time has come forward in action. They speak less, do more and want the teachers also to speak less and let the learners speak more in the class room. Before coming in contact with EIA I had no clear idea on how to deal with the EFT books. Now I know why there are pictures, charts, diagrams, gaps in the EFT books; how to do the different classes, what would be my role as a teacher and what would be the learners' role. I would like to mention here again that it is EIA which has made me understand and follow CLT method successfully. ▶

Their IT materials, teaching aids, publications and cluster meetings have not only grown confidence in me but also have improved it much.

Now my earnest request to EIA is to start 'English Olympiad' like 'Ganit (Math) Olympiad.' I know they have programmes- BBC Janala, ATN Buzz. I am sure 'English Olympiad' will be able to remove fear of English and will popularize and democratize English.

**Mozammel Hoque**

Asst. Teacher  
Rangamati Govt. High School

## Importance of continuous professional development of secondary school teachers in Bangladesh

Secondary school teachers in Bangladesh do not have much training before starting their professional career. They only get in-service training for developing their professional skills. Moreover, there is not any effective step taken to follow up their activity. Measures are yet to be taken to make it a continuous process. Actually, the monitoring system is very poor. That is why teachers are not so interested to apply the techniques they learnt from various training programs.

Obviously they get limited scope to apply the techniques. Continuous Professional Development (CPD) training could not bring enough change in our teaching method due to lack of monitoring. We think EIA has been playing a significant role in our secondary education sector though its circumference is limited at the moment. It has a continuous follow up process. The teachers working under this project have to get together in a monthly cluster meeting. They get an opportunity to share and exchange their views, ideas and opinion in the daylong meeting in presence of Teacher Development Coordinators (TDCs).

The concerned teachers are trying to speak English in the cluster meetings as well as in classrooms. They now know about the Communicative Language Teaching (CLT) approach. They know how to make lessons interesting for the students. They are developing the four skills (listening, speaking, reading, and writing) under EIA Project. Now they are more confident and motivated to use English as their classroom language.



Most of the teachers under EIA know how to support others in or outside the classroom. They are using technologies like iPod, Logitech speakers; teaching materials like picture cards, song cards, posters etc. successfully. They are now familiar with technology based teaching.

No one can denying the fact that our examination system is still far away from CLT approach. Our students find questions based on impractical matters in their exams. That is why they stress the need for cramming rather than following the instructions given by their teachers. This is totally unappreciated in CLT approach. Sometimes our teachers are also compelled to go beyond their jurisdiction to make their students pass in the exam. So, we do believe that our exam system should be changed. A monitoring cell can be formed in every upazila. Teachers should be encouraged by giving proper incentive.

**Purabi Dey**  
Assistan Teacher  
Kasba Girls' High School  
Beanibazar, Sylhet

**Jamal C. Sen**  
Senior Teacher  
P H G High School  
Beanibazar, Sylhet

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