

Changing Classrooms: what we expect to see

EIA's approach has been to support teachers to change the way they teach English in order to improve attainment of students in communicative English.

EIA's baseline study showed teacher talk to be the predominant classroom activity and this was often simply reading from the textbook. International research has shown that in effective language classrooms students have lots of opportunities for participation. Our teacher development programme therefore supports teachers to make changes in their classrooms.

Below is a checklist of the features that we would hope to see in a good English class, and which EIA actively promotes. The changes may come gradually and may not all be visible in one lesson.

Classroom changes we want to see

What the teacher is doing	What the students are doing
Teacher appears relaxed and confident in the English class	Most students are clearly engaged and enjoying the lesson
Teacher uses English more within a lesson than before	Students use English more within a lesson than before
Teacher uses mainly English to manage the lesson (classroom language)	Students talk more and in a wider variety of ways than before
Teacher sets up activities efficiently: e.g. pair and group work, use of audio and other teaching aids	Students seem familiar and comfortable with a variety of activities such as pair/group work, games, audio
Teacher includes more students in classroom activities	Students talk about their real-life experiences when practising English
Teacher sometimes uses gestures and body language to enhance communication	Most students seem to follow what the teacher is saying
Teacher creates a fear-free learning environment by encouraging students to try out new language and not to worry about being accurate all the time	Students experiment with new vocabulary and phrases in order to express themselves in English without being afraid of making mistakes
Teacher monitors and supports the students during activities	Students are participating in a variety of activities, including choral practice, individual work, etc
Some evidence that the lessons are planned in a logical sequence of "stages"	Students are sometimes practising different skills together in an integrated way

“The teacher described the experience of EIA as a process of “radical transformation” for him, his classroom practice, and his students’ experience. When he becomes head teacher, the two big changes he wants to introduce, are to tell all the teachers about EIA, and to get teachers to observe his lessons, and for him to observe theirs.” - EIA researcher