AN AUDIT OF CURRENT MATERIALS FOR TEACHING ENGLISH IN BANGLADESH

BASELINE STUDY 4

RESEARCH REPORT

ENGLISH in ACTION

AN AUDIT OF CURRENT MATERIALS FOR TEACHING ENGLISH IN BANGLADESH

Executive Summary

Background & Methodology

English is taught as a compulsory subject in Bangladeshi schools, both at primary and secondary levels. While the national 'English for Today' curriculum stresses communicative use of the language, this does not appear to be effectively implemented as widespread concerns have been expressed about the ability of students to communicate in English.

The background to this audit of materials to take place at the beginning of the EIA Project was an attempt to try and understand the various threads of English language materials and to see what was already in use in schools and colleges. This forms a baseline of materials in use in English, particularly in relation to spoken English.

The data collection for this baseline audit of English materials currently available in Bangladesh has been done using both Primary and Secondary sources. Visits to institutions, discussion, interviews and a workshop have been supported by documentation from government, NGO and private sources. Research by BRAC and BBC World Service Trust has also informed the audit. Reports, project documentation, teacher training materials and journal articles have also been consulted and where appropriate are cited and their information used.

The audit has sought to survey materials available in Bangladesh of the following kinds:

1. Teaching and learning books and materials available for teachers and pupils in Government schools, both Primary and Secondary.

2. Books and materials available for teaching and learning in NGO schools, both Primary and Secondary.

3. Books and materials available for teaching and learning in the private sector.

4. Materials available for post-school and adult learners.

A questionnaire was used to obtain information about the materials available for teaching English in the organisations represented at the workshop held on 6th August 2008. Subsequent interviews and discussions provided a rich source of information. The books available to teachers and learners in the marketplace were also surveyed.

Some textbooks have been analysed in terms of lesson content and approach, particularly the GoB English for Today textbooks for Classes 1-5 and materials available in BRAC Primary schools. Other materials have been examined for comparison.

Within these constraints we believe that sufficient evidence has been collected to give an idea of what is available currently within Bangladesh and to indicate where there are 'gaps' that might be filled and where such gaps are already being filled by some NGO materials.

The report also includes a review of current and past projects and programmes aimed at improving the teaching of English.

Conclusion

The print materials available for the teaching of English in Primary and Secondary school are limited even in more elite English Medium schools. The market place and publishing of English books shows little awareness of a possibly increasing market and the quality remains poor and many books are superannuated old series from England that have not been used in schools for many years. The emphasis in market place workbooks and textbooks is on grammatical structures and outmoded exercises and often-outmoded vocabulary. In the Primary sector NGOs have produced better quality and more child and context focused textbooks, these run for three years covering the five-year Primary course, and examination results tend to be better than government school results. NGO books look nicer than the government textbooks but they cost considerably more. Government textbooks are written by a committee of writers, often drawn from the Secondary, tertiary or university sector. The educational quality, content and predicative methodology is very variable with some sections showing insight into the learning of language by young learners; other sections are incomprehensible, not relevant or contextualised and contain little to help students or teachers to become better learners and speakers of English.

A similar survey at the end of Phase Two might be able to show what the impact of EIA has been on both school and commercial materials. It will also be able to indicate, in comparison with learning achievement surveys, whether the provision of additional materials, use of technology and supplementary readers has had an impact on students' learning, motivation and use of communicative English.

Table of Contents

1. Introduction

1.1 Rationale for the Baseline Studies

English is taught as a compulsory subject in Bangladeshi schools, both at primary and secondary levels. While the national 'English for Today' curriculum stresses communicative use of the language, this does not appear to be effectively implemented as widespread concerns have been expressed about the ability of students to communicate in English.

English in Action, Bangladesh (EIA) aims to develop language learning and teaching over a 9-year period from May 2008. Funded by the UK Government's Department for International Development (DFID), the EIA Project's goal is to "contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy". The purpose of the planned interventions aimed at groups of school students, teachers and adults is to "increase significantly the number of people able to communicate in English, to levels that enable them to participate fully in economic and social activities and opportunities". Initiatives by EIA Project partners in three sectors (Primary, Secondary and Adult) will utilise a range of media technologies to:

- overcome barriers to the effective use of communicative English,

- increase motivation and access to appropriate resources, and

- enhance and extend the necessary learning and teaching practices.

A programme of research, monitoring and evaluation activities will assess the extent to which the EIA Project manages to achieve its purpose and goal. Within the first year, a set of project-wide Baseline Studies were planned and carried out in advance of the various sector interventions being launched. Each of six Baseline Studies concentrates upon separate, but related, fields for investigation in relation to developing the use of communicative English within Bangladesh. These will be repeated and extended in each of the Project's three-year phases to enable comparisons to be made to determine what improvements have occurred.

The initial Baseline Studies serve a number of purposes, primarily to:

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

b.   inform the outputs and activities for each sector and the project as a whole, and

c.   provide a base against which outputs and activities of the project can be subsequently evaluated.

Each study provides insights and evidence relating to an element of the 'Communicative Environment' - the complex of factors that impact on the EIA Project's purpose, to "increase significantly the number of people able to communicate in English". This is illustrated in Figure 1 below.

Figure 1: The Communicative Environment
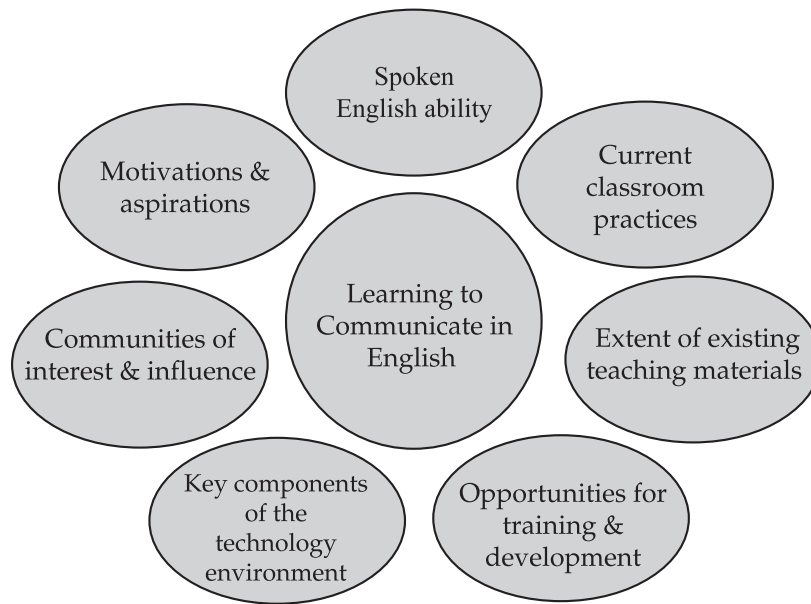
1.2 Rationale for this Baseline Study

This study was undertaken to determine the current methods used to support and develop the professional practices of teachers of English. Baseline Study 4 enables EIA to establish what is already in use for the teaching and support of English in Primary and Secondary classrooms in Bangladesh. The audit of training both for trainers and teachers of English will provide baseline information from different organisations involved in English training for teachers and adults.

1.3 Background and Scope of this Baseline Study

1.3.1 English Teaching and Learning in Primary School in Bangladesh

English is officially the second language of Bangladesh, although there are many small language communities in tribal areas where indigenous people have Bangla as their second language. The War of Liberation (1971) was in essence a language war, fought in opposition to West Pakistan's insistence that East Pakistan should adopt Urdu as the national official language. Bengal was the home of Tagore not just a great poet, in both Bengali and English but also a great educational thinker whose school Shanti Niketon and school publications are still examples of good, child centred practice today. Many versions of Tagore's songs and poems are found in the villages of Bangladesh although his birth place is now in West Bengal, India. The richness of Bengali has not however penetrated the current curriculum and textbooks for language; Bangladesh generally does not have very thriving or exciting book production. Maybe this is summed up in a report on the textbook for English and Bangla[1].

"All books that children of Bangladesh meet in Primary school are subject textbooks. The density of facts makes it necessary to read slowly. Reading is dull and laborious. The total volume of text is small and does not give them a reading ability that allows them later to use books as easily accessible sources of information. They never get a chance to experience the joy of reading and many leave school with a limited vocabulary, never to open a book again."

---

[1] *Lindahl, B. & Rahman, F. (2007) Textbook Review Consultancy. PDEP II*

1.3.2 Programmes that have focused on English Learning and Teaching

The last twenty years has seen many large and small funded programmes for improving the teaching of English but there appears to have been little tangible results from the inputs. The recent World Bank Report for SEQAEP project to run from 2008-2013 will offer three different kinds of training to Secondary schools based on their HSC results, with the maximum input into those with the poorest results in English and Mathematics. Unusually SEQAEP also intends to give large amounts of reading materials to 1,000 schools, having identified the lack of materials to read and practise English as being a contributory factor in poor results. Supplementary materials have been lacking in most projects and the main focus of attention has been on teacher training, improvement of pedagogy and improvement of the textbooks. Schools on the whole lack an English environment, although some Primary schools and elite English Medium schools do have English materials on the wall. These are usually made by the teacher and sometimes they contain errors. There are 7 English supplementary readers developed by UNICEF for the Primary school but they are currently unavailable to see.

The present education projects in both the Primary and Secondary sector seem to have more cooperation and coherence than in the past. The influence of the interactive pedagogy of TQI is impacting on the Secondary classrooms, even where these have very large classes of 90 plus. Some teachers are managing group work and effective interactive English even in such difficult conditions. Where pedagogy has changed the interest and achievement of students has noticeably improved.

There are suggestions that the textbooks will be revised but this has not been confirmed and it is not clear whether this is to be Primary or Secondary focused. The English for Today textbooks were revised by NCTB from 2004 and are more interactive and focused on Communicative Language Teaching (CLT) but the proposed revision of the examinations proposed under ELTIP has not happened and there continues to be a downward pressure on Secondary schools to rote learn the textbook, particularly the grammatical content that is reinstated now as 42% of total marks at HSC. This is the combination of an unresponsive examination system and a teaching cadre that is largely resistant to the idea of communicative English. The lack of proper understanding of how to teach English communicatively, and the teachers own lack of competence, particularly in spoken English, contributes to the difficulties experienced by the students.

The problem has a cyclical element in that those lecturers and tutors who train and supervise graduates and Primary school teachers for pre-service or professional status[2] are themselves poor in spoken English and therefore at the start of the cycle of teaching and learning there is already a teaching/learning deficiency and this is perpetuated by rote learning of textbook materials for examinations that are focused on recall not on understanding or use. If the teacher trainers of English teachers are themselves having difficulty with pronunciation, interactive spoken English and use of English for communicative purposes then the cyclical problems are exacerbated

The range and length of donor and aid funded projects is given in Table 1 below.

---

[2] English is a compulsory element in Undergraduate studies and in the Certificate for Primary Teachers given by the BOU. A Secondary English teacher must study for a B.Ed. from the BOU if they do not have a degree.

Table 1: Current and Past Projects for Teaching English

Project	Focus	English component	Current status
PRIMARY EDUCATION DEVELOPMENT PROJECT I (PEDP I)	Teacher training and subject training. English Teacher Training	Textbook development Teacher Guides produced but not printed and distributed	Complete
IDEAL (UNICEF SUPPORT TO PEDP I)	Classroom environment and teacher training	Training and Teacher Guide	Complete
PROMOTE	Girls education and strengthening women teachers	No specific focus	Complete
SESIP - Secondary	Subject training Classroom based assessment	English subject training	Complete but some elements continuing
ESTEEM	Management Inspection	Included some English maybe combining from ELTIP training	Complete
ELTIP	Improvement of English teaching and learning	Revision of English curriculum, textbooks and teacher guides Teacher training. Now combining with TQI for training and materials	2 PHASES Government now supporting training with 50MTs and 50 more in process.
TQI	New B.Ed. course BOU Teacher training Materials	English B.Ed. course for Secondary teachers BOU English teacher training for 35,000 teachers ELSIP course of 21 days. ToT and Teacher materials	Current. Is making significant difference to pedagogy and content knowledge. Improved learning achievement in English.
PEDP II	Teacher Training and quality improvement School infrastructure	Training	Intending to develop audio version of Primary textbook. School based finance for CD players and radios. PDEP III in planning stage.
SESP (coming)	32 needs based topics for Secondary schools	Includes English provision	
SEQAEP	Maths and English Books for Promotion of Reading Habit Salary enhancement		

There are additional English inputs and programmes that are done in small areas or undertaken by NGOs - see Table 2.

Table 2: Additional English Inputs and Programmes

Project	Focus	English component	Current status
AUSAID	Support for English teachers	Only English	11 Australian volunteer English teachers are training and will arrive in October to be placed in schools
UNICEF	Supplementary Readers	7 English readers for Primary schools	Completed but not yet distributed
COMPLEMENTARY SECTOR REFORM PROGRAMME	Teacher Training	Class 6 – 8 English teachers	In process in Rangpur Dt.
OPEN UNIVERSITY BANGLADESH	Distance learning for Primary teachers C.Ed. (compulsory for untrained teachers) B.Ed. for Secondary teachers	Primary English: Initial training and 8 voluntary tutorials. Handbook and radio and TV support B.Ed. 1 year (3 semesters) for English teachers	Radio and TV for Primary and Secondary to be revised. New modules for B.Ed. C.Ed English to be revised next
BRAC PACE programme	Teacher training and subject improvement in 2,600 government Secondary schools	Teachers of English 6-8 Teachers of English 9-10	In process ICT element being trialled in 7 schools (6 GOB and 1 BRAC) in Tangaile

1.3.3 The Private Sector

The English Medium School in the private sector markets largely on the basis of providing English as a medium of instruction. In fact the poor English Medium school may be teaching worse than the government sector but there is a market for 'English' and for schools where the teachers attend regularly and there is a uniform. Teachers in these schools are frequently untrained other than achieving their own BSC or SSC. Books for teaching English are bought from the market place.

The growth of English medium private sector schooling is fast and widespread, as an aspiring middle class becomes more able to afford good schooling for their children. However the economic benefits have not yet tempted the multi-national publishers to enter the potentially lucrative field of English textbooks, readers and workbooks. The international schools import books from overseas publishers but unlike the enormous investment and textbook compatible books provided for learners of English in Pakistan and India there are only poor quality, old books available in the market in Bangladesh. All students must follow the national curriculum and textbooks in English in order to take national examinations; in elite private schools this is supplemented by lists of English readers and grammar books at Primary level. The most common reader is the Beacon Readers (first published in 1922) followed by the Radiant Way series published in 1966. The most common basic textbooks are those by Rhodri Jones and Haydn Richards. The Revised Edition of Junior English (Richards) states:

"There is now increased coverage of spelling in each of the four books and formal grammatical terminology, in response to popular request, is now used from the very beginning."

Not too much effort towards Communicative Language Teaching in English then. Secondary students

in these schools are prepared for the International General Certificate of Education (IGCSE) and the course books are geared to that examination and obtained from abroad.

At student and post student level there are many thousands of private providers. These range from the IELTS course provided by the British Council (expensive and aimed at the elite looking to study aboard) to small tuition type groups set up over shops or in the back rooms of houses. A recent research survey by BBC WST indicated that these commercial groups varied in competency and size but they were not focused on spoken English even when this was one of their advertised purposes. BRAC University Centre for Languages (CfL) appears to provide the widest range of reasonably priced course for students and adults. Their courses run from University Student Preparation for English, Trainers and Teachers within the BRAC Education system and professional and work focused training. Their courses are carefully marketed and within the reach of those who want to emigrate for work.

Emigration to the Middle East, and increasingly to Eastern Europe requires that workers have at least a minimal grasp of English. This is a highly motivating situation but the resources, teachers and course materials available are often poor in quality and lack an oral focus. Materials from the internet are downloaded and bound into books with the course name or name of the teacher. Without the aural or visual input designed to accompany these on-line lessons they lose most of their effectiveness.

The provision of private tuition for the Primary school student is one of the retrograde factors affecting school performance and achievement. Teachers often require work to be completed at home or they do not cover the syllabus and students are left without key elements of the textbook being taught to them. The survey conducted of Primary schools in 2006[3] has revealing studies of children who are unable to get support at home, from either illiterate or over-worked parents and who cannot afford to go to tuition classes. These children suffer from neglect and worse from teachers:

"Teaching aids are rarely used ... we are always scared of some classes particularly Math, English Grammar etc. because we do not understand these properly. We are often tortured by the teacher for our inability to comprehend lessons".

1.3.4 EIA and the current situation in English Teaching in Bangladesh

■ *The Primary Sector*

The government Primary school English textbooks claims to be teaching communicative English, yet their content is over 1/3rd related to writing and reading alphabets and digits in both Class 1 and 2. There is little of interest that models language use for children and allows teachers to feel interested and confident in conveying new and creative ideas to their students. The key linguistic devices of rhythm, rhyme and engagement with the reading that invite listeners, readers and speakers into a text are missing from the textbooks. As the above quotation indicates supplementary readers are mostly missing from the Primary school. The lack of English competency in most teachers in Primary school compounds the problems of the textbooks.

The Ministry (MoPME) identified clearly the problems that compound poor results in English. Textbooks do not encourage speaking and neither do current assessment procedures e.g. 17 competencies for Class 1 English relate to reading and writing, 8 to speaking and 0 to listening[4]. The need for models of pronunciation, pedagogy that is oral and interactive and an emphasis on oral language skills are recognised. This is current thinking in the government and forms an agreed basis for EIA to operate in.

---

[3] *May 2006 Quality Education needs Quality Teacher. Our Education: Our Thoughts Muhammad Nazmul Haq. CAMPE Dhaka, Bangladesh.*

[4] *Ibid 2007*

■ *The Secondary Sector*

English for Today for the Secondary education sector comprises thick textbooks that are very dense, heavily focused on grammar and allowing little time or activities that are oral and involve critical thinking or group work. The examination, which has the highest failure rate of all subjects, requires students to repeat learned meanings, grammatical constructions and turgid passages of culturally unfocused text. Spoken English competency is not evident and many graduates of Secondary school, and indeed many teachers, are not able to communicate in English in any meaningful way. The ability to read, and to some extent to write is more evident but this does not translate into the ability to listen and speak effectively. However, as described below, there has been significant movement to make the teaching of English more effective and interesting and to introduce interactive practice into the Secondary school.

Outside of private institutions and international schools, information and communications technology (ICT) is not evident in most Secondary schools. Even if computers exist they are not used for learning. Unstable electricity supply makes computer use difficult; a dusty and humid climate and the lack of technical support make it difficult to keep computers functioning properly. There is awareness that ICT is important and government and some teachers are aware that the computer is not the only form of ICT available. There is reputedly 98% coverage of Bangladesh by mobile phone networks, opening up great possibilities for interactive and learning activities. BRAC has currently got a small project working in 7 government schools to introduce ICT. Their Secondary school training programmes are also produced on DVD. UCEP schools introduce some ICT in the course of vocational training.

The background to this audit of materials to take place at the beginning of EIA was an attempt to try and understand the various threads of English language materials and to see what was already in use in schools and colleges. This forms a baseline of materials in use in English, particularly in relation to spoken English.

2. Research Methods

The data collection for this baseline audit of English materials currently available in Bangladesh has been done using both Primary and Secondary sources. Visits to institutions, discussion, interviews and a workshop have been supported by documentation from government, NGO and private sources. Research by BRAC and BBC World Service Trust has also informed the audit. Reports, project documentation, teacher training materials and journal articles have also been consulted and where appropriate are cited and their information used.

2.1 Data Gathering

2.1.1 The Workshop

A workshop was held in Dhaka to which 16 NGO and Government institutions were invited (see Appendix 1). All attended the workshop and the degree of participation was high. Before the workshop all those invited were sent a questionnaire (see Appendix 2) asking them to indicate what teacher training and materials were provided by their institution to teachers and learners. All but two of the respondents filled in the forms and several contacted us after the workshop and provided samples of their materials and training materials. A general introduction to EIA was given (programme at Appendix 3) and then the reason for the workshop was explained. Questions and a general discussion on materials and training followed. The workshop was valuable in that it allowed more discussion and explanation than would have come from the questionnaire alone. The number was smaller than we had hoped for but in fact few NGOs provide particular resources for English. At the time we were only concentrating on school materials and training although our brief was later extended to cover adults as well.

2.1.2 Visits and Interviews

A number of interviews were held with both government and private institutions. The response of all the people we interviewed was very positive and helpful. In interview people were more responsive than in the workshop about their own institutions.

■ Interviews and Discussion with Government

The following GoB institutions were visited and people interviewed:

- Three Primary schools and a Registered Primary school in Tongai where lessons were observed and meetings held with head teachers, teachers and children with the Upazila Education Officer (UEO) and Assistant Upazila Education Officer (AUEO);

- Interview with Ross Tasker, Deputy Team Leader and TT course development and design specialist (TQI) (Secondary schools);

- Interview with Zulfiqar Haider the coordinator of ELTIP in the ELTIP office in NCTB (mostly Secondary now);

- Interview with the Professor Munaira Hussain (Dean of Education), Irene Parvin, (Assistant Professor of English and ICT specialist) at Bangladesh Open University, Gazipur. We were also given a TV and Radio presentation and looked at the most recent audio-visual training materials for teacher training;

- Interview with Dr. S.M. Abu Raihan (Dean) and Dr. Mobashera Khanam (Associate Professor of English) at the National University, Gazipur.

■ Interviews and Discussion with NGOs

The following NGOs were visited and discussions held with the relevant people:

- **UCEP**. Including a visit to vocational classrooms and discussions with students and teachers. Looked at teaching materials in the vocational section, all in English. Discussed with materials developers the Alphabet book and proposed readers in English for the Primary sector. (It would have been good to visit again, and to visit the Primary section of the school and to ask more specific questions about the provision of supplementary materials for English).

- **BRAC**. Discussions were held with several people from PACE training programme for the Secondary school along with the Director, Dr. Shafiqul Islam. Informal discussions were held with Dr. Erum Mariam the former head of the Basic Education Programme and now Director of BRAC Institute of Education. Additional material has been forwarded as a result of email communication with an expatriate teacher.

- **FIVDB**. Discussions were held with Baze Rustafa Razee, Associate Director, Programme and Planning. Although currently FIVDB does not have specifically English readers their expertise in developing good storybooks made them a possible source for development or they agreed their Bangla stories could be translated as either dual language or English readers. One member of FIVDB was part of the curriculum development team for providing audio lessons for Primary schools under the EIA Primary intervention.

- **Hard To Reach Working Children Project (UNICEF)**. A visit was made to the Materials Development Unit of this project. Again materials are only in Bangla but potential expertise is there because of excellent stories and textbooks developed Informal discussions were held with Shamsi Hassan consultant for this project. The illustrator and some curriculum developers are now working with EIA Primary intervention programmes.

- **Reaching Our Children**. This is a new project aimed at out of school children at post Primary level. Short discussion held with Habib Rahman who is leading this project. It is a potential source of materials.

- **UNICEF**. Not an NGO but a supporter of a number of English Language programmes. During the IDEAL project UNICEF supported English language training with a Handbook for Teachers. They have currently produced for GoBseven story books in English. Discussions were held with Sajidul Islam, Education Officer and Katrina Hudacin, Programme Officer, Quality. Unfortunately it has not been possible to get copies of these supplementary readers, nor were UNCEF officials able to say whether these books were to support the textbook. More investigation may search out these elusive but potentially very important materials.

■ *Elite Private Schools*

The largest 'English medium' learning environments are found in the elite schools of Bangladesh, most of them located in Dhaka, some being systems that are also represented in other large cities. Three schools were contacted:

- A visit was made to **Scholastica,** one of the largest and most prestigious private schools, with classes running from play group to College (Class 12) level. At **Scholastica** the Senior Vice Principal Khadija Afzal gathered a group of teachers and trainers for us to meet. We also collected book lists for every class in the school.

- **Sunbeams** was interviewed over the telephone after a scheduled meeting was cancelled. A parent also gave their views.

- **Aga Khan school**, being part of an international system although catering to local needs has its own curriculum and this was studied.

Also prestigious are the **Cadet Schools** found throughout Bangladesh. Although primarily to serve the needs of army children they are a favoured educational system for aspiring Bangladeshis. The cadet schools are English medium, using English versions of the government textbooks. (Information from informal discussion with a parent).

■ *Private Adult and Student English Training Institutions*

Interviews were held with only three representatives of this sector. Further information has been derived from BBC World Service Trust research reports, newspaper and informal discussions.

- An interview was held with Dominic Hudson, Deputy Teacher Centre Manager at British Council. He provided some information and leaflets. British Council has an extensive library available to the public through subscription. It is also very active in providing lectures, performances and information about English.

- An extensive interview was held with Shamim Hassan who has a small media and training firm (CCPE) providing English for business purposes, training for professionals. She was particularly helpful in answering questions about the private sector.

- BRAC University CFL runs the largest private provision of English at reasonable cost for many different segments of the society including students, BRAC personnel, business and professional needs, work related English and English for immigrants. Several discussions were held with Professor Sarwar and other lecturers. Samples of their training were given to us.

■ *Market Provision for English*

- Bookshops were visited and samples of books collected. These bookshops were laid out so that

visiting teachers, parents and tutors could collect (the very limited) books for school and tutorial purposes.

- Market. Central market and sellers on the footpaths have English books. Many of these are photocopied, downloaded versions of Learning English (BBC) were found by them on sale, under the name Saimar's Listening, in Central Market. The largest number of English books for sale here are versions of the textbooks, cribs for textbooks and examinations and photocopied versions of English course books.

- Websites. Publisher's websites clearly show how limited provision for English is currently in Bangladesh. No large multi national publishers are represented except those selling very old, non-copyrights versions of old English textbooks.

2.2 The English Environment

The environment of English in Bangladesh is limited. Even in Dhaka the majority of signs are in Bangla, sometimes with English as well. English names of shops etc. are used but other writing is in Bangla. The English newspapers are limited - Daily News, The Star being two. Few people speak English even if their English is good. BBC research indicates a possibility that people speaking English are thought of as 'showing off' or 'posh'. A general language environment both written and spoken is lacking in English. In villages and rural environments there are few print or literacy artefacts in either Bangla or English.

2.3 Documents and Reports

The following documents and reports were studied to gain further information about English teaching and materials:

- Lindahl,B & Rahman, F (2007) Textbook Review Consultancy. PDEP II

- Muhammad Nazmul Haq (May 2006) Quality Education needs Quality Teacher. Our Education: Our Thoughts CAMPE, Dhaka, Bangladesh.

- ELTIP Reports, materials

- (2008) High Frequency English Vocabulary Wordlists. English Panel. Dept. of General Education: Asmara Eritrea. Development of this started under ELTIP in Bangladesh

- CAMPE: Materials relating to NGOs that teach English

- Education Watch Reports: 2005, 2006

- REFLECT: Issues 10 and 11

- BRAC: Rahman,A, Mahbubol Kabir,M., Afroze, R (2006) Effect of BRAC-PACE Training on English Language Teachers of Rural Non-Government Secondary Schools (an abridged version).

- World Bank SEQAEP PROJECT 2008-2013 Initial Report

- BBC: EIAreports and research papers.-

- Masuda Khatoon (2007) An Analytical Study of English Currriculum of Class Eight (MA thesis).

2.4. Limitations of the Study

This study began as the idea of having some kind of materials mela where publishers, NGOs and private providers of materials would share their materials within a context of EIA's particular concentration on English as a communicative, spoken language. Further investigation revealed the

paucity of English materials, most that are available being imported from China, India or Europe. Local publishers seem to concentrate mostly on Bangla translations of English books and bookshops' stock consists of old English Learning materials, Ladybird Books, Harry Potter, bowdlerised 'English' classics and other non-Bangladeshi focused materials. NGOs displayed a remarkable reluctance to share their materials, the government appeared to have no copies of the English curriculum, the English competencies had to be searched out and the only known English readers (produced by UNICEF) were 'unavailable', even UNICEF claiming to have no copies.

Abandoning the idea of a 'sharing mela' we invited a selection of the biggest NGOs and private providers to come to a workshop for 'Sharing Perceptions' about EIA. There was a good attendance at this workshop (see Appendix 1) but only one institution (BRAC) brought materials and these were given to us after the workshop had closed. Some institutions provided no information about either materials or training in spite of repeated phone calls. Subsequent materials that were collected have come after many attempts. We have some degree of certainty that, with one exception, we have located most English materials provided for the Primary school. We have the CD based materials from BRAC for Secondary school students.

Adult respondents were hard to locate. British Council, BRAC University, Bangladesh Open University and The National University were all generous with their time and open in discussions. However interviews with these institutions took up a day each because of travel, weather conditions, Ramadan and other unpropitious circumstances. The BBC WST research has been invaluable but lacks specific numbers or locations for harder edged citation.

Some of the teacher training materials contain games and ideas for working with students in the Secondary school but it is a moot point whether this can really be included within an audit of supplementary materials for supporting the main textbook and curriculum.

Within these constraints we believe that sufficient evidence has been collected to give an idea of what is available currently within Bangladesh and to indicate where there are 'gaps' that might be filled and where such gaps are already being filled by some NGO materials. A future visit to re-do this audit may find both an increase in supplementary materials and a greater willingness to share materials in an open forum. This would be a good indication of progress and EIA may yet host a vibrant materials mela.

The finalisation of this report was to be undertaken with Gillian Tasker as part of the consultant's work in January 2009. The untimely death of Ross Tasker has prevented this happening and the report is subsequently diminished by this lack of shared information and discussion.

3. Audit of the Materials

3.1 Materials Identified

The materials identified in Table 3, below, are those that have been seen in schools and are available in shops. Some elite schools import from Singapore.

Table 3: Materials Identified During the Audit

TEXT BOOK	USED BY	PRINTED & DISTRIBUTED BY	COST/ WHO PAYS	NOTES
Primary Schools				
English for Today Class 1	Government Primary Class 1	Government MOPME	Free	
Handwriting book Alphabet Book	BRAC (NGO) Class 1 Formal and community schools	BRAC	Free	BRAC has some formal schools providing 5 years of Primary education
Handwriting Book Alphabet Book My English Book 1	BRAC non-formal Class 1	BRAC		Non-formal BRAC schools run for three sessions
English for Today Class 2	Government Primary Class 2	Government MOPME	Free	
My English Book 2	BRAC (NGO) Class 1 Formal and community schools	BRAC	Free	
My English Book 2/3	BRAC non-formal Class 2	BRAC	Free	
Our English Book 1	PROSHIKA (NGO) Class 2 Non Formal	PROSHIKA	Free	Proshika runs over four sessions. They start English in the 2 session
English for Today Class 3	Government Primary Class 3	Government MOPME	Free	
My English Book 3	BRAC (NGO) Class 1 Formal and community schools	BRAC	Free	
English for Today Class 4/5	BRAC non-formal Class 3	Government provision	(not known)	Selected lessons with extensive teacher guidance
English for Today Class 4	Government Primary Class 4	Government MOPME	Free	
English for Today Class 4	BRAC (NGO) Class 4 Formal and community schools	Government provision		
English for Today Class 5	Government Primary Class 5	Government MOPME	Free	

TEXT BOOK	USED BY	PRINTED & DISTRIBUTED BY	COST/ WHO PAYS	NOTES
English for Today Class 5	BRAC (NGO) Class 1 Formal and community schools	Government provision		
UNICEF	Teacher guides and training and readers	UNICEF	Free	Used in the IDEAL project schools
UNICEF	Readers for English	UNICEF	Free to schools	Not distributed and not possible to see a copy
UCEP	Alphabet book using common technical words	UCEP internal provision	Free	
Private Schools				
New English 1-5 Rhodri Jones	Non-elite and elite private schools			
Junior English 1-5 Haydn Richards	Non-elite and elite private schools			
Complete English E.G. Thorpe	Elite private schools			Basically text and Reading Comprehension
Cambridge Young Learners (International English course with tests with international recognition)	Private tutors and classes	Cost for classes, materials and tests		Administered by British Council Too expensive for most learners
Secondary Schools				
English for Today Grades 6-10	Government and private schools	Provided by government but paid for by user/schools		
New Expressions Colin Davis Andrew.J. Watts	Elite Private Schools			Series leading to O level examination Cambridge International
Adult Learners				
Headway series				Most commonly used series
BBC Teaching English website				
Photocopied and cribbed books sold on the market				

3.2 Key materials within the formal school system-Primary

The Primary school has a single textbook for each year called **English for Today**. The textbooks were written as follows:

Class	Date
Class 1	2003 reprint 2008
Class 2	2003
Class 3	2004
Class 4	2004
Class 5	2005

There have been re-prints but with minimal changes to text.

Unlike many textbooks there are not many actual mistakes in either the printing or in the text. However there are anomalies and inconsistencies. e.g.

- In Class 3 Topic 'Animals' the word linked to the picture shows a snail with a shell but the Riddle that is the assessment activity shows a tortoise with a shell, without introducing the word tortoise.

- In Class 1 textbook 'a' and 'an' are introduced with nothing to differentiate them or show why one should be used rather than the other.

3.3 The Primary Teacher Guide

It is possible that these inconsistencies might be cleared up in the Teacher Guide. The Guide is in Bangla and is very hard to access. The amount of time given to English in the guide, that is a guide to all Primary school subjects, is very small. Informal information is that the Teacher Guide for Primary Schools is being prepared and will be available by June. We have not been able to verify this. Revision of the textbooks for Primary English is anticipated to be happening in the next school year. Again no verification of this has been possible and there seems to be a shift in possible dates for this to happen.

3.4 Curriculum and Competencies

The Curriculum and Competencies, contained in one document, have been even more difficult to find. The Project Director of ELTIP was unable to provide these for us. Eventually photocopies have been given to EIA (source unknown).

This document consists of:

Background: explaining that the Primary curriculum has been re-defined and that all four language skills are considered necessary in order to lay a foundation for English and to 'enable students from an early age to communicate uniformly in all four language skills.'

- Goal/Aims for English for Classes 1, IV and V.

- Terminal Competencies for Classes 1 - 5

- Essential Learning Continua Classes 1 - 5. This is a grid showing Terminal Competencies against each Class Attainable Competency.

- Curriculum for English Classes 3 - 5

3.5 Secondary School Textbooks and Teacher Guides.

No close analysis of the Secondary school textbooks has been undertaken. The Open University (UK) has done some analysis already as a preparation for teacher training materials. TQI has produced both a teacher guide and very full training materials that constitute a kind of guide to methodology and classroom practice. The teacher guide is 'unobtainable' currently. Training materials are given to teachers as training takes place under TQI. There are multitudes of examination preparation primers and tutorial books, often two or three times the size of the actual textbook. There are mistakes evident in Class 5 textbook; this may be the case with all the textbooks. Generally the materials are densely printed on the page, the print quality is poor and the content is not very interesting, often focused on moralistic or upraising information.

3.6 Teaching /Learning Materials Outside The Government School System

Outside the school system the larger NGOs have provided additional textbooks or replacement textbooks for English that are supported by some learning materials. UNICEF has provided some stationery and other support materials to the IDEAL classrooms.

3.6.1 NGO schools

The largest NGO in Bangladesh, BRAC has predictably produced the most extensive additional materials continuing a process in the organisation of materials production that is supported by a large Materials Development Unit and a print production capacity. Although they have produced supplementary readers and Big Books in Bangla there have not been any produced to date in English. BRAC has supplementary English textbook materials, readers and other supplementary materials for English and is currently working on a 'bridging course' to help students cope with the difficulty in the Class 6 textbook when they move to Secondary school. Here one might note that Government textbooks are discretely produced for the Primary and Secondary schools without much coordination going on.

BRAC has produced:

CLASS	Materials	Date
Class 1	Alphabet Book Handwriting Book Teacher Guide	
Class 2	My English Book Teacher Guide	2nd edition 2005
Class 3	My English Book Teacher Guide	2005
Class 4	Teacher Guide to Government textbook	2005
Class 5	Teacher Guide to Government textbook	2006

PROSHIKA was a large NGO player previously but their widespread coverage has been curtailed through political and funding problems. They are gradually coming back into full action again and the English Primary textbooks are a good example of interactive learning and remain a good model of good English teaching.

PROSHIKA English textbooks cover

Year 2	Our English Book	2000. 2nd edition 2003
Year 3	Our English Book	2001. 3rd edition 2008
Year 4	Our English Book	2002. 3rd edition 2006

Proshika schools run on a four session cycle and therefore their textbooks fit into that pattern.

Some of the best learning materials and readers were produced for the community schools of **GSS**. This NGO is no longer functioning and it is difficult to get hold of any of their materials. They produced not only textbooks but also English readers and reading was a central curriculum activity.

UCEP has technical material in English, although it is very dull and difficult and uses Bangla to support the use of English technical vocabulary. In their Primary sector students follow the government textbook. This is aimed at five and six year old and content is not suitable for older learners. **FIVDB** has a new Bangla reading scheme where the processes and pedagogy would certainly support more effective learning of the English language

3.6.2 *Non elite private schools*

These schools buy their books from the market. In Central Market and Gulshan bookshops and stalls sell copies of English textbooks. Along the roadside English textbooks, both Primary and Secondary appear second-hand.

The popular books include:

‐ Rhodri Jones: New English, Comprehension and Story collections produced between 1970 and mid 1980s

‐ Haydn Richards: Junior English

These books are exercises in English, poorly printed with bad illustrations and lacking any kind of attraction.

Popular readers are: Radiant Way (1967) and Beacon Readers (1922)

Figure 2: A page for a common workbook used in English Medium schools and bought from a local bookshop

Many native speakers of English would have difficulty understanding 'florin', 'half crown' etc. and words such as wine, oak, marrow, jumper, thrush are markedly 'English' culture vocabulary rather than language medium. It is hard to see how children can relate in any sensible way to these kind of antiquated exercises or indeed, to the popular Beacon Readers (1922) or Radiant Way (1967) with their characters of a Shepherd with Bob the sheep dog (haram in a Muslim context of course) and boys climbing mountains or girls playing with dolls.

3.6.3 Elite private schools

These books are also used in the Primary section of the elite private schools, alongside spelling guides, handwriting and concept guides. There is little in the way of supplementary readers although elite bookshops and school libraries have Ladybird Books and Puffin and Penguin storybooks.

Schools have long and expensive lists of textbooks, but the material available is limited and of poor quality (print wise) and generally old fashioned and grammar focused.

One or two of the best school import books from Oxford University Press and books associated with the GCSE or O Level English courses.

3.7 Learning Materials for Post School Learners and Adult Learners

3.7.1 English classes and courses

The walls of the city and outside the city are plastered with information about English Classes, classes focused on examinations, Communicative English classes and English for special purposes. These are often provided on an ad hoc basis in rented rooms or small shop type buildings. Tutors may be university students, teachers doing tutoring as a supplementary means of earning a living or just someone whose English is a little better than the students that they are teaching. BBC has followed up some of these classes but there is little consistency, no quality assurance and they tend to be provisional in nature springing up and dying away quickly. Records of examination results and other means of verifying quality are not evident.

3.7.2 Students for higher education

Higher Education has an English compulsory component that all undergraduate students must take. The content is standardised by the National University. In order to get a degree all students must pass English. This promotes the growth of one kind of course and tutorial group for the specific purpose of passing English in order to gain their degree.

Universities also offer students English courses for Higher Education as most teaching is done in English and the level of student's English, even if they have passed the HSC is often too weak to cope with the English they have to know to pursue their course. Some Universities, BRAC University for instance, have their own well organised, affordable and well focused undergraduate and post-graduate English courses to facilitate student's learning in English medium.

3.7.3 Study abroad

In order to study abroad a good level of English measured on the IELTS scale is necessary. If university places are gained on courses abroad students are required to reach this level before taking up their place. The British Council and other small but more professional organisations do genuine teaching for this purpose. Others advertise as reaching this level but, given the level of English often on their advertising and poster, it seems unlikely they have sufficiently competent tutors to be able to genuinely prepare students for study abroad.

3.7.4 Jobs and career focused courses

Increasingly careers and jobs in the commercial private sector require English. This has led to a growth in courses that are specifically job focused. Such courses are sometimes put on by demand (British Council and CCTE respond to such requests) or they are set up according to need. BRAC University has regular courses for communicative and work focused English; these courses are professionally developed and tutors are competent, often they are University students. BRAC provides such courses at a more accessible cost for ordinary working people.

3.7.5 Immigration demands for English

As immigration procedures become tighter there is often a statutory demand for a certain level of English competency in English speaking countries. In order to get work permits, green cards or residency visas an English test may be administered to assure a certain level of competency. Courses are now appearing that guarantee to teach students to the level required. There is no research or hard evidence available to suggest whether these courses are successful. There is also no legislation or regulations that cover the provision of language courses and the quality and effectiveness are frequently poor, according to informal comments.

BRAC University provide such focused courses at a minimal cost; The British Council also runs such courses but they are expensive and usually emphasise business or academic requirements rather than work focused immigration. Work in the Middle East, even if it is labouring or driving work, requires English as a medium of communication and this, again, is creating a demand for courses.

3.7.6 Additional Supplementary materials:

Print - books, charts, alphabets, games on a commercial basis are available in the market. The quality of these is variable and they often include words written in capital letters rather than lower case, which is confusing for young learners.

Ladybird Books remain the most popular reading books outside the Radiant Way and Ginn Reading Schemes. No specifically Bangladeshi context reading materials were found

Audio visual materials available in the market include - tapes (fairy stories and nursery rhymes). DVDs in English of cartoons and popular children's films. D.Net are producing computer programs. Their on-line advertisement reads:

D.Net has undertaken a long-cherished promising initiative – 'Computer Literacy Program' (CLP)

D.Net has undertaken a long-cherished promising initiative - 'Computer Literacy Program' (CLP) sponsored by Volunteers Association for Bangladesh (VAB) - to facilitate access to ICT knowledge by the rural disadvantaged people, particularly youths, with the prime objective to make ICT work for the poor. Under this initiative, 20 computer literacy centers (CLC) in different regions of Bangladesh will be established for the first year of its operation starting from January 2005. D.Net will set up computers in the CLCs and will train the local teachers on basic computing, and then they will train the young learners at the centers.

Source: D.Net web site.

To date CDs have not been delivered.

TV and Radio for English learners are delivered by the BBC English Learning programme and other programmes including Sanglap and discussion programmes. OU Bangladesh English programmes linked to their courses are currently being revised as part of TQI.

4. Analysis

A detailed analysis has been made of the Primary school textbooks (Appendix 4). This is possible because the content is sufficiently restricted to make it a feasible task. It has also has direct relevance to EIA interventions since, if there is a general improvement and understanding of English and a textbook review and revision it should be possible to see the impact of EIA work as a part of that improvement. The alternative textbooks produced by BRAC and PROSHIKA make it possible to see where there are gaps, non-sequitors and confusions in the government textbook and where there is an improved methodology and teacher guidance for delivering the English lessons in the NGO books.

Analysis of Secondary textbooks is general and unspecific since Secondary textbooks are not a focus of EIA and QTIP is working with GoB to revise and improve textbooks and teacher guides in the Secondary sector. Bangladesh Open University produces tapes and TV programmes to help Secondary school teachers of English to acquire both greater language competency and improved methodology.

4.1 The English for Today GoB English Primary Textbooks

4.1.1 Format

The books are arranged by Topics that are numbered as lessons. The lessons are intended to cover one week of English lessons. There is a disparity between the quantity of materials for different topics and lessons. There is no available teacher guide so it is difficult to know how much guidance teachers are given for using some of the rhymes or poems that only take one page of the book - there is no guidance or follow up activities in the textbook. Some activities are merely covering numbers and have no exercises other than copying the numbers out. Integrating some key maths terminology and numbers seems a sensible strategy given initiatives within GoB to use English as a medium for teaching Science and Maths experimentally in some Secondary schools. The actual signs do not carry any conceptual weight or check against children's understanding of quantity or size so may not be particularly useful other than learning English number shapes and names. There are no specific assessment or revision exercises in the early class books.

4.1.2 A Comparison of GoB and BRAC Class 1 Textbook Content

A particular focus on Class 1 has been made as the foundation given for English determines both the philosophy and the practise of teaching English. The content of the GoB books covers protocols, labelling vocabulary and sight vocabulary, grammatical structures, formation of letters and handwriting, look and say sentences, dialogues, stories and poems and rhymes. Some of this content is quite attractive and uses pictures to make specific meanings clear, to structure dialogues and to give meaning to words. Illustrations are not used as a support for 'picture dialogue' but usually are only for labelling purposes: the name is given and the meaning is supported by a picture.

■ **General comment:** The first eight lessons contain some oral work, designed to be acted on rather than read. They introduce simple protocols and students can practise these orally. Teachers can add in the actual names of students in the class. From here on the lessons are all teacher centred requiring students to recite, listen, point and only occasionally to listen and repeat and then add a word from a picture cue.

■ **Alphabets:** The alphabet is introduced by a single word with the initial letter of the alphabet, which is probably practised as letter names. Capital and lower case letters are introduced together, which is confusing and unnecessary as there are few instances of using capital letters except as the first word of sentences, and there are few sentences. All the single, common nouns are introduced with both a capital letter and lower case letter although most of them would never start a sentence. It could be noted here that Bangla has no concept of capital letters.

Studies of young learners indicate that introducing a single word/picture when teaching an entire alphabet means that children fail to generalise the sound of the initial letter to other words beginning with the same letter and conflate the letter, the sound and the single word into a whole meaning.

From single letter picture/word/initial sound the learner is immediately given medial vowel sounds. These are very difficult for mother tongue learners to both hear, recognise differences in letter shape and differentiate. In Bangla the difference in pronunciation between say a/o is minimal and teachers frequently mis-pronounce these letters. They need to be introduced as clear initial letter sounds in many words before the more abstract medial sound is attempted. Writing the alphabet is introduced as single letters practised in quick succession through tracing dots. No 'directionality' is emphasised, no pre-

writing patterns or attempt to help children know how an English letter is written. There is no indication that the letter 'sits' on the line rather than under the line as in Bangla.

■ **Adjectives:** The first describing words are comparative adjectives, introducing 12 new words as opposites indicated by pictures. The test has no comparative picture so it is e.g. impossible to see whether the rat is big or small.

Numbers are introduced as symbols for several pages - something taught in maths rather than English. The simple counting of objects does not link with either learned vocabulary or the number word. Then words for numbers are only given in the last rhyme where seven new number words are introduced without any picture cue to support them.

Colours are introduced last of all although they are easier to understand, to link with real objects and to practice by touching, colouring, pointing etc than comparatives.

■ **Phrases:** The only continuous text introduced consists of phrases. This is an/ this is a (with no differentiation between the a/an or reason given or practise in why one or the other. The initial vowel sound practise also does not give an indefinite article linked to the word. Comparatives on and under are given in one lesson with picture cues, although the fact that the key words are both written on top of the picture is confusing.

Altogether there is little context for children to either practise, internalise or learn new words. The order of acquisition seems to put much more difficult learning, such as medial vowel sounds, before very simple learning such as colours or numbers that are easily made concrete. There are no pictures that a teacher could use to either practise initial sounds by asking 'Show me something beginning with…' - maybe a pictorial version of I Spy - or could practise vocabulary in a more extended way. Equally, the idea that words have meaning other than labels, i.e. that they can be strung together to make more meaning than they have on their own, is also not explored.

4.1.3 Comparison with other materials

- The BRAC materials for class 1 are more child-centred and relevant for foundation work in alphabets.

Class 1	Textbook Topic ABC	Protocols	Vocabulary
1	Aa		
1	Aa	Good morning	
Class 1	Language structures	Interactive/oral	Additional
1			Abcd song Chart
1			ABcd song Practise Book

- 59 lessons concentrate on the alphabet introducing the words through the picture and words on the alphabet chart.

- The alphabet chart has a picture of the words beginning with the letter and a present tense simple noun, verb sentence. Subject-verb-object

- Sentences introduce is, have has, sit, sleep, like, live, eat, drink, use.

- Prepositions used are in, on, under, with

- Colours are used as an object - the dog is brown.

- Letters are practised in a practise book that has a dotted outline of the letter to copy and a picture of a word beginning with that letter

- There are 3 songs in addition ABCD, one two buckle my shoe, Robi Robi

- The book and chart are culturally and rural appropriate, well-drawn and 4 colour printed.

- There are no storybooks but there is a black and white set of capital letter flash cards.

4.1.4 Implications for EIA

The need for oral support for English learning is a given but a look at the textbook makes it clear how very necessary this is if children are ever going to progress meaningfully beyond the first few pages of Class 1 textbook. There are few links between sounds and letters, speaking and listening and reading and writing. The Class 1 textbook does not currently provide a sound foundation for English learning. The use of Big Books, reflecting the vocabulary of the textbook, emphasising on-set (the initial part of the word) rime (the part of the word that has a similar sound) and smaller books of rhyming poems or short stories that could be used with older children for individual reading and for teachers to read to younger children. Teacher training will be needed for this linking of spoken input with text through shared reading and writing in English (and in Bangla if possible) and through listening to and reading supplementary stories (again possibly in dual language text). Using contextual and local language materials for these purposes is important. English is a medium, not a cultural shift. Tagore has written wonderful verses for children (W. Bengal's Bengali textbook still uses some of his materials) and Shanti Niketan was a centre of child centred and creative education. We should explore the possibility of using some of these and other similar folk and modern materials.

4.1.5 Topic/lessons across GOB, BRAC and PROSHIKA Class 3 textbooks

A comparison of the Class 3 GoB textbook and similar topics in BRAC and PROSHIKA textbooks gives an indication of the 'gaps' already identified by NGOs.

An initial response to the textbooks is to the actual production quality of the books. In BRAC and PROSHIKA textbooks the paper is better weight and pictures and print are detailed and clear. Both BRAC (Mt English Book) and PROSHIKA (Our English Book) have pictures, sentences and things to do, including games, drawing and writing activities. Some of the English for Today (GoB textbook) topics have got sections with illustrations and space for writing but the print quality and paper is poor.

The GoB textbook has some parts that have only one page for a topic, there are few games or interactive pages and the progression seems to be indeterminate. The amount of work to do in a session, the link between speaking and listening, reading and writing is variable in the GoB textbooks and more clearly linked in the NGO versions. The reason for this may be that Government Primary textbooks, in many developing countries, are more likely to be produced by people from the tertiary or Secondary sector. They are nearly always produced, under a time constraint, by a committee of people who may not have sufficient time to trial, review and rewrite. The NGO sector is not subject to these pressures and therefore is more likely to have a consistent writing team with Primary experience, usually led by some external Primary education and language expertise.

The difference is most clearly seen in the teacher guides. GoB has no specific, lesson related guidance. The teacher guides for BRAC and PROSHIKA are larger than the textbook and contain line-by-line guidance, in Bangla, for the teacher. The extent to which teachers use the teacher guides (many studies

have found poor or no usage) is not known. In BRAC the teacher guides are central to the training process and to the monthly refresher courses.

A comparison of the same lesson content (vocabulary and concepts, grammar structures) across two books shows marked differences. PROSHIKA has a consistent cast of characters and a story line embedded in the Bangladesh countryside. The GoB textbooks refer to parents who are doctors, teachers or policemen. The background in drawings is not noticeably rural but children playing in the PROSHIKA book are sometimes barefoot and the clothes, artefacts, houses and backgrounds are all essentially Bangladeshi. There is a liveliness and engagement in the text, activities and pictures in the PROSHIKA book that is missing in the Government textbook.

Figure 3: Lesson 27 and 28 Government of Bangladesh textbook for Class 3.
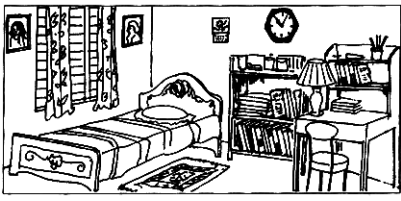
Topic 27 At a Shop and 28 Kamal's Bedroom cover some new vocabulary and include a small story. There are pictures to accompany each topic.

The learning aim is read and act out conversation, complete sentences and copy writing.

In Topic 28 students are asked to listen to questions and answers and say them and then to describe their own bedroom.

For the majority of students in government schools the concept of bedroom is unknown and a child's bedroom with clock, bookshelf, pictures and bed is a middle class urban concept. Compared with the PROSHIKA Chapter 5 Lessons 6 - 12 we see a boy and girl are shown in comic strip form going to the shop. The direct speech is given in bubble form. The grammatical structures 'What do you want' and 'I want' are repeated a number of times to cover a number of purchases. Lesson 8 leaves some of the speech open for students to fill in. Lesson 12 is an assessment activity asking students to use the verbs 'give' and 'want' along with a picture of the target vocabulary.

Figure 4: The preparation in a PROSHIKA textbook for new vocabulary is focused
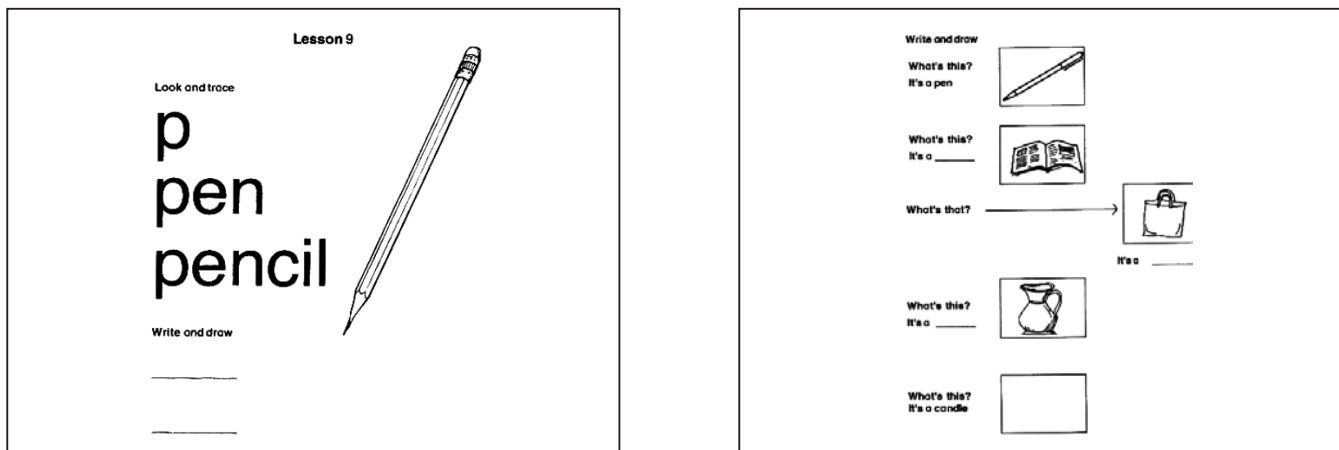
4.1.6 Class 5 Textbooks

The interactive and attractive Class 3 BRAC and PROSHIKA books keep the students at a parallel level with the GoB textbooks. The NGOs are committed to ensuring their non-formal school students and formal Primary and community school students can re-enter the formal system after the Class 5 examinations. The NGOs have taken different approaches to how to prepare students for this cross-over into the government system. BRAC has put their efforts into preparing a Teacher Guide for Class 5 for use with the government textbook. PROSHIKA has used games and activities to revise the basic vocabulary of the previous books and to practising communicative spoken English.

An analysis of the content of Class 4 and 5 textbooks does not produce a particularly negative effect, other than the density of the text and the generally unattractive look of the textbooks. Some of the actual content and activities, although heavily biased towards reading and writing, have got an integrity and methodology that is sensible and based on good international practise.

The Class 5 textbook is very dense and there is a substantial difference between the first part of the book and the end of the book. There still, however, exists a difficult distance between Class 5 English for Today and Class 6 textbook (note in this example mis-spellings of conldn't and unitied). Unverified information is that examinees must reproduce such mistakes in their exam papers or be marked incorrectly.

Figure 5: Last Lesson in Class 5 (Left) and Lesson 12 in Class 6 (Right)
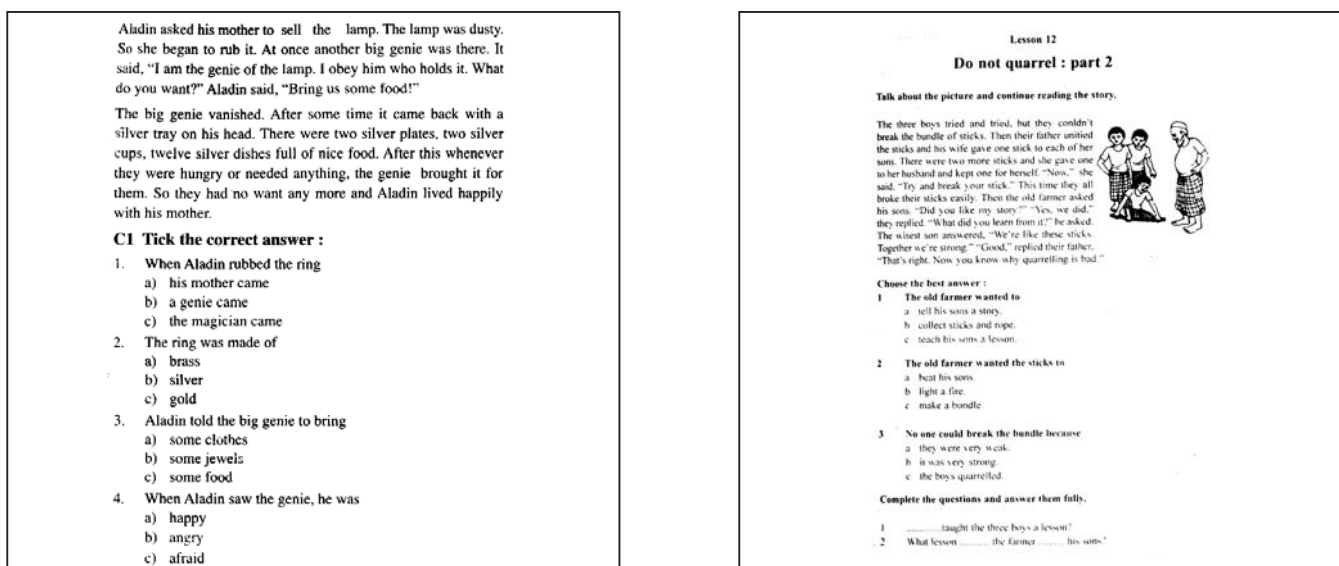
4.2 Implications

4.2.1 The content and format of the textbooks

A definition of the 'quality' gap between the national English materials and supplementary materials including alternative textbooks would indicate that presentation, use of white space, relevant illustrations present NGO learners with books that are more durable, more attractive and more understandable in terms of rural content.

The GoB textbooks for Primary learners of English show weaknesses that affect learning, motivation and understanding at a number of levels:

- Lack of continuity and progression between lessons and between books;

- Poor use of time and practise for different sections - some having only one page, some having 6 pages to be covered in a week's lessons;

- The poor physical quality of the books in terms of paper, illustration, clarity of print and white space make the books difficult to read and likely to disintegrate before the end of the school year;

- Lack of contextual illustrations or content using middle class contexts and introducing characters e.g. in Class 1 'His father is a doctor. His mother is a teacher' who would never occur in reality in a government school;

- Mixed methodologies. Development by committee results in some sections being grounded in good practise; interactive and modern methodology while others can only be rote learned and have no discernible learning outcome.

- Infrequent assessment activities that would help the teacher to keep track of students' progress.

4.2.2 The Influence of the Teacher Guide and Training

BRAC and PROSHIKA tend to have higher pass marks than government schools in the Class 5 examination in most subjects, including English. Since BRAC is using the government textbook this difference could be inferred to be because of monthly refresher courses for teachers, specific training for English and the weekly supervision visits of programme officers to every BRAC school. Since BRAC students come from the poorer end of society, are often from illiterate homes and are first time learners in their community there is no inherent advantage to them that would produce better scores in English. The BRAC Teacher Guide provides model questions for teachers to ask and gives the answers and there is a substantial section for every lesson. The government Teacher Guide (not seen) is said to consist of general methodological and subject support across all the subjects.

4.2.3 Teacher Competence

The generally weak level of teacher competence in English cannot be said to be a specific reason for poor results in government school since NGO teachers are often only HSC or even Class 8 graduates. The lack of a good teacher guide, specific and continuous training and follow up in school is more likely to affect the learning level of students.

4.2.4 Lack of Supplementary Materials

The lack of supplementary materials for English, other than the elusive UNICEF supplementary readers, must affect the quality of teaching. BRAC's initial alphabet and writing books give a colourful and interesting foundation for learning English although there is no evidence that speaking is a priority.

4.2.5 Secondary School Materials

Materials consist only of textbooks. At Secondary level these are bought. Their poor quality means that they are not durable and many lose pages or become difficult to read by the end of the year. There seem to be more mistakes in the Secondary textbooks (this may be borne out by the OU analysis). The level of reading, tense and case use and general level of interest in the Secondary materials appears to be de-motivating for learners.

4.2.6 English Medium Schools

These schools complain that they too suffer from the poor quality of books available in the market place or from publishers. Importing directly from UK or USA is expensive and often assumes a level of competency and methodological expertise that is not available in Bangladesh. Some elite schools have their own training courses (Aga Khan for example has extensive training, high level opportunities for training for good teachers although it still uses an expensive and poor English textbook). These schools benefit from English being the medium of instruction at all levels and in all subjects and from the fact that they have libraries containing English books that support learners once they have the basics of the language.

5. Conclusion

The print materials available for the teaching of English in Primary and Secondary school are limited even in more elite English Medium schools. This has made a typical audit of materials very difficult. There are numerous teacher training guides, linked to training course (see Baseline Study 5) but the actual presence of textbooks or readers in schools is very limited.

The market place and publishing of English books shows little awareness of a possibly increasing market and the quality remains poor and many books are superannuated old series from England that have not been used in schools for many years. The emphasis in market place workbooks and textbooks is on grammatical structures and outmoded exercises and often outmoded vocabulary. In the Primary sector NGOs have produced better quality and more child and context focused textbooks, these run for three years covering the five-year Primary course, and examination results tend to be better than government school results. NGO books look nicer than the government textbooks but they cost considerably more. Government textbooks are written by a committee of writers, often drawn from the Secondary, tertiary or university sector. The educational quality, content and predicative methodology is very variable with some sections showing insight into the learning of language by young learners; other sections are incomprehensible, not relevant or contextualised and contain little to help students or teachers to become better learners and speakers of English.

The emphasis in this survey has been on analysis and comparison rather than on quantity and spread of materials. The paucity of actual materials makes it unlikely that a similar audit could give positive results just on this basis. However, the quality of the materials should be considerably influenced by EIA inputs if these are successful. A similar survey at the end of Phase Two might be able to show what the impact of EIA has been on both school and commercial materials. It will also be able to indicate, in comparison with learning achievement surveys, whether the provision of additional materials, use of technology and supplementary readers has had an impact on students' learning, motivation and use of communicative English.

6. List of Abbreviations

AUEO - Assistant Upazila Education Officer

AUSAID - Australian Government Overseas Aid Program

B.Ed. - Bachelor of Education (Teaching degree)

BOU - Bangladesh Open University

BRAC - Bangladesh Rural Advancement Committee

CAMPE - Campaign for Popular Education

CLT - Communicative Language Teaching

DfID - Department for International Development

EIA - English in Action

ELTIP - English Language Teaching Improvement Programme

FIVDB - Friends in Village Development Bangladesh

GCSE - General Certificate of Secondary Education (UK)

GoB - The Government of Bangladesh

GSS - Gonoshahajjo Sangstha

HSC - Higher Secondary Certificate (12 years)

IELTS - International English Language Testing System

MOE - Ministry of Education

MOPME - Ministry of Primary and Mass Education

NCTB - National Curriculum and Text Book Board

NGO - Non-Government Organization

PACE - Post Primary, Basic and Continuing Education (BRAC)

PEPD II - Second Primary Education Development Programme

SEQAEP - Secondary Education Quality and Access Enhancement Project

SESIP - Secondary Education Sector Improvement Project

SSC - Secondary School Certificate (10 years)

TQI - Teaching Quality Improvement in Secondary Education Project

UCEP - Underprivileged Children's Education Programme

UEO - Upazila Education Officer

UNICEF - The United Nations Children's Fund

7. Appendices

Appendix 1: Participants at the introductory workshop 6th August 2008

Institution	Completed Questionnaire	Materials
Bangladesh Open University	yes	some
JSC OU	yes	
Degree TT programme (D Net)	yes	
FIVBD	yes	
UNICEF	yes	Some
TQI	yes	
BRAC Primary	yes	
BRAC PACE	yes	
BRAC University CfL	yes	
Enfant de Monde	not as yet	
Complementary Sector Reform	yes	
Development Networks	yes	
CAMPE	N/A	
Plan Bangladesh	yes	
Save the Children UK	not as yet	
AusAid	N/A	
UCEP	yes	

Appendix 2: Materials Audit for English in Action

The blank questionnaire document is shown below. On subsequent pages, completed questionnaires relating to three participating organisations are presented.

C	MATERIALS FOR TRAINING AND TEACHING ENGLISH
1	Are any materials provided for the teachers to take away from the training? (e.g. teaching manual or guide?)
2	Are any classroom materials provided to teachers? :
	• Stationery and other equipment
	• Supplementary reading materials
	• Games and activities
	• Assessment materials
	• Outline lesson plans
3	Do you have any materials that are dual language English - Mother Tongue?
4	Do you provide any AVA materials for your teachers/classrooms?
5	Do any of your classrooms have Information and Communications Technology e.g. computers, SMART phones, MP3 players etc.
6	How do you use ICT for teaching and training purposes?
7	What are the major challenges you face while using ICT in the classroom?
8	What is your observation in relation to the effectiveness/impact of your training interventions?

Thank you for your assistance.

Training and Materials Audit for English in Action

Name of your Organisation:

JSC Project: Open School of Bangladesh Open University

We would appreciate you completing the following questionnaire in relation to English materials for teaching and learning.

C	MATERIALS FOR TRAINING AND TEACHING ENGLISH
1	Are any materials provided for the teachers to take away from the training? (e.g. teaching manual or guide?) **Handouts only; a manual currently developed not yet printed.**
2	Are any classroom materials provided to teachers? : • Stationery and other equipment [✓] • Supplementary reading materials [✓] • Games and activities [✓] • Assessment materials [✓] • Outline lesson plans [✓] • Any other? (Please specify) **(as per the requirements)**
3	Do you have any materials that are dual language English - Mother Tongue? **Dual**
4	Do you provide any AVA materials for your teachers/classrooms? **No**
5	Do any of your classrooms have Information and Communications Technology e.g. computers, SMART phones, MP3 players, radios etc. **No**
6	How do you use ICT for teaching and training purposes? **N/A**
7	What are the major challenges you face while using ICT in the classroom? **N/A**
8	What is your observation in relation to the effectiveness/impact of your training interventions? **Use of ICTs would have been more effective.**

Thank you for your assistance.

Training and Materials Audit for English in Action.

Name of your Organisation:

BRAC University Centre for Languages (CfL)

We would appreciate you completing the following questionnaire in relation to English materials for teaching and learning.

C	MATERIALS FOR TRAINING AND TEACHING ENGLISH
1	Are any materials provided for the teachers to take away from the training? (e.g. teaching manual or guide?) We provide some handouts on teaching/evaluation techniques, methodologies etc on need basis.
2	Are any classroom materials provided to teachers? : • Stationery and other equipment **No** • Supplementary reading materials **No, But we give them the resource links or the list of books. And we make sure they have access of these resources through concerned authorities.** • Games and activities **We always ensure our lessons with lots of energizers. Besides, for Secondary level teaching, we have a session on "integrating curricular activities in classroom".** • Assessment materials **Yes** • Outline lesson plans **Yes** • Any other? (Please specify)
3	Do you have any materials that are dual language English - Mother Tongue? **No**
4	Do you provide any AVA materials for your teachers/classrooms? **Yes**
5	Do any of your classrooms have Information and Communications Technology e.g. computers, SMART phones, MP3 players, radios etc. **Yes, except the SMART phone. Besides, we have two computer labs containing 57 computers with broadband connection and a well-equipped language lab.**
6	How do you use ICT for teaching and training purposes? **We use the ICT for delivering classes (using multimedia) for developing speaking and listening skills. Sometimes we give assignments to our students. As almost all our courses focus on pronunciation we use videos, CD players, on line resources etc.**
7	What are the major challenges you face while using ICT in the classroom? **Initially making the learner group accustomed with the presentation style as the participants start writing down whatever is displayed on the screen.**
8	What is your observation in relation to the effectiveness/impact of your training interventions? **As our aim is to address the requirements of our target group/beneficiaries, we always try to make a substantive difference in their life. With this line it will be pertinent to say that our clients always exude their satisfaction to our work.**

Thank you for your assistance.

Training and Materials Audit for English in Action.

Name of your Organisation:

Plan Bangladesh

We would appreciate you completing the following questionnaire in relation to English materials for teaching and learning.

C	MATERIALS FOR TRAINING AND TEACHING ENGLISH
1	Are any materials provided for the teachers to take away from the training? (e.g. teaching manual or guide?) **Teachers' guide, handbook on materials and assessment and a package of learning materials are provided.**
2	Are any classroom materials provided to teachers? : • Stationery and other equipment • Supplementary learning materials • Assessment tools and guidelines • Outline lesson plans **Materials for monitoring and documentation**
3	Do you have any materials that are dual language English - Mother Tongue? **No**
4	Do you provide any AVA materials for your teachers/classrooms? **No**
5	Do any of your classrooms have Information and Communications Technology e.g. computers, SMART phones, MP3 players, radios etc. **No**
6	How do you use ICT for teaching and training purposes? **In training purposes, ICT is used to conduct some sessions. A tele-education program using fibre optics has been proposed for the program. It will be piloted in one of the Plan areas. The teachers of learning centres will be professionally developed through this program.**
7	What are the major challenges you face while using ICT in the classroom? **Not applicable.**
8	What is your observation in relation to the effectiveness/impact of your training interventions? **The training is good and friendly enough for the participants. As it is need based, the effectiveness of it in field level is satisfactory. But in some cases due to maintain the different tyres some deviations are observed in the implementation level. The materials that are provided in training could be used more effectively in the field.**

Thank you for your assistance.

Appendix 3: Workshop Agenda

Experience Sharing Workshop on English Teaching, Learning & Training

Date: August 6th 2008

Venue: Spectra Convention Centre, Gulshan 1, Dhaka

Time: 9:30 a.m. to 12:30 p.m.

SCHEDULE

Time	Topic	Facilitator
9:30 - 9:35	Welcome Speech	Marc van der Stouwe, Team Leader EIA
9:35 - 10:05	Introduction to Participants	Gillian Tasker, EIA Advisor
10:05 - 10:15	Introducing EIA	Marc van der Stouwe
10:15 - 10:25	QA on EIA by Participants	
10:25 - 10:35	Introducing EIA Research & ME M&E	Shahamin S. Zaman, Head of Research,
10:35 - 10:40	Overview of the Material Development & Teacher Training Survey	Brigid Smith, EIA Advisor
10:40 - 10:55	TEA BREAK	
10:55 - 12:20	Group Work by Participants, group presentations	Gillian Tasker
12:20 - 12:25	Wrap Up	Brigid Smith
12:25 - 12:30	Closing Remarks & Thanks LUNCH	Marc van der Stouwe

Appendix 4. Analysis of GoB and BRAC Text Books Used in English Lessons

Analysis of GoB Textbooks

Class 1	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Topic 1	Greetings	Good morning How are you Thank you Goodbye	Teacher Students Fine	Question	Designed to be said aloud	
Topic 2	Greetings	Hello + name And you?	You, Bye, Bye-bye	Question	Designed to be said aloud	
Topic 3	Names	What's your name? How old are you? What class are you in?	How, Class, Six, One	Question	Designed to be said aloud	
Topic 4	Rhyme		Two, Little, Black-birds, Wall, Sitting, On, Fly away	Rhyming song	Listen and recite	
Topic 5	Family	Who's this? Look at the picture	Mother, Father, Sister, Brother, Family	Questions	Point, ask and answer	
Topic 6	Commands	Sit down, Stand up, Come here, Go to, Open , Close	Door, Here, Seat	Imperatives	Designed to be acted upon	
Topic 7	Parts of the body	Listen and do Touch	Head, Eye, Ear, Mouth, Nose, Hand,, Leg, Foot	Commands	Designed to be acted upon	
Topic 8	Teddy Bear Rhyme	Turn around Touch the ground Polish your shoes Go to school	Teddy bear, Turn , Around, Touch, Ground, Polish, Shoes, Go to, School	Rhyme	To be sung and acted out	
Topic 9	Alphabet song	Listen and repeat	Letters of the alphabet	Alphabets	To be sung	

Class 1	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Topic 10	Alphabet capital and small	Listen and say	Apple, Bat, Cap, Doll, Egg, Fish, Goat, Hut, Ice-cream, Jug, Kite, Leg, Mango, Net, Ox, Pot, Queen, Rat, Sheep, Top, Umbrella, Van, Watch, X-ray, Yoke, Zebra			
Topics 11-15	Alphabet		Write letters of alphabet	Imperatives to draw / say	No interactive activities apparent	
Topic 16	Rhyme	Listen and recite Baa, baa black sheep	Bass, black, wool, sir, full, master, dame, lane, little		Listen and recite	
Topic 17	Sound of a	What's this?	Hat, rat, mat, cat. Bat, bag	Vowel sounds	No interactive activities apparent	
Topic 18	Sound of e	What's this?	Leg, pen, egg, bed, net, hen	Vowel sounds	No interactive activities apparent	
Topic 19	Sound of i		Hill, mill, lid, nib, tin, pin	Vowel sounds	No interactive activities apparent	
Topic 20	Sound of o		Box, fox, coat, dog, log, pot	Vowel sounds	No interactive activities apparent	
Topic 21	Sound of u		Bus, cup, sun, mug, jug, hut	Vowel sounds	No interactive activities apparent	
Topic 22	Revision of vowels				No interactive activities apparent	Missing letters to fill in.
Topic 23	Rhyme		Pussy where have been, London there, Frightened mouse chair under			
Topic 24	And	What can you see?		Joining two words with and	Repetition after teacher, no usage	
Topic 25	Describing words		Fat thin, big small happy sad, old young, tall short, Hot cold	Comparative adjectives	Questioning – say the right answer	

Class 1	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Topic 26	Simple statements	This is a , an		a/an This is	Say, point. Ask and answer questions	
Topic 27	In and on		lid	Prepositions of place	Say, point. Ask and answer questions	
Topic 28	Colours		Red, blue yellow, green, black Rose, Banana, crow, leaf, bird	Adjectives - colour	Look, listen and say	
Topic 29	Rhyme		Sky, hair	Rhyme	Listen and recite	
Topic 30	Fruits and flowers		Lily		Join the dots and colour	
Topic 31	Animals		Cow, lion, tiger		Join the dots and colour	
Topic 32	Rhyme of numbers		Jump, clap		Reciting	
Topic 33	Numbers		Numbers to 10 – symbol not word		Say	
Topic 34	Numbers				Draw and write	
Topic 35	Revision of numbers (symbols not words)					
Topic 36	Rhyme – One , two , three, four, five		Once caught, Alive Four, five, six seven eight nine ten, then let		Reciting	

Class 2	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Topic 1	Greetings	Same as Textbook 1 plus Come let's play. Come let's sing Come let's read	Sing Read		Designed for oral interaction	
Topic 2	Greetings and introduction	I am You are He is She is	Boy girl	Short oral sentences	Designed for oral interaction	
Topic 3	Rhyme Rain, Rain, go away		Go away Come again Want to	Short oral sentences	For listening and reciting	
Topic 4	Alphabet Capital and lower case Aa - Ee		Ant, axe, ball, doll, elephant.		No just repeating and then writing lower case letters	As it is capital and lower case is the teacher intended to say letter names or word?
Topic 5	Alphabet Capital and lower case Ff - Jj		Fan, goat, horse, frog, igloo, inkpot, jeep, jar		No just repeating and then writing lower case letters	Topic 6
Topic 6	Alphabet Capital and lower case Kk - Oo		Kay, kangaroo, lotus, lamb, mug, nest, ox, orange		No just repeating and then writing lower case letters	
Topic 7	Alphabet Capital and lower case Pp - Tt		Pigeon, quilt, ruler, star, tap, tomato		No just repeating and then writing lower case letters	
Topic 8	Alphabet Capital and lower case Uu - Zz		Uniform, vase, window, wall, xmas tree, yoyo, yak, zoo		No just repeating and then writing lower case letters Repeating alphabet	
Topic 9	Lower case letters revision		Write alphabet Fill in missing letters in alphabet	Matching letters (initial?) with pictures.	No just repeating and then writing lower case letters	No words, so it would seem children are supposed to say not to learn to write the words

Class 2	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Topic 10	Commands and instructions	Stand up Sit down Come here Now you can go Listen to me Open your book Close your book Look at the blackboard Write on Clean the board Raise your hand Put your hand down Don't make a noise. Keep quiet.	Listen, Close, Book, Blackboard, Open, Close, Look , Blackboard, Write, Clean, Raise, Put, Down, Don't, Make, Noise, Keep, Quiet	Imperatives	Designed for oral interaction	A lot of new words introduced in this topic
Topic 11	Initial sounds		Can, Man, Map, Ram, Rack		Listening and repeating	There is no attempt to group words to be learned by the look as well as by sound – ck not introduced
Topic 12	Statements	That is This is			Listen and repeat Show	The written exercise cannot be differentiated into this or that and is confusing
Topic 13	Numbers 1-10				Say numbers Writing	
Topic 14	Rhyme – One, Two buckle my shoe		Buckle, Shut, Pick up, Sticks, Lay straight, Words for four to ten		Listening and reciting Join the dots by number on a star	
Topic 15	Questions and Answers	What is this? What is that?	Table	Simple questions and answers	Repeating questions and answers	Again confusing the this and that as an action
Topic 16	Questions and Answers	What is your name? My name is	Father, Mother, Friend	Simple questions and answers	Repeating questions and answers	

Class 2	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Topic 17	Final sound - n		Nun, Bun, Bin, Tin		Listen and repeat Write the numbers Write missing numbers Join the dots to 10	
Topic 18	Numbers 11 - 20		Number symbols		Listen and repeat Write the numbers Write missing numbers Join the dots to 20	
Topic 19	Numbers 21 – 30		Number symbols		Listen and repeat Write the numbers Write missing numbers Join the dots to 30	
Topic 20	Rhyme Twinkle, twinkle little star		Twinkle, How, Wonder, Above, High, Diamond, Like		Listen and repeat	
Topic 21	Numbers 31 - 40		Number symbols		Listen and repeat Write the numbers Write missing numbers Join the dots to 40	
Topic 22	Numbers 41 - 50		Number symbols		Listen and repeat Write the numbers Write missing numbers Join the dots to 50	
Topic 23	Revision of numbers to 50				Fill in missing Practise writing	
Topic 24	Vowel sounds		Jam, fin Big, log	Phrases with adjective big, hot On and in	Read together Fill in missing medial vowel	Not clear if teacher will read the word, if not difficult
Topic 25	Capital letters A-E				Writing	Not linked to words or pictures so the initial sound not clear
Topic 26	Capital letters F-J				Writing	Not linked to words or pictures so the initial sound not clear

Class 2	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Topic 27	Capital letters K-O				Writing	Not linked to words or pictures so the initial sound not clear
Topic 28	Capital letters P-T				Writing	Not linked to words or pictures so the initial sound not clear
Topic 29	Capital letters U-Z				Writing	Not linked to words or pictures so the initial sound not clear
Topic 30	Capital letter for whole alphabet				Fill in missing letters	No instruction to say the letters by name or sound
Topic 31	Humpty Dumpty		Great, couldn't together	King's apostrophe	Listen and repeat	
Topic 32	Words and sentences	I have a I can Stand up Do not	Pencil, shirt, dance, draw, stand Write, drink, rice Ice cream	Short sentences Opposites	Read the words and sentences	
Topic 33	Writing Filling in medial vowels		baby			Long a in baby not explained
Topic 34	Story and comprehension		Loves Very much	School's Teacher's apostrophe	Circle the right answer Fill in the blanks	Factual recall but if done in groups would be fun

Class 3	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
1	Greetings and Introductions	My name's What's your name? Where are you from? I'm from …. And you? See you	Name is What is I am		Say the dialogue A1	Add in missing word
2	Knowing your friends	How old are you? What's your favourite colour? How many brothers and sister do you have? Where do you live? What's your hobby?	Old, Favourite, Green, Red, Brother , Sister, Hobby, live	How Where What	Say the dialogue A1	Fill in answer
3	Cats	Poem	Cats, Sleep, Anywhere, Table chair, Top of, Piano, Window ledge, Middle, Edge, Open, Drawer, Empty , Shoe, Anybody's, Lap	Top of In the middle On the edge Will do Adjectives Empty open	Say the poem	
4	Listen and say		Pan, Puppy, Pet, Paper, Pin, Plane, Pot, Plate, Play, Plough, Finger, Face, Flower, Fan, Four, Farmer, Fire, Friend, Fox , Fly, Fish, Frog	Letters p/f Adjectives Plastic, Paper, Flower, Fountain, Bamboo, Firefly, Big	Read words aloud	
5	Look and say		Tiger, Rat, Ball, Bat, Bell, Pen, Hen, Den, Fox , Banana, Mango, Apple, Owl, Duck, Crow, Jug, Mug, Cup, Bus, Jeep , Car, Sun, Lid, Man, Nest, Egg,			Circle name of the picture Connect picture to name

Class 3	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
			Hill, Doll, Umbrella , Ant, Key, Net, Box, Hut, Star			Fill in missing letters (vowels but not initial) some consonants Write the name of each picture
6	Fun with pictures and words Look and say		Small , Lamb, Pond, Vase, Fin, Mat, Log, Leaf , Cow, Tree, Boy, Girl, Wall, Garden, Cup, Book , Mill, Drinks, Glass, Milk	Adjectives Small, Big, Black, Green, Wet, Tall In a , On a , With, In, On		Tick the phrase that tells about each picture Read the phrases in the box Write the correct phrase Choose the right word
7	Listen and Say	How many? Colour the Now exchange your copies	Circle, Round, Oval, Square, Sides, Size, Rectangle, Long , Short, Triangle, Draw, House, Flying, Exchange, Copies, Friend	This is….., It is , It has, Are the same, It is like Adjectives Long, Short, Same, On the top of, Does …?, Now draw…		Repeat a sentence Match word and picture Look at Mr. Shape Listen and do (draw)
8	Listen and say Numbers 51-80		Join Dots			Say numbers Write numbers Write missing numbers Join the dots

Class 3	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
9	Listen and Say My Family		Family, Village, Father, Postmaster, Mother, Primary, School , Teacher, Grandfather, Grand-mother	Little Happy		Story and questions Ask and answer dialogue Fill in the blanks Now tell about your family
10	Commands and Instructions	Listen to me, Show me, Go to…, Come to…, Draw, Clean, Turn around, Take…, Open, Read, Close, Put , Go out and find, Bring it to…, Go back, Come here, Show me, Touch your	Homework, Seat, Blackboard, Sentences, Bag , Students, Cut, Nails, Wash, Your, Hands, Cover , Food, Eat, Vegetables, Fruits, Duster, Please, Write, Right, Left, Raise	Some Every		Listen and do Copy sentence Match sentence with picture Copy sentence

Analysis of BRAC Textbooks

BRAC Class 1 textbook

Class 1	Textbook Topic ABC	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
1	Aa					Abcd song Chart
1	Aa	Good morning				ABcd song Practise Book

- 59 lessons concentrate on the alphabet introducing the words through the picture and words on the alphabet chart.
- The alphabet chart has a picture of the words beginning with the letter and a present tense simple noun, verb sentence. Subject-verb-object
- Sentences introduce is, have has, sit, sleep, like, live, eat, drink, use.
- Prepositions used are in, on, under, with
- Colours are used as an object - the dog is brown.
- Letters are practised in a practise book that has a dotted outline of the letter to copy and a picture of a word beginning with that letter
- There are 3 songs in addition ABCD, one two buckle my shoe, Robi Robi
- The book and chart are culturally and rural appropriate, well drawn and 4 colour printed.
- There are no story books but there is a black and white set of capital letter flash cards.

BRAC Textbook 2

Class 2	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
1-12	Alphabet – increasing words (2)	Good morning, How are you?, I am fine, Who are you?, Come here, Take a chalk, Write on the blackboard, Go to your seat (supported by pictures) Give me, Show me	2 words for each letter	On to	Words and pictures	Chart 7 songs including 3 Class 1 Practise writing Workbook Built in assessment at the back
2	aeiou in words		Taught in a sequence		Drawing self and teacher	Fill in vowel blanks
3	names	Which class are you in?			Saying and writing names	Assessment
4	Parts of the body				Picture read Touch your...	Matching word and picture Writing names on picture
5	a/an	What is it? It is			Look and say	
6	Numbers		How many?		Count and say	Writing numbers Read and write signs and words Matching Missing numbers Assessment
7	Myself	She is He is I am	Name plus is How old – 8 years Use of am, are, is			
8	Have and has		Have has		Good picture for making a sentence	Fill in boxes Blanks and ticks
9	This and that	This is (name) That is (name)			Reading together word and picture Act out	Fill in the blanks Tick correct one Assessment

Class 2	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
10	On, in, under				Read (4) Act out	Fill in box from picture Fill in blanks
11	The Family	This is (names of family)			Read	Ring correct word Revise am/are
12	Colours				Read	Colour pictures Fill in blanks Join dots Assessment

Vocabulary for every lesson is given in English and Bangla at the back of the book. Picture for new words not on the chart

BRAC Textbook 3

Class 3	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
1	Greetings	Revision of all greetings	Given in dictionary at back of the book		Read Act	
2	Sounds word and pictures				Listen and say Read phrase	Match words and pictures
3	a/an and numbers			I have a I have (number) noun Add s or es	Read the picture Read sentences	Put a or an before Write name of the picture Tick right answer
4	Counting 1-100				Rhyme One two three four five, Once I caught	Read and write numbers
5	Days of the week Calendar			How many? What are?		Word finder Fill in the blanks Write in order
6	Commands and Requests	Instructions Commands Please and thank you		May and can	Read Rhyme	Fill in blanks Assessment

Class 3	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
7	Shapes and colours			This is It has	Listen and do	Colour in How many?
8	Punctuation			Capital letter Full stop Question mark	Question and answer	Singular plural fill in blanks Sentences
9	Rita's Family Anu's family	How many What is		First person story Male and Female	Listen and say Family Tree	Complete sentences Draw a picture and write Assessment
10	Domestic and wild animals A Friend in need				Read with picture Long story to read	Circle correct answer Match picture and word Complete sentences
11	My House			Like/dislike	Read Listen and say Rhyme	Say and copy Answer questions 1
12	Talking about my friend and me				Story to read	Complete sentences True or false Assessment
13	What do people do?			-ing Reading dancing	Read sentence with picture Read actions Dialogue and role play	Circle right answer Complete sentence
14	People of Bangladesh and their activities				Map- look and say Activities and divisions	Write about yourself Assessment

Class 4	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Lesson 1	Greetings and Introduction	Pleased to meet you. How do you come to school? How do you like? Yes of course What about you? I am in a hurry See you tomorrow Bye	Student, Happy – sad, Hungry, Tired, Football, Hockey, Market , Hospital, Post office, Biscuits, Sport	Sentence maker Are you…? Do you…? You're you are I don't – do not	Listen and say	Picture – rickshaw List of new words
Lesson 2	Self Introduction		Play, Together, Tiffin time, Doctor, Teacher		Extended text for reading Questions – ask and answer	Fill in gaps Copy writing Write about yourself – guided ideas
Lesson 3	Food and Meals		Grow, Energy, Meals, Breakfast, Lunch, Tea, Dinner, Snacks, List, Curry, Dessert, Sometimes, Cucumber, Lentil, Mutton, Sweets, Puffed rice		Listen and Read Look at picture and say Which is your favourite?	Make a list of food you like to eat
Lesson 4	Numbers 101-105				Look , listen, say	Practise writing Write the missing number
Lesson 5	Road Lights		Wait	Right away	Poem and picture	
Lesson 6	Pronunciation practise 1 e and a		Head, Bet, Gas, Cricket, Oxygen, Natural, Headache		Look, listen, say Repeat Listen and complete Dialogue with gaps for students to fill (orally)	Links sound to bangle sound
Lesson 7	A picnic		Pouring, Spread, Plucking , Prepared, Sunny , Summer, Winter, Monsoon,	What is? He is.. Q & A Has Is sentence maker	Extended text for reading Look at picture and say what they are doing	Comprehension – choose the right answer Fill in the blanks Sentence maker

Class 4	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
			Season , Annual examination, Brought, Pitha, Kichuri, Potato chops, Catches, October, November, December			
Lesson 8	Numbers 151 – 200				Look, listen, say	Practise writing Write missing numbers
Lesson 9	Work with numbers 101 - 200					Fill in missing nos. Numbers that come between
Lesson 10	A Daily Routine		Intelligent, Hard-working, Grandparents, Uniform, Watch, Put on , Mugs, Glasses, Bottles	I, we, he she it Do don't What is This is	Questions Ask and Answer Ask and answer	Write answer
Lesson 11	Pronunciation Practice 2 I and I (something wrong with the lesson) i and i is really i and ea,ee				Listen and say Listen and complete (dialogue with gaps)	
Lesson 12	Commands, requests and instructions	Good Afternoon	Good Afternoon, Piece of chalk, Below, Leaf, Water bottle, Address, Voice	Negatives Do not	Listen and do Listen and do dialogues Change instructions into the negative	(perfect for playing Teacher says)
Lesson 13	Writing on your own.					Practise writing nos. 100 – 500
Lesson 14	Stress practice			Not so fast Hurry up	Look, listen and say Listen and complete	
Lesson 15	A Prayer - verse	Thank you	Shelter, God			

Class 4	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Lesson 16	Commands, Requests and Instructions 2	X please come Thank you	Reading , Opening, Playing, Skipping , Eating, Making, Swimming, Sleeping, Homework, Kite, Watching, Badminton, Talking	What is X doing? He/she is -ing	Look at pictures and answer questions	
Lesson 17	Family and Friends	Where is she from?	Government, Offices, Retired, Officer, Housewife, College, Daughters, Pakistani, Indian, Above , Outside , Country, Both	Where is?what does? How old? Where is? Who are? Which country?	Ask and answer	Write 5 sentences about your family Copy the sentences
Lesson 18	Punctuation		Is she?	Full stop Capital letter Question mark Exclamation mark	Read and Say	Write using capitals, full stop and exclamation mark.
Lesson 19	Telling the Time		Month, Midnight, Noon, Study, Television, Minutes, Hour	What time is it?	Read the passage Look and say Look at the clock and tell the time Pair work dialogue	Fill in the blanks
Lesson 20	Names of Months		Calendar, Beautiful, Scenery, January, February, March, April, May, June, July, August		Extended text for reading Pair work dialogue	Comprehension Rearrange months and write them down Write mane in the right box
Lesson 21	A Day in a Farmer's Life		Oxen , Plough, Leafy, Continue, Feed, Luck, Sow , Harvest, Crops, Land-owner, Mid-day, Short break, Continue	Whole day Before sunrise My own Whatever	Look at pictures and ask questions (pairs) Extended text to read Ask and answer	Choose the best answer Fill in the blanks

Class 4	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Lesson 22	Intonation practice	Intonation in asking questions	Instructions for teacher with very difficult long words		Listening and repeating Ask and answer	
Lesson 23	Mice Poem		Chins Nibble Touch	Rather (adjective) Shouldn't		
Lesson 24	Making Requests	Sure I'd be glad to Of course	Sugar gift	Hand (verb) Change (noun) Post (verb)	Listen and repeat Ask and answer	Copy the sentences
Lesson 25	Punctuation			Comma Full Stop	Read and Say Dialogue 1.2	
Lesson 26	Quotation marks		Veranda , Dance, Dear, Extended vocabulary for instructions – for the teacher?	Direct Speech	Read and Say Extended text - story	Write sentences with correct punctuation Punctuate story
Lesson 27	Letter to a friend		I'm fine, Vacation, Trucks, Zoo, Cousins, Primary school, Crowded, Buildings, Wide, Alone, Fun, Museum, Tomorrow, Market, Bought, Story, write	Reads (verb) Letter conventions	Extended text – letter Ask and answer questions in pairs	True or false? Silently read Write a paragraph My Friend (guided writing)
Lesson 28	Punctuation practice 3 S and sh		Shock, Show, Ash, Ass, Shine, Shell, Sell, sip		Look, listen and say Tongue Twister	Picture of seashore
Lesson 29	Number in words 21-50				Look, listen and say	Write numbers
Lesson 30	Ordinal numbers		First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth			

Class 4	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Lesson 31	The Swing poem		Folks, Fly, Grass, Nobody, Knows	Now Up – down Over - under High – low		
Lesson 32	Thirsty crow		Thirsty, Search, Distance, Pebbles ditch, Pitcher, Moral , Clever , reach		Extended text	Circle the right answer Fill in the blanks Match the phrases Read and make sentences
Lesson 33	Letter to a pen friend		Pen friend, Nepal , Subjects, History, Ghost, Cartoons, especially	Elder Younger Best wishes	Extended text letter	Write a letter
Lesson 34	What is it? Poem		Twinkly, Carrots, Watercress, Noise, Hop	Tiny – tall Long Small		
Lesson 35	The Farmer and the Magic Goose		Poor, Village, Sold, Earn, Money, Magic, Gold, Happy, Every-day, Worry , Good price, Became, Rich, Fine clothes, Greedy, Wanted, King, Thought, Grief, Forehead, Dead, Poor , Grast	Not enough Goose geese Keep -Kept	Extended text Ask and answer (pairs)	Circle the right answer True or false Fill in the blanks Match columns Make sentences

Class 5	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Lesson 1	Bashir's Friend	What's the matter?	Suffering, Ulcer, Hospital, District, matter, kindness	Wh- questions Of course Look after	Dialogue Ask and Answer (pairs)	Make sentences from table Fill in the wh- blank
Lesson 2	Commands instructions and requests		Rope, Box, Curious, Fork, Round, Spoon, Flat, Tea, Bowl, Lid, Frying pan, Plate, Stove, Cuts, Meanwhile, Promise, Bring	Excited Curious Happy Tied with Going to	Extended text to read Ask and Answer questions	Choose the best answer True or false Match phrases Make sentences
Lesson 3	Its Fun – poem		Leap, Lamb, Climb, Copy, trot			
Lesson 4	Telling the Time				Extended text Ask and say the time	Write the time
Lesson 5	Writing on your own (numbers 500 – 1000)					
Lesson 6	Giving Instructions		Instructions, Before, Start, Following, Test paper, Photographs, Zebra crossing, patient	Don't forget	Picture and extended text for reading Listen and carry out	Picture and sentence
Lesson 7	Jamil Akhter and her Job		Shop assistant, Shifts, Department store, Always, Other, Heat, Morning, Outside, Generally, Rickshaw, Baby taxi, Over-crowded, Standing, Customers, Returns, Work, Job, Interesting, People	Wh- questions Generally	Extended reading Answer questions with a partner	True or false Match question words Write a short paragraph about yourself
Lesson 8	Little Boy Blue song		Horn, Blow, Meadow, Corn, Haycock, sure	Fast asleep He's sure to		

Class 5	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Lesson 9	At the doctors		Complaint, Fever, Weak, Cough, Deep, Breath, Serious, Hospital, Medicines, Regularly, welcome	All the time The other day In the rain On the way A few	Dialogue	Choose correct words and write a sentence True or false Ask and answer Fill in the blanks Change the word order
Lesson 10	Request - Would Could	Excuse me Could you tell me Hallo I'm Could I leave a message? Would you please tell her ? Could you give me? Sorry	Could/would + verb		Read and request	Fill in blanks could or would Making request
Lesson 11	Practising pronunciation Magic e a ae also a, ai		Cane, Mane, Pace, Waiting, Station, Lake, Famous, Poet, Lazy, Late, Needed, gave		Dialogues with blanks	Complete sentences from word list
Lesson 12	Letter to a Friend	Letter conventions	Lonely, Friendly, Helpful, Everybody, Spent , Book store, Visited, Public library, Witty, Person, Jokes, Riddles, Anyway, Miss, Spin, Thread, Trap, Alone, prey	Spent a lot of time Anyway Miss (verb) About	Ask and Answer Guessing game - riddles	
Lesson 13	Common birds of Bangladesh	Good morning	Start, Feathers, Common, Familiar, Around, Seasonal, Everywhere, Cage, Familiar, Quite often, Cuckoo, Sparrows, Mainas, Kingfisher, Doel, Shalik	Quite often	Dialogue Ask and answer Complete and practise	Sentence maker

Class 5	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Lesson 14	Cuckoo poem		Months of the year		Extended prose	
Lesson 15	Ordinal numbers		Grocery, Banks, Shopping mall, Families, University, Apartments, Surprise, Different	Family families	Look read and say Ask and answer	Write ordinal numbers Fill in the blanks
Lesson 16	Numbers in words 51-100					
Lesson 17	Punctuation Using a hyphen		Dictionary – ies	Semi colon hyphen	Extended text Read sentences	Add hyphen and re-write Put a hyphen where necessary
Lesson 18	My pet		Birthday, Answered, Jumped, Tub, Bar, Learning, Sad , Noise	Hopped onto, Jumped into, Had a bath, Put into, A lot of, Make noise , Fond of	Extended text with dialogue Ask and answer in pairs	Circle the right answer Fill in the blanks
Lesson 19	Little Pussy - poem		Warm, Hurt, Harm, Pull, Drive away, Gently, Because			
Lesson 20	My Country		Independent, Capital, Kilometres, Population, Million, Agricultural, Jute, Sugar cane, Pineapples, Guavas, Water melon, Rivers, Attractive, Peaceful, Communities	Variety of Varieties of	Read the text Ask and answer Work in pairs to make a list	True or false Match to make a sentence Rearrange questions and answers Fill in the blanks Make sentences using phrases Write 5 sentences
Lesson 21	Talking about People			Opposite Healthy sickly Fair dark Handsome ugly Short tall Fat thin	Look and read Read and answer questions on information table	Answer questions Complete paragraph Write a paragraph about Ramesh Write a paragraph about your friend

Class 5	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Lesson 22	Punctuation comma		Annual, Sports , Scholarship, Born, Separate , Weather forecast, Tomorrow, Introductory, Liberated, Slight pause	Between Middle Slight (adj)	Read and notice commas Read sentences Listen and say game (beginning and ending letter)	Copy sentences and add commas Copy sentences
Lesson 23	The Cap Seller and the Monkey		Monkeys, Collected. Ground, Quickly, Imitate, Worried, Collect , surprised, remember	Miss the chance At once	Extended text – read the story	Match the phrases Fill in the blanks
Lesson 24	Twos Rhyme		Scissor blades, Water taps, Collar studs, Luggage straps, Walnut shells, Pigeon's eggs, Kindly	Kindly tell me		
Lesson 25	Eid Day	Eid Mubarak	Fasting, Celebrated payjamas, Panjabi, Prayer, Frock, Smiles, Embraced , greet		Extended story text Ask and answer questions	True or false Make sentences
Lesson 26	Use of capitals		Closed, Practise, Language centre, France French Italy Italian China Chinese		Read – present tense passage Read	Rewrite with capitals and punctuation marks (2)
Lesson 27	Mohakhali Flyover		Flyover, Built, Bridge, Pillars, Busy, Traffic jam, Sidewalk, Ply, Constructed	Having a good time Having a very good time Think thought Another Causing Excluding	Read extended text Ask and answer	True or false Match the phrases Make sentences
Lesson 28	Punctuation: Commas with Nouns of Address	Ms Sarah Yes..Ms Huq Please Raju	Noun position		Read and say	Copy each sentence and put in commas
Lesson 29	Clouds poem				Read and discuss Choose the answer	True or false Make sentences

Class 5	Textbook Topic	Protocols	Vocabulary	Language structures	Interactive/oral	Additional
Lesson 30	The night to remember		Believe, Transport, Following, Sound, Nervous , decided, Imaginary, Shades , electric pole, total, darkness, sweating, trembling , condition, alarmed	To get rid of, Take for, All the time, All around, As soon as, look behind, so fast that, in total darkness, in such a situation, go ahead , take for, feel relieved , make nervous		Silent reading Give answers True or false Answer questions
Lesson 31	A visit to the Book Fair		Competitions	Listen to Look after Look for Generally Milkman See off Serious	Read and act Reading	Match pictures and descriptions Fill in the blanks with correct verb form Choose the right answer
Lesson 32	Pronunciation: Stress				Read, listen, say – stress bold words Listen and repeat sentences Change stress word	Read and match with meaning
Lesson 33	Intonation		Intonation		Dialogues (2) Ask and answer	
Lesson 34	Listen and Write		Address, Holidays, Giant, Faraway, Chirped			
Lesson 35	Short composition		Brick, Field, Play-ground, Health, Relatives, Sick people, Popular	She remains busy		Read and write Write a paragraph about your mother about a common bird, about your favourite game
Lesson 36	A visit to the zoo		Scared , Lions, Tigers, Giraffes, Rhinos, Deer, Camels, Crocodiles, Ape, Colourful , Tanks, Elephants , Mongoose		Extended text for reading	True or false Write names of animals Ask and answer Fill in the blanks

ENGLISH in ACTION

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

Implemented by :

Supported by :

UK**aid**
from the Department for
International Development

Partners :

The Open University

Mott MacDonald

UCEP
Since 1972

FIVDB

English in Action

House 17, Road 118
Block CES (C)
Gulshan, Dhaka-1212
Tel: +88 02 8822234, 8822161
Fax: +88 02 8822663
E-mail: info@eiabd.com

www.eiabd.com

EIA is a Programme of collaboration between the UK Government and the Government of Bangladesh